

ICEKit

#1

Pages

1 / 12

Perfectly Norman

by Tom Percival (Bloomsbury, 2017)
Kindle version available

ICEKit Summary

This ICEKit accompanies the picturebook, *Perfectly Norman* and enables children to explore focal field 1: socially responsible behaviour when interacting with others and focal field 3: a sense of belonging for those who are different. The activities start by arousing children's curiosity in the story context (using feely bags or book trailer), leading to a series of peritextual ponderings about the play on words in the title (i.e. *perfectly normal*) as well as contextual clues about the setting in the first opening (pictures of the four characters) and on the back cover (Norman and his

pet dog). These visual triggers help children predict the story plot (Norman grows a pair of wings one day and all the emotions he experiences) and gives them a real reason to listen during the read-aloud. After reading aloud, the activities enable children to make a personalised response to the story (feather ratings), interpret the visual symbols (the wings and the coat) and creatively explore differences in their own school contexts (making a feather mural or a welcome mat). The ICEKit culminates in the eTwinning cycle where they co-create welcome posters for new children who might join their schools.

**Target Learner**

- » Upper primary (age 9 - 12)

**ICE Focal Fields**

- » 1: Socially responsible behaviour / interaction with others
- » 3: Sense of belonging

ICE Outcomes

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

- » relate to and empathise with others
- » explore ways to treat others with fairness, mutual respect and trust
- » consider how to counter prejudice and discrimination
- » increase awareness of marginalised or under-represented groups

Cross-Curricular Outcomes

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

- » raise their awareness of diversity and acceptance via the picturebook character's experiences and sharing ideas with children in partner schools / communities
- » create a mural, a poster and/or a welcome mat illustration with arts and crafts
- » act out their favourite scenes from the picturebook and reflect on different perspectives
- » develop emotional literacy by identifying the cycle of emotions of the main character and important story turning points

Language and Skills Outcomes

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

Grammar & Lexis

- » understand and use verbs of perception to convey perspectives
- » understand and use extreme adjectives to express feelings and emotions

Viewing

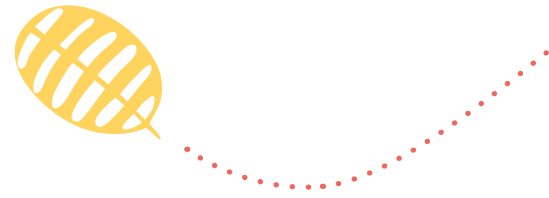
- » predict the story plot based on the book trailer

Reading

- » predict the plot based on peritextual features (the title on the front cover, the title and copyright page and the back cover)
- » show global understanding by following the first read-aloud and responding to questions
- » show detailed understanding during the second read-aloud by answering questions
- » infer the emotions and feelings of the character in response to pivotal moments e.g. turning points

Listening

- » predict the plot based on the book trailer clip
- » show global understanding by checking their predictions during the first read-aloud
- » show detailed understanding by responding to questions during the second read-aloud
- » infer how the character might be feeling based on the teacher's tone of voice and expression ...



Speaking

- » make predictions by brainstorming what they think will happen and sharing ideas orally
- » respond personally by giving feather ratings and sharing reasons for their rating
- » give opinions on ways to welcome new children to school by sharing in the TwinSpace
- » present posters orally to other classes and/or schools in the TwinSpace

Writing

- » write words about differences for the wings mural and on the welcome mat
- » complete sentences about their ICE-learning and action taking in the review
- » brainstorm action statements and write these on the 'Welcome to our schools' poster



Preparation and materials

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

- » Audio and video equipment
- » Kindle e-book edition (if using this version)
- » Class copies of the picturebook
- » Book trailer clip: <https://youtu.be/wPIDO4howWM>

For the tasks and activities, you will need:

- » Feely-bags with assorted feathers (realia or paper cut outs)
- » Art and crafts equipment: poster paper, paint, pens
- » Sticky notes or mini boards

