



ICEKit

#7

Pages

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How to be a lion

by Ed Vere (Puffin Books, 2018)

ICEKit Summary

This ICEKit accompanies the picturebook *How to be a lion*, by Ed Vere, and enables children to explore Focal Field 1: Socially responsible behaviour – interaction with others and Focal Field 3: Sense of belonging and knowing about or respecting own, other and or heritage cultures.

The activities start by arousing children's curiosity regarding the story context, the setting and the characters and by pondering the peritextual features. These focus on questions related to the characters' description, their similarities and their differences, and the connection children can make with the real world. While reading aloud, children can check if their predictions.

Other activities enable children to connect to the book by finding out about themselves and others and by identifying similarities and differences and reflecting on

the importance of being tolerant and showing empathy. Self-respect, self-confidence, empathy towards others and acceptance of difference are also explored in activities related to the poem shared by Leonard, the lion, and his friend Marianne, the duck. By learning to play with words and by writing poems, children are encouraged to open their minds and think of experiences that connect them to others in the local or wider community.

The ICEKit culminates in the *eTwinning* Taking Action Cycle where children co-organise a 'Let me be me' parade with slogans and posters, with a creative finale highlighting the importance of being treated with fairness and respect and recognizing that together we can contribute to building a better world.

**Target Learner**

- » Upper primary (age 9 – 12)

**ICE Focal Fields**

- » 1: Socially responsible behaviour/ interaction with others
- » 3: Sense of belonging and knowing about or respecting own, other and or heritage cultures

ICE Outcomes

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

- » relate to and empathize with others
- » share ideas on how to treat others with fairness, mutual respect and trust
- » consider how to stand up for others who are treated unfairly
- » find reflections of themselves and their way of living
- » develop curiosity about, appreciate and respect other people, cultures and lives
- » engage in intercultural dialogues with others across borders
- » work together in sharing ideas and solving problems
- » recognize that each and every person needs to assume responsibility for making a positive difference in the world

Cross-Curricular Outcomes

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

- » raise awareness of diversity and acceptance via the picturebook illustrations and interactions with partner school friends
- » create posters and other material that can be exhibited at school and online ...

(Cross-Curricular Outcomes)

- » develop emotional literacy by engaging in activities that promote reflecting on different life perspectives
- » share their experience with children from other classes in the same school and schools from other countries
- » 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

- » identify and use antonyms to express opposites
- » understand and use adjectives to describe characters, emotions and feelings
- » understand and use imperatives to give instructions and write guidelines

Viewing

- » view music videos and make personalised responses

Reading

- » make predictions based on picturebook visuals
- » show global and detailed understanding of the text by following the read-alouds
- » infer emotions and feelings of the characters by responding to key moments in the text
- » identify words and phrases ...

Listening

- » show understanding by following instructions
- » show understanding by responding to questions during the second read-aloud
- » infer emotions and feelings based on the teacher's tone of voice and expression

Speaking

- » make predictions by responding to brainstorming activities
- » respond personally to questions about appearance
- » express opinions in the reflect and review activities
- » present their acrostics, slogans and posters
- » give opinions about how to help stray or endangered animals
- » introduce themselves to children from other schools

Writing

- » write words that describe the characters
- » write instructions in order to create an instruction card
- » write anti-bullying/tolerance slogans
- » create posters with information about being tolerant
- » create acrostic poems related to their names and the names of their countries

Preparation and materials

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

- » Copies of the picturebook
- » Access to digital tools (Padlet, Mentimeter)

For the tasks and activities, you will need:

- » Arts and crafts resources
- » Board and markers
- » Large paper sheets (A2 or A1 size), according class needs
- » Children's notebooks

Assumptions and Prior Knowledge

Intercultural Citizenship Education

- » Children are aware that people are all different and deserve respect
- » Children are aware that different people may be excluded and feel lonely
- » Children can recognise how Leonard is a metaphor for people who are different from the group they belong to
- » Children can recognise how the visuals of the book may reflect the characters' emotions and attitudes

Language and Skills

- » Children have some experience of making predictions in English based on visual input
- » Children are familiar with using picturebooks to notice characters, the setting and other elements they can describe in English
- » Children can describe characters in a simple way
- » Children can give opinions based on what they see and their perspective of the world
- » Children have experience of sharing ideas
- » Children have experience of using lexical chunks to communicate in English ♦

Language toolbox

- » Making predictions about the plot
- » Describing character's appearance: *big, dangerous, strong, gentle, fierce.*
- » Using opposites: *big/small; good/bad; fierce/gentle.*
- » Giving instructions: *be strong, walk silently, act royal.*



Picturebook summary

Story

How to be a lion, by Ed Vere, is a book about empathy, self-confidence and having the courage to be different – about being yourself. This delightful story is held together by a thread of poetry and gives a strong message about being self-aware and standing with your friends.

