

ICEKit

#2

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## Whoever you are

Mem Fox and Leslie Staub  
(Scholastic, 1997)

### ICEKit Summary

This ICEKit accompanies the picturebook, *Whoever you are* by Mem Fox and Leslie Staub (Scholastic, 1997) and enables children to explore focal field 3: a sense of belonging for those who are different.

The activities start by arousing children's curiosity by talking about their similarities and differences. The peritextual ponderings focus on questions around the characters on the covers and the dedications. After reading aloud, the activities include ideas to support personalised responses to the story and opportunities

to share their ideas about the picturebook's message through drawings. Other activities include children describing themselves and finding out about others to encounter similarities and differences, as well as learn a poem about being unique. The ICEKit culminates in the Taking Action eTwinning cycle where children co-create a manifesto poster for their school community to ensure new children feel welcomed into their schools.

**Target Learner**

- » Lower primary (age 5 - 8)

**ICE Focal Fields**

- » 3: Sense of belonging

## ICE Outcomes

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

- » consider how to counter prejudice and discrimination
- » engage in respectful communication and interaction
- » find reflections of themselves and their way of living
- » develop curiosity about, appreciate and respect other people, cultures and lives
- » engage in intercultural dialogue with others across borders [eTwinning activities]

## 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 illustrations and interactions with partner school friends
- » participate in role plays
- » design a friendship bracelet for arts and crafts
- » find different countries on a globe for geography
- » take action in the community for citizenship education

## Language and Skills Outcomes

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

**Grammar & Lexis**

- » understand and use adjectives for appearance (e.g. colour, size)
- » understand and use lexical chunks to give personal information
- » understand and use lexical chunks to express preferences and abilities
- » understand and use the adjectives 'same' and 'different'

**Reading**

- » make predictions based on picturebook visuals
- » show global understanding by following read-alouds
- » identify words in context (for children who are reading in their own languages)

**Listening**

- » show understanding by following instructions
- » show understanding by responding to questions during read-alouds and their activities
- » identify key words during read-alouds and in a poem

...

### Speaking

- » respond to questions about appearances, preferences and abilities
- » describe own and others' appearances, preferences and abilities
- » give opinions about how to welcome new children to their school

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

- » complete sentences with single-word labels



## Preparation and materials

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

- » A copy of the picturebook

### For the tasks and activities, you need:

- » Photographs of children from around the world (maximum 6). Use royalty free websites like *Pixabay* or *Unsplash*, or magazine pictures
- » A globe
- » Access to the internet to do some www searches in Story Sharing Stage 2
- » A copy of the 'I am unique' Handout for each child
- » A video-camera and camera to document children's welcome role-plays (with permissions)
- » A strip of card (12 cm x 3 cm) for each child to make a friendship bracelet

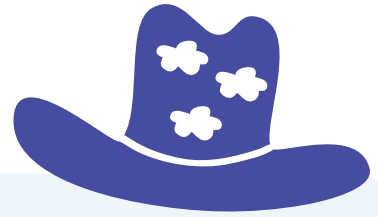
## Assumptions and Prior Knowledge

### Intercultural Citizenship Education

- » Children are aware that there are similarities and differences about the way we look .
- » Children will be able to recognise how the images of settings in the book provide clues to diverse ways of living.

### Language and Skills

- » Children have some experience of making predictions in English based on visual input.
- » Children can understand but will give opinions in their language(s) in response to the story and its message.
- » Children will be able to recognise and use adjectives to describe themselves.
- » Children will be able to recognise and use words associated with target lexical sets for preferences and or abilities e.g. pets, food, animals, sports, actions. ♦