Assumptions and Prior Knowledge

Intercultural Citizenship Education

- » Children are aware that people who are different may be excluded or bullied and feel lonely
- » Children can recognise how the wings are a metaphor for the four characters' differences and how the coat is a metaphor for hiding their differences
- » Children can recognise that the story characters (Norman's parents and the other children) have diverse ethnic backgrounds.
- » Children can recognise how the settings in the book provide clues to everyday life elsewhere
- » Children can notice how the colours and font (sizes, styles) reflect the main character's cycle of emotions

Language and Skills

- » Children have some experience of watching book trailers and predicting a story plot in English
- » Children have some experience of making predictions in English based on visual input
- » Children are familiar with looking at picturebooks to notice the characters and the setting and describing these simply in English
- » Children can give simple opinions in English in response to the story setting, plot, character(s) and theme(s)
- » Children can notice how the story title is a play on words of the English phrase 'perfectly normal' (used on final page) ♦



Language toolbox

- » Making predictions about the plot:
I think he will... Maybe he will...
- » Identifying and describing appearance:
S/he's wearing (a coat). S/he's got (wings).
- » Describing main character's feelings and emotions: *uncomfortable, hot-faced, angry, sad, miserable, wonderful, happy.*
- » Describing situations and things using extreme adjectives: *great big coat, SO normal, extraordinary wings, far too hot, unbearable, dreadful, those stupid wings, his wonderful wings, SO happy.*
- » Reflecting on the character's perspective using verbs of perception: *never imaged, decided to test, he wished he'd never grown, it occurred to Norman, remembered the joy, he noticed, Norman felt SO happy.*
- » Encouraging storyline predictions using trailer strapline: *Find the courage to be yourself!*





Picturebook summary

Story

Perfectly Norman is an uplifting story about inclusion and a sense of belonging. It focuses on the everyday life of the main character, a boy called Norman and all the very 'normal', everyday things he does. That is, until one day, something very unexpected happens - he grows a pair of wings! This starts a cycle of positive emotions for Norman from surprise to joy to elation. But he starts to worry about being different and hides his wings, then life becomes difficult and frustrating for him. The turning point is when Norman starts to accept his difference with the support of his parents. At the end, he flies high into the sky and meets some other children who also accept and celebrate all their differences.

Beyond Words

The picturebook illustrations help children to notice the juxtaposition of black and white with colours interspersed. These are visual representations of Norman's cycle of emotions and feelings e.g. the colourful birds in sky represent freedom from societal barriers and the self-expression he seeks.

» Textures

The embossed title and wings on the front cover look and feel as though they have been painted. This foregrounding can be used to engage children's curiosity and support their predictions when sharing the book in groups during the early lesson stages.

» Fonts and colours

The huge splash of colour and large font of the onomatopoeia word 'WHOOSH!' in the centre represents the joyful celebration of difference in the final opening.

» Typography

The use of bold, italics, directionality, punctuation marks and capitalisation all reflect the character's feelings and emotions throughout the story.

» Settings

The scenes provide cultural details about everyday life elsewhere such as terraced houses, a fur-lined coat, a scarf and a body warmer, a bathtub, skipping ropes in the park, a bouncy castle and a kite. ♦

Story sharing



Stage 1: Setting the story context

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

Activity 1: Rap and reveal

- » Give one bag of feathers to each group and ask the children to pass around the bag and take turns to close their eyes and feel what is inside.
- » Chorally rap as a whole class to reveal the feathers: *'What's that in the bag? I said, What's that in the bag? All together now, what's that in the bag? I said, What's that in the bag?!'*
- » Ask the children to look at the feathers in groups and talk about how the feathers might link to the story.
- » Elicit ideas from the groups and write these on the board.

OR

Activity 2: Watch and predict

- » Ask the children to think about what might happen in the story as they watch the book trailer. Watch the book trailer as whole class.
<https://youtu.be/wPIDO4howWM>
- » Ask the children to share their ideas with their partners, then watch again.
- » Elicit predictions from some of the pairs and write them on the board.
- » Write the book trailer strapline: **Find the courage to be yourself** and the children's languages to clarify the meaning of 'courage' and 'to be yourself'.
- » Elicit further predictions based on the strapline from the children and write these on board.