Supported by powerful illustrations, this picturebook takes us to places where lions and ducks can be whatever they want to be.

Leonard is a gentle, thoughtful lion who wonders if he can be something other than fierce like all other lions. Leonard 'loves to walk by himself, feeling the sun warm his back and the grass under his paws.' He is in tune with his feelings and with nature and loves to spend time on the thinking hill, where he daydreams, plays with words and makes poems. Leonard meets Marianne, a 'poetic' duck. Instead of chomping her, as other lions would probably do, Leonard asks for help because he is writing a poem and he is stuck. Leonard and Marianne become inseparable friends and together experience important issues. Until one day, they are confronted by a pack of lions, who question Leonard's friendship with a duck, and feel that he should have chomped Marianne. Leonard and Marianne's final poem is a powerful message of kindness and creativity over bullying and superficial toughness. ...

Beyond Words

The visual sequence ranges from darker colours (purple, black, and dark grey) to light background pages and warm yellows and oranges. This juxtaposition of darker and lighter colours represents the differences between the characters, respectively, the fierce conforming lions and the reflective, courageous Leonard. The colour palette expresses these differences and reflects the characters' emotions, contradictions and thoughts.

» Textures

The front cover and back covers have a soft granular feel, like very small grains of sand. This reminds us of the dry soil from the savannah, the lions' habitat. When discussing the story setting, these elements can be used to help the children engage with the story and support their predictions.

» Colours

In the picturebook, colour is relevant to the meaning of the story. In the first double spread, for example, there are lions hidden in dark, purple bushes, ready to pounce, as if they are ready to pounce. This is picked up in the text, "They say...", which captures people's habit of gossiping, judging or passing comment.

The colour of the background is also significant: light backgrounds, white or yellow or a peaceful location such as a starry sky are associated with Leonard's mindfulness and poetry. Dark red or dark orange pages introduce the dangerous, bullying lions. The palette of hot yellows and oranges and the fearful purples and blacks lead us through emotions, provocative thoughts and challenging conclusions. The thick brushstrokes keep the focus on the characters which contrasts with the simple background.

» Typography

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

» Settings

The story takes place in the savannah and the scenes provide details about the lion's habitat: a wild setting with high grass, wide open spaces, a big starry sky or small spots with flowers, birds and butterflies.

An important place is the "thinking hill", where Leonard thinks, daydreams and plays with words by creating poems. At first, he is all alone, but when he meets Marianne together, they get inspired by nature and create and share little poems.

Another important aspect is that there are parts in the story that take place at night. This is generally considered a time when you make wishes and question yourself and reflect, which the characters also do. Again, Leonard's behaviour is different from other lions because he would rather look at the sky and the stars than hunt or be fierce and dangerous. ♦





Stage 1: Setting the story context

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

Activity 1: Look and describe

- » Show pictures of lions and tell children they are going to describe them.
- » Give children four different categories to describe the lions: *physical traits, behaviour, habitat and food lions eat*.
- » Divide the board into four different parts for each category and create mind maps.
- » Brainstorm ideas and write children's opinions on the board.
- » They can say short sentences or keywords, for example: *Africa, they rest all day, dangerous, carnivores*. Children can also use their own language(s) and the teacher can rephrase into English.
- » Children write the words in their notebook to have a record they can refer to later.

OR

Activity 2: Mime and guess

- » Ask children to think of lions and their features.
- » Tell children they are going to mime their chosen features of a lion in front of the whole class.
- » Give children some prompts, if necessary, for example, *lions are dangerous; they roar; they hunt; they walk silently, etc.*
- » The whole class tries to guess the features that children are miming.
- » Once the class guesses the action, the child who does the miming (or a nominated scribe) writes the features on the board.
- » Children write the words in their notebook to have a record they can refer to later.