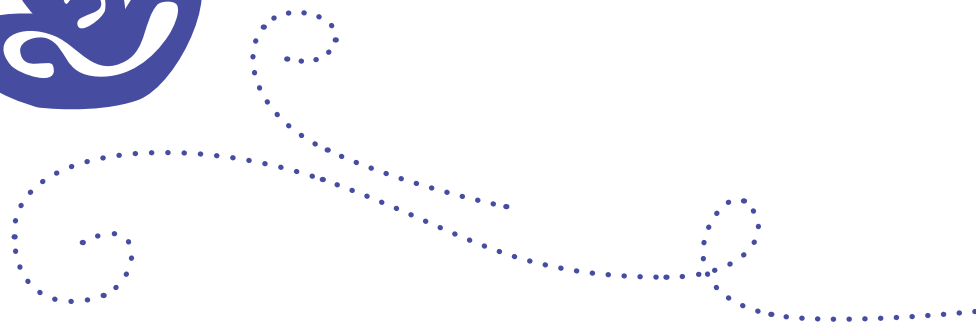
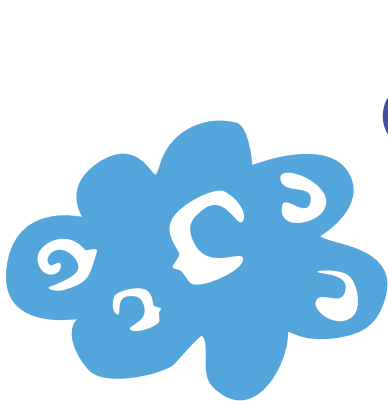


## Language toolbox

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

- » Using pronouns and possessive adjectives: *I, you, he, she, they, my, your, his, her, their.*
- » Describing appearance using adjectives: *My eyes are [...]; My hair is [...]; My skin is [...]; colours; long/short; dark / light.*

- » Describing preferences: *I like [...]; My favourite [...] is [...].*
- » Stating possessions: *I've got [...].*
- » Describing ability: *I can [...].*
- » Describing feelings and emotions: *They are sad, happy.*
- » Comparing: *We are the same / different.*





## Picturebook summary

### Story

Mem Fox has written a rhythmic verbal text to involve the reader directly. We are told that people may be different – look different, live in different places, speak a different language, go to different schools. But despite these differences, if we go deeper, we discover that our joy, our love, our hearts are the same whoever we are, wherever we are, all over the world.

There is an audio link to Mem Fox reading *Whoever you are*:

<https://memfox.com/wp-content/uploads/2016/12/02-Whoever-You-Are-.mp3>

If you are interested in learning why Mem Fox wrote this book find out here: <https://memfox.com/gossip-behind-mems-books/whoever-you-are-illustrated-by-leslie-staub/>

### Beyond Words

Leslie Staub used oil paints in muted colours to create her folk-art illustrations. The finished paintings were mounted in gilded frames and they fill the double spreads, like photographs in an album or windows for us to look through and observe. The illustrations expand on the words, they show us *how* everyone / everything is different but the same, giving us more information and lots of little details to look at. The cowboy wearing a suit of clouds on the front cover appears on all the spreads. Children will enjoy spotting him and wondering about his significance. ♦

# Story sharing

## Stage 1: Setting the story context

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

### Activity 1: Children around the world

- » Show photographs of children from around the world.
- » Ask children to find a face that looks like theirs, *How is it the same?*
- » Ask children which photos look like their friends in the class or school, *How are they the same?*

OR

### Activity 2: Comparing each other

- » Have a pair of children stand together.
- » Help the class identify similarities and differences. e.g. *Ana and Lucia have the same eyes. They have brown eyes. Ana and Lucia have different hair. Ana has brown hair; Lucia has black hair.*

OR

### Activity 3: Listen and do

- » Play some music, and have children dance.
- » When the music stops, give different instructions e.g. *Everybody with long hair, clap your hands; Everybody with freckles, stamp your feet, etc.*
- » After each instruction, get the group of children to say, *We have long hair, we are the same; We have freckles, we are the same.*

OR ...

### Activity 4: Find someone

- » Play some music, and have children dance.
- » When the music stops, say, *Find someone who is just the same or Find someone who is different.*
- » Children can then say what is the same or different e.g. *We are the same. We have blue eyes; We are different, I am a girl, Jorge is a boy.*

## 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*

- » Hold up the picturebook and do these peritextual pondering activities as a whole class:

### Peritextual ponderings 1: the front cover

- » Show the front cover, read out the title, and point to the author and illustrator's names and share these. Now ask:
  1. *What can you see?*
  2. *Who is the man in the blue hat? Why do you think this?* Rephrase their ideas into English.
  3. *Can you see the clouds on his clothes? Why are they there?* Rephrase their ideas into English.
  4. *Where do you think the children come from? Why do you think this?* If children refer to skin colour, help them use words like: brown, tan, dark, light, fair, pale.
  5. *Where are they all going?*
  6. *What do you think this book is about?*

...



**Peritextual ponderings 2:** the back cover

» Show the back cover and point to the framed picture. Now ask:

1. *What can you see?*
2. *In this book we visit different places in the world. Which places do you think we are going to visit? What will we see? Who will we see?*

**Peritextual ponderings 3:** the title page

» Show the title page and ask: *Do you recognise the children?*

» Compare it with the illustration on the front cover and ask:

1. *It looks like a picture on the wall, who took the picture do you think?*
2. *Can you see the Cloud man? Let's follow him!*

**Peritextual ponderings 4:** the dedication

Mem Fox has dedicated this book to Hanan Ashrawi, a Palestinian leader and activist, who has also written children's stories. You can refer to this either before or after sharing the picturebook. Use their language(s) to do this.

- » Show the dedication page and ask children who the initials represent. [MF = Mem Fox / LS = Leslie Staub]
- » Read the dedications, and help children understand that Leslie Staub has dedicated this book to them.

**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.
- » Remind the children to look for the Cloud Man in each spread.
- » Refer to the children's predictions from Stages 1 & 2 when relevant.
- » Ask questions about the illustrations and pause at key points to involve the children fully.
- » You can comment on the different houses, only boys at school and the different writing systems, the animals, foodstuffs, clothes, ways to travel, homes etc.
- » As you move through the book, pause at strategic moments to encourage children to join in with the refrain "Whoever they are, wherever they are, all over the world".

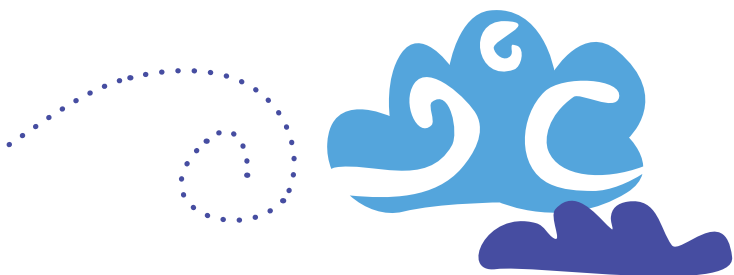
**The second read-aloud**

- » Re-read the picturebook and have the children follow you, looking closely at the illustrations.
- » Use these question prompts if they are relevant and when necessary use their language(s):

Front cover:

1. *What is the blue and green in the world?*
2. *What do you see on the green parts?*
3. *Can you name any of the countries?* You might want to look at a real globe together and locate the different countries.

...



Page 1:

4. Touch the frame, what do you think it's made of?
5. What does it remind you of?

Opening 2 [the four children]:

6. Look closely at the patterns on the children's clothes, what can you see? [birds and flowers, grass, plants and dogs, trees and reindeer].
7. Why do you think Leslie Staub did this?

Opening 3:

8. What do you notice is different to your school? [sitting on the floor, written script, only boys in lessons, no walls etc]
9. Who can you see in the background? Why are they there?
10. Which country could it be?

In Openings 4 to 7:

11. Do you know the names of the animals? the foods? the objects?
12. Where are these people? Why do you think this?

Opening 7 shows different people, maybe in a country in Sub Saharan Africa. Do an internet search to show that homes vary across rural areas and between rural and urban areas. This is one type of home, not the only type. Help children make connections to the differences between their own homes.

Opening 8:

13. Why do you think the father and son are crying?

Opening 9 the clock in the Cloud Man's hat and the cakes are symbols:

14. What do you think the clock and the cake symbolize? [the passing of time and children becoming older]

Opening 10:

15. Do you recognize these adults?
16. What do you think their jobs are? Why?

Opening 11 is an illustration of two smiling Buddhist monks. If children show curiosity about these characters, do an internet search to look at photographs of Buddhist monks and maybe find out about them too.

Opening 12:

17. Who do you think the women are? Why do you think this? You might want to talk about the children's family's physical similarities too.

Last page:

18. Who do you think the Cloud Man is? [There is no right answer!]

Reflect and review

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

Activity 1: My cloud ratings

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

3 clouds = I loved it.

2 clouds = It was OK.

1 cloud = I didn't enjoy it.

» Then, ask the children to share their cloud drawings with their partners or as a whole group and say why they liked or didn't like the picturebook, *Whoever you are*.

Activity 2: The most important message

» Ask children to draw a frame like the one in the picturebook. Then, ask them to draw what they think is the most important message in the book.

» Have the children talk about their ideas in pairs, then together as a whole group. ♦





## Stage 4: After reading aloud

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

### Activity 1: We are the same

- » Ask, *What words do we hear again and again in the story? What do they mean?* [People all over the world share similarities and differences, we are the same, but we are all unique as well].
- » Take photos of the children's faces and ask them to describe themselves. *My eyes are [brown]; My hair is [black]; I have glasses/freckles, etc.* Have them all end with a triumphant, *I am unique!*
- » Make a poster of the photographs and share it with another class of children in the project TwinSpace or in your school.
- » Have children observe the photos or posters from the partner school friends and take notes, individually, of similarities and differences on a T-chart [Same / Different].
- » Ask, *Do we all look the same? What's the same and what's different?*
- » When sharing their ideas about how we are the same, encourage the children to use the language from the picturebook (smile, laugh, hurts, tears, joy, pain, heart, they all have a face, hair, eyes, a nose, a mouth, etc.) even if different (shape/size of eyes, nose, mouth/hair and eyes colour/ glasses, freckles, etc.).

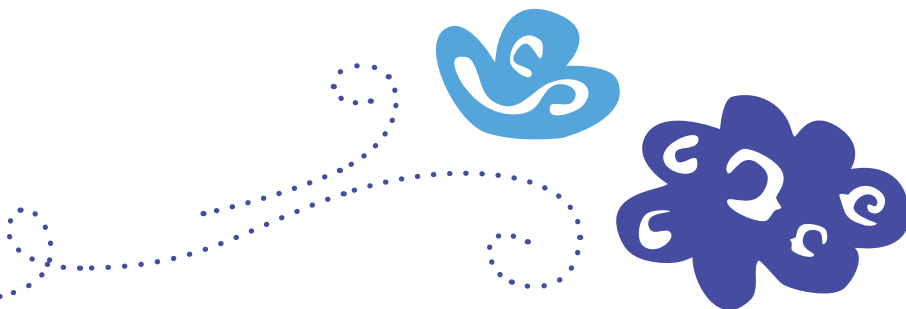
OR

### Activity 2: I am unique

- » Ask children to think about all the things that make them special. What makes them different from everyone else in the class? Why are they unique and interesting? Brainstorm ideas.
- » Give children the 'I am unique' Handout and ask them to complete the sentences by writing or drawing the information. Note: sentences can be changed according to the children's age, language skills and target language. But if using eTwinning agree on the personal information to be shared so the children can compare and find similarities between the European partner school classes.
- » Scan and upload the completed 'I am unique' Handout on to a page in TwinSpace. Then download and print those of a partner school.
- » Stick the partner school Handout on a wall and have the children go around, discover and take notes about what is the same with their partner school friends.
- » Help them say: *I like pizza and Amir likes pizza, we are the same; I can swim, Paulo can swim too; I like cats, Jana likes cats too, we are the same. I have blue eyes, Adel has blue eyes too, we are the same.*

Optional: Put the children into groups: each group has to collect and organise, in a bar graph, similarities between the partner children related to different personal features e.g. eye colour / favourite pet / abilities / sport etc.

OR ...



### Activity 3: A Poem

» Say that you will read a poem about being special. Elicit what words they think will be in the poem.

» Ask the children to listen for their words.

» Read out the poem:

*This is me, from my head to my toes  
I've got two eyes and one little nose.  
Two ears to hear and a mouth to talk  
Two arms to hug and two legs to walk.  
I can smile and laugh. I feel joy and love!  
I'm as special as can be, because I'm me!*

» Ask children to share whether they heard any of their words in the poem.

» Ask the children to decide what actions could match the poem.

» Practise a presentation of the poem, with children saying lines in small groups with the actions.

