Adventure long atol aelan bilong mifala
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62 p. : col. ill. ; 14 × 14 cm.
“Pacific Climate Readers.”
Translation of: Our atoll adventure.
4279959386--dc23
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 Samu en diswan nao aelan bilong mi. Mi kam long sanbis fo mekem iu lukim gud moa. Aelan bilong mi hemi wanfala long olgeta aelan long disfala atol.
Mi putim flawa long nek bilong kasin bilong me for welkamem hem, olsem nao long kalsa bilong mifala. Mitufala barava hapi tumas fo lukim mitufala en stat fo stori abaotem olgeta plan bilong mitufala.

“Sera, long taem mi redi fo kam bilong iu, mi fixim nao sail bilong kanu bilong mi. Hemi nomoa hao mifala go raon lo hia lo atol.”

“Kanu fo sail long hem? Wow! Mi lukim nomoa kaen ia long buka!” Sera talem. Hemi luk hapi en sapraes.
Mitufala wakabaot from airport go long soa. “Sanbis ia barava waet en brait, en si hemi klin en blu,” Sera se. Hem difren from aelan bilong mi.

“Ia, mi tingim olgeta blak ston long biki aelan, en riva kam daon from maonten. Mifala no garem kaen ia long hia,“ mi se. “Bat mifala garem blu lagun en staka naes sanbis!”

Mitufala laf tingim baek nao wakabaot bilong mitufala long biki aelan.

Mitufala putim rop bilong Sera long olgeta smol planks long platform den mi pushem mitufala go aot long si.
Mitufala sail go long vilij bilong mi, aelan bilong mi hemi smol en hemi long. Fo go from eapot long vilij bilong mi, bae go long kanu nao hemi isi ovam wakabaot.

Wind hemi olraet en wave hemi smol tude. Mitufala sail klosap long si saed en kuik taem fo go.
Mi lukim Sera hemi luk akrosim lagun. “Staka smol aelan tumas long dea,” Sera se. Olgeta pipol stap long olgeta aelan ia?”

“Nomoa,” mi se. “Staka long olgeta aelan ia no eni wan stap long hem. Mifala go long olgeta nomoa fo kolektim kokonat en olgeta plant fo meresin or fo go fishing en tekem crab fo kaikaim.”

“Umi save go lukem olgeta aelan ia?” Sera ask.

“Welkam long vilij bilong mifala!” Mi se taem mitufala aarav long sanbis. Famili bilong mi hapi fo lukim Sera.

Smol brada bilong mi givim Sera kokonat fo drink. Dad bilong mi redim drae fis, en mom bilong mi redim bredfrut. Sera givim present bilong famili bilong hem fo famili bilong mi. Givim present hem impoten pat long kastom bilong mifala.
Sera garem staka kuesten abaotem nao laef long atol, long lou aelan osem bilong mifala.

“Laef hemi gud long hia. Hemi slou, no olesm long olgeta biki aelan olsem bilong iufala. Mi save bae iu laekem long hia,” mami bilong mi se.

“Mi lukim hemi faen nao long hia. Wind hemi naes en wata hemi flat,” Sera se.

“Ia,” mami bilong mi reply. “Disfala saed long aelan hemi kwaet. Staka long olgeta komiuniti stap long disfala saed bikos hemi seif from biki wind wea blou from si saed.”
Mami bilong mi smile en se, “Sera iu bilong mifala so iu save stap long hia weitem mifala kasem taem iu laek go baek.” Bat mi laek fo iu save wan ting. Wata, fres wata.”

Mami bilong mi som Sera wanfala smol tank bihaen haus bilong mifala. “Evr wata bilong mifala fo drink hemi kam from ren. Taem hemi ren, wata from ruf long haus go insaet long tank. Hem nomoa fres wata mifala garem fo drink, kuki en swim weitim, so mifala nid fo keaful.” Hem se.

“Fo swim, putim wata long bucket, en hemi nomoa fo iu save usim. Mi save kipim wata afta mi wasim olgeta plate en dish fo watarem long gaden. Wetha hemi senis so mifala no save garem staka ren olsem bifo. So trae fo no westem wata.”

“Ia, anti. Bae mi mas keaful,” Sera sekem hed bilong hem.
Mi tekem lelebet kaikai en fishing tools bilong mi.

“Sera, iumitufala go!” mi se.

Mi luk go long mami bilong mi.
“No wari mami, bae mitufala bae keaful en bae mi tekem kam baek kaikai fo ivining!”
Fest mitufala wakabaot go long land bilong famili bilong mi. “Disfala ples luk olsem agroforest long aelan bilong mi,” Sera se.

“Mi lukim olgeta semsem vegitabol en frut, bat samfala mi no luk save,” Sera se.
“Samu. Wat nao diswan?”
“Diswan hemi Pandanas.
Hemi impoten kaikai long aelan ia. Hia, kaikai lelebet!”
mi givim lelebet from wanfala biki pandanus frut.
“ Diswan hemi barava swit tumas!” Sera se
“En hemi helti tu.” Mi talem go moa.

Mitufala lukim ankol bilong mi havestim pandanas klosap.
“Welkam long aelan bilong mifala,” hemi se go long Sera.
“Letem mi som wat nao mifala save duim weitem pandanas.”
Mitufala folom ankol bilong mi go long wanfala smol haus.


“Wae nao ia, ankol?” Sera ask.

“Mifala garem staka cyclone en hemi tekem solwata kam insaet long aelan. Solwata kilim staka plant mifala save kaikaim. So mifala nid fo kipim kaikai fo mifala laef gogo taem niu kaikai mifala plantem save givim mifala kaikai moa,” ankol bilong mi se.

Mitufala helpem ankol fo scrasim pandanas den livim long trei. Ankol givim mitufala lelebet haf long pandanas hemi kipim fo kaikai olsem snak.
Mitufala wakabaot folom kokonat planteison, go kasim gaden taro long midol long aelan. Sera point go ap en se, “Samu, olgeta taro ia lif bilong olgeta point go ap en olgeta biki!”

“Ia, hemi no semsem taro osem long aelan bilong iu ia. Diswan hemi kakake en hemi impoten kaikai long atol,” mi se.
Mitufala lukim wanfala iang man waka long taro gaden.

Mi introdiusim Sera long hem. “Diswan hemi kasin bilong mi Sera, fest taem bilong hem fo kam lukim mifala.”

“Mi lukim olgeta taro long hia hemi difren from taro long aelan bilong mi,” Sera tok olsem.

Iang man ia som mitufala tool bilong hem fo dig dig. “Mi iusim disfala tool fo digim hole insaet long wet ples long aelan ia. Wata hemi mix weitem solwata long hia. Mifala plantem kakake long olgeta hol ia bikos olgeta save grou nomata hemi mix weitem solwata. Mi plantem difren taep fo lukim which wan nao save grou nomata hemi solwata. Taem solwata hemi kam ap, disfala ples hemi garem staka solwata moa.”
“Mi lavem fo kaikaim taro,” Sera se. Waswe, disfala taro hemi test semsem olsem olgeta taro long aelan bilong mi?”

Iang man ia smile. “If iu helpem mi fo dig dig, mi bae tekem samfala taro fo iu fo kaikaim long ivining.”

Mitufala hapi tumas fo helpem hem digim samfala niu hol fo testim difren taro ia. Mitufala bara dirty.
“Mi herem olgeta wave. olgeta meke noes biki,” Sera luk hapi taem hem talem. Mitufala se gudbae en wakabaot go long nara saed long aelan.

Si saed long hia feisim nao biki si. Hemi garem staka ston en wind blou tumas. Mitufala wasim bodi bilong mitufala long wan fala smol solwata pool, sem taem luk aot fo olgeta biki wave.
Mitufala wakabaot ontop long olgeta korol wea brek en lukim staka rabis. Olgeta rabis ia save flot en staka long olgeta plastic.

“Basket mi tekem ia hemi ful ap long rabis wea wave hemi livim long sanbis.” Mi givim wanfala basket fo Sera, hemi kuik taem filim ap weitem pisis bilong plastic, olgeta haf bilong tool fo fishing en olgeta nara rabis.

“Iumitufala livim nara basket fo eni fis iumitufala tekem fo kaikai long ivining,” mi se.
Mitufala wakabaot go folom saed si den lukim wanfala grup bilong mere wea plant.” Diswan hemi kasin bilong mi Sera,” mi talem olgeta. “Hemi fest taem bilong hem fo kam long aelan bilong iumi.”

“Aelan bilong iufala hemi luk naes,” Sera se. “Wat nao iufala plantem?”

Wanfala mere givim wanfala grou kokonat. “Mifala plantem olgeta kokonat en bitwin olgeta kokonat, mifala plantem plants long si saed,” wanfala mere ansa kam.
Sera folom mere ia en hemi platem nao kokonat ia.

“Rut bilong hem bae holem sanbis fo wave no wasim go long si. Samtaems, taem wanfala cyclone hemi paelim ap sanbis long niu eria, mifala save plantem olgeta tri bilong saed si long dea. olgeta save holem sanbis weitem rut bilong olgeta en tanem sanbis ia fo niu graon. Olsem nao hao mifala waka tugeda weitem neicha, fo luk afta aelan bilong mifala.” Nara mere expleinem.

Mi tekem samfala tri bilong saed si fo helpem olgeta plantem.

Hemi no tekem long taem nomoa fo new sanbis eria fo fulap long plant, weitem help bilong mifala. Mitufala se gudbae long olgeta mere ia.
"Iumitufala go faedem kaikai fo ivining!" mi se. Mitufala go long ples lagun long hem. Mitufala werem diving glas den jump insaet long si.

Insaet long si, mitufala lukim staka fis en wanfala turtle swim bitwin olgeta korol. Staka clam sel, si sta, en si urchins.
Sera luk folom wanfala grup bilong parot fis swim from wanfala korol go long narawan en kaikaim nao olgeta gras long si.

Taem ia, mi luk fo olgeta nara fis fo spiarem. Mi no spiarem parotfis bikos mi save hao impoten nao olgeta.

Taem olgeta kaikai from olgeta korol, semtaem olgeta mekem staka sanbis. Hemi nao wat olgeta atol aelan ia fom from.

Mifala nidim nao olgeta parot fis fo mekem sanbis fo buildim nao aelan mifala laef long hem. Diswan hemi tru tumas osem taem si levol hemi stat fo go go ap.
Mi spirem trifala goat fis en wanfala oktopas. Mi hapi tumas dat Sera en mi save tekem samfala kaikai go back long famili bilong mi.

Dad bilong mi long dea, hemi gritim nao Sera. Hemi som mifala staka fis en wanfala lobsta hemi sutim.

Mami bilong mi iusim nao lif bilong kokonat fo weivem olgeta smol basket fo kaikai en mifala searem nao olgeta kaikai ia.

Mami talem mifala, “Pikinini, plis tekem go samfala kaikai en searem long olgeta nara famili ia.”
Afta searem kaikai weitem olgeta wantok en famili stap klosap long miflala, mitufala go baek long haus fo go redim kaikai fo ivining.

Mi klinim olgeta fis ia, pasolem weitem lif den putim olgeta long faea.

Sera leim nao pandanas mat fo sidaon on top.

Fren bilong mitufala from taro gaden ia tekem kam samfala taro fo Sera.
Afta kaikai long ivining, olgeta man long vilij sidaon raonem faea en olgeta stori.
Olgeta mere stap tugeda long wanfala open eria klosap long skul, stori en enjoyem nao ivining ia.

Sound bilong pipol laflaf filim ap nao kwaet naet.
Afta bisi de, mitufala kuik taem slip long pandanas mat andanit long moskito net bilong mifala.
**Learning outcomes**

In this story, Samu welcomes his cousin, Sera, for her first visit to his island. Samu takes Sera on a journey through several ecosystems found on atolls and other low-lying islands in the Pacific. In each ecosystem, Samu and Sera 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 low-lying 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. Samu and Sera walked through many 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. If you could join Sera and Samu on their trip around the island, which ecosystem would you want to explore the most and why?

3. Fresh water in atolls and other low-lying islands is precious. There are no streams or rivers there. Fresh water collects in sand and rocks. Fresh water is less dense than salt water. It stays separate from salty water that is deeper underground. Some communities dig wells to access that water in the ground. The height of the water in wells changes along with the tides. With rising sea level, freshwater wells are becoming more and more salty. If there are wells in your community, where are these wells located? Ask the elders and leaders in your community about the water in these wells. Is the water staying fresh or is it getting salty?

4. Most communities in atolls and other low-lying islands have to collect rainwater off their roofs. With the changing climate, many atolls are getting less rain. Do you know where your family gets water? Ask an elder or community member if they have noticed any changes in the rainfall patterns. What are some ways you can practise water conservation?

5. Higher sea level means that waves can erode more of the coasts of islands. Sera and Samu helped the women on the island plant shore plants and coconut palms to hold the soil. What other ways can a community slow down the erosion processes along the coasts? What are some of the ways people can adapt and become resilient to sea level rise?

6. Samu was careful to only catch fish that were abundant on the reef. Ask an elder or community member if there are marine conservation practices on your island. If there are, ask them to describe to you the methods used.
Tips

Actions that help protect the land and environment on atolls and other low-lying islands:

- Plant and maintain vegetation along the shore to stabilise the coast. Coastal shrubs grow together to make a natural barrier against salt spray and winds. These salt-tolerant plants also provide medicine and wood. Look at the kinds of plants shown on page 6. Do you recognise some of those species? What do you call them in your language? Talk about these plants, their relationship with the ecosystem, and how people use them in everyday life and culture.

- 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 going into the ground or the ocean. Some rubbish ends up on the coral reef, covering the corals. You can reduce the amount of rubbish by reusing or recycling more of the things you have.

- Protect the large parrotfish, protect the reef. Parrotfish have many roles on the reef. They clear the fast-growing algae that grow on top of corals. While they do that, they scrape coral and turn it into sediment. This sediment becomes beach sand as it piles up on the shore and builds the land. Without parrotfish, algae quickly cover and kill corals. Without coral, there is no sediment. Without sediment (sand), the land gets eroded away.
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

iREi
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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.
PACIFIC CLIMATE READERS 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.

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