

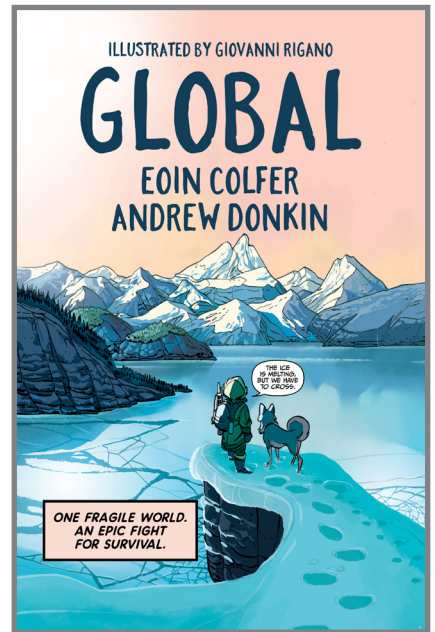
Global

AUTHORS

EOIN COLFER AND ANDREW DONKIN

ILLUSTRATOR

GIOVANNI RIGANO



SCIS: 5445321

ISBN: 9781444951912

RECOMMENDED FOR: Upper Primary

SYNOPSIS

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 . . .

ABOUT THE AUTHORS

Eoin Colfer (pronounced Owen) is the *New York Times* bestselling author of the blockbuster Artemis Fowl series as well as *Airman*, *Half Moon Investigations*, *The Supernaturalist*, Legend of . . . books, *The Wish List*, *Benny and Omar*, *Benny and Babe* and *Illegal: a graphic novel*.

He was born in Wexford on the southeast coast of Ireland, where he and his four brothers were brought up by his father and mother. He first developed an interest in writing in primary school with gripping Viking stories inspired by history that he was learning in school at the time.

Eoin got his degree from Dublin University and qualified as a primary school teacher, returning to work in Wexford. He married in 1991 and he and his wife spent about four years between 1992 and 1996 working in Saudi Arabia, Tunisia and Italy. His first book, *Benny and Omar*, was published in 1998, based on his experiences in Tunisia; it has since been translated into many languages; a sequel followed in 1999. In 2001, the first Artemis Fowl book was published worldwide to much success—shortly thereafter he left teaching to concentrate fully on his writing. To this day, Eoin has written eight Artemis Fowl books which have sold over 12 million copies worldwide.

Andrew Donkin is a writer and graphic novelist. He was described by *The Times* (London) as ‘the graphic novel supremo,’ which is what he’ll have on his tombstone in the unlikely event he ever dies. Andrew has written more than seventy books that sold more than nine million copies, including children’s books, graphic novels, and even the odd book for grown-ups. He is a longtime collaborator with Eoin Colfer. The pair recently co-authored the award-winning graphic novel, *Illegal*, with art by Giovanni Rigano.

Andrew lives near the river Thames in London with his partner, their two children, and no vampire bunny rabbits. Find him at andrewdonkin.com and on Twitter and Instagram at [@AndrewDonkin](https://twitter.com/AndrewDonkin).

ABOUT THE ILLUSTRATOR

Giovanni is an Italian artist and illustrator born in Cantù, Italy. He is most well known for his role in the creation of the Artemis Fowl graphic novels, the first of which came out in 2007. Giovanni has also created graphic novels for Disney books, including *The Incredibles* and *Pirates of the Caribbean*.

In 2012, Giovanni also illustrated Eoin Colfer's book *The Supernaturalist* which was also released as a graphic novel. Giovanni currently lives in Como, Italy. He also collaborated with Eoin Colfer and Andrew Donkin on *Illegal* which was published in 2017. *Global* is their latest collaboration.

Find out more about Giovanni at <http://riganogiovanni.blogspot.com/>.

STUDY NOTES

- Before reading the book, observe the cover, then answer the following questions:
 - Where do you think the book might be set?
 - Can you make any predictions about what might happen in the story?
 - What genre do you think this book might fit within?
 - What themes do you think it might explore?
 - Does the front cover remind you of any other books you've read?

Theme 1: A Changing World

- How is the climate changing where Yuki lives?
- Why have bears wandered into the town recently?
- What do you think Yuki plans to do?
- What risks do you think Yuki is taking? What do you think might happen next in her story?
- Can you think of three words to describe Yuki's character?
- 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 a Venn diagram using the titles 'Sami's village on the Bay of Bengal' and 'Yuki's town in Northern Canada'. 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?
- We learn in the story that both regions are experiencing significant environmental changes. Fill out a table comparing the Environmental Changes and Impact of Changes for The Bay of Bengal and Northern Canada in the Arctic Circle to show how the environment of each location is changing and the effect these changes are having on the characters and their communities.
 - 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

- What are Sami's reasons for wanting to dive into the water?
- Why might diving into the water 'not be so clever'?
- How do you think Sami's grandfather will feel when he finds he is gone?
- Why is the knife important to Sami?
- If Sami could have three wishes granted, what do you think he would wish for?
- 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 through the following activities.
 - In groups of three, choose one person to be Sami. Imagine 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.

- As Sami, write down your thoughts as you try to decide whether or not to dive into the water. 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?
- What do you think will happen next in the story? Discuss with your class.

Theme 3: Climate Solutions

- Can you find out what 'carbon neutral' and 'net zero' mean?
- Give three examples of fossil fuels.
- What are 'carbon sinks'?
- How can homes be adapted to become more climate friendly?
- Why do you think the authors chose to give the book the title *Global*? Can you think of any alternative titles?
- 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. When you have written and practised your speech, perform it to your class or school!

DISCUSSION QUESTIONS AND ACTIVITIES

- 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 p 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 groolar 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 p 16 from the groolar 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!
- As a class, research 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!

AUTHOR OF NOTES

RAE CARLYLE