



### ***Mālama Honua***

A curriculum and residency in sustainability  
inspired through the song and dance (*mele* and *hula*) of Hawai'i  
by Hālāwai, Inc.

### ***Mālama Honua***

A Hawaiian value that means “to care for our Earth.”

Hālāwai is a diverse group of individuals in the New York area committed to building and supporting a community of people who share a common background or interest in Hawai'i and other Pacific Islands.

A major component of Hālāwai's programming is the collaboration with the Polynesian Voyaging Society and its *Mālama Honua* voyage. The Polynesian canoe, named *Hōkūle'a*, is travelling to New York as part of its worldwide voyage across Earth's oceans to grow the global movement toward a more sustainable world, covering 47,000 nautical miles, 85 ports, and 26 countries. Crew members use centuries-old methods of Polynesian deep-sea navigation -- with no modern instruments. The canoe is expected to land in New York in June 2016.

The Hawaiian name for this voyage, *Mālama Honua*, means "to care for our Earth." The four-year Worldwide Voyage will highlight diverse cultural and natural treasures and the importance of working together globally to protect them. Motivated by Pacific voyaging traditions that teach the importance to venture beyond the horizon to connect and learn with others, the Worldwide Voyage has a vision to engage all of Island Earth.

Hālāwai is honored to be partnering with the Polynesian Voyaging Society to organize ongoing events in 2015 and 2016 throughout New York leading to *Hōkūle'a's* arrival. At the same time, we are working to lay the foundation for longer term commitments to educate, move and inspire communities, students, and families to respect and care for themselves, each other, and our area's natural and cultural resources.

This program for New York City schools uses Hawaiian song and dance (*mele* and *hula*) to embody the vision of the *Hōkūle'a* and the Polynesian Voyaging Society and to transform the communities with which we engage.

### ***Mālama Honua***

Living on an island chain teaches us that our natural world is a gift with limits and that we must carefully steward this gift if we are to survive together.

### **Core Values of *Mālama Honua***

As we work to protect cultural and environmental resources for our children's future, our Pacific voyaging traditions teach us to venture beyond the horizon to connect and learn with others. The Worldwide Voyage is a means by which we now engage all of Island Earth—bridging traditional and new technologies to live sustainably, while sharing, learning, creating global relationships, and discovering the wonders of this precious place we all call home. Other core Hawaiian values that weave through *Mālama Honua* and will be explored by the teachers and students in this program may include, but are not limited to:

- ☐ *Maluhia*: Peace (the partner values are Harmony and Forgiveness)
- ☐ *Ha'aha'a*: Humility (the partner values are Gratitude and Appreciation)
- ☐ *Ahonui*: Patience (the partner values are Perseverance and Confidence)
- ☐ *Wiwo'ole*: Courage, Moving Forward without Fear (the partner values are Tenacity and Conviction)
- ☐ *Laulima*: Working Together (the partner values are Family and Unity)
- ☐ *Makakū*: Creativity (the partner values are Wonder and Resourcefulness)
- ☐ *Mālama 'Aina*: Taking Care of the Land (the partner values are Beautify and Sacrifice)
- ☐ *Kūpono*: Doing the Right Thing at the Right Time with the Right Intentions (the partner values are Integrity and Truth)
- ☐ *Ku'oko'a*: Freedom (the partner values are Justice and Equality)

### **Program Overview**

*Mālama Honua* teaching artists will provide eight to sixteen workshops with four to eight classes in a school. In addition, the teaching artists and professional development facilitators will provide three professional development sessions with the classroom teachers. The curriculum will explore the theme *Mālama Honua* through the song and dance of Hawai'i, *mele* and *hula*.

### **Goal & Objectives**

Goal: Students will embody perspectives and values of *Mālama Honua* through the exploration of Hawaiian song and dance (*mele* and *hula*) and the application of a project based on the local and global issues of sustainability.

Objectives: Students will

1. Develop skills and techniques, create and perform the music and dance of Hawai'i;
2. Investigate, discuss and analyze cultural perspectives, contexts and values embodied in *mele* and *hula*;
3. Reflect on and apply the cultural perspectives, contexts and values to their contemporary lives and to the world-at-large;
4. Reflect on these shared cultural perspectives, contexts and values and connect them to a global, holistic investigation of sustainability;
5. Collaborate to address a environmental concern in their community.

### **Standards**

The *Mālama Honua* curriculum will addresses *NYCDOE Blueprint for Teaching and Learning in the Arts—Dance and Music*, which are specific to NYC's learning communities.

