

let it grow

Schools Resource Pack

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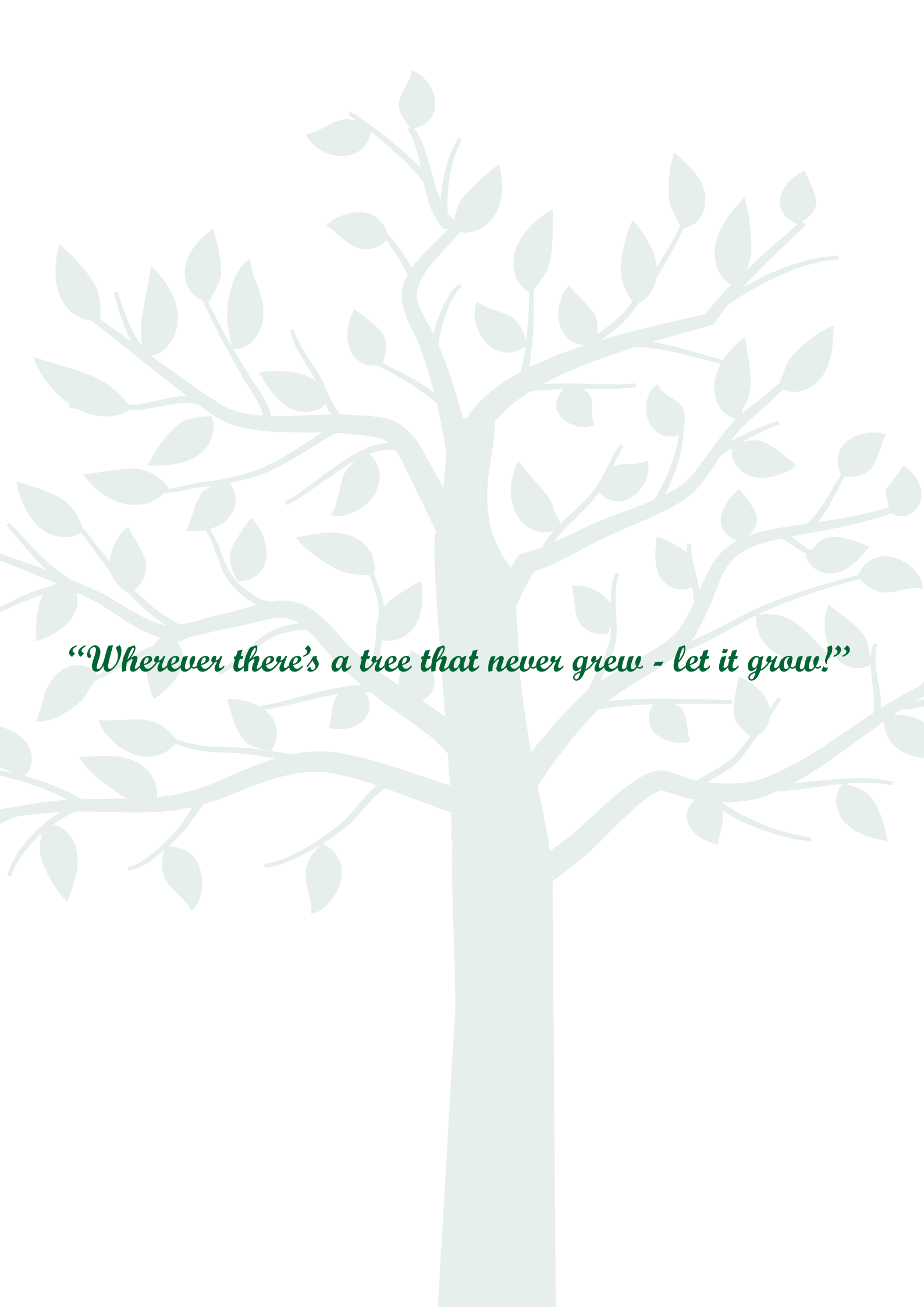


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#musicforCOP26



“Wherever there’s a tree that never grew - let it grow!”

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About the project

World leaders are gathering in the UK this November to have one of the most important conversations of our lifetime. COP26 is the global climate change conference and it's happening right here in the UK.

