Adventure long hae aelan bilong mifala
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“Pacific Climate Readers.”
Translation of: Our high island adventure.
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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 Sera en diswan nao aelan bilong mi. Mi klaem wanfala hill ontop long vilij bilong mi fo mekem iu lukem gud moa.
Ontop long disfala hill, mi save luk farawe.
Mi luk fo boat wea tekem kam kasin bilong mi Samu fo kam visit.
Samu hemi kam from wanfala smol aelan.
Mi isi go daon folom hill taem boat hemi araev long wof. Diswan hemi festaem bilong Samu fo kam long aelan bilong mi. Mi hapi fo lukem hem en welkamem hem.

Mi putim flawa lo nek bilong kasin bilong mi fo welkamem hem. Diswan hemi hao mifala welkamem olgeta visita long aelan bilong mifala.

“Mi no lukim iet eni tri olsem olgeta wea grou from wata.” Samu poentem go.

“Sera, wae nao iu no tekem Samu fo go lukluk raon?” Dad bilong mi se. “Iu save talem hem abo tem olgeta spesol tri ia. Meibi samfala niu samting hemi no lukim iet.”

Mi expleinem “Manguru protektim lan from olgeta wave. Olgeta also protektim korol rif from madi wata ran kam aot from graon.”
Mitufala gohet wakabaot long manguru den lukim ankol bilong mi long solwata.

“Ankol, iu save talem samu wat nao iu duim?” Mi askem.

“Mi no lukem manguru bifo,” Samu se.

“Welkam long aelan bilong iumi,” hem reply

“Mi lukluk fo smol fis en krab fo kaikai long ivining. Staka animol stap long hia. Manguru hemi givim ples fo olgeta fis en nara living ting fo garem bebi. Olgeta smol fis en nara animols save haed insaet rut bilong manguru from olgeta wael animol.”
Sore samting nao staka rubis flot bitwin olgeta rut bilong manguru ia. Bikos mifala save hao impoten nao manguru, mifala se fo duim part bilong mifala. Mifala pickim rabis insaet long bag fo go torowe.

Mitufala se gudbae long ankol bilong mitufala en kontiniu fo wakabaot moa.
“Luk, Samu! Gaden taro nao long dea,” mi pointem go.

“Taro hemi fevaret kaikai bilong mi. Mi laek fo kaikaim lif bilong taro weitem kokonat milk.”

“Mi laek kaikaim taro tu, bat mi ting dat rut bilong hem nao kaekae naes,” Samu se.

Mami bilong mi se olgeta gaden taro hemi wanfala long olgeta impoten kaikai long aelan bilong umi,” mi ansa go. “Mifala plantem staka taro so dat mifala no nid fo payem olgeta kaikai from biki ples.
Mitufala mitim wanfala fama bisi waka long gaden taro bilong hem. Hemi kavam olgeta taro bilong hem weitem olgeta lif en kokonat brans.

“Anti, diswan hemi kasin bilong mi Samu. Hemi festaem bilong Samu long aelan bilong iumi.” Mi se.
“Disfala taro hemi luk difren from dat wan long smol aelan bilong mifala,” Samu se.


Mitufala stap en helpem fama ia fo kavarem olgeta gaden taro bilong hem.
Mitufala tok tagio long fama en gohet wakabaot go moa. Mitufala kasem wanfala ples wea garem staka frut tri, vegitabol krop, en meresin. Samu seke long olgeta difren plants ia.

Wanfala mere waka weitem olgeta vegitabol. Mitufala go long hem, en hemi smile en givim mitufala banana.

Mi introdusiim Samu, “Anti, diswan kasin bilong mi Samu.”

“Diswan hemi fest taem bilong mi long aelan bilong iufala,” Samu kuick taem talem. “Plis talem mi moa abaotem disfala ples.”

Mere se moa, “Bat tude mi no pikim kaikai. Mi tekem aot olgeta plant wea shud no grou long hia. Samfala pipol kolem olgeta long rabis plants. Olgeta save spred kuik taem.”

Mere som mitufala wis plant nao olgeta rabis wan. Mitufala stap helpem hem fo pulum olgeta aot.

