

Vaiaso o le Gagana Sāmoa

Sāmoan Language Week

Education Resource 2016





Fa’asino Upu | Contents

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O le manulauti mo le vaiaso o le Gagana Sāmoa – Sāmoan Language Week Theme 2016

E felelei manu, ae ma’au i o latou ofaga.

Birds migrate to environments where they survive and thrive.

Our theme in 2016 is about identity, environments, diversity and sustainability.

Fa’atili Iosua Esera, FAGASA National Secretary and Principal of Sutton Park School, offers these helpful interpretations of the manulauti (saying/proverb):



FA’ASINOMAGA | IDENTITY

Birds are first identifiable because of their feathers, shape, and their voice.

It is through involvement and engagement in their culture, that birds learn the skills to live and to fly.

Birds fly in their own feathers. They keep the physical characteristics and associated attributes that they were born with. To survive and thrive they use these to the best of their abilities.

Once they mature from baby to adult, a bird does not change the colour, shape and sizes of their feathers. It is important then that the baby grows to embrace its identity, and can only do so with the support of āiga (family) and its community.

There are survival attributes, especially communication skills that help birds to fly together. Wherever they go, near or far, these skills will always have huge value.



SI'OSI'OMAGA | ENVIRONMENTS

As with all living creatures, birds thrive in habitats that offer them well-being , community and resources (food and shelter). Acceptance from others, and a sense of belonging to the environment are significant to a species success.

Many species of birds fly for long distance in search of these habitats, and settle in new places. Some birds stay for a time, and then return to their original birth place, hopefully strengthened by the journey they have taken.

A sense of belonging, with skills and knowledge of how to thrive in that environment, contribute significantly to a species success.

Safe surroundings are critical for birds to thrive, and to survive as a species. The removal or deterioration of habitats have led to many birds becoming threatened, endangered, or even extinct. So too have continued practices that make it difficult for birds to get sure footing.

If we want our birds to thrive we all need to work together (as āiga, schools, church groups, communities, and organisations) to create the environments that will allow this to happen.



'ESE'ESEGA | DIVERSITY

The plural use of 'birds' in the theme suggests biodiversity. We can be talking about birds of the same species, and/or many birds of different species. All are encouraged to share in the bounty (the gift) that is the Sāmoan language.

Some birds may look the same but observations and studies over the years suggest that birds of the same feathers aren't necessarily the same in every way. Individual differences between Pacific birds especially need to be acknowledged, appreciated and celebrated.

The feathers and physical characteristics of a bird species may vary, according to their diet and their adaptations to survive in their chosen habitat. This does not, however, make the bird any more or less its species.

Birds with strong wings are able to fly for longer distances. We encourage an exploration of what diversity means amongst Sāmoan born Sāmoans, and those Sāmoans who are born abroad here in New Zealand or in Australia and America (and so on).

Diversity can mean many things to Sāmoans, the challenge for us is how we adapt to ensure the gift of Gagana Sāmoa is shared and fostered amongst our communities.



FA'ATUMAU | SUSTAINABILITY

When birds migrate and settle in far flung places, they learn to be mindful of the new habitat. This may mean making some necessary changes and developments to some practices, in order to maintain them – e.g. building a nest from different materials.

Even though there may be changes, this is not necessarily all bad - for the living world, and culture, is constantly shifting and evolving. Sustainable development is development that meets the needs of today without compromising the ability of future generations.



Fa'aleoga o le Gagana Sāmoa – Basic pronunciation tips

Gagana Sāmoa (Sāmoan language) has five vaueli (vowels):

a, e, i, o, u

These vaueli have the same pronunciation as other Pacific languages, including te reo Māori (Māori language).

Vaueli can be short or long (the long vowel sound is indicated with a macron).

a, e, i, o, u (as in the English: are, there, three or two)

ā, ē, ī, ō, ū (as in the English: father, egg, feet, thought, loot)

It is important that the short and long vowel sounds are used, as they distinguish between different words – eg. ava (respect) verses āvā (wife).

Gagana Sāmoa has thirteen konesane (consonants):

f, g, l, m, n, p, s, t, v, h, k, r and [ʔ] (glottal stop)

The consonants are pronounced like in English, except for the letter 'g'. In Sāmoan, you need to put a 'n' sound in front of 'g' – making it a 'nga' sound, as in te reo Māori, or the 'ng' sound from the English word 'song'.

