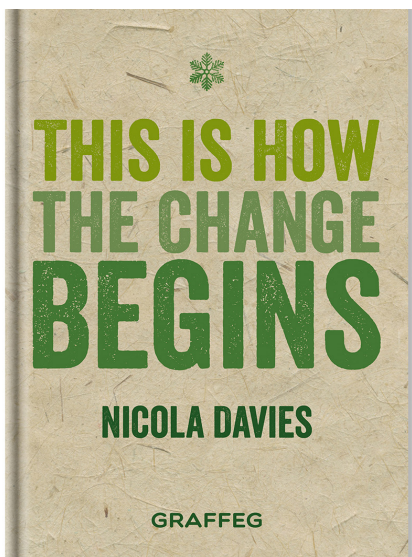


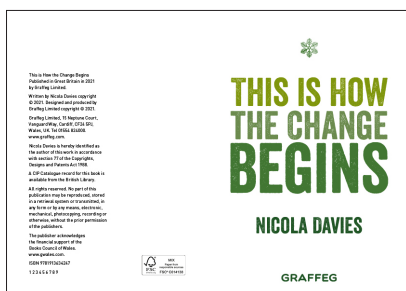
This is How the Change Begins



Author: Nicola Davies
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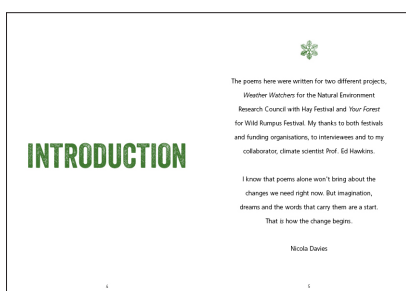
Before Reading

- What change do you think is meant by the title?
- What does the design of the cover suggest to you?
- Does the blurb give you any more clues as to what the content of the book might be?
- What changes do you personally think we need right now?
- Examine the end papers. What do you think they mean?
- How would you describe the symbol used on the front cover and which occurs again in the book? Why do you think particular symbol was chosen?



Title Page

- Look at the titles listed in the contents and jot down ideas that you connect with these words.
- Share your ideas.
- What do you think the notes might be about?



Introduction

- What sort of things do you think enable change?



New Normal

New normal is a phrase that has been used a lot in the media recently. What does it mean to you?

What do you predict this poem is going to be about?

Page 9

How does the opening make you feel about the poet's father?

How do you think the poet feels about her father's actions?

Do all generations think alike? What similarities/differences across generations can you think of?

Page 11

Which birds do you commonly see? Identify ones that you see but are unable to name.

Why might the ability to name be important for all of us?

Find out which birds are currently on the amber and red conservation list.

What do you feel you don't know? Create a list poem of the thoughts that occur to you. Refine it by thinking about rhythm, tone, repetition, alliteration and possibly, but not necessarily, rhyme.

Page 13

Paraphrase the words on this page.

Which techniques does the poet use to play with words as she conveys her message?

Page 15

Do you long for something you've never known?

What elements of the wild world would you like to have established? E.g. There has been discussion about the reintroduction of wolves in Scotland.

Investigate a rewilding project and consider the pros and cons. E.g. the reintroduction of wolves in Yellowstone, the reintroduction of beavers in Devon.

Find out about collective nouns for different types of creatures. Which appeal most and why?

Select an insect, fish, reptile, bird and mammal and devise a collective noun for each of them.

Create a collective nouns poem.

Page 17

List some of the elements of nature that bring you joy. Add detail, to make it more vivid.

Create a verse about these elements, thinking about rhythm, alliteration, repetition, half-rhyme, consonance. Use a thesaurus to enlarge your range of choices when selecting the best words.

Page 19

Why do you think the poet chose the word clothed?

Why are negative emotions sometimes important?



This is How the Change Begins

Predict how the change begins.

Page 23

The first two lines refer to another poem. Find the poem and consider why the writer has chosen to include elements of the poem here. Think of how it applies to our lives.

Change can be good or bad. What sort of changes do you think the poet is referring to?

What are the difficulties involved in making changes for the good of everyone?

Find out about the pika.

Why should it matter to us that places far away from us and endangered species we are unfamiliar with face the threat of extinction?

Page 25

What is your opinion of the oil companies?

How are oil companies confronting the problem of climate change?

Find out about things we use which are derived from petroleum.

Which could you do without, and which do you consider indispensable?

What criteria would help you to decide on what constitutes an absolute necessity in terms of the products we buy?

Page 27

What do you think is meant by denials fed by fear?

What examples can you think of where man has exploited the natural world with an eye on short-term gains, rather than considering the long-term consequences?

Which world leaders deliberately ignore the issue of climate change or are outspoken climate change deniers? Why do you think this is?

Find out about an area where climate change is having a devastating effect.

Page 29

How do you think our future can be better than our past?

When and where do you think we started to take the wrong path?

Are there any cultures that you know of which take/have taken responsibility for maintaining balance in the natural world? If so, how do they do this?

We need to act on truth. Can you think of times when world leaders, politicians and businesses have not done this?

Page 31

What is the difference between the concepts of owning and sharing?

What is the overall structure of this poem?



Green is Not One Colour

What does the title of the poem suggest to you?

List examples of different greens in the world around you before reading this poem.

Page 35

What poetic techniques does the writer use on this page?

Page 37-39

Vocabulary: How would you define 'aura', 'sward'?

What elements of the writer's choices do you find arresting or surprising?

What can you infer about the writer from this?

Comment on the use of personification on page 39. Why is it effective?

Page 41

Why do you think the writer says it is not white?

Has the writer chosen any of the green things that were on your list?

Looking back over your ideas, how can you make them more vivid with additional small details?

Create your own 'Green is Not One Colour' poem.



On Camels Listening to Music

This title is unusual. What are your initial thoughts about what it might mean?

Page 45

Vocabulary: find out the meanings of 'nisba' and 'configuration'.

Try jinking the world between your left and right eyes. What do you notice? Why do you think this is?

What things do you ponder? Do you ever progress from pondering to investigating?

Write down ten 'big' questions that you'd like answered. Select five of the most interesting and swap these with a partner. Answer their questions as inventively as possible. Share the outcomes.

Find out five fascinating facts about camels.

Page 47

Vocabulary: define the following – 'prism', 'calibration', 'geometry'.

What is remarkable about Alhazan?

What sort of picture does this stanza conjure in the mind's eye?

Page 49

Comment on the metaphors used and how they impact on your perceptions.

Watch The Powers of Ten film: <https://www.youtube.com/watch?v=0fKBhvDjuy0>. This film was made about the relative scale of the universe by Charles and Ray Eames in 1977.

How does the change in perspective make you feel?

What do you think is your normal perspective?

Page 51

What simile and metaphor has the writer chosen? Why do you think she made these particular choices?

How does the writer make you consider your carbon footprint?

Find out more about carbon footprints and off-setting.

Are there any local projects with which you could become involved, or could you set up your own project?

Page 53

Which word jumps out at you on this page? Why do you think the writer chose this particular word?

What do you now think is the significance of the camels?



Climate or Weather?

Before reading this poem, discuss the difference between the terms 'climate' and 'weather'.

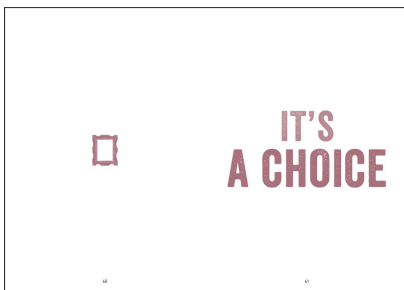
Page 57

Think of a time when weather has unexpectedly altered your plans.

Page 59

Think of other examples of when climate has gone wrong.

Does this explanation of the difference between climate and weather fit with your initial understanding?



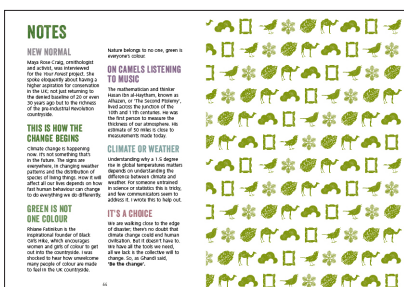
It's a Choice

Many aspects of modern life can affect our wellbeing. Discuss elements that trouble you and whether it is a constant, ever-present concern or an episodic one. How do you deal with this?

Life is about attitudes to problem-solving and developing a sense of agency. Think of ways, no matter how small, in which you can contribute to positive change.

Who do you think is accountable for the climate change dilemma we all face? What are some of the reasons that have led to this state of affairs?

In a group, create a chant tackling this subject, with different voices/ instruments entering at various points. Think also about the power of silence. You could use the quotes from the poems that appear on the coloured pages in the book, extract other quotes, or make up your own. Think carefully about rhythm, alliteration, imagery, pace, repetition and dynamics. Practice and perform.



Notes

Read through the Notes. Bullet point ideas/facts that impact on your understanding. Raise any further questions that you would like to explore.

Overview

Discuss the overall design of the book and decisions on colour, presentation, font and materials in relation to the subject content.

Do you think the poems need to be read chronologically, or can they be read in random order? Explain the reasons for your opinion.

Which poems, words and visualisations have had the greatest impression on you? Why do you think this is?

What can you infer about Nicola Davies from these poems? Find out more about her and her other writing.

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