Stage 2: Before reading aloud

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

Peritextual ponderings 1: the title and illustration on the front cover

- » Show the front cover and ask children questions to prompt predictions about the story and explore elements like the illustration of the lion, the colours and the texture:
 1. *Is this lion similar to the ones you were thinking about earlier?*
 2. *Can you explain? Why? Why not?*
 3. *Where is the lion? Where might the story take place?*
 4. *Can you explain? Why? Why not?*
- » Read the title and ask children what it suggests. Guide them through the thinking process and convey and clarify the meaning of a guide book or instructional manual.
- » Ask children what instructions we can give about *How to be a lion*.
- » Have them complete a *How to be a lion* instruction card in a whole class shared writing activity or in pairs.
 - » If necessary, elicit some examples: *walk silently; look royal; hunt at night; mark territory; look intimidating, etc.* Refer to the Story Setting activities for ideas.
 - » Ask children to share their ideas with the whole class.
 - » Then, compare with the picture on the front cover and ask children if this lion is anything like the instructions they wrote. *Why? Why not? ...*

Peritextual ponderings 2: the back cover

» Read the blurb “You don’t have to ROAR to be heard...” and ask:

1. *What does this mean?*
2. *Is this difficult?*
3. *Can you explain why/why not?*

» Read the blurb “A story about a lion and a duck – and the courage to be yourself” and ask:

1. *How can we connect this sentence to the blurb?*
2. *Which character does the word ROAR refer to?*
3. *If lions ROAR, what do ducks do? QUACK.*
4. *These are two different languages. Do you think the lion and the duck understand each other? Why? Why not?*

» Explore the illustration on the back cover and ask:

1. *Do the lion and the duck understand each other?*
2. *What is the lion doing? What is the duck doing?*
3. *Is this what you expected to happen when a lion meets a duck?*
4. *Which of the characters needs more courage: the duck or the lion? Why?*
5. *What relationship do you think the lion and the duck have?*
6. *What do you think happens to the duck at the end of the story?*

» Elicit ideas from the class and write these on the board.

» Accept all the children’s ideas and say they can find out if their predictions are correct when they read the picturebook.

Peritextual ponderings 3: the title page

» Explore the title page illustration and elicit ideas about where the story takes place and what kind of feelings it evokes.

» Focus on the sunset that dominates the entire page and ask about the continent they relate the illustration to. Explain why, for example, because of the colours, the quietness of the savannah, the animals.

» Ask about the animals that live there and the animals drawn by the author.

1. *What animals can you see?*
2. *Have you ever been to Africa?*

» Explain that the story starts on the title page.

» Ask children to listen carefully to the picturebook read-aloud. ...



Stage 3: While reading aloud

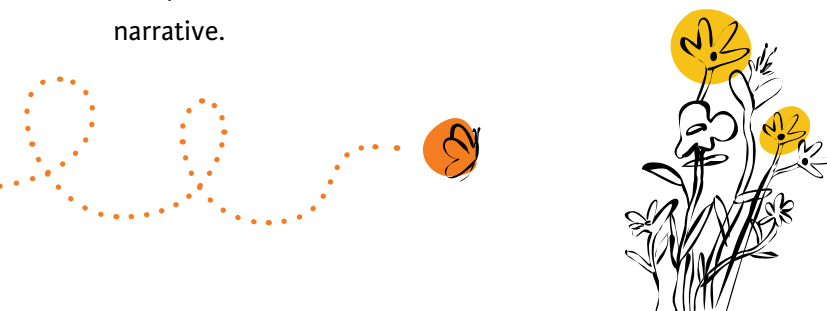
The first read-aloud

- » Use your picturebook sharing routine to set up the first read-aloud.
- » Make sure all children can see the book and that you can make eye contact.
- » Read the title page and have children focus on the opposites used to describe ideas: *big/small; good/bad;*
- » Ask the children to think about the traits they identified in the brainstorming/mindmap and the miming activity about lions. Ask them to find or think of adjectives they used to describe lions.
- » Now, ask them to find the opposites of these traits/ adjectives, for example: *intimidating/kind, fierce/ gentle.*
- » If necessary, help children understand the idea of having different opinions, being different, etc.
- » Encourage children to make predictions about the story by looking at the sentence: “the world is full of ideas...”:
- » Ask children to think of themselves and answer the following questions:
 1. *Do you always agree with your classmates/friends?*
 2. *How do you feel when you think differently?*
 3. *Do you ever feel bad because you have different ideas?*
 4. *How can these words relate to the story?*
- » Refer to children’s predictions from Stages 1 & 2 to involve them with the story.
- » As you go through the story, stop at key points and ask questions about the illustrations and the narrative.