For more on speaking Gagana Sāmoa, check out the Ministry of Education's resource, [Mua Ō! An introduction to Gagana Sāmoa](#) (especially pages 10-13). This resource has been designed for use by educators in New Zealand, including those who are new to or beginners at Gagana Sāmoa themselves.

O le Alafapeti/Pi faitau – The Sāmoan alphabet

<p>Aa</p> <p>'Apu (Apple)</p>	<p>Ee</p> <p>'Elefane (Elephant)</p>	<p>Ii</p> <p>Ipu (Cup)</p>	<p>Oo</p> <p>'Ofu (Clothes)</p>	<p>Uu</p> <p>'Ula (Necklace)</p>
<p>Ff</p> <p>Fale (House)</p>	<p>Gg</p> <p>Gālua (work)</p>	<p>Ll</p> <p>Lā'au (Tree)</p>	<p>Mm</p> <p>Moa (Chicken)</p>	<p>Nn</p> <p>Niu (Coconut)</p>
<p>Pp</p> <p>Pa'a (Crab)</p>	<p>Ss</p> <p>Sāmani (Salmon)</p>	<p>Tt</p> <p>Taimane (Diamond)</p>	<p>Vv</p> <p>Va'alele (Plane)</p>	<p>Hh</p> <p>Helikopa (Helicopter)</p>
<p>Kk</p> <p>Kālena (Calendar)</p>	<p>Rr</p> <p>Rane (Frog)</p>	<p>A E I O U</p> <p>F G L M N P S T V H K R</p>		



Upu Fesoasoani – Helpful words

The team at Blackboard Jungle, based in Havelock North, has created some awesome resources featuring everyday Sāmoan upu (words) that can be used in classroom and workplace settings. [A full selection are available to view \(and purchase\) on their website.](#) Debbie and her team are really open to creating new resources too, so feel free to contact them with your ideas or requirements.

Some examples:



Sāmoan stationery, fruit, shapes and clothing posters, © Blackboard Jungle

Christchurch City Libraries have also kindly provided their sticker designs for resource users. Print them off onto self-adhesive paper to have your own Gagana Sāmoa stickers to share.





Tautalaga o aso uma – Everyday phrases

The Human Rights Commission (HRC) have recommended Manuatele.NET: Sāmoan Information Hub, and Coconet digital dialogue game as good sources of tautalaga (phrases).

Blackboard Jungle also has some great posters with useful greetings, statements and questions. [A full selection are available to view \(and purchase\) on their website.](#)

Tautalaga o Aso Uma **fasi**

- Tālofa**
Good morning.
Good afternoon. Hello, etc
- Tālofa lava**
Greetings indeed
- O ā mai oe?**
How are you?
- Tofā**
See you
- Manuia fa'afetai**
Fine, thank you
- Tofā soifua**
Good-bye
- Fa**
Bye
- Tofā loa**
So long

Tautalaga o Aso Uma **lua**

- O lo'u igoa**
My name is ...
- O lo'u tuātusi**
My address is ...
- Fa'afetai**
Thank you
- Fa'afetai tele**
Thank you very much
- E leai fa'afetai**
No, thank you
- Ioē, ī, ua lelei**
Yes
Yeah
Okay
All right
- Fa'amolemole**
Please
- Leai**
No

Tautalaga o Aso Uma **tolu**

- Ou te le malamala**
I don't understand
- Tulou lava**
Excuse me
- Sei toe fai mai lava**
I beg your pardon
- O le ā lenei mea?**
What is this?
- Fa'amalie atu ou te le toe faia**
Sorry, I won't do it again
- O le ā lenā mea?**
What is that?
- O ai? Le fea? Fa'afelea?**
Who? Which? How?
- 'Aisea? Afea? O fea?**
Why? When? Where?



Galuega Fa'atino mo le vaiaso o le Gagana Sāmoa 2016 - Activity ideas for Sāmoan Language Week 2016

There are lots of ways to celebrate and participate in Sāmoan language week in 2016! Check out some activity ideas below:



FA'ASINOMAGA | IDENTITY

Speak Gagana Sāmoa everyday

Embrace the Gagana (language) by finding ways to use Sāmoan every day.

For brand new speakers, it might be as simple as using greetings like tālofa lava (hello), mālō le sōifua (good health to you) or tōfā soifua (goodbye), fa'afetai (thank you) or learning other upu fesoasoani (helpful words) daily.