Stage 2: Before reading aloud

Choose from these peritextual features to ponder with the children – ideally explore them all

- » Hold up the picturebook or project the Kindle version to help the children notice the peritextual features.
- » Do these peritextual pondering activities either as a whole class or using think-pair-share:

Peritextual ponderings 1: the title on the front cover

- » Show the title and ask the children these questions orally:
 1. Which letter can you change in *NORMAN* to make a new word?
 2. Can you make an English phrase with *perfectly* + your new word?
 3. How do you say the phrase in your language(s)?

Peritextual ponderings 2: the title page and copyright spread

- » Show the title page and copyright spread and ask the children these questions orally:
 1. Where do you think the story takes place? (*clue: look at the houses!*)
 2. Which of the four friends is Norman? How do you know?

Peritextual ponderings 3: the back cover

- » Show the back cover and the children answer these questions orally:
 1. What do you think Norman and his dog are doing?
 2. What do you think happens after Norman grows a pair of wings?
- » Accept all their ideas and say they are going to listen to the picturebook read-aloud.
- » Ask the children to listen carefully to find out how close their predictions are to the story! ...

Stage 3: While reading aloud

The first read-aloud

- » Use your picturebooks sharing routine to set up the first read-aloud. Make sure the children can all see the openings and that you can make eye contact. You may want to use the Kindle version, if available.
- » Refer to the children's predictions from Stages 1 & 2 to give them a reason to listen and respond as you read aloud the spreads. Ask them to follow along with you.
- » Ask questions about the illustrations and pause at key points to involve the children fully.

The second read-aloud

- » Show the children the first opening and refer to their predictions on the board - ask whether their predictions were right and what surprised them about the story.
- » Read aloud openings 2 – 5.
- » Pause on the fifth opening where Norman reaches for the great big coat. Ask the children why they think Norman wants to cover his wings and hide them from his parents.
- » Ask the groups to remember the problems Norman had when he wore the coat and hide his wings. Elicit their answers.
- » Read aloud openings 6 – 9 and focus on the problems that Norman experiences.
- » Draw the children's attention to the coloured birds in the sky in opening 10. Ask the children to talk in groups about how they think Norman feels when he looks up at the birds.

- » Ask if they remember what happens next, then read aloud openings 11 and 12 to check.
- » Point to the four children at the bottom of opening 12. Ask how they think the four characters are similar to Norman.
- » Share the final opening and ask how they think the four children in the sky feel at the end.

Reflect and review

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

Activity 1: My feather ratings

- » Ask the children to draw and colour feathers on a sticky note or mini-whiteboard to show how much they enjoyed the story:

3 feathers = *I loved it.*

2 feathers = *It was OK.*

1 feather = *I didn't enjoy it.*

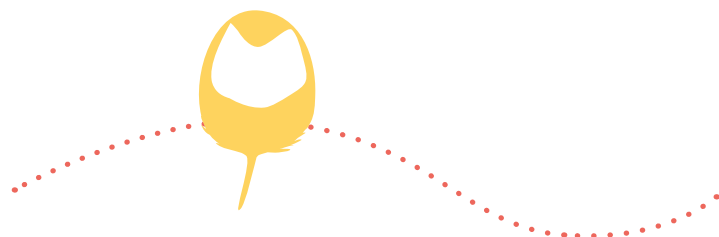
- » Then, ask the children to share their feather drawings with their partners and say why they liked or didn't like the story of *Perfectly Norman*.

OR

Activity 2: Happy / sad story

- » Use sticky notes or mini whiteboards and ask the children to draw a large happy or sad face (or both!) if they think *Perfectly Norman* is a happy or sad story (or a combination of these emotions).
- » Ask them to hold up their sticky notes or boards and say why it is a happy or sad story with examples.

OR ...



Activity 3: Turning points

- » Clarify the meaning of 'a turning point' = the part of the story where things change for the character.
- » Ask the children to stand up in two concentric circles (one inside of the other) so they each have a talking partner.
- » Say to the children that the activity is to tell their partners what they think the turning point is in *Perfectly Norman* and why.
- » Do an open-pair demonstration between you and confident child to model the language. For example:
A: *What do you think the turning point is?* **B:** *I think it's when Norman takes off the coat!* **A:** *Why?* **B:** *Because he isn't sad anymore.*
- » Chorally drill the speaking stems using a fun and physical 'wings drill' until they are confident: the children mime opening their wings on the stressed words and rising intonation.
- » Demonstrate the activity: when you clap your hands the inner circle (only!) turns so they have a new talking partner.
- » Start the activity and have the children turn three times so they can talk to different partners.
- » After the activity, elicit their ideas and reasons about possible turning points.



Stage 4: After reading aloud

Choose one of the three 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: Story metaphors thought shower

- » Hold up or project the openings from the picturebook which show **the wings** and **the coat** and ask children to talk in groups about what these might symbolise.
- » Elicit their ideas as a whole class and use their languages (as necessary) to clarify that: **the wings symbolise differences** and **the coat symbolises hiding** these differences.
- » Ask the children to brainstorm differences represented by children in their school / community / town / city.
- » Support the children with vocabulary in English and write their ideas on the board or in the TwinSpace (e.g. *skin colours, abilities, disabilities, nationalities, languages*).
- » Ask the children to talk in their groups or in the TwinSpace about when these differences might be hidden.
- » Show the children the final opening again where the characters are flying in the sky.
- » Ask if all the differences on the board / in the TwinSpace are represented by the children in the sky.
- » Ask the children to brainstorm in their groups or in the TwinSpace what flying in the sky and the 'whoosh!' symbolises.
- » Elicit their ideas and finally suggest that the flying might symbolise accepting differences and celebrating them.

OR ...

Story sharing (Stage 4)

Activity 2: School differences mural

- » Ask the children to brainstorm differences between children at their school / community in groups or in the TwinSpace.
- » Support them with vocabulary in English and write their ideas on the board or in the TwinSpace (e.g. *skin colours, abilities, disabilities, nationalities, languages*).
- » Ask the children to work in their groups to create a wings-shaped mural for their school using arts and crafts.
- » Ask them to decorate the wings by sticking on the words for the differences in the shape of the feathers.
- » Display the mural on the classroom wall or in the TwinSpace and have the children present the differences to each other using, 'In our school, we have children with different _____ and _____ and _____.'

OR

Activity 3: Favourite scenes role play

- » Ask the children to work in groups or in the TwinSpace to choose a favourite story scene e.g. *Norman and his parents, Norman at his friend's birthday party, the bully pulling off Norman's coat, Norman flying with the other children and feeling overjoyed*.
- » Ask the children to write a 6 to 8-line dialogue for a role play between the characters by agreeing the script as a team.
- » Provide support with vocabulary and give the children time to rehearse their dialogues with clear sentence stress and intonation.
- » When they are ready, ask the children to act out their story dialogues for the other groups or in the TwinSpace.
- » Elicit which scenes they most enjoyed and why.

Reflect and review

Use the 'Perfectly Norman and Me!' Record Sheet (see Photocopiable A)

What did I do?

- » Help children think about what they did during the *Perfectly Norman* activities. Play a *Norman says* game referring to the different activities in this ICEKit e.g. *Norman says we made a feathers mural; Norman says we talked about the symbols in the story*. Children should stand up if it's true, or stay seated if it's false.

What did I learn?

- » Set up a think-pair-share activity for the children to reflect on three things they learned. After sharing as a whole class, ask the children to write or draw them on their 'Perfectly Norman and Me!' Record Sheet.

How did I learn?

- » Using the prompts on the record sheet, help the children to reflect on the ways they learned.

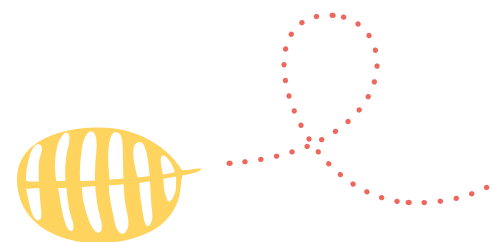
How well did I do?

Help children assess their performance during the *Perfectly Norman* activities and tasks.

What actions do I need to take with my friends?

- » Have the children talk in groups and decide on their top action, then finish the sentence with one of their ideas.