Let it Grow is a mass participation song project, building an online tidal wave of music and creativity, telling politicians and business leaders that enough is enough.

A group of Scottish artists have written a song to highlight the urgent need for action and now people across Scotland, the UK and even the globe are creating their own versions.

We invite you and your school to join us in a mass musical response to the climate emergency, engaging your pupils in activities that explore climate change and cover areas of the curriculum including literacy, citizenship and the arts.

This resource pack offers you a menu of activities of varying lengths to engage your children in both the song, 'Enough is Enough' and complementary learning opportunities to suit your capacity and requirements.

Pick and choose the sections that work for you, photograph and film your work and upload to your social platforms and make sure to tag us so we see what you've been up to!



About the project

The Song

In early 2020 a small group of Scottish artists began to discuss how to respond to Scotland hosting COP26 at such a crucial moment for global wellbeing and climate justice.

Oi Musica is an artist-led social enterprise that uses music to bring people and communities together. They specialise in street band music – massed drums, brass sections and collective celebration.

The Soundhouse Choir is an all-welcome choir, where anyone no matter their level of experience can walk in the door and join the singing. With a shared belief in music's power to unite and create positive change, the Soundhouse Choir and Oi Musica's directors began discussions with multi-award-winning folk musician and theatre maker Karine Polwart. And 'Enough is Enough' was born.

It was trialled with the Soundhouse Choir and all-welcome Glasgow-based brass band, Brass, Aye?. Following widespread interest from music makers of all kinds, the artists involved have created 'Let it Grow' – a mass participation song project for COP26.

Your class, or even your entire school can learn just a few lines from the song or for those teachers with capacity, you can access full two and three-part choral arrangements. You can find all the lyric sheets and music on our website [here](#).

This isn't about polished music videos or perfect performances – this is about making so much noise, it's impossible for leaders to ignore.

The countdown to COP26 is on. What noise is your school going to make?

Simple Version

For those who would like to teach their class just one section of the song, we suggest the section overleaf. This can be done in a number of ways to suit the level of the class, for example:

- Whole class sing in unison
- Teacher calls and class responds with words in brackets
- Group splits into two and sings call and response to each other

This section also refers to the 'tree, the bird, the fish and the bell' which are references in the story of St. Mungo, patron saint of Glasgow, where COP26 will be held.



Enough is Enough

by Karine Polwart

Simple Song Sheet

Wherever there's a tree that never grew
(we will let it grow)

Wherever there's a bird that never flew
(we'll let it go)

Wherever there's a fish that never swam
(we'll let it swim on up the river)

Wherever there's a bell that never rang
(you can ring it, ring it!)



Enough is Enough

by Karine Polwart

A F# G A F#

Where ev-er there's a tree that ne-ver grew let it grow -oh oh

5 G

Where ev-er there's a bird that ne-ver flew let it go-oh - oh oh

9

Where - ev-er there's a fish that ne-ver swam we'll let it swim on up the ri -

13

- ver Where - ev-er there's a bell that ne-ver rang you can ring it - ring it!!

Teacher Notes:

This simple version has been taken up one tone from the original key to better suit children's voices.

The chords are A / F#m / G with the same 3-chord sequence throughout.

This is just a suggested section of the song, it is up to you how you approach it to suit the needs of your class/school.

How to add our school's voice to the tidal wave:



Film and share a version of the song in your own style - or share something new. Anything goes!



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Junk Jam

Explore the ways in which we can repurpose objects to create music.

Discuss with students the difference between 'reduce, reuse and recycle' and how implementing this in our everyday life plays a role in taking care of our planet.

The performance group, Stomp, demonstrate excellent ways of using everyday objects to create music.

Watch these [videos](#) and discuss what you could use to make music either at home or in your classroom:

Think

How do the drummers use the objects?

How many different sounds do they find from one object?

Find

An object and see how many sounds you can make.

Share

With a partner, use your two objects to create one piece of music.

How can you layer the sounds to complement one another?



Create

Your own junk band with your classmates by turning recycling into instruments and sounds makers. Here are some ideas about how you might do it.

Shakers – find an empty tube such as a Pringles tube, fill it with shaky stuff such as rice, seeds, lentils or pebbles and tape up the open end.

Try experimenting with different amounts of different fillings.
How do the sounds of the different fillings compare?
How much filling do you think gives the best sound?

Drums

Plastic buckets & tubs, metal tins played with sticks or pencils – why not try making a full drum kit!

Scrapers – take two empty food tins (baked beans etc) which have ridges on the outside, take the labels off and tape the closed ends together to make one long scraper. Make sure to tape around the open ends too, to seal off sharp edges. Play it with a metal fork using scrapes & taps, and have fun decorating it!



Nature Sounds

This activity enables the participants to establish an overall awareness and appreciation for the environment and the musicality within it.

Discuss the sounds that nature makes, the rhythms - the pitter patter of rain, the call of an owl, the howl of the wind etc.

Listen

Take students outside to observe the music created by nature. Spend some quiet time just observing the sounds.

Think

How would students use their musical vocabulary to describe the dynamics of the wind, the melody of a bird's chirp, or the buzz of a bee? How do these sounds work together (in harmony)?

Find

An object or animal that you can hear making a sound and take a photograph or draw a picture of it.

Share

Ask students to compare musical characteristics with certain traits of the outdoors. Do sunny days represent happy, major keys, and do cloudy days represent sad, minor keys? Encourage out-of-the-box thinking, and have fun with it—what does the grass sound like? The changing colours of the leaves? How about a squirrel climbing a tree? There are no right or wrong answers!

Create

Using just your voices, how can you create a nature soundscape?



Lyric Creation

Through music we can express ourselves and send out messages through our creativity about what we believe in. **'Enough is Enough'** is a song created to raise awareness of climate change in the hope that the decision makers hear this message and make radical changes to protect our planet.

Have a look at the lyrics of the song Full lyrics are on the next page or you can download [here](#). Look closely at this verse:

Wherever there's a tree that never grew (we will let it grow)
Wherever there's a bird that never flew (we'll let it go)
Wherever there's a fish that never swam (we'll let it swim on up the river)
Wherever there's a bell that never rang (you can ring it, ring it!)



- Write a list of all the climate change problems you know about. What and who does climate change affect?
- Using your list, change the lyrics to create your own version of the song and your own message about climate change.
- For an extra challenge, see if you can add the lyrics in the brackets too so the question-and-answer phrases make sense with your new lyrics.



Enough is Enough Lyric Sheet

It's been so long since your first breath
I hold you in my heart
It's been so long since your first breath
I hold you in my heart

You needed water, I gave you the sea
You needed shelter, I gave you the tree
You needed fire, I showed you the sun
You needed air, to breathe, to breathe, to breathe

I give you all I have but you always want more
I give it freely to you but you always want more
I give you all I have but you always want more
I give it freely to you

Enough is enough, but it's never enough
Enough is enough, it's all that you need
Enough is enough, but it's never enough
Enough is enough, it's all that you need

Didn't I give you everything, (we'll give you everything)
Didn't I give you everything, (we will give you everything)
Didn't I give you everything you need (give you all you need)
Didn't I give you everything, (we'll give you everything)
Didn't I give you everything, (we will give you everything)
Didn't I give you everything you need (give you all you need)
Didn't I give you everything, (we'll give you everything)
Didn't I give you everything, (we will give you everything)
Didn't I give you everything you need (give you all you need)

The tree and the bird and the fish and the bell

Wherever there's a tree that never grew (we will let it grow)
Wherever there's a bird that never flew (we'll let it go)
Wherever there's a fish that never swam (we'll let it swim on up the river)
Wherever there's a bell that never rang (you can ring it, ring it!)

The tree and the bird and the fish and the bell



Creative Writing Prompts

Using the big questions below, pose some of these to your class. Children can write out their creative answers, or they can draw the answer and explain it to the rest of the class. This exercise can either be done independently, or in groups to prompt discussion and build on other people's ideas.

- You've been chosen to move to Mars!
What would you choose to build when you got there?
Would you make energy with fossil fuels?
How could you make sure humans are friendly to their environment?
- If you could make a new vehicle that didn't use fossil fuels, what would it use?
- What new jobs do you think there might be in the future?
Would they use any green technologies?
- Why is nature so important?
- If the whole world was water, what would your home look like?
How would you get around?
Where would you sleep?
How would you make electricity?
- What do you think the children of the future should know about the environment?
- If you could make a new invention that helped protect the environment, what would you make?



Nature Treasure Hunt

Using the worksheet on the next page, give the children chance to explore their outdoor space, whether at home or whilst at school. This is available as a separate download [here](#) so that children can use the treasure hunt on a device, or can be printed if preferred.

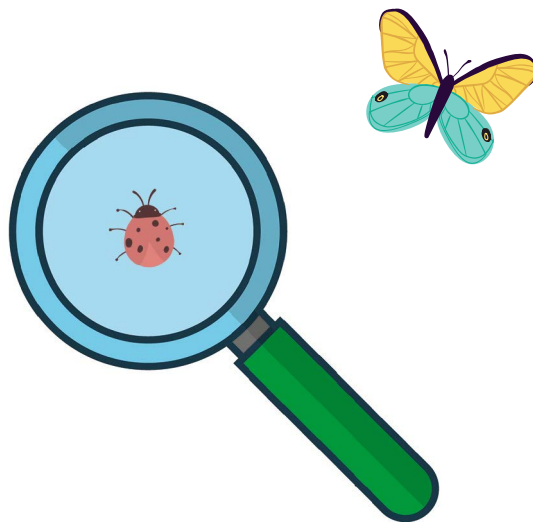
CREATE YOUR OWN

Challenge the children to make their own nature treasure hunt of the things they like in a green space nearby. Take photographs in a local green space and then use the pictures to create your own nature treasure hunt sheet.

NATURE POETRY

Using your experiences from the treasure hunt, discuss with your class why the different things they've found are important to the eco-system. Each bit of nature has an important job to do whether it be a source of food, a pollinator or churning up the soil.

Using the discussion as a starting point ask the children to write a poem that helps people to understand how important nature is and why we have to look after it.



Nature Treasure Hunt



A Clover



A Worm



A Feather



A Spider's Web



A Colourful Leaf



A Bird



A Flower



A Slug



Moss



A Squirrel

☐ Something that smells nice

☐ Something that moves quickly

☐ Something that makes a sound

☐ Something wet

Nature Mandala

A mandala is a geometric shape that means “circle” in Sanskrit. It is a common design among many different cultures and often appears as the sun, moon, and earth. In Hinduism and Buddhism, a mandala is a symbol representing the universe and life. The circular design is meant to express the concept that everything is connected in life.



A nature mandala is an integrated structure organised around a unifying centre. It is a circular and non-permanent symbol using patterns to represent the circle of life. They are made with organic materials found in nature.

This nature-based activity allows children to observe patterns and cycles found in nature, demonstrating transitions from one season to the next.

WHY CREATE A NATURE MANDALA ?

- As an opportunity to prompt conversation about our connection to the earth and all its living things. The circular design of a nature mandala, serves as a reminder that life is continuous. The cyclical pattern helps us remember that everything is connected.
- To express gratitude. Creating a nature mandala is a great time to help us slow down. This allows us the space and time to intentionally express gratitude for our earth and all its living things.
- The patterns of a nature mandala represent the cycles and rhythms we find in nature. This gives us the chance to observe natural patterns like seasons, moon phases, the tides, and life and death.



HOW DO YOU MAKE A NATURE MANDALA?

- **Gather**
This is an outdoor activity, so before starting, you will need to find a peaceful place out in nature to create your nature mandala. Once you've picked a location, you will need to gather some organic materials around you to use. Things like twigs, leaves, grasses, flowers, berries, pinecones, and acorns work really well.
- **Create**
First, place a meaningful item in the centre. After that is in place, use other items you gathered to form the rest of your mandala. Place items near the centre first and then continue moving outward from the centre until you've created a circular design.
- **Complete**
Continue making patterns until your items are used up and your nature mandala looks complete. And remember, you can create it however you like! You could use bright colours or muted earth tones. Make it big or small. Make it as simple or complex as you want. Share Take pictures of your mandalas and share on your social media platforms and tag us so we know what beautiful creations you've made!



Protest Banners

Protest banners are used during demonstrations across the world. Demonstrations are a way for people to have their voices and opinions heard.

A Swedish School girl called Greta Thunberg began a movement called Fridays for Future in August 2018 when she was just 15. Greta, who lives in Sweden, decided that she would strike and miss school each Friday to help people to understand how important it is to act on climate change.

Since then, she has worked hard to help children all over the world take part, find out about climate change and let them know how it will effect the future of the planet.

Protest banners often show:

- Facts
- Statistics
- Feelings
- A message
- Pictures
- Jokes



MAKING YOUR OWN BANNER

Make protest banners using recycled cardboard. Use paints, pens and crayons to make and decorate your banner.

Think about:

- What you want to tell people about climate change?
- What pictures you could draw on your banner?
- Can you make your banner into a joke or a pun?

Watch this [video](#) to see Greta talk about Climate Change with WWF International.

Note to teachers:

Please ensure you watch the video first to make sure you are happy this video is suitable for your class.

Global Warming

Carbon dioxide comes from a variety of different sources, from cows to factories and cars. The more carbon dioxide in the air, the quicker the planet warms up.

Complete this experiment to explore how carbon dioxide levels effect global warming.

EQUIPMENT

- 2 identical glass jars
- 2 lamps with 30W bulbs or more
- Bicarbonate of soda
- White vinegar
- 2 probe thermometres
- 2 toilet roll tubes
- Cellotape
- A funnel



METHOD

1. Set up your two jars on a level surface. Place a few teaspoons full of bicarbonate of soda in one and none in the other. Shake the jar so that bicarbonate of soda is dispersed across the bottom of the jar.
2. Place the probe thermometer through the toilet roll tube so that the probe is outside of the end of the tube. Tape the probe to the tube. Repeat for both thermometers.
3. Put the tube inside the jar, before affixing it to the rim. Make sure the thermometer is in the air and not touching the glass. Repeat for both jars.
4. Measure out some white vinegar and use the funnel to pour it into the jar that contains the bicarbonate of soda. Close the lid quickly to keep the carbon dioxide inside.
5. Place a lamp next to each jar to heat the air inside.
6. Take the temperature at different intervals and record it.



WHAT DOES THE EXPERIMENT SHOW?

Each jar represents a planet earth. The vinegar and bicarbonate of soda make a mixture which releases carbon dioxide. The rise in temperature should be quicker in the jar of vinegar and bicarbonate of soda than the jar with just oxygen inside. This represents the earth getting hotter the more carbon dioxide is released into the atmosphere.

HOW TO USE YOUR WASTE!

Bicarbonate of soda and vinegar are great natural cleaners. If you have any left over, look at what recipes you make to create eco-friendly cleaning products for your home.

Follow this [link](#) to see the experiment on YouTube.



Sea Level Rise

As sea levels rise from higher temperatures globally, we may lose places throughout the world under the water. Cities such as Venice and Amsterdam which are nearest to sea level are already trying to think of solutions to help save their population from losing their homes and livelihoods.

Complete this experiment to demonstrate the difference between land and sea ice and the impact that melting land ice has on sea levels.

EQUIPMENT

- Two clear containers or Tupperware
- Clay
- Water
- Permanent Marker
- Ice Cubes



METHOD

1. Use the clay to make a piece of 'land' inside both of the containers.
2. Add the same amount of water to each container making sure the water levels stays below the land.
3. Put a handful of ice cubes on the land on one container and then a similar handful into the water of the other. These represent land and sea ice.
4. Mark the level of the water on both containers.
5. Leave the ice to melt.
6. Mark out the new level of the water.

WHAT DOES THE EXPERIMENT SHOW?

Land and sea ice have two very different impacts on sea level change. The ice within the sea takes up roughly the same amount of space as the water once melted, so you shouldn't see a big change in the sea level. The land ice, once melted should raise the level quite a bit as this melted ice has added to the water.

let it grow

Let it Grow's mission is to create a tidal wave of music and creative content across social media for COP26 to show how much we care about the future of our planet for the generations of children to come.

Don't forget to share photos or videos of your creations via social media using the hashtag **#musicforcop26** and tag us.

**The countdown to
COP26 is on.**

**What kind of noise
will your school make?**



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