

ICEKit

#3

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## Strictly No Elephants

Lisa Mantchev and Taeun Yoo  
(Simon & Schuster, 2015)

### ICEKit Summary

This ICEKit accompanies the picturebook *Strictly No Elephants* by Lisa Mantchev and Taeun Yoo (Simon & Schuster, 2015) and enables children to explore Focal Field 1: Socially responsible behaviour – interacting with others.

The activities start by arousing children's curiosity in the story context by raising awareness for the meaning of signs. Alternatively, the topic of pets/animals can be used to introduce the story setting and get the children thinking about differences between animals and pets and their typical characteristics.

Analysing peritextual features such as the interplay of colours and the representation of the "Strictly No Elephants" sign helps the children predict the story plot and raises their interest in finding out what really happens to the boy and his special pet.

After reading aloud, the activities support children in making a personalised response to the story, empathizing with the characters, and exploring the topic of friendship. The ICEKit culminates in the *eTwinning* Taking Action Cycle where children take their ideas about being a good friend into the school community and collect responses to share on *eTwinning*.

**Target Learner**

- » Upper primary (age 9 – 12)

**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:*

- » relate to and empathise with others
- » stand up for others who are treated unfairly
- » explore emotions associated with change and uncertainty
- » understand how interdependent and interconnected we all are
- » consider taking action against injustice

## 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 different pet-owners of the story (Citizenship)
- » create a sign or a poster (Arts and crafts)
- » develop awareness of the benefits and responsibilities of friendship by understanding the relationship of the main character and his pet (Citizenship)
- » discover how animal sounds are represented in different languages (Language and literacy)

## Language and Skills Outcomes

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

**Grammar & Lexis**

- » understand English word order: adjectives before nouns (e.g. *tiny elephant; good boy; new friends; unusual pet*)
- » understand and use the expression “That’s what friends do”
- » understand and use modals for thinking and writing about freindship “I can... / I shouldn’t...”

**Reading**

- » predict the plot based on peritextual features (the title on the front cover)
- » show global understanding by following the first read-aloud and responding to questions
- » show detailed understanding during the second read-aloud and answering questions

**Listening**

- » show global understanding by checking predictions during the first read-aloud
- » show detailed understanding by responding to questions during the second read-aloud
- » infer how the characters might be feeling based on the teacher’s tone of voice, and facial expression ...

## Speaking

- » make predictions by brainstorming what they think is happening/will happen and sharing ideas orally
- » respond personally by giving elephant ratings indicating how much they enjoyed the story and sharing reasons for their rating
- » express opinions on ways to be a good friend by sharing in the *TwinSpace*
- » present signs or posters orally to other classes and/or schools in the *TwinSpace*

## Writing

- » write words/expressions on what makes a good friend and on what they like/don't like about a friend
- » complete sentences about what they can do and what they shouldn't do with a friend

# Preparation and materials

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

- » Kindle e-book edition (if using this version)
- » A copy of the picturebook

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

- » A mystery box with toys inside or flashcards of different animals
- » A fortune teller template
- » Arts and craft material: poster paper, coloured paper, coloured pencils, crayons, markers, scissors, glue etc.
- » A board
- » Something to take photos with (ie a camera, mobile phone or a tablet)
- » Computers / tablets with good Internet connection

# Assumptions and Prior Knowledge

## Intercultural Citizenship Education

- » Children are aware that people who are different may be excluded, bullied, and feel lonely
- » Children can recognise that the story characters have diverse ethnic and cultural backgrounds
- » Children can notice how the colours reflect the main character's emotions

## Language and Skills

- » Children have some experience of 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 can describe these in English
- » Children can give simple opinions in English in response to the story setting, characters, plot and theme(s) ♦

## Language toolbox

- » Making predictions about the plot:  
*I think he will... Maybe he will...*
- » Describing the character's feelings and emotions: *lonely, angry, sad, excluded, happy.*
- » Describing good friends using: *smiles, says hello, doesn't lie, includes others ...*
- » Using adjectives to describe a good friend: *friendly, nice, funny, loyal, helpful, cheerful ...*





## Picturebook summary

### Story

*Strictly No Elephants* is an optimistic story about friendship, inclusion and welcoming others. It tells the story of a little boy and his friend, a tiny pet elephant. One day, the boy decides to take his elephant to the local Pet Club on Pet Club Day. However, they are hindered by a sign which says "Strictly No Elephants". The boy and his tiny elephant walk away sadly after being rejected by other pet owners at which point they meet and befriend a little girl with her pet skunk, but she is also rejected by the Pet Club. The story shows a colorful and uplifting turning point when they encounter more children with extraordinary pets, and decide to open up their own club, which welcomes everyone with the sign: "All Are Welcome".

### Beyond Words

The picturebook illustrations strongly convey emotions and mood through colors. Feelings of sadness and anger are not only shown via depressed or angry facial expressions of the characters, but are also expressed through grey- and blueish colors accompanied by dark and rainy weather. The technique is also used with bright and warm colors to convey happy and cheerful emotions in the story. The little boy and tiny elephant's inner feelings are visualized through these illustrations.

#### » Textures

The title *Strictly No Elephants* appears on the front cover of the book as a sign. In combination with the characters on the cover, it can be used for predictions about the story, or the teacher can return to the cover page once the sign appears in the story.

#### » Fonts and colours

The warm, bright and inviting colors, used at the story's turning point, convey the positive and happy feelings the children in the story feel when being welcomed. The endpapers are designed in a simple grey color, which matches the elephant's skin-tone.

#### » Typography

The simple, black typography used throughout the picturebook is easy to spot, but still low-key for the illustrations to remain the center of attention.

#### » Settings

The scenes in the story convey a certain cultural context with details such as houses and flats made of stone and located side-to-side, pavements, hedges and a fenced park with a playground inside a city. ♦

# Story sharing

## Stage 1: Setting the story context

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

### Activity 1: What's the sign?

- » Give each group of children cards with signs (permissions and prohibitions) and their meanings and have them match these. *Or* using the board, put up the cards and have the whole class match them.
- » Ask the children to talk about the general meanings and where to find those signs.
- » Elicit ideas from the groups *or* the class and write them on the board.

**OR**

### Activity 2: Pets

- » Use a mystery-box filled with stuffed animals and have the children guess what is inside. *Or* use pictures of animals as a visual prompt.
- » Ask: *Can any animal be a pet? Why? Does everyone in the world have the same pets?*
- » Collect examples of pets that the children have or have had *i.e.* kind of animal, size, colour, habits, etc.
- » Ask the children to share their ideas about pets being friends or part of their family. Collect their ideas on the 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 front cover

- » Ask the children these questions:

1. *What is the title written on?*  
(on a wooden board hanging on a door)
2. *How do you say the title in your language?*
3. *What do you see?*

### Peritextual ponderings 2: the back cover

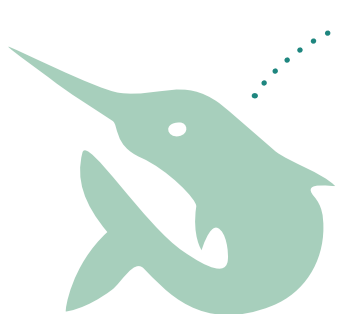
- » Ask the children these questions:

1. *What can you see?*
2. *What kind of pets are there?*
3. *Do they all look happy? Why?*

### Peritextual ponderings 3: endpapers

- » Ask the children these questions:

1. *Why do you think they are grey?*
2. *What else is grey?*
3. *How does the colour grey make you feel? Why?*
4. *What do you think the story will be about?* ♦





## 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 openings and that you can make eye contact. You may want to use the Kindle version, if this is available.
- » Refer to the children's predictions from Stage 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

- » Ask the children to turn to the first opening and refer to their predictions on the board – ask whether their predictions were right and what surprised them about the story.

#### Openings 1 and 2:

- » Read aloud the first opening and turn the page and draw everyone's attention to the different children's feelings in the windows of the other buildings.
- » Focus on the elephant's feelings *How could he be feeling? Why?*

#### Openings 3 to 5:

- » Read aloud the next openings and highlight the activities that the boy does with his pet. Discuss the following questions with the children:
  1. They always support each other.
  2. The little boy and the elephant are alike in some ways (they like walks, books, help each other and have matching scarves). *Do people need to have things in common to be friends?*
  3. *What kinds of things does a good friend do? What makes someone a good friend?*
  4. *When does the boy help his pet elephant and when does the elephant help the boy?*

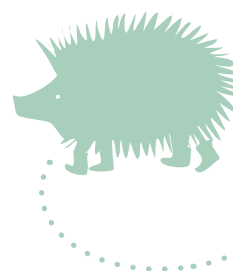
#### Openings 6 to 8:

- » Pause on the next openings where the boy and his elephant try to join the Pet Club, but they aren't welcome.
- » Ask the children to talk in groups about how they would feel in a similar situation, or talk about it with the whole class.
- » Help them notice that the feeling of being excluded makes the elephant forget his fear of the cracks on the sidewalk.
- » Use opening 8 to highlight the mood.

#### Openings 9 to 15:

- » Talk about how the characters now feel and their enthusiasm for the new project and the team work and collaboration it involved.
- » Draw the children's attention to the use of colours and the atmosphere they create.
- » Help them notice the corrected sign on the tree house.
- » Ask, *What does "All are welcome" mean to you? Does it mean that the members of the first club are welcome into the new club? How do you think this sign makes the other children feel?*
- » Ask, *When the boy and his new friends start their own club, how is it different from the Pet Club he was no allowed to join?*
- » Show the last page and ask, *So, what do friends do?*
- » Ask children which of the animals in the picturebook they would like to have and why.

...



## Reflect and review

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

### Activity 1: My elephant rating

» Ask the children to draw smileys or elephant's faces on little sheets of paper with a sad, neutral and happy face and let them rate how they liked the story.



» Then, ask the children to share their elephant faces with their partners and say why they liked or didn't like *Strictly no Elephants*.

OR

### Activity 2: Friendship

» Elicit ways to be a good friend, *How can you be a good friend?* Collect the children's ideas and make a list together. This can be decorated, turned into a poster and put on the classroom wall.

OR

» Give the children a check-list to tick what they think makes a good friend:

- |                           |                           |
|---------------------------|---------------------------|
| 1. smile                  | 8. always be respectful   |
| 2. say hello              | 9. be careful with words  |
| 3. say thank you          | 10. learn people's names  |
| 4. listen                 | 11. include others        |
| 5. don't lie              | 12. celebrate differences |
| 6. be patient             | 13. help each other       |
| 7. respect personal space | 14. accept help           |

» Have children reflect on how often they are a good friend. Suggest they look at this checklist regularly to check themselves.

OR...

» Ask, *Which sentence is repeated three times in the picturebook?* ("That's what friends do: .....")

» Invite children to find the sentence and think about its meaning.

» Have children share their personal ideas about friendship and then let them draw and write their own thoughts like in the example.

» Create a big poster for the classroom wall.

OR

### Activity 3: As a friend, I can do...

» Look at the sentences the children wrote for the poster in Activity 2.

» Identify and underline the verbs in different colours.

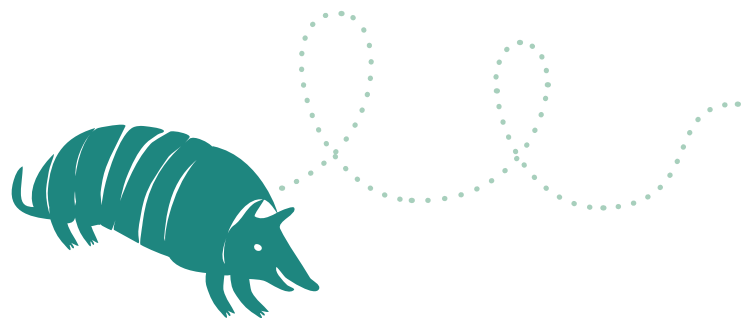
» Ask the children which verbs go with the word "friend" (*play, laugh, fight, go shopping, go on holiday, play soccer, play sport, go on a trip, etc.*) and write them on the board.

» Have them play a mime game with the actions to better memorize them.

» Make a poster with the expressions in two columns: Column 1: *With a friend I can ... / I should ...*  
Column 2: *With a friend I shouldn't ...*

» Have the children write or copy the different verbs they have discovered in the correct columns.

» Put the poster on the classroom wall. ♦



## 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.

### Activity 1: I like ... friends

» Ask the children, first in their own language(s) and then in English, which positive or negative adjectives they associate with the word “friend” e.g. *friendly, nice, funny, loyal... helpful, cheerful, undertsanding, funny, easy-going, gentle, generous, selfish, lazy, bored, annoyed, arrogant, self-centred, overcritical etc.*

» Make a poster with two circles, label them ‘Positive’ and ‘Negative’, or write using different emotive colours. Categorise the words.

» Use the following models to help children create sentences using the adjectives.

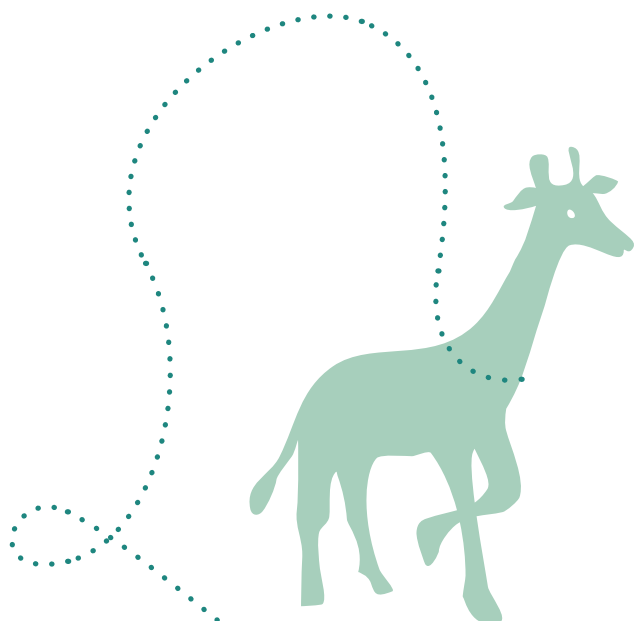
*I like ... friends*

*I don't like ... friends*

*I would like to be a ... friend*

» Have them copy or write the sentences and stick them on the walls around the classroom.

OR ...



### Activity 2: eTwinning – Our animals and their sounds

» Have the children in the different countries present their pets and the sounds they make to each other.

They can:

1. prepare drawings or use photographs and record themselves saying the sound in their language(s)
2. dress up with masks and mime being the animals

» Record the children introducing their pets with the name, the main features and the sound.

» Share the recording on *Twinspace*.

» A live event could be planned to compare animal sounds and children can have fun repeating and memorising them.

» Use *Kahoot* [<https://kahoot.com/schools-u/>] and invent a game with pictures and sounds that could also be played at the live event.

OR

### Activity 3: Making a fortune-teller

*Templates for fortune tellers can be found online*

» Have the children cut out and label their own fortune-tellers. Give them the following questions, or let them choose questions.

1. *Do you have a best friend?*
2. *What's your best friend's name?*
3. *What do you like to play with your friend?*
4. *My best friend is ... [use an adjective]*
5. *Do you have a pet?*
6. *What kind of pet do you have?*
7. *What's your dream pet?*
8. *What do you like to do with your pet?*

...



## Reflect and review

Use the 'Strictly no elephants and Me!' Record Sheet (see Photocopiable A).

### What did I do?

- » Help the children think about what they did during the *Strictly no Elephants* activities.
- » Have the children work in pairs or in small groups and write on a post-it note what they did. Then, with the post-it stuck to their foreheads, the children walk around the classroom showing their post-its and reading those of their classmates.

### What did I learn?

- » Write the final of the two sentences from the Record sheet on pieces of coloured paper and stick them on the classroom walls. Let the children walk around in pairs searching for the right conclusion for each sentence and write them down on their own Record Sheet.

