

How I take care of myself and others



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PACIFIC CLIMATE READERS

How I take care of myself and others

Level

1



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ISBN 978-982-9171-71-9

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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.



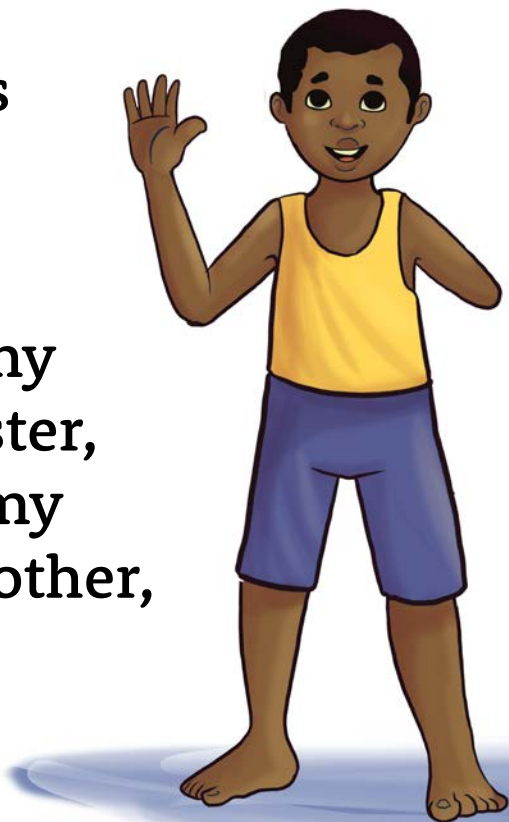
How to use this book

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.

My name is
Keola.

These are my
younger sister,
Lupe, and my
younger brother,
Enele.





I know how to take care of myself. I also know how to take care of others.

Come with me and I will show you how!





I wake up on my own.
I wake up my younger
brother and sister.

I put away the nets that keep
us safe from mosquitoes
while we sleep.





I wash my hands. I help my
younger sister and brother
wash their hands.





I brush my teeth. I put
the toothpaste on the
toothbrush for my younger
brother and sister.



**I wash my body. I help get
water for my younger sister
and brother to wash.**

**We make sure we turn off
the tap and do not waste
water.**





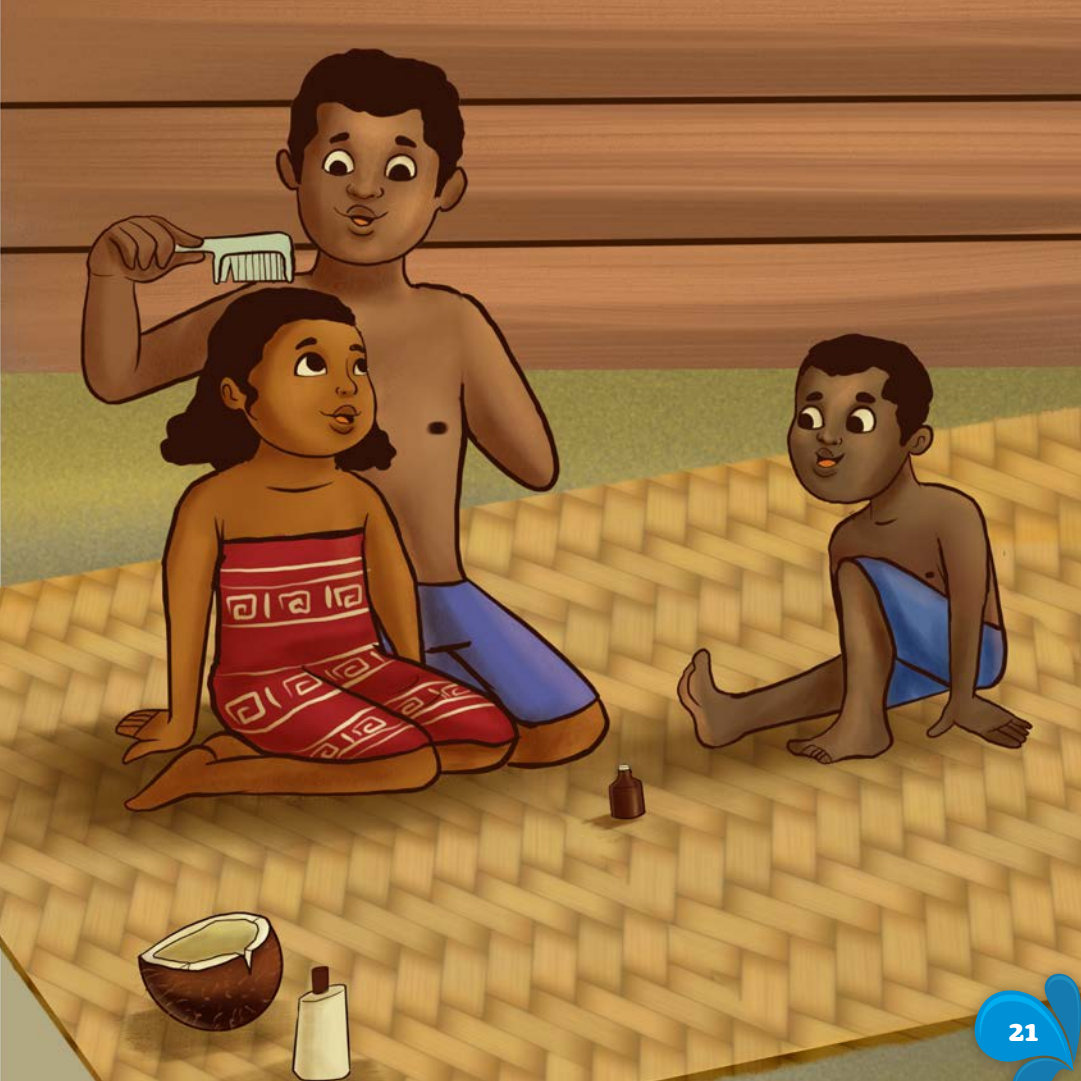
I put coconut oil on my body
and my hair. I give it to my
younger brother and sister
to put on their bodies and
hair. Coconut oil smells nice
and is good for our skin.





I make sure my hair is neatly combed and my scalp is clean. I check that my younger sister and brother have neatly combed hair and clean scalps.





**I put on my clothes. I help
my younger brother and
sister to get dressed.**





I wash my hands before I
help to prepare a morning
meal for my family.

We eat local food because it
is healthy.

I like to make tea. I boil the water that comes from a water tank before making the tea.

Boiling water makes it safe to drink.



I show my younger sister
and brother how not to
waste any food. We compost
the leftovers.



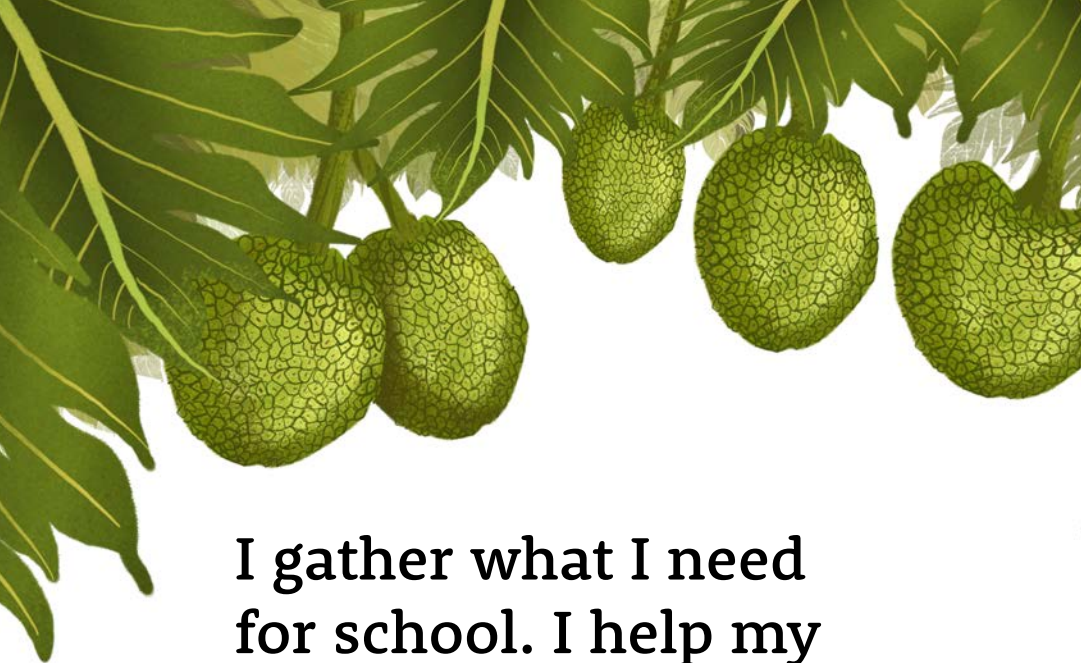


We all help
to clean up
after the
meal.

We wash
our hands
after we
clean up.







I gather what I need
for school. I help my
younger brother and
sister pack their school
bags.



I help my younger
sister and brother
get on the school
bus. I get on the
bus myself.





**This is how I take
care of myself and
others!**



Learning outcomes

In this story, Keola, as the eldest sibling, helps to care for Lupe and Enele, the younger ones. Keola offers great ideas to young readers about how to take care of themselves and others, while Lupe and Enele show that it is important for everyone to do their part.

There are many steps and many ways to take care of oneself and of others and it is important to make them a part of children's daily routines. Taking care of each other is important and can be fun. It helps build strong relationships, happy families, and resilient communities.

After reading this book, children will be able to:

- 1.** Describe how taking care of oneself involves many different steps,
- 2.** Understand how learning to do things yourself makes you independent,
- 3.** Describe how to use different implements or tools such as a toothbrush or mosquito net to take care of oneself and recognise how these are basic forms of adaptation to improve one's health and wellbeing,
- 4.** Recognise how drinking clean water and eating healthy local food are ways to take care of oneself and others,
- 5.** Describe ways to help others take care of themselves,
- 6.** Describe how taking care of oneself and others keeps everyone healthy and less likely to get sick, and
- 7.** Get a sense of how taking care of oneself and others makes us and our communities more resilient to changing climate.

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. Due to the changing climate, some areas are getting more mosquitoes than before and even seeing new species that did not exist there before. Why is it important to keep mosquito populations down? Keola, Lupe, and Enele sleep under mosquito nets at night to protect themselves from mosquitoes. What are some of the measures families can take to prevent being harmed by mosquitoes?
2. Keola, Lupe, and Enele wash their hands before eating. Washing hands simply with soap and water is a practice that can prevent many diseases from spreading. Talk with a friend or adult about washing hands. What are some of the traditional ways your community can keep hands clean along with using soap and water?

3. Many communities on our islands have challenges getting clean drinking water. Keola, Lupe, and Enele boil water to make tea. Do you know any other ways water could be sterilised so that it is safe for people to drink? Talk to elders about how they got clean drinking water in the past using their traditional knowledge. Ask them if it is easier or more difficult to get clean drinking water now compared to the past.
4. Many island communities are dependent on imported foods, which may not always be healthy. Eating healthy local food is an important way to take care of oneself. Keola, Lupe, and Enele eat a healthy breakfast with a local staple like breadfruit and with fresh fruit, such as bananas and papayas. What are some of the healthy foods grown and consumed in your community? Ask an adult if getting these foods is easier or more difficult now and why that may be. Why is it important not to waste food? What can you do with the leftover food?
5. What could be some other ways that we can take care of ourselves and of each other that were not included in the story?

Tips

- Clean water is essential in taking care of oneself and of others. We use water for so many reasons, from drinking and cooking to washing ourselves and providing for animals and plants.
- Due to the changing climate, many Pacific Islands now may have more challenges accessing clean drinking water. Boiling water for at least 5 minutes will kill microbes that can cause illness. Properly treating water with chemicals, such as chlorine or iodine, also kills most microbes. However, using chemical treatments requires professional training.
- Washing hands with soap and water is one of the easiest and most effective ways to prevent the spread of many diseases. Washing your hands before and after preparing food and eating is a very healthy habit. Wash your hands as often as possible.

- Water is a precious resource. Water is preserved through careful use and regular maintenance of infrastructure, such as tanks and pipes. Water is lost through neglect and leaks from deteriorating infrastructure. It is important not to waste water. Always make sure the water tap or spigot is turned off after use. When brushing teeth or doing dishes do not leave the water running. Never throw anything into gutters, pipes, water tanks, or wells. The changing climate is causing long droughts on some islands so we need to be aware at any moment that it might not rain again soon.
- Food is also a precious resource. It should be treated with care and respect. Instead of throwing away food, use it to make compost. Compost is like food for plants. You can make compost from all organic materials, including leftover food and even food that has spoiled. When you make a compost pile, you create a home for many worms and microbes which will turn your old food and other organic waste into healthy humus – living soil. To learn more about composting, please see Book 2 in this series: Welcome to our garden.

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.

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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.

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