More advanced speakers could be challenged to find new ways to use the language outside of everyday conversation topics.

For example, students could create maths problems (spoken or written) for each other using Gagana Sāmoa:

- tasi (1) + ono (6) + sefulu (10) =
- E tasi la'u maile ma a'u pusi e tolu. E fia vae i nei manu uma?
(I have one dog and three cats. How many legs do these animals have all together?).

Live the values

The values of āiga (family), alofa (love), tautua (service) and fa'aaloalo (respect) are very important in fa'asāmoa (Sāmoan culture), and are integral to learning and using Gagana Sāmoa.

What do these values mean to you? Find ways to put them into practice during Sāmoan Language Week, or better still, make plans to incorporate them into your centre, school, or organisation for the longer term.

Some examples:

- Prepare a shared tausamiga (feast), or a ti o le malūtaeao /afiafi (morning or afternoon tea), with all your favourite Sāmoan dishes for family and friends as a thank you for all that they do.
- Organise a visit with seniors living in your community retirement homes.
- Volunteer your skills and knowledge to help out a community group, like your lotu (church), or a'oga (school).
- Make a commitment with your family for the year ahead (e.g. improving your Gagana Sāmoa) and take the steps to see it through.

Explore Sāmoan measina (treasures)

Browse through [Collections Online](#) to see pictures of the many traditional and contemporary Sāmoan treasures held in Te Papa's Pacific Collections. Talk about the significance these objects have to you personally, or find out why they are important to the people in your groups and community. Bring in your treasures (or a photo if that is not possible) to share with others in your class or organisation.

Some examples of traditional measina include:

- ['ie tōga](#) (fine mats)
- [Tanoa fai 'ava](#) ('ava/kava bowl)
- [Siapo](#) (tapa/bark cloth)
- [Selu Tuiga](#) (head comb)
- [Nifo'oti](#) (hooked cane knife)
- [Tatau](#) (tattoo) equipment
- ['ulafala](#) (pandanus lei)



['Ava \(Kava Root\)](#), unknown, Samoa, maker unknown. Gift of Galumalemana Alfred Hunkin, 2009.
Te Papa (FE012464)

Sāmoan tatau

Invite someone who has a pe'a (male tattoo), malu (female tattoo), taulima (tattooed arm band) or tauvae (tattooed ankle/leg band) to come and talk about their journey of obtaining their tatau, what it means to them, the roles and responsibilities one might have as the owner of a tatau.



['The finish of both tattoos'](#), 03 April 1982, by Mark Adams.
Purchased 1993 with New Zealand Lottery Grants Board funds. Te Papa (O.004028)



[Epi, Malu, the womens tattoo](#), 16 December 1985, Auckland, by Mark Adams. Purchased 1993 with New Zealand Lottery Grants Board funds. Te Papa (O.004010)

Talanoa (discuss) the themes in Lemalu Samau Tate Simi's poem, *Identity* (1995)

Lemalu Samau Tate Simi was an extraordinary man. He is probably most well-known for his role as High Commissioner to Australia.

His poem, *Identity* (1995), has huge resonance within the Sāmoan community. Discuss the themes in this poem (found in full in English and Gagana Sāmoa on the next page).

Identity

Educate yourself enough
so you may understand
the ways of other people
But not too much
that you may lose
your understanding
of your own
Try things palagi
Not so you may become palagi
but so you may see the value
of things Sāmoan
Learn to speak Sāmoan
not so you may sound Sāmoan
but so you may
feel the essence
of being Sāmoan
Above all
be aware and proud
of what you are
so you may spare yourself
the agony of those who are asking
“What am I ?”

Lemalu Samau Tate Simi (1995)

O oe se a?

A’oa’oina oe ia lava
ina ia e malamalama ai
i aga a isi atunu’u
ia aua fo’i le avea lou iloa
ma mea e fa’agalo ai
lou iloa o tu ma aga
a lou lava atunu’u

Tofotofo i mea fa’apalagi
e le ina ia avea ai oe o se papalagi
a ia e iloa ai le taua
o mea fa’a Sāmoa

A’oa’o e tautala I le Gagana Sāmoa
e le ina na ona fa’afoliga ai
o oe o se Sāmoa
a ia matua lagona ai le a’ano
o le loto Sāmoa

O le mea sili I ia mea
o le iloa ma mitamita
i lou tupuaga
ia le pei ai oe o i latou
o lo’o tu’ufesili pea
O a’u ea o se a?



S'OSI'OMAGA | ENVIRONMENTS

Sāmoa – the home of the language

All languages have ties to the environments where they develop. Research more about the home of Gagana Sāmoa – the seven islands of Sāmoa.

Try looking at this homeland with different lens (perspectives) – e.g. history, geography, arts and culture, science - to help you gather more insights.

You might find it interesting to consider how the modern world has worked to change the Sāmoan language too. Watching the video clip '[Pisupo lua afe \(Corned Beef 2000\)](#)' from the [Tales from Te Papa series](#) could help start a dialogue.

Grow an environment for Gagana Sāmoa

A language, like all living things, needs to have the right conditions to thrive.

Discuss together (as students and educator, as peers, as a family, as professionals) what you are already doing for Sāmoan language in your āiga, a'oga, lotu/ekalesia or organisation. Plan how you could improve your spaces, resources, practices, or policies further.

For instance - in the ECE and school setting a teaching team may discover that while they are using the language, it is only as a language of instruction - e.g. tu i luga (stand up) or nofo i lalo (sit down).

You might aim therefore to:

- Build more descriptive or conversational type phrases into your programme.
- Better utilise the language expertise existing in your community (elders, community leaders, parents, organisations and children) to help you to do this.
- Create a safe space for educators to try out new ways of using Gagana Sāmoa, and to build their confidence.



Teachers and children from Tai Tamariki Kindergarten learning a Sāmoan lotu (blessing) at Te Papa. Photograph by Michael Hall. Te Papa.

Perform sāsā (rhythmic dances)

The sāsā is a Sāmoan dance that is performed by both male and female to the pate (drum). While seated, or standing, hand movements are used to show activities and occurrences happening in everyday life, like cooking, going on a trip, seeing flying birds, or fishing. Sāsā should illustrate Sāmoan culture.

Make sāsā a regular part of your programme, using it as a way to embody the upu you are learning and using. [This exemplar from TKI can help you through the process of creating and performing sāsā](#)

Groups might like to start by co-creating dances about joint experiences (eg. playing in the playground), but with building confidence with movement and language, individuals might like to put together their own sāsā and teach them to the group (eg. what I did in the weekend).

[Check out this awesome speech from Mata’afa Elia Autagavaia during the Aganu’u ma Measina a Sāmoa Festival 2013](#) held in Apia. Here he talks about sāsā – what it is, and what it is not. The video has English subtitles.

Share and create stories and songs

Tala (stories) and ma pese (songs) are some of the best resources we can use in our environments for developing Gagana Sāmoa! Check out your local library to access the wonderful print and recorded Gagana Sāmoa resources that are available (see pages 20-24) for some examples relating to our 2016 theme).

Why not add to the resource collection too? Document stories you know, create dramatic retellings or imagine brand new tala and ma pese to share!

For inspiration - check out this fantastic EDtalk clip with May Crichton of A’oga Fa’a Sāmoa. She tells how her team creates Sāmoan language learning resources with young children through ICT. The children’s retelling of Sāmoan stories in their learning environment help to support and extend their confidence with their language. It has also encouraged families to speak Gagana Sāmoa at home!

The screenshot shows the EDtalks website interface. At the top left is the logo 'EDtalks' with the tagline 'A CORE EDUCATION INITIATIVE'. To the right is a navigation menu with 'HOME', 'VIDEO', 'CHANNELS', 'SPEAKERS', and 'TAGS'. A search bar is located in the top right corner. Below the navigation is a video player showing a woman speaking. The video title is 'Using ICT to enhance Samoan language'. Below the video player, there is a description: 'Speaker: May Crichton. May Crichton discusses the process used to create Samoan language learning resources through ICT to support and extend children's confidence with their language, which has actively encouraged both children and their families to speak Samoan at home.' The video has 39,685 views, was added on 11 Mar 2010, and has a duration of 3:22.

Using ICT to enhance Sāmoan language screengrab (Click image for link)



'ESE'ESEGA | DIVERSITY

Proud to be Sāmoan

Being Sāmoan is special! What makes you proud of your Sāmoan identity? Create a piece of artwork, compose a song, rap or instrumental, or craft a tala (story) or tauloto/solo (poem) to express and celebrate this.