### How did I learn?

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

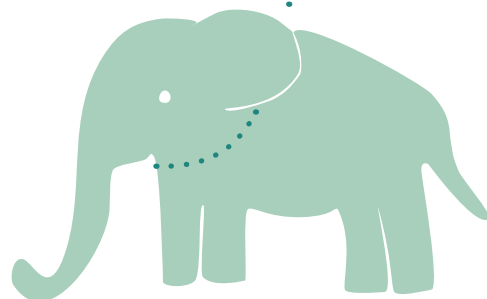
### How well did I do?

- » Help children assess their performance during the *Strictly no Elephants* 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 *to be more inclusive*. Then, finish the sentence with one of their ideas.

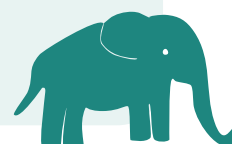
Provide a place for the children to keep this record sheet to refer to later. ♦



## 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.



#### Activity 1: Discover

*Story metaphors: In the book, the elephant is a pet.*

*Could it be a metaphor for something / someone else?*

» Hold up the front cover of the picturebook with a post-it note stuck on the elephant and another one on the word **ELEPHANTS** of the sign. Ask children to talk in groups about what or who the boy could put their arm around and which word could be on the sign instead of “Elephants”.

» Brainstorm ideas in class using their own language(s) if necessary:

1. *think about a time when they were not welcome or were rejected and how it made them feel.*
2. *think about when they made someone feel unwelcome and to think about the reasons.*
3. *think about school: are there are physical spaces or activities that are not welcoming or inclusive and talk about why.*

#### Activity 2: Share

- » Ask the children to share their brainstormed ideas in the *TwinSpace* and read or listen to each other’s ideas.
- » Are there any similarities or differences?
- » Is there anything that they don’t understand and want to know more about?

#### Activity 3: Co-Create

» Create an ‘**ALL ARE WELCOME**’ poster or sign based on the answers to these questions:

1. *What is important about a pet / friend? Looks or behaviour / attitude?*
2. *Can anyone be a good friend?*
3. *What are the qualities of a good friend?*
4. *What is the word for “friend” in your/another language?*

» The borders of the poster can be decorated with drawings of the animals depicted in the final openings of the picturebook.

» Share and compare posters/signs in the *TwinSpace*.

#### Activity 4: Take Action

» Display the posters or signs in the common areas of the school for others to see;

» Arrange for the children to present their posters to other classes and explain why they have created them;

» The created posters or signs could be put up in the local library for more people to see the children’s work.

» Collect comments and responses from the rest of the school community....

### Activity 5: Share

- » Have the the children share their poster or signs and the comments and reactions form the school community in the *TwinSpace*.
- » Consider together how successful they thought their posters or signs and presentations had been.

### Activity 6: Reflect and review

#### Reflect and Review A: Sticky note faces

- » Ask the children to draw smiley faces on their sticky notes to reflect around 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

#### Reflect and review B: A bookmark

- » Ask the children to select sentences from the picturebook which they think are very important.
- » Give each child a strip of card and ask them to copy the sentence.
- » Ask them to decorate the bookmark.
- » Invite them to give the bookmark 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.
- » 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.

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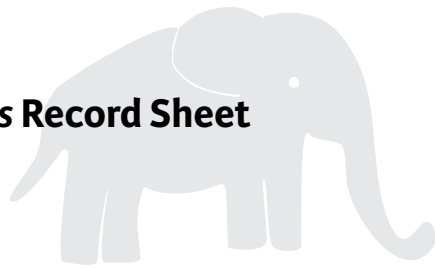
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# My Strictly No Elephants Record Sheet

Let's reflect and review!



Name: .....

Date: .....

## 1. What did I learn?

Write or draw three things that you learned in the *Strictly No Elephants* activities:

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

a) I learned about welcoming all by .....

.....

b) I learned about what makes a good friend by .....

.....

## 3. How well did I do? Colour the sign 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 *Strictly No Elephants* lessons, I learnt:

To be a good friend  
in my school and community,  
I need to:

Doing the activities about these children  
and their pets made me feel:

My name is: