Timwaka insaed long kominiute bilong mi
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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 Melanesia, Micronesia, and Polynesia. This version of the book was created for the Solomon Islands.

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 Pijin. 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.
Nem bilong mi Manu. Dis wan sista bilong mi Mere en kasin bilong mitufala Lagi.
Mifala laek fo waka long gaden bilong mifala. Mifala laek fo groud olgeta frut en vegitabol.

Mere groud staka naes flawa. lagi laek fo groud difren taep long plant.
Mifala kaikaim olgeta helti en fres frut en vegitabol from gaden bilong mifala. Mere mekem flawa long nek en dekoreison weitem olgeta flawa hem groum. Lagi plantem strong smel meresin bitwin olgeta vegitabol fo raosim olgeta insect.
Wanfala saentis hemi kam long skul bilong mifala tude en talem mifala abaotem klaemet senis.

Mifala tok abaotem hao olgeta senis lo klaemet bae save spoelem gaden bilong mifala.

“Mi plantem vegitabol from lukluk bilong mi long wetha en sison, bat dis taem hemi senis nao?” mi askem.

“Grandmatha talem mi haebiskas flawa hemi nidim staka wata. If no eni ren hao nao bae mi watarem olgeta?” Mere ask olsem.

“Mi wari bae olgeta difren taep plant bilong me bae no grou long taem hot san,” Lagi se.
Taem mifala kase mahos, mifala kui kame go long gaden bilong mifala fo lukim if hem oraet.

Mifala hapi fo lukim olgeta tris en vegitabol stil stap, flawa bilong Mere hemi stil garem flawa, en difren taep long plant blo Lagi hemi smel gud iet.

Bat mifala stil wari, mifala tingim wat saentis hemi talem en wat olgeta olo man en mere talem abo tem klaemet senis.
Dat ivining mifala no laek fo kaikaim neas kaikai olgeta givim fo mifala. So, mifala ask fo go lukim olgeta olo man en mere wea lanem mifala fo mekem gaden. Mifala promes dat bae mifala kam baek kuik taem fo klinap den go slip.
Mifala hariap go long haus bilong anti Luisa. Taem mifala kasem haus, mifala lelebet fraet fo tok moa.
Anti Luisa talem fo mifala no fraet. Hem iusim samfala lif long difren taep long plant from gaden bilong hem long ti bilong mifala. Taem ti hemi kol lelebet fitim fo drinkim, mifala jas brit baek en stat fo tingting baek.

Mifala evriwan tekem taem fo stori lo wat mifala lanem from saentis en hao mifala fil abaotem gaden bilong mifala.
Mi tingting. “Bae mifala senisim wei mifala plantem olgeta vegitabol en olgeta fruts bikos klaemet hemi gohet fo senis?”

“Waswe bae solt lo groan bae spoelem olgeta rut krop?” Mi wari folom olgeta flawa bilong mi sapos olgeta no garem staka wata.”

Lagi askem moa, “Hao nao bae iumi mekem olgeta difren taep long plant laef sapos no eni wata en bae hot go moa?”

“Wat nao iu tingim iumi shud duim?” Lagi askem.
Anti Luisa go het moa,

“Staka difren samting nao olgeta pipol trae fo duim. Mi ting wanfala impoten samting nao fo plantem olgeta difren plant.

Dis wan hemi minim mas groum staka difren plant.


Long kaen wei ya, taem hem ren tumas or drae tumas, samfala plant bae grow gud winim olgeta narawan. Lo dea nao bae iumi save wat kaen plant nao hemi fitim niu kondison ya.”
Mifala stori long taem nao den Lagi garem wanfala aedia. “Iumi no garem staka plant long gaden bilong iumi bat iumi save statim wanfala niu gaden weitem komiuniti! Komiuniti save plantem difren kaikai fo lukim wits wan nao save grou gud. Iumi save searen olgeta flawa, difren taep long plant en olgeta vegitabol!”

Nara de mifala storim aedia bilong Lagi abaotem komiuniti gaden weitem tisa en olgeta fren bilong mifala long skul. Mifala expleinim dat komiuniti gaden hemi wanfala wei fo garem difren plant en fo meksua iumi garem helti lokol kaikai nomata klaemet hemi senis.
Tisa bilong mifala tekem mifala go raon long skul, mifala lukim wanfala naes emti eria bihaen komiuniti senta. “oh!” mere se. “Dis wan nao hemi bae naes ples fo komiuniti gaden.”

“Ya,” Lagi agri.

“Hemi garem staka speis en haus ia bae satem wind.”
Taem mifala kasim komiuniti senta, mifala talem fo daerekta mere long dea abaotem nao aedia long komiuniti gaden.

Hem herehere gudfala den ask “Iufala pikinini nomoa ia, hao nao bae iufala mekem gaden ia seleva?”
Mi brit biki, den se,
Mi save abaotem difren plant, Daerekta ya se. “Mi wari abaotem olgeta animol bae kam en spoelem gaden ia.”

Mere apum han bilong hem, “Daerekta, bae mifala askem nao komiuniti fo mekem fens fo stopem olgeta animol fo kam.”

“Hao nao watarem gaden, hu nao bae duim mekem olgeta plant ia grou gud?” daerekta ia ask baek.
Tisa bilong mifala tok kam se, “daerekta, bae mi talem olgeta student bilong mi fo luk aftarem nao gaden. Bae mi helpem olgeta fo mekem wanfala mentinens plan. Olgeta student bae askem olgeta pipol long komiunitài fo help luk aftarem gaden.”

“Olraet hemi gud idea, plis bae som nao plan ia taem hemi redi.”

Mifala evriwan barava hapi ‘haefaev’ en saot biki.
Taem mifala go baek long skul, tisa bilong mifala askem mifala fo iusim taem gud fo wakem nao gaden ia.

Fest mifala putim wanfala de fo statim nao gaden.


Olgeta nara wik kakam ia, mifala barava bisi! Mifala lane from olgeta olo man en mere, en olgeta man waka long gaden aboatem difren plants olgeta groum, en askem olgeta fo givim sid en sut. Mifala mekem wea nao bae fens go en talem ples fo plantem olgeta tri. Anti Luisa barava helpem mifala fo talem olgeta frens bilong hem.
Bigfala de araiv en evriwan kam fo waka. Wanfala lokol fam stoa givim olgeta matiriol fo fens wea samfala pipol long komiuniti apum fo satem gaden from olgeta animol.

Samfala biuldem tul shed fo kipim olgeta tul.

Wanfala tim apum tank bilong wata saed long shed fo save tekem ren wata.

Mifala statim ples fo kompos en nara grup plantem olgeta tri fo blokem wind.
Dis wan na waka tugeda bilong komiuniti, taem mifala feisim problem mifala kam tugeda fo solvem.

Mifala kam ap weitem solution en waka tugeda long hem. Diswan wanfala wei fo adopt long klaemet senis.
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 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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Although the authors have taken all reasonable care in preparing this book, we make no warranty about the accuracy or completeness of its content and, to maximum extent permitted, disclaim all liability from its use.

The production of these climate readers is supported by the Australian Government. The perspectives and recommendations expressed in this book are those of the authors, and do not necessarily reflect the views of the Australian Government nor GIZ International Service as implementing partner.

Errata

Please note that this book is an electronic publication only. It may contain errors, particularly in the main story presented in Pijin. 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.
Teamwork in my community series is created specifically for children in the Pacific Islands. The place-based focus on Pacific Island landscapes, environments, and the island way of life helps students to explore new concepts within familiar contexts.

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.