Strand 1: Dance and Music Making Making

Strand 2: Developing Dance and Music Literacy

Strand 3: Making Connections

Strand 4: Working with Community and Cultural Resources

The unit of study will be integrated with the multidisciplinary content of Environment Studies. The curricular goals and objectives will be aligned with the New York State Department of Education's *The Living Environment Core Curriculum (NYS Learning Standards for Mathematics, Science, and Technology 1 and 4)*. Students will:

Use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions (Standard 1);

Understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science (Standard 4).

Common Core Capacities: Students will  
 Demonstrate independence;  
 Respond to the varying demands of audience, task, purpose and discipline;  
 Comprehend as well as critique;  
 Value evidence;  
 Use technology and digital media strategically;  
 Come to understand other perspective and cultures.

### Student & Teacher Activities

The curriculum is inspired by the overarching theme of *Mālama Honua* and the meaningful values imbedded in this vision of caring for our planet Earth (see above). Students will be introduced to, discuss, explore and embody the theme and its values as they are expressed in the song and dance of Hawai'i and as they are experienced in their real lives. Teachers and teaching artists will collaborate through professional development and lesson planning to build on the students' experience of these core values and to develop a project-based unit on sustainability during the residency.

The curriculum is intended to be a living document that is adapted to the students, teachers, families and stakeholders of each learning community. Hence, the proposed scope and sequence is subject to modification in conversation and collaboration with the classroom teacher and school administration. *Mele* and *Hula* lessons will be facilitated by a Hālāwai teaching artist; *Mālama Honua* lessons will be facilitated by a urban environmental studies fellow from the NYU Wallerstein Collaborative on Urban Environmental Studies. The classroom teacher will play a pivotal role in collaborating with and supporting the guest artist and fellow. Classroom teachers may choose to focus the unit of study on just one or two core values rather than all.

Professional Development I Introduction to the Values of <i>Mālama Honua</i> ; Embodying the Vision of the School and Classroom; Planning Connections to the School, Classroom, Teacher and Student		
Music and Dance led by Teaching Artist	Discussion led by Classroom Teacher "How do these values affect our lives and our world?"	Investigations led by Environment Studies Fellow
<i>Mele</i> and <i>Hula</i> Lesson 1 <u>Introduction to <i>Mele</i> and <i>Hula</i></u> Activity: Stanza 1 of song and dance, i.e. <i>Ke Ao Nani</i> (The Beautiful World) Discussion: What do you know about music and dance? Why do people make music and dance? What do you know about Hawai'i? Where is it? Who else comes from another place on the planet? Do you sing and dance where you came from?	I  Core value: <i>Maluhia</i> (Peace)	<i>Mālama Honua</i> Lesson A <u>Introduction to <i>Mālama Honua</i></u> Activity: Chart discussion. Discussion: What does it mean to care for something? What do you care for? Who do you care about? What does it mean to care for or about someone or something? How do you care for your self? Classmates? Classroom? School? Family? Neighborhood? Can you care for a place?
<i>Mele</i> and <i>Hula</i> Lesson 2 <u><i>Mele</i> and Meaning</u>	II	<i>Mālama Honua</i> Lesson B <u>Caring for Our Planet Earth</u>

<p>Activity: Stanzas 1 and 2 of song and dance Discussion: What do the words mean? Where do you see these elements in your lives? How does singing and dancing make you feel about them?</p>	<p>Core value: <i>Ha'aha'a</i> (Humility)</p>	<p>Activity: Discuss and propose a problem that exists in the students' lives. Discussion: What does <i>Mālama Honua</i> mean? Who and what do you care about? How do you treat someone or something you care for? Why do we need to care for the earth? How can we care for the earth? What do we care about in our classroom or school?</p>
<p><i>Mele and Hula</i> Lesson 3 <u><i>Hula: Meaning in Motion</i></u> Activity: Stanzas 1-3 of song and dance Discussion: What do the words mean? Where do you see these elements in your lives? Why do we sing and dance about them?</p>	<p>III Core value: <i>Ahonui</i> (Patience)</p>	<p><i>Mālama Honua</i> Lesson C: <u><i>Mālama</i> Research</u> Activity: Investigate and research the problem. Discussion: Where do we see the earth in trouble? How do we know something is wrong? Why do you think this problem exists? Where do we see it in our lives? How and why does it exist? What questions do you have about this problem? Where and how can you find more information?</p>
<p><i>Mele and Hula</i> Lesson 4 <u><i>Mele and Hula</i></u> Activity: Stanzas 1-4 of song and dance Discussion: What do the words mean? Where do you see these elements in your lives? How does dance express an idea? How is it different from words? How is it similar? How else can you express an idea?</p>	<p>IV Core value: <i>Wiwo'ole</i> (Courage, Moving Forward without Fear)</p>	<p><i>Mālama Honua</i> Lesson D <u><i>How Do We Mālama?</i></u> Activity: Propose solution to the problem and design an experiment. Create an action plan, project or experiment to address the problem. Discussion: How can we address this problem? What if...? How can we solve this problem? What steps do we need to take?</p>
<p>Professional Development II Formative Assessment and Overview. Feedback Protocol: (1) What's Working? (2) What Questions Do You Have? (3) What Are the Challenges? (4) What Are the Next Steps?</p>		
<p><i>Mele and Hula</i> Lesson 5 <u><i>Creating Your Own Mele</i></u> Activity: Collaborate to create a new Stanza 5. Discussion: What beautiful elements in your life would you like to make a dance about?</p>	<p>V Core value: <i>Laulima</i> (Working Together)</p>	<p><i>Mālama Honua</i> Lesson E <u><i>Mālama</i> in Action</u> Activity: Put experiment in action. Discussion: How do we need to work as a community? What do we need to do next?</p>