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



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.

Our Wonderfully Welcoming Schools

Activity 1: Discover

- » Do a guided visualisation by asking the children to close their eyes and imagine that a child from another country (*with a different language, religion, skin colour*) is joining their school.
- » Ask the children to open their eyes and brainstorm what they could do at school to help the new child feel welcome and included.
- » Give some examples to help to inspire their actions e.g. *We will learn to say 'welcome to our class' in our new classmate's own language.*

Activity 2: Share

- » Ask the children to share their brainstormed ideas on the TwinSpace (or on the board in the classroom) and read or listen to each other's ideas.

Activity 3: Co-Create

- » Ask the children to agree with their partners (in other countries or in their class) on ten best actions to welcome a new child to their school(s).
- » Ask them to work in groups with the other eTwinning school(s) to make a '**WELCOME TO OUR SCHOOL**' group poster (digital or paper) with action statements: 'We will...'

Activity 4: Take Action

- » Ask the children to display their posters in the school entrance / on the school website and announce it to their communities.
- » Encourage them to ask children from other classes / parents / caregivers to comment on their posters or have a simple interview about the poster with a child who is new to the school community.

Activity 5: Share

- » Ask the children to share comments, interviews and reactions from their school and wider community in the TwinSpace (or on the classroom wall).
- » Ask children from the partner school(s) (or other school classes) to read the comments, interviews and reactions and comment on which they like most and why. Use the children's languages to support understanding and recast, as necessary. ...

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: Sticky note faces

» Ask the children to draw smiley faces on their sticky notes to reflect on working with children in partner countries on eTwinning or with children from other school classes:

A big smiley mouth = I loved it!

A straight-line mouth = It was OK.

A sad mouth = I didn't like it!

» Then ask the children to share their sticky note faces with their partners and say why they liked or didn't like communicating with others.

OR

Reflect and review B: Welcome mats

» Ask the children to draw a large classroom door and a mat in front in their notebooks or on a sheet of paper with the word **WELCOME** in the middle in large letters.

» Then, ask them to write all of the welcoming ideas they learnt from the Taking Action Cycle activities on the mat.

» Finally, ask the children to decorate their welcome mats and display them on the classroom wall or in the TwinSpace. ♦

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.
- » Elicit ideas first, then ask the children to complete the sentences.
- » If they want they can draw their ideas too.
- » 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



ICEKit #1: *Perfectly Norman* is one of 17 ICEKits prepared through the ICEPELL project.

ICEKit #1: *Perfectly Norman* by David Valente, Tatia Gruenbaum and Ana Cristina Nunes is licensed under the Creative Commons Attribution 4.0 International License. To view a copy of this license, visit: <http://creativecommons.org/licenses/by/4.0/>

Project website: icepell.eu

Project coordinator:

CETAPS, Universidade Nova de Lisboa, Portugal

Address: FCSH, Universidade Nova de Lisboa

Avenida de Berna, 26C

1069-061 Lisboa

PORTUGAL

Consortium partners:

- » Associação Portuguesa de Professores de Inglês, Portugal
- » Avans University of Applied Sciences, Netherlands
- » Nord University, Norway
- » Technische Universität Braunschweig, Germany
- » USR Piemonte - Rete Sostenibilità, Italy.

Design: Lupa Design

Danuta Wojciechowska and Mariana Fortes

Illustration: Danuta Wojciechowska



My 'Perfectly Norman and Me!' Record Sheet

Let's reflect and review!

Name:

Date:

1. What did I learn?

Write or draw three things that you learned in the 'Perfectly Norman' activities:

2. How did I learn? Finish the sentences to explain how you learned:

a) I learned about people who are different by

.....

b) I learned about ways to welcome new children at school by

.....

3. How well did I do? Colour the feathers 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 with my friends?

Talk to your group and decide on your top action, then finish the sentence or draw a picture.

We need to...

My Head - Heart - Hands reflection



During the *Perfectly Norman* lessons, I learnt:

To help new children
in my school and community,
I need to:

Doing the activities about Norman and his
friends and their differences made me feel:

My name is: