Afio mai i le mātou togālāʻau
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Introduction

Climate change is a global threat and the greatest challenge to human wellbeing and survival. The Pacific Islands are especially vulnerable to its impacts, which have become visible in people’s daily lives. Climate change education and adaptation are essential to Pacific Islanders and should become a topic of discussion in every classroom and every home. Helping people of all ages to understand climate change is important, because without the right knowledge, we cannot imagine the best solutions.

Along with other books in the Pacific Climate Readers series, this book aims to build the foundational knowledge required for understanding climate change impacts and adaptation options in different Pacific Island settings. By exploring island ecology, health, hygiene, and traditional knowledge within the diverse and dynamic contexts of Pacific communities, this series of readers helps children interpret and navigate the complexities of a changing world.

This series was made possible by the Australian Government’s Australia Pacific Climate Partnership (APCP) working with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) on a programme called Accelerating Climate Education (ACE) for the Pacific. The goal of this initiative is to empower through knowledge and to inspire educators and students throughout the Pacific to lead meaningful climate action within their own schools, homes, and communities. Working together is the best way to move forward with hope for a safe, healthy, and sustainable future.
How to use this book

Like other books in this series, this climate reader has several parts to support the learning of the reader.

a) The informational narrative (story): Children can read the story by themselves, take turns to read as a small group, and/or listen to it being read by an older child, parent, educator, or another adult.
b) Learning outcomes: This is what the reader should be able to know and do after reading the book.
c) Interactive prompts for deeper discussions on topics raised in the narrative: These help parents and educators encourage children to think more about the story and research more about it, especially by talking to elders and local experts in the community.
d) Facts and tips related to the topic: These help parents and educators create projects, assignments, outdoor activities, and other educational opportunities in which children will take on roles similar to the story characters and follow practical advice to engage in learning through play.

Language note

The early readers in this series were initially developed in English and then translated into different Pacific Island languages. The translated versions were published and distributed for local use in countries and territories across Polynesia, Melanesia, and Micronesia. This version of the book was created for Sāmoa.

Please note that as explained on the following page, this book has several parts. Only the narrative part – the book’s main story – is presented in gagana fa’a Sāmoa. The other parts of the book, being intended primarily for teachers and educators, remain in English.

The fundamental need to have materials in the local language was brought to the limelight by partners and stakeholders directly working with students in different communities. It is our hope that more materials will become available in indigenous languages to effectively pass on key messages for climate change education to children of all levels in schools and in communities throughout the Pacific Islands.
O lo’u igoa o Keola.
O Mele, o lo’u tuáfafine lailiti, ma lo’u tausoga o Lagi.
O mātou e fiafia tele i fafo i le mātou togālā’au. Ou te fiafia e totō fuālā’au-aina ma lā’au-aina suāmalie.

E fiafia lo’u tuāfafine e totō lā’au fugālā’au. E fiafia lo’u tausoga e totō lā’au fa’amanoa mea’ai mō le kukaina o mea’ai ma vai fofō.
E tele fiafiaga ma a'oa'oga e maua mai i le faifa'atoaga lā'au.

E tatau ona tātou vaai i le tau ma lona natura. O le tātou vaai ma le maitau, e fesoasoani ia tātou filifiliga fai, ina ia ola lelei ma lauusiusi lā'au.

E vaai po'o fea e oso ma goto ai le la, e fuafua ai le totōina o lā'au, ina ia maua uma le mālamalamala o le la, e ola lelei ai.
E vaai le agi o le savili i laulā’au ina ia puipui tātou lā’au mai le savili.

O a‘oa’oga mai ia mātou tuaā, e totō fa‘atasi lā’au ese’e se ina ia puipua mai le savili ma fa‘apaolo fo‘i i lā’au toto.
Ua mātou maitauina, o loʻo i ai le tau susū ma le tau mātū.
Na faʻasino mai e mātou tuaā, lāʻau e tatau ona totōina i le tau mātū aʻo isi lāʻau, e totō pe a timu.
A oʻo i le tau timuga, e faʻatali le suāvai, auā le tau mātū ina ia mātou maua pea le suāvai.
E vaai fo’i le māsina.
O le fa’asoa ā mātou tuaā, e fesoasoani le ta’amilosaga o le māsina i le lā’au ia ola lauusiusi lelei.
E fa’apea, e totō lā’au e fua i luga o le ele’ele pe a atoa le māsina, ae totō lā’au e fua i lalo o le ele’ele pei o le talo, pe a afa le māsina.
E vaai ma pa'i i le palapala, ia mātou mautinoa, o lo'o lelei ma maua mea'ai e mana'omia e le lā'au.

O a'oa'oga a mātou tuaā, e aogā mea'ai totoe mai le umukuka e fai ai fa'apalaga. E fesoasoani le fa'apalaga e lelei ma malū lelei ai le palapala. E lafoa'ī mea'ai totoe, fa'atasi ma vao po'o ogalā'au pala, e fa'atino ai le fa'apalaga.
E tāua tele lou iloa o auala e totō ai ituaiga lā’au ese‘ese.

O isi lā’au e fa’aogā le fatu e totō ai, pei o le maukegi, esi, pi, lā’au fa‘amanogi mea’ai, kukama po’o le meleni.

O fatu lā’au, e mafai ona totō i totonu o se ipu ona si‘i lea i le togālā’au, pe a ola malosi lelei. O le tele o fatu lā’au, e mafai ona totō sa‘o lava i le palapala.
O isi lā’au, e tupu a’e mai ta’ega, pei o le ago, talo, ulu, ofe, fa’i ma aniani.

O ta’ega o lā’au, e mafai ona eli le pu, ma totō ai, ona tanu lea i palapala mai le fa’apalaga.
O isi lā‘au, e tupu mai lālā lā‘au, pei o le tolo, lauti, kasava, nonu ma le kuava.

O lālā lā‘au e mafai ona amata totōina i totonu o se pusa, se‘ia totogo ona si‘i lea i totonu o le togālā‘au.
O se togālā'au matagofie, e lelei lona se leselelega mō tātou.

O le mātou fiafiaga tele, le galulue i le togālā'au, fa'apea le fa’aaogāina lava o ā mātou lā'au totō mō mea'ai.

O le fiafiaga sili, o le mafai ona tu fa mātou mea'ai i aiga, uō, ma tuāoi.
Ou te fiafia tele e totō fuālā’au aina suāmalie, ma fuālā’au aina. E mafai ona mātou aai sa’o mai le fa’ato‘aga.

E mafai ona mātou fa’asao fuālā’au aina, ina ia mafai ona fa’aaogā mō se taimi umi.
E tatau on fa‘avela lelei fua o fa‘aelele‘aga mai lalo o le palapala, ma ulu mō tausamiga.

O le a‘oa‘oga a lē tasi o tuāoi, e i ai fua o fa‘aelele‘aga mai lalo o le palapala, ma ulu e mafai ona tanu i le palapala, e fa‘asao e fa‘aaogā mō se taimi umi.

O le fa‘asaoina o mea‘ai e fa‘aaogā mō se taimi umi, e fesoasoani ia tātou, ia maua pea tātou mea‘ai pe a fa‘aleagaina e afā le tātou togālā‘au.
E fiafia Mele e suʻi ula mai fugālāʻau na īa totōina, ma faʻaulaina ai ā mātou mālo faʻaalologia. E matagofie foʻi teu fugālāʻau mō meaʻalofa, ma teu mō fale, e fiafia Mele e gaosi mai fugālāʻau.
E tele ni auala e fa’aaogā ai e Lagi lā‘au fa‘amanogi mea‘ai. E tufa ma fa‘asoa i aiga ma tuāoi pe a mana‘omia mō le kukaina o mea‘ai, fa‘amanogi ti, po‘o le fofō. E fiafia e ave lālā lā‘au mō isi e totō ma fa‘aola.

O lā‘au fa‘amanogi mea‘ai, e totō fa‘atasi ma fuālā‘au aina ma fuālā‘au aina suāmalie, auā o le malosi o le manogi, e mafai ona puipuia ai lā‘au mai fa‘ama‘i.
O mātou uma ma loʻu tuāfafine, ma loʻu tausoga, e matuā ioeina le aogā o le togālāʻau mō mātou.

Ua aʻoaʻoina mātou i vāega tāua o le siʻosiʻomaga ma le tau. O le togālāʻau, ua aʻoaʻoina ai mātou i le tāua o le vaai, fuafua mamao, ma galue.

O tātou meaʻai mai tātou togālāʻau, e fesoasoani ia tātou aiga, ma maua ai le tātou mitamitaga.

O le i ai o ʻā tātou togālāʻau, o meaʻai ma vai fofō, o se tātou tapenaga lea mō faʻalavelave faʻafuaseʻi.
E lelei le i ai o se togālā‘au.
E lagona ai le malosi, aemaise le ola maloloina ma saogalemū.
O le togālā‘au, ua feso‘ota‘i ai mātou ma le ele‘ele.
Learning outcomes

In this story, Manu, Mele, and Lagi take the reader on a journey towards food security and health by sharing what they know about their favourite activity: gardening. They show us how gardening is fun and explain why it is important and useful for everyone.

There are many things to observe in order to have a successful garden. Asking and following the advice of experienced gardeners will make gardening even more enjoyable and fruitful. Gardening does not require a lot of money, but asks of your time, effort, and love. In turn, gardening gives us fulfilling experiences and delicious food, while helping secure families’ nutrition needs and making stronger and more resilient communities.

After reading this book, children will be able to:

1. Explain why observation is the key to successful gardening and identifying changes in the environment,

2. Describe different plants that can be grown in gardens,

3. Explain how gardening supports healthy living and eating and provides food security and helps adaptation to climate change,

4. Describe some of the best gardening practices to keep gardens thriving even during a changing climate, such as improving soil quality through composting, and

5. Describe some of the best gardening practices to help encourage biodiversity and agrobiodiversity by planting many different types of plants, including species able to withstand varied climatic conditions.
Interactive prompts

Educators, caregivers, and parents can use these guiding questions to kick off discussions with students. The discussions are intended to support the students’ deeper understanding of the story by helping them reflect on what they read, and by encouraging them to find out more.

1. Manu, Mele, and Lagi learn about wind patterns and wet and dry seasons from elders. Ask the elders in your community about the winds and seasons. What are the names of the seasons and winds? What months or times of the year do these seasons and winds occur? What gardening and farming activities occur during those seasons? Are there any changes in the occurrence and patterns of winds and seasons over the years?

2. Manu, Mele, and Lagi have many different plants growing together in their garden, instead of just one type of plant. Why do you think it is important to have a variety of plants growing together? What happens if there is too much rain or not enough rain? How does growing a variety of plants help adapt to the changing rainfall patterns?

3. Manu, Mele, and Lagi grouped plants by their different planting methods – started from seed, grown from shoots, and grown from stems or cuttings. Why is it important to be able to use different parts of the plant to start new plants? Can you think of ways that are different from how Manu, Mele, and Lagi grouped the plants?

4. In the story, the children like to eat different plants. What types of plants do you and your family eat? From where do you get these plants?

5. There are many reasons to compost. In the story, the children compost to reduce waste. Ask an elder or friend who likes farming and gardening if they compost and if they do, how do they do it? Ask how composting helps the soil and protects it from climate change.
Observe the environment before you start your garden. Look at the sun at different times of the day and wind and waves at different times of the year. That will help you identify the best location for your garden. Most plants are harmed by salt, so your garden should be away from the coastal areas with too much wind and salty spray from waves.

If you think that you don’t have space for a garden, think again! Container gardening is a simple way to grow vegetables and herbs even if you do not have land for a garden. Green onions, basil, cherry tomatoes, leafy greens, chives, and many other plants that support healthy eating can be grown in containers. Large laundry detergent bottles, old buckets, and other such containers can be used. Make sure the containers are very clean before adding soil and growing the plants. Growing your own food using available resources enhances adaptation to climate change.

Tips
Nature as teacher. Observe a farm or garden. Use the tips listed below to guide your observation.

- Planting lots of different species together helps prevent the spread of disease, reduces damage from pests, and increases soil fertility. Do you see many different plants growing together or just many of the same plant?
- Mixing vegetables, herbs, and other smaller crops with trees creates a biodiverse ecosystem. The tall trees provide shade and protection from wind and shrubs and smaller plants hold the soil in place. The crops that grow close to the ground, such as pumpkins, also shade the soil and keep it healthy. Look for a garden or farm with many different crops and trees. What do you observe about that ecosystem?
- Choose plants wisely by consulting elders or looking at nearby gardens to see what is likely to grow well. What are some of the tips from the elders?
Soil is a limited and precious resource. Protect your soil by minimising how much of it is exposed. Dig up only what you need to plant a new plant and leave the rest covered with other plants. Never leave soil brown and bare, as exposed soil is prone to erosion and leaching.

**Start with the soil.** Observe the soil in a farm or garden. Try some of the tips listed below to improve your soil and protect it from impacts of climate change.

- Feel and smell the soil. Healthy soil will not smell bad or disgusting. It should actually smell like soil and maybe even slightly sweet. Healthy soil is not too wet or too dry. When you squeeze the soil in your hand, it will keep the shape briefly and then fall apart. Soils that are too wet will keep the squeezed shape and soils that are too dry will not keep a shape and quickly crumble.

- Feed your soil regularly. Healthy soil is fed with real food, such as table scraps or animal waste that has been composted. Avoid using chemical fertilizers on your soil as these are not healthy for the environment or for your body. Organic fertilizers such as compost, worm castings, cow manure, and crushed-up fish bones are great for the soil.

- Protect your soil with mulch. Mulch is a covering for the soil that helps retain moisture and protect the soil from the sun and drying winds. Shredded coconut husks, leaves, grass, and other plant clippings work well.
About this book

This book is a part of the Pacific Climate Readers, a series of early readers created specifically for children in the Pacific Islands. The place-based focus on Pacific Island landscapes, local flora and fauna, and the island way of life helps students to explore new concepts within familiar contexts. While providing engaging and relatable literacy materials that children and educators can use to promote reading and comprehension skills, these books’ Pacific Island focus on themes such as ecology, communities, health, and hygiene also allows students to develop fundamentals of climate literacy and refine their critical thinking, problem solving, and understanding of adaptive solutions.

The individual titles in the series are interrelated and grouped in three levels, with higher level books building on the lower level ones. To date, the Pacific Climate Readers include:

- **How I take care of myself and others** looks at ways to take care of oneself and others including steps and resources used while promoting drinking clean water and eating healthy local food.

- **Welcome to our garden** cultivates understanding of the need to maintain local agriculture and food security even during changing climate.

- **Teamwork in my community** highlights the importance of working together as a community to build climate resilience.

- **Our high island adventure** explores high islands in the Pacific, their key habitats, how they are interconnected, and what challenges they face.

- **Our atoll adventure** explores atolls and other low-lying islands, reiterating the interconnection of different habitats and promoting the need to protect and conserve island resources.

This series was made possible by the Australian Government’s Accelerating Climate Education (ACE) for the Pacific programme, an initiative of the Australia Pacific Climate Partnership (APCP) implemented in partnership with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).

About the publisher

Island Research & Education Initiative (iREi) is a non-profit organisation dedicated to upholding the unique environmental and cultural legacies of islands and island peoples. We are based in Micronesia, but our work spans the entire Pacific. Our core activity is to assist educational authorities in creating locally relevant school resources, particularly in indigenous languages. That grants the children of Pacific Islands place-based tools they can relate to and positively reinforces their adventures in the world of learning. iREi can be contacted at irei@islandresearch.org
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Errata

Please note that this book is an electronic publication only. It may contain errors, particularly in the main story presented in gagana fa’a Sāmoa. If you identify any problems with spellings, grammar, or anything else, please let us know at irei@islandresearch.org and we will make the necessary corrections and update the book.
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