» Make a recording of the poem and share it on the TwinSpace or with other classes of children, so that other children can watch it.

» Watch the other groups' recitations. What did the children like about the recitations? How were they different to theirs?

» Meet for a video call, share ideas and comments on each other's recitations. Say the poem together.



## Reflect and review

Use the 'Whoever you are and Me!' Record Sheet (see Photocopiable A).

### What did I do?

» Help children think about what they did during the *Whoever you are* activities. Play a *Cloud Man says* game referring to the different activities in this ICEKit e.g. *Cloud Man says we described ourselves; Cloud Man says we recited a poem*. 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 to support the children to reflect on three things they learned. After sharing as a whole class, ask the children to write or draw these in their 'Whoever you are and Me!' Record Sheet.

### How did I learn?

» Ask children to think about the way they learned. How did they discover they are unique. They can dictate for you, copy a sentence or draw a picture.

### How well did I do?

» Help children assess their performance during the *Whoever you are* 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. They can dictate for you, copy a sentence or draw a picture.

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.



#### Activity 1: Discover

- » Ask the children *When we meet someone new / different, what should we do?*
- » Collect their ideas, select three and have them create mini role-plays to show these ideas, one child can pretend to be the newcomer and the other child welcoming them.
- » Take photos of special moments, display these and match them to the sentences.

#### Activity 2: Share

- » Perform the role plays during a video call on eTwinning.
- » Or share the sentences and images on the eTwinning forum.

#### Activity 3: Co-Create

- » Ask the children to agree with their partners (in other countries or in their class) on five sentences and their photos to create a manifesto poster to combine the shared sentences and pictures in a creative way.

#### Activity 4: Take Action

- » Each partner places their poster somewhere in their school where it can be seen by the community.
- » Have children give short presentations in different classrooms about the poster to tell their school mates why it is there.
- » Have them remember people's questions and comments. Make a note of these and talk about them with the children.
- » Take photos of the community interacting with the manifesto poster.

#### Activity 5: Share

- » Share the final manifesto posters on eTwinning 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 discussion amongst the groups of children. ...

## Activity 6: Reflect and review

### Review A: Sticky note faces

» Ask the children to draw smiley faces on their sticky notes to reflect on how they felt about working with children in partner countries in 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

### Review B: A friendship bracelet

*You need a strip of card 12cm X 3 cm for each child*

- » Ask the children to choose sentences from the picturebook which they think are very important.
- » Depending on the children's age, either copy or have them copy the sentence onto their strip of card.
- » Ask them to decorate the bracelet.
- » Invite them to give the bracelet to a friend outside their class and share the message from the picturebook. ♦

## End-of-kit

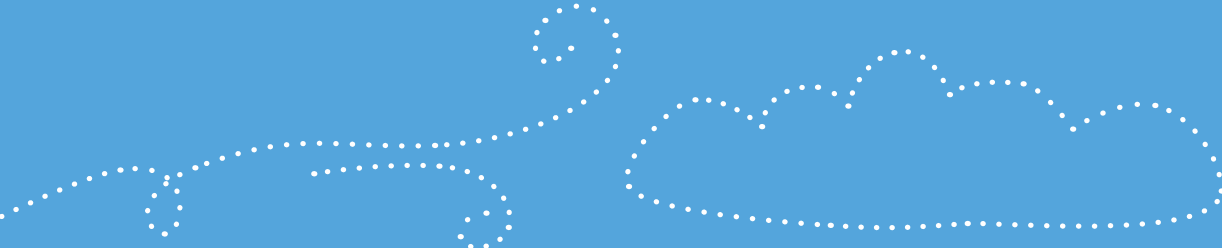
### Reflect and Review

#### 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 the teacher to write on the record sheet, or they draw their ideas, and the teacher annotates.
- » 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.

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# My 'Whoever you are 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 'Whoever we are' activities.

## 2. How did I learn? Write or draw what helped you learn that you are unique.

## 3. How well did I do? Colour the clouds 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?

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

# My Head - Heart - Hands reflection



During the *Whoever you are* lessons, I learnt:

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

Doing the activities about being the same  
and different made me feel:

My name is:

# I am unique!

Name: .....

Date: .....

