



ICEKit

#9

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# One

Kathryn Otoshi  
(KO Kids Books, 2008)

## ICEKit Summary

This ICEKit accompanies the picturebook *One* by Kathryn Otoshi (KO Kids Books, 2008) and enables children to explore Focal Field 1: Socially responsible behaviour.

The activities start with arousing children's curiosity by associating colours with emotions through classical music. The peritextual ponderings focus on questions on the award along with the illustration on the front cover. After reading aloud, the activities support personalised responses to the story and opportunities

to share ideas related to the picturebook's message about bullying through an apple experiment. Other activities include children re-creating the narrative using plasticine and performing a role play of the story, as well as singing a song about bullying using the strapline "It just takes ONE and everyONE counts". The ICEKit culminates in the *eTwinning* Taking Action Cycle where children share a strategy to tackle bullying in their school communities.

**Target Learner**

- » Lower primary (age 5 – 8)

**ICE Focal Fields**

- » 1: Socially responsible behaviour/ interaction with others

## ICE Outcomes

*By the end of the ICEKit task and activity cycles, children will have opportunities to:*

- » stand up for others who are treated unfairly
- » experience examples of peaceful/respectful communication and interaction
- » experience examples of relating to and empathising with others
- » recognize the consequences of certain actions

## Cross-Curricular Outcomes

*By the end of the ICEKit task and activity cycles, children will have opportunities to:*

- » sing a song (Music)
- » participate in role plays (Drama)
- » design an 'Everyone counts' badge (Arts and crafts)
- » take action in the community (Citizenship)

## Language and Skills Outcomes

*By the end of the ICEKit task and activity cycles, children will have opportunities to:*

**Grammar & Lexis**

- » understand and use colours and numbers lexical sets
- » understand and use lexical chunks to describe emotions
- » identify superlatives
- » use the lexical chunk *It just takes one...*

**Reading**

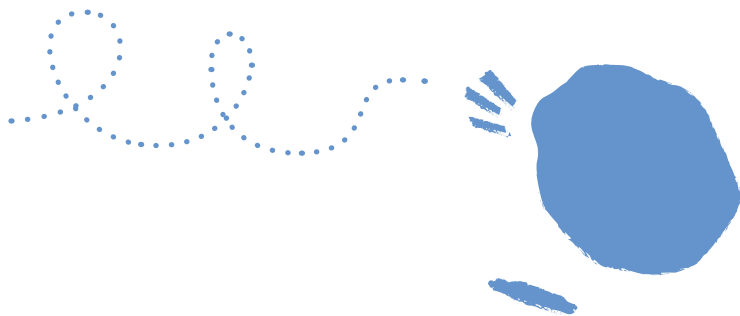
- » show global understanding by following the read alouds
- » make predictions based on the picturebook visuals
- » recognise number words and colour words

**Listening**

- » show understanding by responding to global and specific questions during the first and second read alouds
- » identify key expressions in context i.e., '...it just takes one', 'Stand up and say no', 'Everyone counts', ...

**Speaking**

- » respond to questions about preferences and feelings
- » use the strap line 'It just takes one!' and 'Everyone counts'
- » describe (in their own languages) what a bully is or stories about bullying that have happened to their family or friends ...



**Writing** (for children who are writing in the common classroom language)

- » complete sentences with single-word labels (gap filling or labelling)
- » brainstorm feelings/use a mood meter and write / copy emotion words (e.g. *on wall mural/poster*)
- » copy the picturebook's strapline: 'It just takes one!' and 'Everyone counts'



## Preparation and materials

**For the ICEKit lesson(s), you will need:**

- » A copy of the picturebook

**For the tasks and activities, you will need:**

- » A selection of music associated with emotions
- » Flashcards/picturecards of colours and emotions
- » Plasticine/modelling clay of different colours
- » Different coloured balloons and marker pens
- » Song lyrics and link for the recorded version (Photocopiable C)
- » The medal book template (Photocopiable D)
- » Apples and a sharp knife for the apple experiment
- » Optional: a mood metre poster (easily found online)
- » Reflect and Review handout (Photocopiable A)
- » Heads-Hands-Heart handout (Photocopiable B)

## Assumptions and Prior Knowledge

**Intercultural Citizenship Education**

- » Children know that some of their peers can sometimes behave like bullies.
- » Children recognise how the colours and the sizes of objects might indicate certain feelings and emotions in some cultures (e.g. *red = danger / big = powerful*).
- » Children will be able to recognise in the illustrations that together they are strong, and sometimes it is enough for just one to make a difference.