This spoken tauloto/solo example comes from Luca Masina, aged 5 from Christchurch, recorded by Lemalu Alexa Masina:

Proud to be Sāmoan

Reminds me of my papa, aunty and brother Bowie.

I will teach my brother the Sāmoan language.

It is important.

You communicate with people that are Sāmoan too.

I am proud of my Sāmoan last name, it means moon.

I would like to visit my dad's country and learn how to crack open a coconut.

It has so many places that I've never seen.

Houses and lots of water.

Sāmoan language helps me understand what you say and reminds me of my papa.

I am proud to be Sāmoan.

Luca Masina, 2016 (Rolleston, Christchurch | 5 years old)

Mitamita o a'u o le Sāmoa

Ou te manatua ai lo'u tua'a, tuafafine o lo'u tama ma le uso o Bowie.

O le a ou a'oa'oina lo'u uso i le Gagana Sāmoa

E tūa lou feso'ota'i i le Gagana ma tagata Sāmoa

Ou te mitamita i lo'u fa'ai'u – o lona uiga o le masina

Oute fia asiasi i le atunu'u o si o'u tama ma a'oa'oina le ta'eina o le popo

E iai nisi o nofoaga 'ou te le'i va'ai muamua iai

O fale ma le tele o vai

O le Gagana Sāmoa e fesoasoani ia te a'u oute malamalama ai pe'a talanoa, ma e fa'amanatu mai ai pea ia te a'u lo'u tua'a.

Ou te mitamita o a'u o le Sāmoa.

Luca Masina, 2016 (Rolleston, Christchurch | 5 years old)

Translated by Niusila Faamanatu-Eteuati

Being Sāmoan in Aotearoa New Zealand

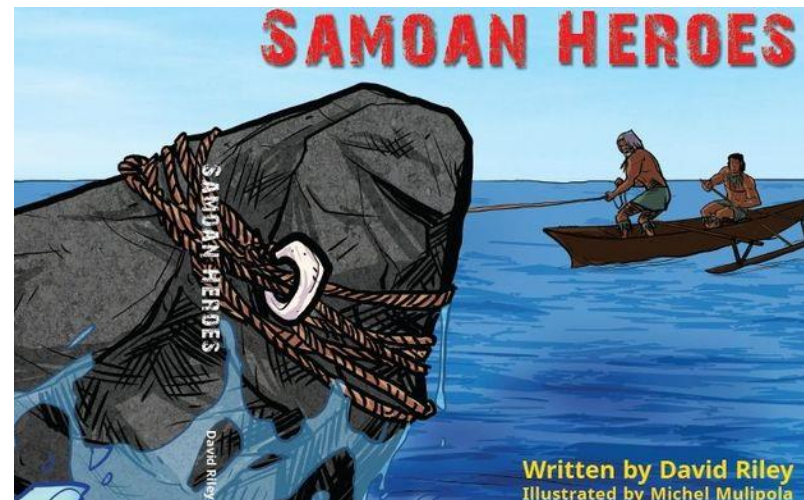
Discuss how you feel being Sāmoan in Aotearoa New Zealand. Is this the same or different to that of being Sāmoan in Sāmoa. Has being Sāmoan in Aotearoa New Zealand changed for you over time? What helps you to maintain or grow your Sāmoan identity in this country?

Many ways to be Sāmoan

There is no one way to thrive as a Sāmoan. Our people have a range of backgrounds, experiences, ideas, and interests. Read David Riley's new book, [Sāmoan Heroes](#) (2015). This includes the stories of contemporaries, like Savage (musician), Tana Umaga (former All Black Captain), and Dwanye (The Rock) Johnson (actor), but also important historical people too, like Tupua Tamasese Lealofi III (leader of independence movement).

Cultural exchange

Have a cultural exchange day, where you can share your Gagana Sāmoa, and other elements of your Sāmoan culture (e.g. food, dance, dress, music) with people from different cultural backgrounds.



Sāmoan Heroes, by David Riley (Book cover)



Adapting to new surroundings

In the video clip, '[Recycled Plastic Art](#)' from the [Tales from Te Papa series](#) we see how Pacific peoples have adopted new materials and techniques in new places, helping them to continue cultural practices from home.

With this same spirit, thread your own lei (garland) out of a range of unusual materials to wear especially during your Sāmoan Language Week activities.

Gagana Sāmoa - the third most-spoken language in NZ

Did you know that Sāmoan is the third-most spoken language in Aotearoa New Zealand, behind English and te reo Māori? The work being undertaken by our communities to sustain and grow the language is working!

Make sure to acknowledge your Gagana Sāmoa champions this Language Week. See some of the many in the last section of this resource (pages 25-28)

Consider who might take on this good work in the future. Could you be a Gagana Sāmoa champion too?

Maintaining your own Gagana Sāmoa

In order for your home language to thrive, you need to be using it regularly and with purpose. In what ways do you think you can personally sustain your Sāmoan language in Aotearoa New Zealand?

For instance, you might listen to/sing Sāmoan songs or Sāmoan language radio, read the Sāmoan language bible, or seek out conversation with other Sāmoan speakers.

Draw pictures and make a wall display containing all your ideas.



Tala ma Pese – Stories and songs

There are lots of great Gagana Sāmoa and bilingual language resources out there to support your Sāmoan Language Week activities. Here is just a small selection that we feel have strong ties to our theme for 2016.



MANU | BIRDS:

This pese (song) was suggested by Lemoa Henry Fesuluai, from the Pasifika Education Centre and Fotu o Malama, and Leautuli'ilagi Sauvao from FAGASA. [Listen to the track on here on Youtube.](#)

Tolu Manu Iti by The Golden Ali'is

Fuaiupu 1 | Verse 1:

Tolu manuiti sa pepese | Three little birds were singing
Tatou solola ma fa'atofa | Let's escape and say 'Good bye'
Ua lata mai le tau malulu | Winter is coming
Felelei i luga o le sami | Fly above the sea

Tali | Chorus

Felelei, felelei i le malolo | Fly, fly into the cold
Felelei, felelei | Fly, fly
Tasi, lua, tolu | One, two, three



[White Terns - Midway Atoll](#), 2015. By [Forest Starr and Kim Starr](#) (Own work). CC BY 2.0 license



FA'ASINOMAGA | IDENTITY

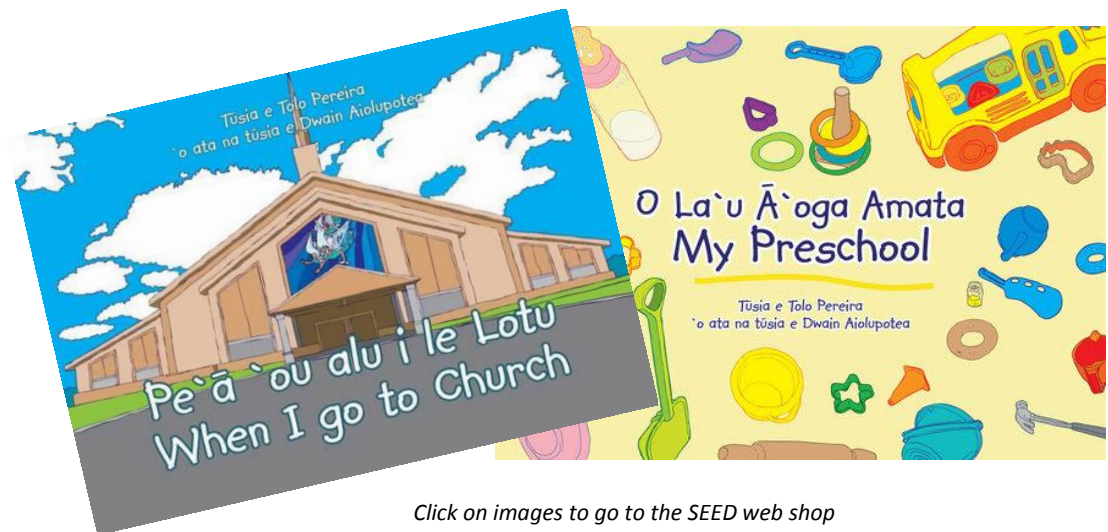


The books *Selafina* (2003) and *Fiapule* (2007), by Catherine Hannken, have great ties to our subtheme of identity.

Selafina emphasises how Sāmoan culture 'comes alive' through the development of relationships, especially with family members.

Fiapule focuses on the importance of family, culture and tradition in Sāmoan culture.

Tusia and Tolo Pereira from Sāmoana Early Education Development Services (SEEDS) have produced some wonderful identity based bilingual story resources for young children too.