<p><i>Mele and Hula Lesson 6</i>  <u>Creating Your Own Hula</u>  Activity: Collaborate to create a <i>hula</i> for a new Stanza 5.  Discussion: How can you make a song and dance about something you love?</p>	<p>VI</p> <p>Core value:  <i>Makakū</i>  (Creativity)</p>	<p><i>Mālama Honua Lesson F</i>  <u>Mālama in Action</u>  Activity: Collect data and analyze them.  Discussion: How is the experiment working? What do you notice and observe? What do we need to do to complete it? How can our work impact others?</p>
<p><i>Mele and Hula Lesson 7</i>  <u>Creating Your Own Mele and Hula</u>  Activity: Choreograph and stage the <i>mele</i> and <i>hula</i>.  Discussion: How do we need to work together to make a song and dance? What did you learn about <i>mele</i> and <i>hula</i>? What did you learn about Hawai'i? What did you learn about yourself? What did you learn about your world?</p>	<p>VII</p> <p>Core value:  <i>Mālama 'Aina</i>  (Taking Care of the Land)</p>	<p><i>Mālama Honua Lesson G</i>  <u>Mālama in Action</u>  Activity: Discuss and synthesize findings.  Discussion: What did you learn? What does our project tell us about our self and community? Our planet? How does your work impact others? What would you do differently next time?</p>
<p><i>Mele and Hula Lesson 8</i>  Ho'ike: culminating performance and project presentation</p>	<p>VIII</p> <p>Core value:  <i>Kūpono</i>  (Doing the Right Thing at the Right Time with the Right Intentions)</p>	<p><i>Mālama Honua Lesson H</i>  Culminating performance and project presentation</p>
<p>Arrival and Greeting of the <i>Hōkūle'a</i></p> <p>Core Value:  <i>Ku'oko'a</i>  (Freedom)</p>		
<p>Program and Residency Evaluation and Reflection  Review teaching artist and student work. (1) What worked? (2) What were the challenges? (3) What have we learned? (4) How can we improve this residency and curriculum?</p>		

### Timeline

January 15: Professional development for teaching artists and environmental studies fellows (introduction to *Mālama Honua* curriculum)

February 1: Professional development for teaching artists, fellows, classroom teachers and school administrators (introduction to *Mālama Honua* curriculum; planning of project-based unit of study)

March 1: *Mālama Honua* curriculum residency (Lessons 1-4)

April 4: Professional development for teaching artists, fellows, classroom teachers and school administrators (formative assessment of student progress and lesson implementation; revision of curriculum)

April 11: *Mālama Honua* curriculum residency (Lessons 5-8)

May 20: *Mālama Honua* curriculum residency culminating school performance and project presentation for parents, school stakeholders and community

June 8: Students welcome *Hōkūleʻa* canoe and engage with navigators

June 15: *Mālama Honua* curriculum residency reflection and evaluation

### **Assessment**

Information about student knowledge and understandings of the curriculum will be assessed by the following tools and strategies:

#### Baseline assessment (pre-assessment)

1. Documented meetings with classroom teacher
2. Observation and analysis of prior student work
3. Documented conversations with students at the onset of residency
4. K-W-L chart
5. Goal-setting by students

#### Formative assessment

1. Journal assignments and exit slips
2. Peer critiques and self reflection
3. Venn diagrams and other graphic organizers
4. Documented meetings with classroom teachers
5. Video documentation and analysis by students
6. Research papers, reports or other projects on topics of sustainability
7. Hula journal
8. Criteria-setting by students

#### Summative assessment

1. Hula journal
2. Culminating performance
3. Culminating project on sustainability
4. Student reflection
5. Post-residency conversation with classroom teacher and school administration
6. Holistic rubric based on goals, objectives standards

### **Acknowledgements**

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