Mitufala hapi tumas afta helpem hem. Hemi givim mitufala samfal banana moa den mitufala go moa.
Mitufala kam long wanfala smol riva. “Mi no lukim eni riva bifo. Mifala no garem long smol aelan bilong mifala,” Samu se weitim sapraes.

“Nara niu samting fo iu!” mi se. “Long hia, long aelan bilong mi, riva hemi impoten tu mas. Olgeta givem wata fo vilij en gaden. Hemi also hom bilong staka fis en samfala animol moa.”
Mitufala gohet fo wakabaot folom riva kasem wanfala strim.

“Kala bilong wata long strim ia hemi luk brownish, no olsem long biki si,” Samu notisim.

Lelebet farawe go mitufala lukim wanfala olman, hemi luk olsem hemi pikim samfala samting. Mitufala go long hem en givim hem wanfala banana.

“Tagio tumas tufala pikinini” hem se. “Mi kam ap long hia fo pikim plant fo meresin en sid. Wat nao iutufala duim long hia?”

“Kasin bilong mi Samu no kasem iet bikfala aelan olsem aelan bilong iumi. Mi tekem hem raon en lanem olgeta niu samting,” mi expleinim go.
“Wat nao iu duim weitem olgeta sid iu pikim ia?” Samu askem.

Mitufala folom hem go nao long wanfala naes forest, ful long olgeta biki tri from long taem kam. Forest ia hemi dak en graon hemi wet.

Moss en fern kavarem olgeta tri en hange from brans bilong olgeta tri. Ples ia hemi smel olsem bush en fulap weitem saun bilong olgeta bird en insects.
Taem mifala wakabaot go, olman ia talem aot olgeta difren plant en olgeta ius bilong olgeta.

“Wanfala impoten waka bilong olgeta tri en plant nao fo holem graon weitem rut bilong olgeta,” olman ia se. Sore samting nao, olgeta biki tri wea gru bifo hemi had fo lukim distaem. Sid bilong olgeta nao mi barava laek fo kolektim.”
Mifala lukim go laet saen kam bitwin olgeta tri long farawe. Mifala go kasim nao wanfala open ples weitem staka rut bilong tri.

“Oh nomoa! wat nao happen long hia?” mi ask.

“Pipol katem olgeta tri ia fo timba,” olman ia se. “Mi quiktaem fo platem olgeta niu tri long ples ia bifo rein kam wasim go olgeta graon ia. If no eni tri, bae graon ia go insaet long riva en mekem wata hemi deti. Datfala wata ia nao mifala iusim long vilij. Mi ting iu lukim finis hemi luk braon?”

“Ia mi lukim finis en mi save wae,” Samu nodim hed bilong hemi.
Mitufala helpem olman ia fo plantem staka smol tri. Olgeta smol en isi fo bereke. Taem mifala putim olgeta isi go long graon, mifala imaginim hao bae olgeta grou biki en strong. Sam dei, disfala ples bae hemi garem staka tri moa.
“Olgeta pikinini! Wea nao iutufala?” dadi bilong mi saot go aot long forest.

“Dadi! Long hia! Mi se go. “Lukim wat mifala duim.”

“Gud Tumas! Tufala pikinini, iutufala duim wanfala samting hemi impoten fo aelan bilong umi.” Dadi bilong mi se olsem. Hemi tane go long olman en se, “Tagio fo tisim tufala pikinini ia. Plis kam weitem mifala long vilij fo iumi kaikai tugeda long haus bilong mifala.”

Mifala folom go rod wea mifala folom kam insaet forest, folom riva,insaet agroforest, en pasim taro gaden, go kasem haus bilong mifala saed long manguru.
“Samu, mi hapi iumi go wakabaot tugeda. Mi tekem en som iu staka ples wea mi no tingim fo go olowe long hem. Mi barava lavem moa aelan bilong mi distaem. Mi lanem staka samting abaotem hao fo protektem en kipim aelan helti en seif. Tagio fo kam lukim mi!” mi smael.

