

Teaching Notes & Resources

Key Stage 2 & 3

Themes: The Climate Crisis | The impact of global warming | Conservation |
Taking action | Hope | Connection

[Purchase *Global*](#)



SCAN ME

Global

Subject checklist: Literacy | Drama | Geography | Science | Citizenship | Art and design

The activities included here are suitable for the classroom or library sessions.

About the Book

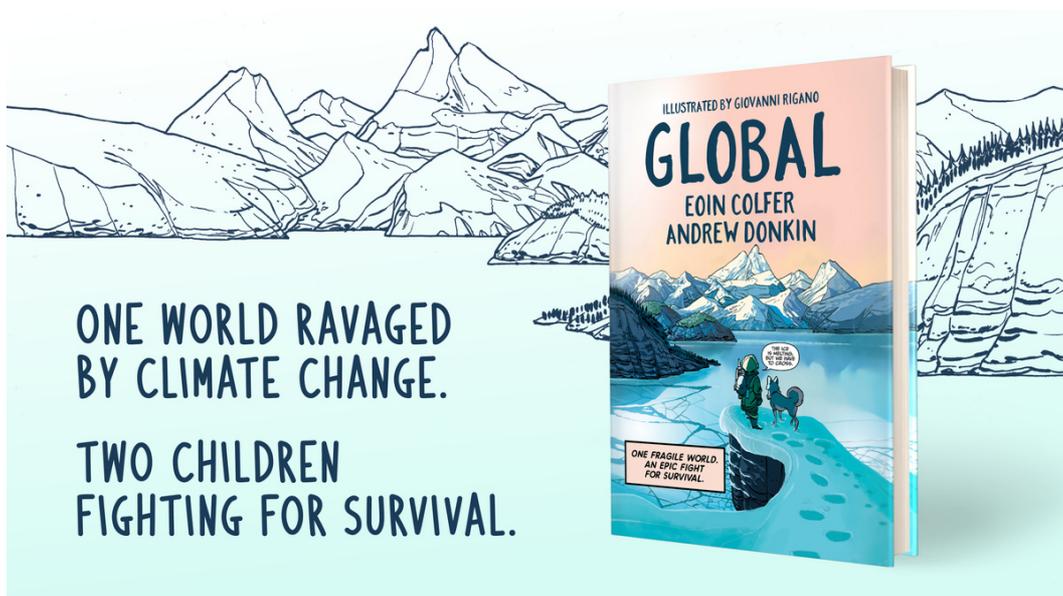
Two children. Two locations. One climate crisis.

A powerful, hopeful and timely story about the real effects of climate change. Two young people on different continents experience the catastrophic impacts of global warming.

Yuki lives in an increasingly deserted Inuit township in Nova Scotia. One day she sets out into the wilderness of the Arctic tundra planning to photograph a rare grolar bear (a terrifying grizzly-polar crossbreed created by climate change) – if she can prove it's a grolar, she can protect it from being shot. With only her faithful dog for company and adrift on a fragment of melting glacier, she finds herself being stalked across the changing wilderness by a starving grolar bear, with only her wits and her harpoon to keep her alive.

Sami lives in a fishing village on the Bay of Bengal. But because of the ever-rising ocean level, each day is a struggle to survive. One night, Sami sets out to return to his old, submerged family home, alone. He takes a deep breath and dives beneath the moonlit waters, hoping to find his past. But a cyclone is coming . . .

A graphic novel with glorious colour artwork throughout for children of all ages from Eoin Colfer, previously Irish Children's Laureate, and the team behind *Illegal*, and his bestselling *Artemis Fowl* graphic novels. Illustrated by the talented Giovanni Rigano.



Discover more books at
[HachetteChildrens.co.uk](https://www.hachettechildrens.co.uk)



Discover more resources at
[HachetteSchools.co.uk](https://www.hachetteschools.co.uk)



Contents

Theme 1: a changing world

Activities: compare the two settings in the story using a Venn diagram; identify environmental changes referred to in the text and the impact these changes have on the characters and their communities.

Objectives: be aware of environmental changes in the Arctic Circle and the Bay of Bengal; consider the human impact of environmental changes.

Theme 2: Sami's dilemma

Activities: use drama and creative writing techniques to empathise with Sami and explore his dilemma.

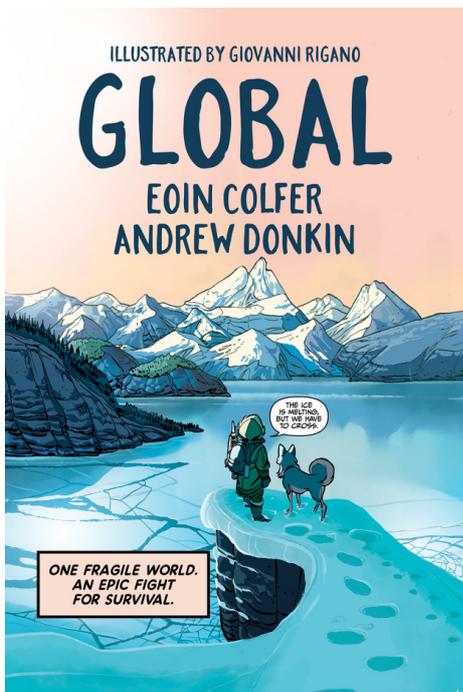
Objectives: make inferences about a character's thoughts and feelings based on details stated and implied; understand how people's lives are affected by climate change.

Theme 3: climate solutions

Activities: write and perform a speech about climate change from the point of view of Sami and Yuki.

Objectives: use persuasive language to compose a speech; understand the actions that must be taken to avoid climate breakdown.

Book Cover Discussion Questions



1. Where do you think the book might be set?
2. Can you make any predictions about what might happen in the story?
3. What genre do you think this book might fit within?
4. What themes do you think it might explore?
5. Does the front cover remind you of any other books you've read?



Theme 1: a changing world

EXTRACT 1



Discussion Questions

1. How is the climate changing where Yuki lives?
2. Why have bears wandered into the town recently?
3. What do you think Yuki plans to do?
4. What risks do you think Yuki is taking? What do you think might happen next in her story?
5. Can you think of three words to describe Yuki's character?

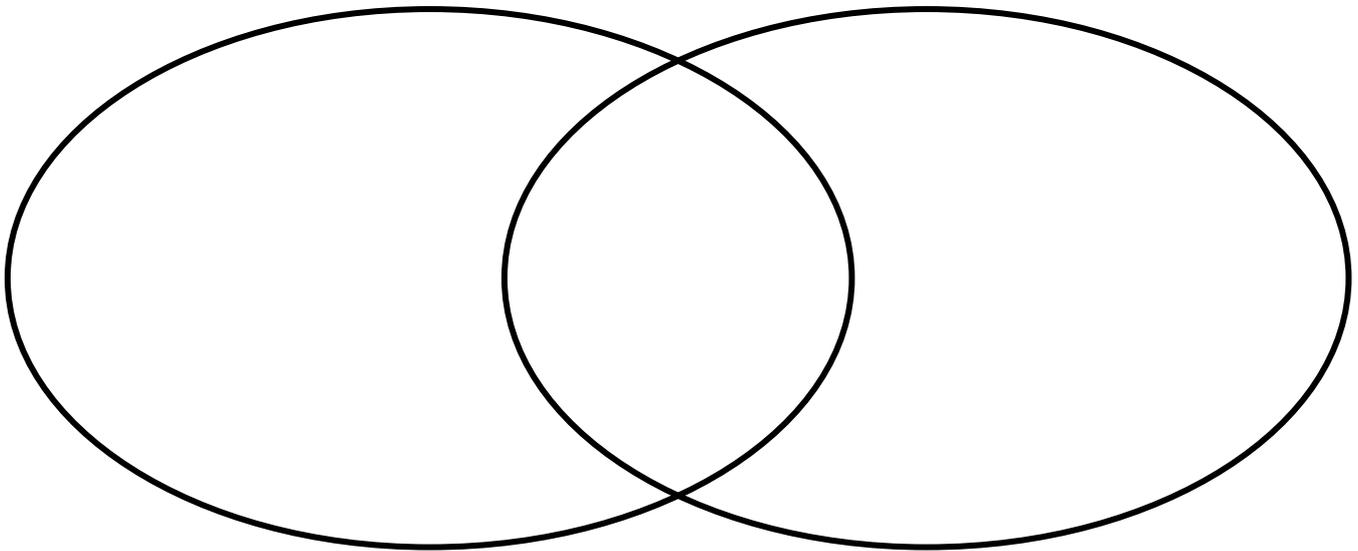


Activity: the Bay of Bengal and the Arctic Circle

- Sami lives on the coast of the Bay of Bengal and Yuki lives in Northern Canada inside the Arctic Circle. Can you locate these two regions on a world map?
- Using information you've gathered from the story so far, compare and contrast these two locations in the Venn diagram below. You might like to think about weather, population, education and employment opportunities, housing and the geographical features of each location. How are the two places different? Do they have anything in common?

Sami's village on the **Bay of Bengal**

Yuki's town in **Northern Canada**



- We learn in the story that both regions are experiencing significant environmental changes. Fill out the table below to show how the environment of each location is changing and the effect these changes are having on the characters and their communities.

	Environmental changes	Impact of changes
The Bay of Bengal		
Northern Canada in the Arctic Circle		

- What do you think might be causing these environmental changes? How might the changes be connected? Discuss with your class.



Theme 2: Sami's dilemma

EXTRACT 2



Discussion Questions

1. What are Sami's reasons for wanting to dive into the water?
2. Why might diving into the water 'not be so clever'?
3. How do you think Sami's grandfather will feel when he finds he is gone?
4. Why is the knife important to Sami?
5. If Sami could have three wishes granted, what do you think he would wish for?



Activity: a difficult choice

Sami has a choice to make. He can dive into the water to try to find his mother's knife, or he can stay in the boat and go home. Take some time to explore his dilemma.

Part 1: drama

In groups of three, choose one person to be Sami. You are sitting in your boat in the middle of the ocean, trying to decide what to do. The other two members of the group should sit on each side of Sami. One of you is going to be the voice in Sami's head telling him he should dive into the water. The other is going to be the voice in Sami's head telling him he shouldn't dive in. Take turns persuading Sami to take your course of action. Try to give as many persuasive reasons as you can. When you have finished, share how you think it feels to be Sami making this decision.

Part 2: short write

In role as Sami, write down your thoughts as you try to decide whether or not to dive into the water. You can use the writing frame on the following page. You might like to describe what you can see, feel, hear, touch or taste as you sit in your boat. Do any memories come back to you as you look at the water? What emotions are you experiencing and how do these emotions feel in your body? What are your worries and what are your hopes and dreams? When you have finished, practise performing your writing out loud as a monologue. Can you use your voice and body to express how Sami feels?

Part 3: prediction

What do you think will happen next in the story? Discuss with your class then draw what you think the next image in the book might look like.



Sami's thoughts



Theme 3: climate solutions

EXTRACT 3

In 2015, 195 countries signed the Paris Climate Accords committing to becoming carbon neutral (Net Zero) by 2050.



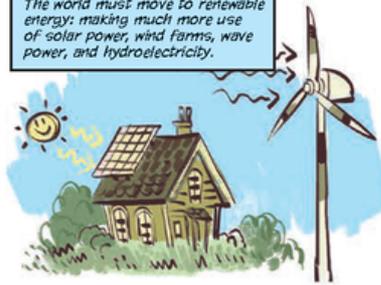
And to limiting the global temperature rise to "well below" 2°C.

To do this all countries need to move away from dirty fossil fuels like coal, oil, and gas.



It won't be easy: big fossil fuel businesses have spent decades denying climate change even existed because they wanted to keep making huge short-term profits.

The world must move to renewable energy: making much more use of solar power, wind farms, wave power, and hydroelectricity.



We can also help by creating more carbon sinks and protecting those we already have.

Carbon sinks are things that absorb and store carbon, like forests and soils such as peatlands.



Trees – especially young ones – take carbon dioxide out of the atmosphere.

Another way of helping is to reduce the amount of energy we waste by insulating homes and workplaces better, and making sure our household appliances, like fridges, are energy efficient.



On a personal level there are many things an individual can do to reduce their own carbon footprint.



Eat less meat – especially beef

Walk or cycle when you can (cut car use)

Recycle and reuse

Fly less

In 2018, a young student in Sweden began missing school every Friday to protest about the lack of progress tackling climate change.



Very quickly, Greta Thunberg and her Friday school strikes ("SKOLSTREJK FÖR KLIMATET") became a global phenomena, inspiring millions around the world to be more active in the fight against global heating.

Whatever actions we take as individuals, it's obvious that huge changes in society, industry, and business are needed for us to slow, reduce, and eventually reverse global heating.



That's the only way of ensuring we have a planet that's livable in the future.

Discussion Questions

1. Can you find out what 'carbon neutral' and 'net zero' mean?
2. Give three examples of fossil fuels.
3. What are 'carbon sinks'?
4. How can homes be adapted to become more climate friendly?
5. Why do you think the authors chose to give the book the title *Global*? Can you think of any alternative titles?



Activity: make a speech

Imagine Sami and Yuki have been invited to give a speech at an international meeting of world leaders. Working with a partner, get in role as Sami and Yuki and prepare your speech!

To begin, decide which of you is going to be Sami and which of you is going to be Yuki. Together, make notes about what you want to say. This is your chance to share your stories and speak out about the changes you want to see in the world!

You might like to start by introducing yourselves and telling your audience about the impact global warming is having on your communities. You could also tell them what they need to do to fight against global warming. Can you persuade them to take action? Perhaps you could end with an expression of hope to inspire your audience?

Here are some things you could include in your writing to make your speech powerful and impactful:

- **Facts** to back up your arguments and show you are experts. (Re-read the section 'WHAT IS GLOBAL HEATING?' at the end of the book to find useful facts)
- **Emotive language** to move your audience and provoke emotion (e.g., 'people are desperate and suffering')
- **Rhetorical questions** to encourage your audience to reflect on their own views (e.g., 'what kind of world do you want to live in?')
- **Repeated words, phrases or sentence structures** to emphasise your key message (e.g., 'it is time to listen to the scientists, it is time to take action, it is time to make a difference')
- **A description of a positive outcome** to give your audience something to work towards and motivate them to take make changes

When you have written and practised your speech, perform it to your class or school!



Further activity ideas

Sami's village is suffering the effects of rising sea levels. Yuki's town is dealing with the impact of melting sea ice. Make a model or draw a diagram to show how these are connected.

On page 14, Yuki makes a 3D printed model of a Qalupalik (a mythical creature from Inuit folklore.) Research traditional Inuit culture and folktales. Can you create a piece of art inspired by a traditional Inuit folktale?

Research the brown bear (also known as the grizzly bear) and the polar bear. What is the geographical range of each species and how is this changing as a result of global heating? The grolar bear is a hybrid of the brown bear and the polar bear. What features does it have in common with each?

Re-write the scene on page 16 from the grolar bear's perspective. How does the bear feel? What does it want? Is there anything it fears?

How would the book be different if the authors had chosen to follow the story of just one of the children instead of weaving the two stories together? Discuss with your class.

Having read to the end of the story, write a text conversation between Sami and Yuki. How would they introduce themselves? What might they say to each other?

Plan the sequel to *Global!* What might happen next to Sami and Yuki? Create a storyboard and draw the front cover of your new book!

Greta Thunberg is a climate activist from Sweden. As a class, research other young climate activists from around the world. Can you mark their homes on a map? See if you can find an inspiring quote from each of them to add to your map.

What could you do as an individual, or perhaps as a family or school, to make a difference in the fight against climate breakdown? Make a climate action pledge!



School Resources created by



SCAN ME

Discover more books at
HachetteChildrens.co.uk



Discover more resources at
HachetteSchools.co.uk



SCAN ME