Click on images to go to the SEED web shop

The pese, Pelega o Sāmoa | We are Sāmoa, by Jerome Grey is very well loved. You can [hear the original version here on Youtube](#), or [listen to SOL3 MIO performing the song here](#).



Top: [Sāmoa](#), 2007. By [mikiigroup](#) (Own work). CC BY 2.0 license

Bottom: [Sunset view. From Jhei's village \(Sale'imoa\) waterfront](#), 2007. By [NeilsPhotography](#). CC BY 2.0 license.

Pelega o Sāmoa | We are Sāmoa by Jerome Grey

Fuaiupu:

Sāmoa, e pele oe I si ou fatu
O le a ea se mea e ao ona fai
E tautua ai mo oe
O sasae ma sisifo e tasi
O le viiga lea I le lagi
Āiga ma nuu taitasi
Tuu mai lou aao
Ta pepese faatasi

Verse:

Our Sāmoa, the greatest place
of all
She is green and blue lush
with beauty
And hearts are pure as gold
Touch someone with tears of
joy
Touch someone with smiles of
love
Oh! What happy feelings
From such happy people

Tali:

Uso Sāmoa
Fanau mai le la
Uso Sāmoa
Manumanu I le upega
A oo I nuu ese le loto alofa
Sāmoa mo oe
Sāmoa mo Le Atua

Chorus:

We are Sāmoa
People from the sun
We are Sāmoa
And our heritage lives on
Teach world humanity and
hospitality
We are Sāmoa
And we trust in Thee

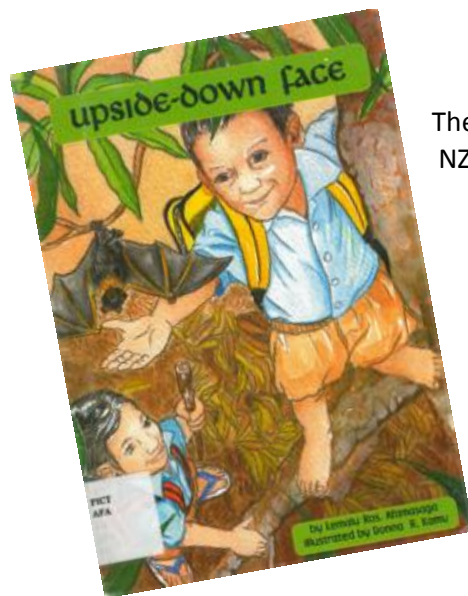


SI'OSI'OMAGA | ENVIRONMENTS

Victoria University's [Ray of Sounds: Gagana Sāmoa website](#) has some wonderful pese and tala resources that will help you to build and sustain an environment for Gagana Sāmoa.

[CORE Education's Pasifika Early Childhood Education Songs CD](#) is worth investing in, and this [Ukulele Songbook](#), compiled by Maria Winder of TEAM Solutions has some great pese too.

The TKI Arts Online website provides [this teaching unit around the song, O le Pepe](#), and recommends the Kiwi Kidsongs CDs (Learning Media) as sources of pese.



The book [Upside-down Face | Ulu ū I Lalo](#) (2003), by Lemalu Ros. Afamasaga, is recommended on the University of Waikato's NZ Pacific Picture Book Collection website as a story that accurately reflects life in Sāmoa for children.

The ['Children from the Pacific'](#) book series, by Jill Macgregor, also has some great Sāmoan titles that cover life in the islands – complete with wonderful photographs!

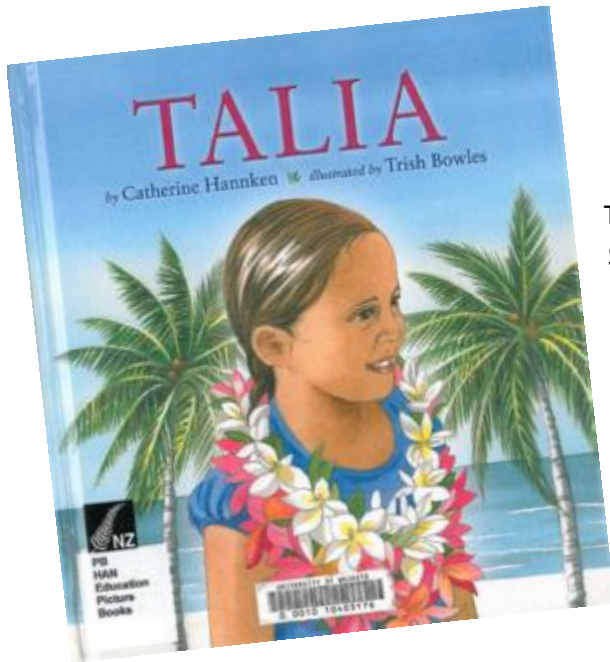


Click on images to be linked to pages on the [Children from the Pacific website](#).



FA'ATUMAU | SUSTAINABILITY:

The storybook ['O le Lā'au o le Tau](#) (2007), by Junior Kiki Maepu, has great links to the theme of sustainability. It tells of a boy called Iosefa who comes to Aotearoa New Zealand from Sāmoa. With the support of his cousin, Sione, he gets use to his new home (and it's very different weather) and finds connections to home (Sāmoa) too.



The book [Talia](#) (2009), by Catherine Hannken, is also worth a look. It talks about a young New Zealand Sāmoan girl who goes to visit Sāmoa for the first time. She must adapt to life in the islands, and finds that although it is different life in Sāmoa is pretty great too.

Check out the pese, [Sāmoa e, maapo'opo mai by Vaniah Toloa on Youtube](#) (lyrics included), recommended again by Lemoa Henry Fesuluai. This song has patriotic and diasporic themes. It explores heritage, identity, belonging and pride, and the sense of being and coming home.



Gagana Sāmoa champions - Our nation-wide initiative

Everyday efforts and environments nurture, and invest in, the development of Sāmoan language. That means there are many people, across our communities, who are our champions of Gagana Sāmoa - whether children, young people, adults and elders, our role models or celebrities.

This Sāmoan Language Week, the Ministry of Pacific People (MPP) want you to acknowledge these important people, and share the messages they have regarding Sāmoan Language Week/Gagana Sāmoa.

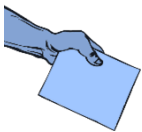
How do I get involved?



Step 1: Put forward a person from your community who you think should be recognised in 2016. Discuss why you believe this person is a Gagana Sāmoa champion.



Step 2: Utilise the certificate templates on pages 27 and 28 (or create your own version that better reflects you, or your centre, school or organisation). Make sure to write or draw the reasons why you have selected your champion on the certificate.



Step 3: Present your certificate to your champion, telling them why they are your Gagana Sāmoa champion in 2016.

If your champion can't receive their certificate in person, you could post it (via mail or email) along with a letter or drawing outlining your reasons.



Step 4: With your champion's permission, post the picture of them on social media (Facebook, Instagram or Twitter), along with a short explanation. Make sure to include the hashtag #GaganaSāmoaChampions.

For example:

Anantele'a Sāmoa is our Gagana Sāmoa champion. She is a grandmother of 5 and teaches Gagana Sāmoa to the children in her family every Saturday morning. She encourages parents and grandparents to find time to teach their children Gāgana Sāmoa, and have fun doing it. #GaganaSāmoaChampions



Step 5: Use the hashtag to search out other Gagana Sāmoa champions, recognised by people all around Aotearoa New Zealand!

Make sure to check out champions featured on the MPP Facebook page throughout Language Week too.

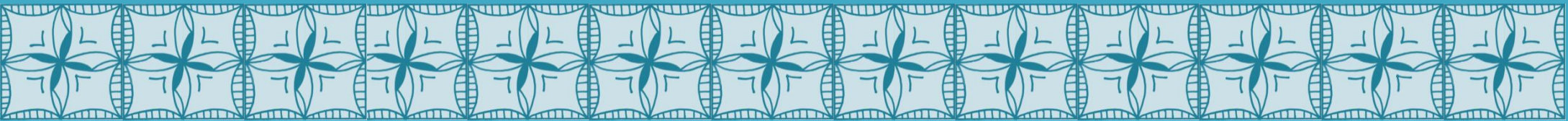


Tusipasi o le amana'iaina

O le tusipasi leni ua taua'aina ma le mitamita ona o lou sao i le lagolagoina o le Gagana Sāmoa.

Ou te/Matou te amana'iaina leni tagata ona o le:

Sainia:





Certificate of Recognition

This certificate is awarded with pride to

for their work to support Gagana Sāmoa (Sāmoan language) in 2016.

I/we recognise this person because:

Signed:

