

GRETA AND THE GIANTS

INSPIRED BY **GRETA THUNBERG'S**
STAND TO SAVE THE WORLD

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Learning Objective

A 2019 Nobel Peace Prize nominee, Greta has burst onto the world stage as a brave, passionate environmental activist. She is inspiring an entire generation with the determination, resolve, and hope that together we can make the necessary adjustments to stop climate change and protect the Earth. Told in an allegorical style and filled with vivid, lush illustrations, this modern-day fairy tale introduces students to Greta, helping them understand why she became an activist for the environment and how anyone—no matter how young—can work to bring about positive change.

Essential questions for this Unit

1. How were the Giants ruining the forest?
2. Why did Greta think she needed to stop the Giants?
3. What did Greta do to stop them?
4. Who helped Greta along the way?
5. How did she eventually make the Giants listen?
6. What changes did the Giants make?
7. How did their changes affect the forest?



Classroom Discussion Topics

1. After reading the story, discuss the fact that Greta is a real person living today. Introduce the idea of an *allegory* by asking who the children think the Giants represent in real life. What are they doing that is upsetting Greta? What do they think people are doing in real life that is bad for the environment?

3. In the story, Greta and her friends convinced the Giants to change their ways. In reality, Greta and members of her movement are still working hard to convince authorities to make laws to protect the environment. Do the students think everyone agrees with Greta or her movement? Why? Do they think being an activist is easy? What challenges do they think Greta and other activists might face in their work?

4. Discuss the idea of activism. What does it mean to be an activist? What is a strike? Why did Greta go on strike from her school? How do the students think she felt about going on strike? How do they think her classmates felt about it? Do they think her teachers felt the same way? What about the members of the Swedish government? In the story, what happened after the first few days when Greta held up her sign all by herself? How did that help her cause? Do the students know other people who have challenged leaders or authority figures—other “Gretas?” Discuss Greta’s idea that “no one is too small to make a difference.” Do they agree or disagree with it? Why?

2. Read the information about Greta at the end of the story. Ask the students who they think the Giants represent in real life. When they hear the term “climate change,” what do they think it means? How do they think climate change affects the planet?



Student Activities

1. At the end of the story there is a list of things people can do to help the environment. Can the students think of other ways in which they can help the environment? What are some things they can do at home? Create a class list with everyone's ideas, and update it with stars, stickers, etc., when students try the ideas out. Explore the environment websites listed to inspire even more ideas.



2. **The Waste Experiment:** Have students measure how wasteful they are by carrying their own trash for a day. Each student should carry a bag—try paper, cloth, or re-used plastic – and put all their garbage (except for bathroom waste) in that bag. At the end of the experiment, ask the students to make observations. Is the bag more or less full than they expected? Did they recycle more, less, or the same because they had to carry the bag? What changes do they think they can make in order to cut down on personal waste?

3. What do the students think their school can do, or do better, that would help the environment? Some ideas include: recycle more, find ways to reduce waste in the lunchroom, start a school compost area, etc. Create a list of ideas, and then have students vote on which one they'd most like to pursue. Help them draft a letter to the student council or principal with their proposal, including how they could contribute to making the idea real.

4. In addition to the environment, let students know that they can become activists for other causes they think are important. Have students discuss what these other causes might be (examples include helping the homeless, stopping bullying, feeding the hungry, supporting animal rescues, etc.). Ask them ways in which they could get the word out and inform others



A portion of proceeds from the book will be donated to [350.org](http://www.350.org), an organization Greta Thunberg works with and that is dedicated to building a future that's just, prosperous, equitable and safe from the effects of climate change. Visit www.350.org to learn more.

Learn more about how you can help the planet at www.greenpeace.org.uk
Plant a tree with onetreepanted.org

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