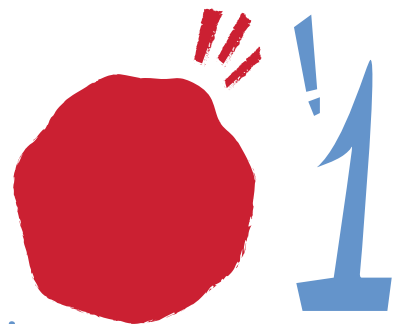
**Language and Skills**

- » Children will be able to understand, based on the visual input, but will likely respond in their own language(s) and the teacher can translate some concepts into English.
- » Children will be able to recognise and use words associated with colours, numbers and sizes.
- » Children will be able to recognise and use some adjectives to describe feelings. ♦

## Language toolbox

*By the end of the ICEKit task and activity cycles, children will have opportunities to use this language if appropriate to their age and the curriculum*

- » Identify and use the lexical set of colours: *blue, red, yellow, green, purple, orange, grey*
- » Identify and use the lexical set of numbers: *one, two, three, four, five, six, seven*
- » Identify and use adjectives of size: *enormous, big, medium-sized, small, tiny*
- » Identify some adjectives in the comparative: *big/bigger, hot/hotter, red/redder*
- » Describe appearance using adjectives: *Blue was a (...); I'm ... ; You are ... ; He's ... [+ adjective] [e.g. nice sunny, bright, outgoing, regal, hot, cool]*
- » Describe feelings and emotions: *I feel daring, funny, bad, mad, afraid, blue, hot, cool, brave, small...*
- » Identify and use different 2D shape words: *circle, square, triangle, rectangle ...*
- » Identify some actions: *stand up, roll over, roll away, turn into, stand up (tall), speak up, pick on, stop laughing, make [...] laugh*
- » Use the final slogan of the picturebook: *'It just takes One. It just takes me!'*





## Picturebook summary

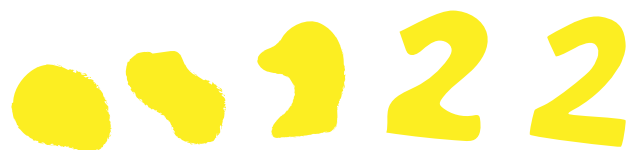
### Story

Blue is a quiet colour who likes having fun and having a good time, but Red is a bully and likes to be mean to Blue and all the other colours. But nobody does anything to stop him – until One comes and decides to stand up for Blue and convinces the other colours to stand together and defend themselves. This is a turning-point for Blue because he wants to count as well.

Kathryn Otoshi has created a colourful picturebook that engages the reader from the beginning. On a language level, it can be read as an introduction to colours, numbers, shapes and emotions, but in a deeper way it draws attention to bullying. We are shown that we should stand up for ourselves and each other while promoting appropriate behaviour towards others. And it sometimes only takes one person to start the process of collective change and to make a difference. In this way, the picturebook highlights that every individual counts.

### Beyond Words

The illustrations are sparse and uncluttered, set against a white background. Simple coloured circles and numbers foreground the central message. The use of minimal colour contributes to the children's understanding of emotions. The use of different media helps readers see change and each individual process, as shapes move from being solid, acrylic colours to transparent watercolours. ♦



# Story sharing

## Stage 1: Setting the story context

Choose **one** of these context setting activities according to class interests, resources and time

### Activity 1: Colour feelings

- » Use colour flashcards/picture cards and ask children *How do you feel when you look at this colour? Why?*
- » Help them express their feelings about the different colours *I feel [happy] because ...*

OR

### Activity 2: Sound feelings

- » Use different sounds or selected music extracts (see list below) to help children talk about the emotions they evoke. Ask, *How does this music/sound make you feel?*
- » Help them express their feelings about the different pieces of music, *I feel [worried] because ...*
- » You might consider using the children's own language(s) for this activity.

Some suggestions for music:

- » Spring of Vivaldi
- » Symphony – Allegro giocoso – Johannes Brahms
- » Stravinskij
- » Tchaikovski
- » Carl Orff – Camina Burana
- » Mozart – Symphony k364 Andante
- » Chopin – Studio il.10.p3

## Stage 2: Before reading aloud

Choose from these peritextual features to ponder with the children – ideally explore them all. Children can respond in their languages, if so, rephrase into English, where appropriate.

### Peritextual ponderings 1: the awards rosette

- » Explain that the picturebook is celebrating its 10th anniversary.
- » Point out that it has won 15 awards (the word *prizes* might be easier for children to understand).
- » The illustration looks like a coin, so you might like to show an image of a medal to show what it is.
- » For children under 6 years old, count to 15 with them; or give them a bag with 15 stars or coins and count them together; and explain each represents a prize.
- » Ask the children why they think the picturebook won so many prizes? Use their language(s) if necessary.

### Peritextual ponderings 2: front cover illustration

- » Talk about the colours and word 'One' on the front cover.
- » Ask, *What colours can you see? Can you find a number that starts with the letter O?*
- » This might need some visual support of the written number words on the wall in the classroom.

### Peritextual ponderings 3: title and picturebook creators

- One* is the title of Kathryn Otoshi's picturebook. She is author and illustrator and is the third book that she has written and illustrated.
- » Point to Kathryn Otoshi's name and say she has written the words and drawn the pictures.
  - » Point to the title and say the word 'One'. If children don't recognise the word, ask them to count with you and identify the number 'one'.
  - » Ask, *What do you think this picturebook will be about? Why is it called One? ...*

## Stage 3: While reading aloud

### The first read-aloud

- » Use your picturebook sharing routine to set up the first read-aloud.
- » Make sure the children can all see the whole picturebook and that you can make eye contact.
- » Regularly ask, *Is Red's behaviour kind and friendly? What is he trying to do?* Use the children's language(s) if necessary.
- » Throughout this first read-aloud you should use your body, eyes and voice as expressively as you can.

**Opening 4:** use a sarcastic voice to say 'Red is hot, Blue is not.'

**Opening 5:** clarify the concept of 'picking on someone' using the children's own language(s) and giving examples from the children's lives.

**Opening 6:** clarify that as Red grows he's being more of a bully. Use the children's language(s) if necessary.

**Opening 8:** say 'Stop laughing' louder and point your finger.

**Opening 9:** rephrase 'budge', use 'move away' for example. You may want to dramatise being Number One and not moving.

**Opening 10:** you can pause for the children to say the numbers with you.

**Opening 11:** prompt children to predict what blue is going to do. You may need to briefly translate 'He felt left out' or demonstrate being left out with a child.

**Opening 13:** mime and or translate 'blew a fuse'.

**Opening 14:** use your body to show that the numbers stood up to Red.

**Opening 15:** if the children don't spontaneously predict what number Red might be, ask them to guess. ...

**Opening 17:** scaffold the strapline 'Sometimes it just takes one'. You may also want to ask about making a difference. Use the children's language(s) if necessary

### The second read-aloud

- » Consider using some of these prompts and or questions. Children should be given the space to express their ideas even if in their own language(s). Rephrase into English, if relevant.

**Opening 1:** Ask, *How does Blue make you feel?*

**Opening 3:** Ask, *What does this colour remind you of?* (sun, food, weather).

**Opening 4:** Ask, *What do you think about Red's behaviour? How do you think Blue feels?*

**Opening 5:** Ask, *Why do you think the other colours don't stand up for Blue? Why do the other colours behave like this?*

**Opening 6:** Ask, *Why do you think Red gets bigger?*

**Opening 8:** *Can you remember what One is going to do?*

Recast the children's responses and reinforce the strapline, *Yes! He's going to stand up for Blue!*

**Opening 9:** Ask, *Why do you think One said "No"?*

**Opening 10:** Ask, *How did One help the other colours feel?*

**Opening 11:** Consider going back to Opening 8 and emphasise, *Here the characters are colours*, and then go forward to Opening 11 and ask, *Why do you think the colours changed into numbers? What happened?*

**Opening 14:** Ask, *Why do you think Red has become smaller?*

**Opening 17:** Ask, *What message does the picturebook teach us? ...*

## Reflect and review

Use **one** of these activities to help the children to review and reflect (use their languages, as necessary):

### Activity 1: My circle ratings

» Ask the children to draw and colour circles on a sticky note or a mini white board to show how much they enjoyed the story:

*3 circles = I loved it.*

*2 circles = It was OK.*

*1 circle = I didn't like it.*

» Then, ask the children to share their circles with their partners and say why they liked or didn't like the story.

OR

### Activity 2:

» Have children make three playdough or Plasticine® balls, a big ball, a medium ball, and a small ball.

» Now ask them to show you how much they enjoyed the story:

*A big ball = I loved it.*

*A medium ball = It was OK.*

*A small ball = I didn't like it.*

» Then, ask the children to share their balls with their partners and say why they liked or didn't like the story.

## Stage 4: After reading aloud

Choose **one** of these activities according to class interests, resources and time. Then complete the reflect and review activity. **Optional:** the children could also do this activity via eTwinning with partners in other countries to enrich the intercultural exchange.

### Activity 1: The apple experiment

» Prepare two apples before the class. Red apples tend to be best for this activity. Remove the stalk from one apple and hit very hard all over so that it bruises under its skin.

» In the classroom, show the children the two apples and invite them to look carefully at both apples. They are the same except one has a stalk and one doesn't.

» Ask them to be nice to the apple with the stalk and repeat after you: *You are a beautiful apple, your skin is beautiful, you are a beautiful colour.* Caress the apple, hold it close to your heart. Let the children say this several times, *Everyone likes you.*

» Take the second apple (the one you prepared) and ask the children to say after you: *Red is hot, you are not!* several times. Or say, *You are not a beautiful apple, your skin is not beautiful, you are not a beautiful colour.* Hold the apple away from your body and make a 'you-are-disgusting-face'. Let the children say this several times, *No one likes you.*

» Now peel the apples, first the one you were nice to. Have the children notice how the apple you had been kind to was clean, healthy and juicy inside. Now peel the apple you were horrible to. Have the children notice how it is all bruised and mushy inside.

» Help children reflect on the emotional world of a victim of bullying and their pain, often hidden and invisible, *Inside that apple are the same bruises that appear inside a person when they are bullied.* Use a mix of own language(s) and English. ...





**Activity 2:** Role-play activity with playdough

- » Prepare a ball of red playdough or Plasticine®, which is the size of your fist. Prepare a grey number one out of playdough or Plasticine®.
- » Give children lumps of playdough or Plasticine® blue, green, yellow, orange, purple and red.
- » Have them shape the different pieces into small balls.
- » Make the blue, yellow, green, purple and orange balls run across the table.
- » Use your large red ball to crush the blue ball several times, saying *Red is hot! Blue is not!* and then in turn, but only once, the other coloured balls each time using the different colour words e.g. *Red is hot! Yellow is not!*
- » Reform the yellow, green, purple and orange balls, but not the blue ball. Move these balls aside, while the crushed blue ball remains in the center of the table.
- » Ask the children what should happen next. Show them your number one. Encourage them to bring the other coloured balls to help Blue. Have them chant, *Stop picking on blue!* as they bring the other balls to stand up for Blue.
- » Help the children reform the playdough or Plasticine® into numbers and line them up around One.
- » Leave the playdough or Plasticine® in a box for the children to roleplay the story again in the future.



**Activity 3:** Sing a song

Use the lyrics handout (see Photocopiable C)

- » Explain that you have a song based on the picturebook *One*.
- » Ask children to listen for ‘It just takes one’ and hold up their index finger when they hear it in the song.
- » Play the song.
- » Now, focus on the chorus. Say and use gestures for ‘No, no, no! It just takes One’ and ask children to repeat and copy your gestures. Repeat with ‘It just takes me, just takes me’.
- » Repeat this twice. Now have the children listen to the song and join in the chorus.
- » The song can be sung many times over the following lessons and children will gradually pick up the lyrics, especially the chorus and the language chunk ‘Bullying! That’s not for me’.
- » Consider presenting the song to the school community in a live performance, or a recording.

...

## Reflect and review

Use the 'One and me!' Record Sheet (see Photocopiable A).

### What did I do?

» Help children think about what they did during the lessons on the picturebook *One*. Play 'Simon says...' using a colour. Ask the children to select the colour they wish to play the game with e.g. *Blue says...or Red says...*

### What did I learn?

» Set up a think-pair-share activity to support the children to reflect on three things they learned. After sharing as a whole class, ask them to write in English or their language(s) or draw a picture for you.

### How did I learn?

» Ask children to think about the way they learned. How did they discover that 'Sometimes it just takes One'. Ask them to write in English or their language(s) or draw a picture for you.

### How well did I do?

» Help children assess their performance during the activities and tasks by colouring the circles.

### What actions do I need to take with my friends?

» Have children talk in groups and decide on their top action to help them improve their learning, then finish the sentence with one of their ideas. They can also draw a picture.

Provide a place for the children to keep this record sheet to refer to later. ♦



1 2 3 4 5 6 7

## Taking Action Cycle

### eTwinning activities or beyond the book activities

The children complete this activity cycle on **eTwinning** (or a similar virtual exchange platform). If your school does not have access to eTwinning, the children can still go beyond the book using the activities to take action in their schools and/or communities.

Do some getting to know you and icebreaking activities for the groups of children when they first collaborate.



### Standing up to bullies

#### Activity 1: Discover

- » Ask the children if they remember what the picturebook *One* was about.
- » Elicit different examples of bullying behaviour. Make a note of what the children say.
- » Blow up two or three balloons and write the children's examples of bullying on them.
- » Then deflate the balloons, letting the air out slowly and noisily.
- » Ask children how they feel. Help them explain their feelings in English e.g. *I feel [relieved, strong, better...]*
- » Ask the children *What would you do if you saw someone bullying someone else?*
- » Elicit their ideas, write them on the board. Talk about what they would say and how they would act.
- » Have children do mini role-plays to show what they would do and say. Take photos of key parts of the roleplay.
- » Print the photographs and have children write speech bubbles next to the images.
- » Share these images on the eTwinning platform or similar shared space.

#### Activity 2: Share

- » Arrange for a meeting with partner schools.
- » Look at the ideas the children have had to stop bullying. Brainstorm which ideas are most useful or easier to put into practice.
- » Ask children to think about how they might share these ideas, and or the strapline "It only takes one" with rest of the school/community.
- » Collect the children's ideas for sharing in the community and and together plan what each group will do. Suggest some ideas if necessary e.g. *making a film, making posters, teaching the song to other children, organising an exhibition of their photos, being anti-bully buddies etc.*

#### Activity 3: Co-Create

- » In class groups help the children develop their plan and begin to put it into action in the school community. ...

### Activity 4: Take Action "It only takes one"

- » Take what they have created into the community and share it. e.g. a film can be shared in all classes and teachers can be asked to observe whether other children are using the strapline during play.
- » Collect the responses from the school community about the children's ideas and activities and collate these.

### Activity 5: Share

- » Share photos, recordings or descriptions of the final activities on *eTwinning* or similar shared space with their partner schools.
- » Share the feedback and the photos the children have collected and taken.
- » Look at and compare the information and talk about what they liked and enjoyed about doing this.
- » Rephrase what children say in English to mediate the talk amongst the groups of children.

### Activity 6: Reflect and review

*Use one of these activities to help the children to reflect and review their learning (use their languages, as necessary):*

#### Reflect and Review A: My medal book

##### Materials:

Photocopiable D

Crayons/coloured pens/paint, etc.

Scissors

- » Show a completed example of the Medal book. Explain that it is to help them count the times they stand up against bullies.
- » Give each child a copy of Photocopiable D.
- » Help children follow the instructions. ...

- » Agree together how they will colour/decorate the front of the medal (e.g. *painting a star, printing a star, sticking a star, etc.*).
- » Explain to the children that they should circle one of the numbers every time they stop another child from being a bully.

#### Reflect and review B: I'm the One!

- » Create a poster with children's names or images. For example, have the word One, with the child's face as the letter O.
- » Have them put a cross or stick a star under their image whenever they stop another child from being a bully. ♦



## End-of-kit

### Reflect and review

**Head-Heart-Hands:** Use the *Head-Heart-Hands Record Sheet* (see Photocopiable B).

- » The children need to complete the sentences with nouns for the head, adjectives for the heart and verbs for the hands.
- » For children who are writing in English already, elicit ideas from them and write these on the board. The children could then copy what they want on the record sheet.
- » For children who are not writing yet, they could dictate their ideas for you to write on the record sheet, or they draw their ideas, and you can annotate.
- » Provide a place for the children to keep a record of this activity to refer to later. ♦

**ICEPELL** is an Erasmus+ Strategic Partnership project which aims to support practitioners to confidently integrate intercultural citizenship education into English as a foreign language lessons and library sessions with children aged 5 to 12 years using picturebooks.

Project dates: September 2019 to August 2022. Project Number: 2019-1-PT01-KA203-061353

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# My *One* Record Sheet

Let's reflect and review!



Name: .....

Date: .....

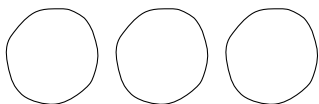
## 1. What did I learn?

Write or draw three things that you learned during the activities for *One*:

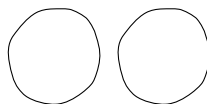
## 2. How did I learn?

Write or draw what helped you learn that it only takes one:

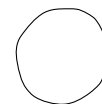
## 3. How well did I do? Colour the circles to show how well you did.



I did very well during the lessons!



I did well during the lessons!



I need to work harder during lessons!

## 4. What actions do I need to take to do better?

Write some action words or draw a picture of what you should do:

# My Head - Heart - Hands reflection



During the *One* lessons, I learnt:

To make a difference  
I need to:

Doing the activities '*It only takes one to  
make a difference*' made me feel:

# Bullying! That's not for me

Lyrics by Carla Rocha, Naomi Johanson and Raffaella Mamino  
Music written and mixed by Ricardo Miguel

Name: .....

Date: .....

Link to audio: [shorturl.at/hiAGU](http://shorturl.at/hiAGU)

If someone's mean and picks on us  
I stand up and say 'No! No! No!'  
Bullying! That's not for me  
Bullying! That's not for me

## **Chorus:**

**No, no, no! It just takes One. It just takes me. Just takes me.**  
**No, no, no! It just takes One. It just takes me. Just takes me.**

So hear my voice. I count  
Everyone counts. We count  
Bullying! That's not for me  
Bullying! That's not for me

## **Chorus:**

**No, no, no! It just takes One. It just takes me. Just takes me.**  
**No, no, no! It just takes One. It just takes me. Just takes me.**

If someone's mean and picks on us  
If someone's hot and we are not  
Bullying! That's not for us  
Bullying! That's not for us

**No, no, no! It just takes One. It just takes me. Just takes me.**  
**No, no, no! It just takes One. It just takes me. Just takes me.**  
**No, no, no! It just takes One. It just takes me. Just takes me.**  
**No, no, no! It just takes One. It just takes me. Just takes me.**



# My Medal Book

Name: .....

Date: .....



## KEY

cut - - - - -

fold .....

1. Cut out your medal book.
2. Fold it on the dotted line.
3. Draw, stick, paint, print a star on the front.
4. Write your name on the back of the book.
5. Inside, write the numbers 2, 3, 4, 5, 6, 7 around number 1.
6. Every time you stand up to a bully, circle a number.