

# Like the ocean we rise: Activities



ADVENTURES IN BOOKLAND

G D S T

## Exploring *Like the ocean we rise* across the curriculum

### Maths

- Measure. People will be travelling to COP26 from all over the world. Who has the longest journey?
- Timetables: If the attendees of COP26 need to be in Glasgow on 31<sup>st</sup> October, when do they need to leave their respective countries in order to arrive on time?
- An investigation: one of the themes of the book is working together / coming together. What patterns can be seen in the following:
  - o Start with five children.
  - o Each one of those children gets five more children to join them. We now have a total of 25 children.
  - o Each of those 25 children joins up with another 5 others (total 125 children).
  - o What would happen if each of *those* children joined up with another 5?

This activity could be differentiated by starting with e.g 2 children, 10 children, etc.

### Geography

- In the poem reference is made to many different countries. Can you locate them using an atlas?
- Compare and Contrast. Climate Change manifests itself differently in different parts of the world. Can you compare and contrast the impact of climate change on two different countries, e.g. forest fires versus flooding; crop failure versus coral bleaching.

### Art

- If you were going to march, what sort of poster would you make? Think about how you would design your poster to stand out and your key messages.

### Philosophy for Children

- Some protesters break the law when they are protesting. For example, they might block roads or climb on private buildings to put up a banner or sign. Is it ever okay to break the law?



Protesting against air pollution by putting a mask on Nelson on Nelson's Column, or putting up a banner on someone else's private property is against the law. Does that mean it is wrong?

### English

- Information Text:  
Can you create an information text on COP26? It could include a section on where it is happening, who is attending, what the aim of the conference is. Think about what sources you could use to inform your research.

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## English

### - Protest Poem.

- o Create a list of protest activities, drawing on some of the examples in the book but supplementing them with children's suggestions:
  - o We're growing
  - o We're working
  - o We're singing our songs
  - o We're striking
  - o We're watching
  - o We're banging the drum
  - o We're marching
  - o We're writing
  - o We'll get the job done
- o Divide these ideas up into groups of 3 (ideally 2 short, 1 long line) and 'top and tail' each one with a line such as 'We are change makers' / 'We won't stop'
  - o We are change makers
  - o We're growing
  - o We're working
  - o We're singing our songs
  - o We won't stop
  - o We are change makers
  - o We're striking
  - o We're watching
  - o We're banging the drum
  - o We won't stop
  - o We are change makers
  - o We're marching
  - o We're writing
  - o We'll get the job done
  - o We won't stop

Arrange these lines in a circle around a picture of the globe so that the poem does not 'stop' but keeps being read as in the picture below