“Tagio, Sera, fo disfala wandaful adventure. Mi hop iumitufala bae garem staka adventure moa. Hey, mi save, bae iumitufala go long wanfala adventure long aelan bilong mi next taem!” Samu smael.
**Learning outcomes**

In this story, Sera welcomes her cousin, Samu, for his first visit to her island. Sera takes Samu on a journey through several ecosystems found on high islands in the Pacific. In each ecosystem, Sera and Samu meet someone who is engaging in some activity there and learn new things from them. Together, they learn how different parts of the island are being impacted by various threats and what they can do to help.

Pacific Islands are threatened by climate change and many associated problems, including sea level rise, coastal erosion, soil salinisation, pollution, deforestation, and damage to coastal environments. To best address these challenges now and in the future, it is important that we understand how different ecosystems are connected and how they relate to each other, and how each is important to the health of our islands and our way of life as Pacific Islanders.

After reading this book, children will be able to:

1. Identify different types of ecosystems found on high islands and learn to recognise them in their own surroundings,
2. Recognise how different ecosystems are interconnected,
3. Identify different resources that each ecosystem provides,
4. Describe actions for resource conservation and protection from climate change, and
5. Understand the need to protect and conserve island ecosystems to increase the capacity to adapt to climate change.
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. Sera and Samu walked through different ecosystems on the island. Can you name some of them? How are these ecosystems similar to those on your island? How are they different?

2. Sera and Samu learn about changes in ecosystems on their island. Are there signs of impacts of climate change on ecosystems on your island? If yes, what measures has the community taken to protect the ecosystem?

3. If you could join Sera and Samu on their trip around the island, which ecosystem would you want to explore most and why?

4. Think about the ecosystems on your own island. Can you name them? What activities can you do in these ecosystems?

5. Mangroves naturally break waves and wind. Their roots trap sediment and prevent it from spreading out too far into the ocean. If there are mangroves on your island, find out more about them by asking elders or community members. Discuss where they are located and why they grow in those areas. Ask the elders for the local names of mangroves. Find out how they use mangroves in their daily lives and if they are noticing any impacts of climate change on mangroves?

6. Taro and other root crops, such as cassava, yams, and sweet potato, are important staple foods for Pacific Islanders. What local root crops do you and your family consume? How do you cook or preserve these foods? Ask an elder about the different varieties of these crops. Ask them if they have noticed any changes in growing these crops over the past ten years. If so, did they need to modify the growing times and practices to adapt to those changes?

7. What are some of the practices Sera and Samu learned from the farmers they met on the way that helped with food security? What are some of the practices that the farmers used to adapt to climate change? Ask an elder or community member if they know other practices that can improve food security and assist in adapting to changing climate.
Tips

Actions that help protect the land and environment on high islands:

Prevent pollution. People do not think about where their rubbish goes. Rubbish sometimes ends up in pristine ecosystems where an animal that does not know what it is eats the rubbish. Chemicals from the rubbish end up seeping into the ground or going into the ocean. Some rubbish ends up on the coral reef, covering and killing the corals. Think about how you can reduce the amount of rubbish by reusing or recycling more of the things you have.

Eat locally grown and harvested foods. High islands have such a diversity of ecosystems and therefore can sustain many kinds of plants for food, drink, and medicine. Planting protects the soil and reduces impacts of climate change. Eating locally grown food makes you less dependent on imported food and is much better for you. Locally grown food is fresher, healthier, and supports a resilient food system.

Practise conservation and prevent clearing of forests. Many Pacific islands used to be covered with beautiful and dense forests that have largely been cut down. Large, ancient forests usually survive only in high parts of the island, far from coastal areas and villages. Those upland forests have tall, old trees, and many smaller plants. They are habitats for insects, birds, bats, and other animals. Some organisms that live only in upland forests are endemic – they are not found anywhere else in the world.

Protect mangroves. Many coastal areas in the Pacific have mangrove swamps that connect the land and the sea. The mangroves protect the land from storms, waves, and floods. They make the shore more resistant to erosion. The mangroves protect the sea from sediments and pollution that may run off from the land. They improve water quality and keep coral reefs safe. Mangroves are important habitat and nursery areas for many animals, including reef fish. They also act as carbon sinks, which means that they help against climate change.
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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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.
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