O le galulue faʻatasi i loʻu nuʻu
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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.
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.

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.
O loʻu igoa o Manu.
O Mele, o loʻu tuāfafine, ma loʻu tausoga o Lagi.
Mātou te fiafia tele e galulue i le mātou togālā’au. Ou te fiafia e totō fuālā’au-aina suāmalie ma fuālā’au-aina.

E fiafia lo‘u tuāfafine o Mele, e totō lā’au fugālā’au. Ae fiafia Lagi e totō lā’au fa’amanogi mea’ai.
O fuālā’au aina ma fuālā’au aina suāmalie mai le togālā’au, mātou te fa’aaogāina e kuka ai mātou mea’ai. O lā’au fugālā’au, e fa’aaogā e Mele e su’i ai ula ma fai ai teu. E totō e Lagi lā’au fa’amanogi mea’ai fa’atasi ma fuālā’au aina, ma fuālā’au aina suāmalie, e taumamao ai iniseti fa’alafuā.
Sa asiasi se Tagata Su‘esu‘e Saienitisii i le mātou aogā, na fa‘asoa mai i fesuia‘iga o le tau. E fa‘apea, ua fesuisuia‘i fa‘asologa o le tau.

O isi nofoaga, e leai se timu mō se taimi umi ma o‘o ai ina ōge suāvai. O isi nofoaga, e malosi le timu i se taimi pu‘upu‘u, ma o‘o ai ina lolovaia.

O isi nofoaga, e vevela ma ono agi se afā.

O le si‘isi‘i o le tai, e tafia ai le gātaifale ma fa‘asolo ina o‘ona pe mai ai le suāvai o lo‘o i totonu o le palapala.
Ua mātou talanoa i a'afiaga o le togālā’au mai fesuaiga o le tau.

Ua ou fa’apea atu “O a’u fuālā’au aina na totō fuafua i la’u vaai ma la’u maitau i le tau, a’o lenei fo’i ua i ai suiga.”

Ua fa’asoa mai Mele e fa’apea, “Na tā’ua e le Tinā o lo’u Tinā, e mana’omia tele e le lā’au o le aute le suāvai. A leai nei se timu, pe fa’apefea ona fui a’u aute?”

A’o Lagi ua fa’apea mai, “Ua ou popole ā, e lē mafai ona ola a’u lá’au fa’amanogi mea’ai i aso vevela.”
Ua mātou fa’anatinati atu i le togālā’au po’o o la lelei, ina ua mātou taunu’u i le fale.

Ua mātou fiafia lava ina ua va’aia o lo’o i ai pea mātou lā’au totō. O lo’o fua mātala mai fugālā’au a Mele ma sasala le manogi o lā’au fa’amanoi mea’ai a Lagi.

Ae peita’i, e lagona lava le popole ona ua mātou iloa. O le fa’asoa a le Tagata Su’esu’e Saienitisi, e āfua mai i su’esu’ega ma le maitauina o mea o lo’o tutupu. Sa mātou fa’alogo fo’i, o talanoaina e mātou tua fesuia’īga o le tau.
O lena afiafi, ua faʻafaigata ona mātou aai. O lea, na mātou faʻanoiai pe mafai ona mātou agaʻi e talanoa i tuaʻa lea na aʻoʻoina mātou, pe faʻapefea ona galueaʻina le togālāʻau. Ae o le ā mātou toe foʻi vave i le fale mō le taimi e momoe ai.
Ua mātou fa’anatinati atu i le fale o le uso o le mātou Tinā, o Luisa. O le mātou popolevale na lē mafai ai ona mātou talanoa atu ia Luisa, ina ua mātou taunuʻu.
Ua fa’afilemu mātou e Luisa, ma tapena le ti vevela mai lā‘au fa‘amanogi mea‘ai mai lana togālā‘au. Ina ua ma‘alili le ti ma inu, ua sologa lelei le mānava ma maua ō mātou manatu e fa‘asoa atu ia Luisa.

Ua ta‘itasi o mātou ma fa‘asoa a‘oa‘oga na maua mai i le Tagata Su‘esu‘e Saienitisi, fa‘atasi ai ma ō mātou lagona i le mātou togālā‘au.
Ua fa’apea atu, “E tatau ona sui le totōina o lā’au ona o fesuia’iga o le tau? E a’afia tātou fua o fa’aele’eleaga fua i lalo o le palapala i le masima?

“Ua ou popole lava i a’u lā’au fugālā’au pe a lē lava le suāvai,” o le tala lea a Mele.

Ua fesili Lagi, “E fa’apefea ona ou mau tinoa o le ā ola a’u lā’au fa’amanogi mea’ai pe a leai se suāvai ma vevela?”
Ua fa’asoa le manatu o Luisa mai lana maitau, “E sa’o le Tagata Su’esu’e Saienitisi, ua i ai suiga o le fa‘asologa o le tau. E ese ā nei aso mai aso a’o o’u laitiiti. O aso la, e manino lava le tau susū ma le tau mātū, ma sa mātou mulimulita’i aī i fa‘asologa īa, e galua’aiga ai togālā’au. A’o aso nei, a lē mamafa timuga po’o le leai o se timu.”

O le fesili a Lagi, “O le ā sou manatu, o le ā se tātou galuega e tatau ona fai?”
O lo'o ua fa'asoa pea Luisa e fa'apea, “E ese'ese lava taumafaiaga a tagata. A'o lo‘u manatu, o le vāega tāua, o le totōina fa'atasi o ituaiga lā‘au ese‘ese.

E lāiti lava ni lā‘au o le togālā‘au e vaivai, a'o le togālā‘au e ese‘ese ituaiga fa‘i, ulu,ma fua o fa'aele‘eleaga ese‘ese o ola ai, e malosi ma lelei.

Auā, a susū, mātū, pe vevela le tau, o le ā fesoasoani le isi lā‘au i le isi lā‘au, ae tātou va‘ava‘ai, po'o a ituaiga lā‘au e ola lelei i fesuia‘iga o le tau.”
Ua umi se taimi o mātou talanoa, ae faʻafuaseʻi ona faʻasoa mai le manatu o Lagi. “E le maua ni ituaiga lāʻau eseʻese i le tātou togālāʻau, ae ā pe a amata se togālāʻau a le nuʻu atoa! E mafai ona fetufaaʻi lāʻau totō o ituaiga lāʻau eseʻese ma vaai poʻo a lāʻau e ola lelei.

Ua faʻasoa e Lagi lona manatu i le faiāoga, ma ana uō i le aogā, mō se togālāʻau a le nuʻu. O se auala e manatu, o le ā tele ai ituaiga lāʻau totō eseʻese, ma mautinoa o le a maua ai pea meaʻai maloloina mai o tātou fanua e ui i fesuiaʻiga o le tau.
Ua mātou iloa atu se vāega o le nuʻu o avanoa aʻo mātou savalivali ma le faiāoga i tuāoi o le aogā, ua alaga fiafia Mele, “Manaia le vāega lea mō le togālāʻau a le nuʻu.”

Ua talisapaia e Lagi le manatu o Mele, “Ioe, e lava lelei le avanoa lea, mā o loʻo i ai foʻi fale e puipui ma faʻamāmā le savili agaʻi i le togālāʻau.”
Ua mātou faʻamatāla i le Faʻatonu o le ofisa tutotonu o le nuʻu le manatu. Aʻo faʻalogologo ma le totoʻa, na fesili mai, “E faʻapefea ona galueaʻina se togālāʻau naʻo ʻoutou o tamaiti?”
O la’u tali, “Lau Susuga i le Fa’atonu, o le togālā’au a le nuʻu. O le a mātou talosagaina le fesoasoani a le nuʻu e galulue faʻatasi. O loʻo totō lava ituaiga láʻau eseese a le tagata ia, ae a mafai ona omai faʻatasi mō le togālāʻau a le nuʻu, o le a mafai ona vaai pe o le a le ituaiga e mafai ona tali atu i le fesuiaiga o le tau. E mafai ai ona tufa ma faʻasoa ituaiga láʻau i tagata o le nuʻu.”
O le manatu a le Fa‘atonu, “Ou te mālamalama i ituaiga lā‘au ese‘ese, a‘o lo‘u popolega, o meaola e fa‘aleagaina le togālā‘au.”

Ua si‘i i luga le lima o Mele ma fa‘apea, “O le ā talosagaina le fesoasoani a le nu‘u mō se pa e puipui mai ai le togālā‘au i meaola.”

“Åe fa‘apefea le tauaiga o le togālā‘au, pei o le fui o lā‘au i le suāvai, o ai o le ā fai ma āna galuega, ia mautinoa o lo‘o maua e lā‘au vāega uma e mana‘omia mō le ola lelei ma lausiusi?”
Ua fa’asoa ane le faīāoga i le Fa’atonu, “O le ā ou fa’atagaina tamaiti aogā e galulue ma fa’apolokalameina le vaaiga o le togālā’au i lalo o la’u ta’ita’iga. O se tasi fo’i o auala o le a mafai ai e tamaiti aogā ona talosagaina le fesoasoani a le nu’u mō le galuea‘ina o le togālā’au.

Ua malie le Fa’atonu ma fa‘apea, “Ua lelei tele lea manatu, ae fa’asoa mai le polokalame pe a ma’ea ona tapenaina.”

Ua mātou patipati fiafia.
Ua fa‘atonu mātou e le faiāoga e fa‘aaogā lelei le taimi e fuafua ai le amataina o le togālā‘au.

Muamua, fa‘amautu le aso e amata ai le togālā‘au.

Ona soso‘o lea o le fa‘avasegaina o vāega ta‘itasi. O le vāega e galulue i le fa‘alauiloaina o le togālā‘au i le nu‘u. O le vāega e tapenaina polokalame fa‘asolo i le galuea‘ina o le togālā‘au. Ma le vāega e fa‘amaumau po‘o a mea faigaluega e mana‘omia i le galuea‘ina o le togālā‘au.

O le ā mātou galulue malosi i le vaiaso o lumana‘i. Ua a‘oa‘oina mātou i ituaiga lā‘au ese‘ese ua tufa ma fa‘asoa mai e tuaā ma le au faifa‘atoaga.
O le aso muamua ua amata ai le togālā’au, ua ōmai uma tagata e fesoasoani.

O pa puipui na foa’i ai mai e le faleoloa o fa’atoaga, ua fau ai e isi le pa, e puipuia mai ai le togālā’au mai meaola fa’alafuā.

O isi ua fau le fale, e teu ai mea faigaluega ma fa’atulaga ai autafa le tane vai e fa’atali ai suāvai pe a timu.

Ua mātou amata fo’i ona galulue mō se fa’apalaga, a’o isi ua amata ona totō lā’au e tali ai le savili.
E galuule fa'atasi tagata o le tau. E ōmai fa’atasi e soālaupule pe a faegai ma fa’afitauli po'o lu’itau. E soālaupule ma autasi i le tonu e galuule fa’atasi ai le nu’u. E fetu’utu’una’i i totonu o le nu’u e tali ai i fesuia’iga o le tau.
Learning outcomes

This is a story about working as a team to solve problems. Manu, Mele, and Lagi invite friends and community members to help create a garden for everyone. Their idea brings the community to work together toward the common goal of improving food security. Changing their idea into reality is not easy. Though Manu, Mele, and Lagi face challenges, they reach their goal thanks to being able to inspire many people to work together.

Community teamwork is an integral part of the Pacific Island way of life and culture. For generations, Pacific Islanders have relied on this ancient solution and tackled challenges together. Today, the Pacific Islands are among the places most threatened by climate change. Being able to act together as teams and as communities, whether thanks to age-old traditions or new ideas, makes us more resilient to climate change.

After reading this book, children will be able to:

1. Realise that solving problems as a team is a better approach than acting just as individuals,

2. Recognise that teamwork is a strategy for climate change mitigation/adaptation, and

3. Develop positive feelings towards science-based climate change research.
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. Climate change is very real and can be scary. In this story, Manu, Mele, and Lagi were frightened by what they heard about climate change. They went to talk to Aunty Luisa about their feelings and thoughts. Whom do you talk to about your feelings? What are some of the things you can do to act positively on these feelings?

2. In this story, the community comes together to create a garden. There are many other ways in which communities can work together. What are some of the ways in which your community works together? Are there community-based projects that support farmers in adapting to climate change?

3. There is a saying that “many hands makes light work”. How do you understand this? Can you use examples from the book to explain this better? Have you encountered a situation in your life when something was very difficult for you working alone, but easier when you tackled it together with family members or friends?

4. Manu, Mele, and Lagi are avid gardeners. That is one reason why they decided to get help in creating a community garden as a way to adapt to changing climate. What are you excited or passionate about? How can you use your interests to help your community and address climate change?

5. Talk to an elder in your community about their observations of weather and climate. Have they noticed any changes in rainfall? What about fruiting seasons, have they observed any changes? What about fishing, have they noticed any changes in the number or species of fish found on the reefs and in the open ocean? How do you think climate change is impacting the marine resources?
Tips

Ideas for community projects to mitigate and adapt to climate change:

**Tree planting.** Planting trees is a great climate change mitigation activity.

- Trees, especially hardwood trees, help to draw down carbon from the atmosphere.
- Trees help to keep the ground cooler and provide habitats for other living organisms.
- Trees help the rain to enter soil and move deeper underground. That helps recharge the groundwater supply and reduces the risk of floods and landslides.
- Trees help control erosion and keep the soil from getting washed away into rivers and onto coral reefs.
- Planting native trees can help perpetuate cultural practices in the community.
- Endemic trees are trees that are only found on certain islands and nowhere else in the world. Learn about the endemic trees present on your island and plant more.

**Energy conservation.** Conserving energy contributes to decreasing dependence on fossil fuel.

- Communities can work together to create a plan to save energy.
- Invest in renewable and sustainable energy resources such as hydro, wind, solar, coconut oil, and ocean waves.
- Commit to turning off lights and fans or air-conditioners when not in use.
- Walk, or bike, or sail, instead of driving or using a motor on a boat.
- Practise carpooling and use public transportation where available.
Eat locally grown and harvested foods. This decreases dependency on imported food which relies on fossil fuels to be shipped or flown into the island.

- Purchase fresh fruits and vegetables from a local market.
- Grow your own fruits and vegetables.
- Barter your extra fruits and vegetables with friends and neighbours.
- Preserve fruits and vegetables to ensure there is enough food throughout the year and during emergencies.
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.
This is a story about working as a team to solve problems. Manu, Mele, and Lagi invite friends and community members to help create a garden for everyone. Their idea brings the community to work together toward the common goal of improving food security. Changing their idea into reality is not easy. Though Manu, Mele, and Lagi face challenges, they reach their goal thanks to being able to inspire many people to work together.