The second read-aloud

- » Re-read the story and have the children look carefully at the illustrations.
- » Use these questions to help you go through the book. Use their language(s) if necessary:
- » Look at the title page, ask children if they were right about the predictions about the setting and about the animals.
- » Pause on **Opening 4**, when Leonard is standing on the rock watching the sunset, and ask the children: *What might Leonard be thinking about?* This question prepares the children for the upcoming plot.
- » Stop the read aloud at **Opening 5**, at the scene in which Leonard meets Marianne for the first time, and ask: *What do you think will happen?* Give the children time to think about it. Then, elicit their ideas.
- » Look at **Opening 6**, where Leonard and Marianne talk together. *What can we learn from these animals?*
- » Stop the read-aloud at **Opening 9**, where Leonard and Marianne meet the other lions. *How do you think Leonard feels when the other lions come prowling around? Why are the other lions so angry with Leonard?*
- » On **Opening 11**, Leonard asks Marianne: “*Must I be fierce?*”. Stop here and give the children time to think. This is a turning point, which reflects some important themes in the book: *diversity, individuality* and *friendship* (Marianne is supporting and comforting Leonard at this moment). Elicit the children's thoughts and ideas.
- » Look at **Opening 12**, where Leonard and Mariane are on the hill in the rain. *How is Leonard feeling? Why?*

...



Story sharing (Stage 3)

» Leonard and Marianne decide to write a poem to tell the other lions they must respect everyone. Stop at **Opening 13**, where Leonard confronts the other lions: *How do you think Leonard feels when he goes back to speak to the other lions? Do you think Marianne and Leonard changed the other lions' opinions? What makes you say that?*

» Ask children to think about when Leonard asks: "Why don't you be you .. and I will be I." *What does Leonard mean when he says that? Encourage children to think if this connects to them.*

Reflective reviewing

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

Activity 1: My favourite part of the book

- » Ask the children to think about the part of the story they liked most and why they liked it. This can be done in pairs.
- » Children share their ideas with the whole class.

e.g. *Our favourite part is when Leonard meets Marianne. They are both surprised and the reader isn't expecting Leonard's reaction.*

Activity 2: A message to remember

- » Ask children to think of a message related to the book, "a message to remember". If needed, clarify the meaning of "message to remember" = the most important message from the story.
- » Have children talk about their ideas in a *pair-share* activity.
- » Ask children to write their message on a piece of paper/cardboard.
- » When they have finished, children share the message with the whole class. ...

» Possible messages to remember:

We are all unique.

Let me be me.

Differences aren't important.

Be tolerant.

» Display these messages in the School lobby or Library hall.

» Share these ideas on the *Class Padlet* so that families can have access to the children's work.

Optional eTwinning: Children could share their *Class Padlet* and give each other feedback.



Stage 4: After reading aloud

Choose one of the four 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: World Leaders Poster "You don't have to roar to be heard"

- » Write the title of the activity on the board and have children think about it.
- » Elicit ideas: The lion is known to be the king of the jungle, so a leader. But, what does it take to be a leader?
- » Then, ask questions, such as: *Do you know people who are leaders in their communities? Can you give examples? Do you admire them? Can you explain why?*
- » Give children some examples of world leaders (e.g. Nelson Mandela, Jacinda Ardern, etc.) and ask them to do an Internet search.

NOTE: If your school doesn't have Internet resources, use a mobile phone and have children choose the classmate that will research for the whole class. This could also be set for homework. ...

Story sharing (Stage 4)

» Ask children to choose a famous quote that might be related to the theme of the picturebook.

e.g. Jacinda Ardern, Prime Minister of New Zealand (2017-), said: “*Leadership is not about being the loudest in the room, but instead being the bridge or the thing that is missing from the discussion and trying to build a consensus from there.*”

Nelson Mandela, South African President, said: “*I learned that courage was not the absence of fear, but the triumph over it.*”

» In groups, have children choose a person they identify as world leaders, choose a photo and a quote and make a poster.

» Children share their posters with their class and display their work in the School lobby or corridors, the class padlet and the *eTwinning Space*.

Activity 2: Write an instruction card.

» Ask children to recall the “How to be a lion” instruction card from previous activities and have them think of possible instructions to build a more tolerant class, school, community or world.

» Provide examples or prompts children can follow to complete the sentence. e.g. *Be brave; Talk to an adult; Speak up for ourselves; Speak up for our friends; Be tolerant; Respect others; Treat others with fairness; Be kind.*

» These can be written as slogans, recorded as voice messages, or both.

» Share these on the class padlet and *eTwinning Space*.

Activity 3: Favourite scenes role play

» Tell children they will recall the poem Leonard and Marianne wrote.

» Read out the poem to the whole class.

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

I'll say this quietly:

**I needn't roar to be heard,
I can be a friend
to a bee or a bird.**

**You say I must change,
I must chomp Marianne,
but chomping your friends
is a terrible plan.**

**Let nobody say
just one way is true.
There are so many ways
That you can be you.**

**If there must be a must,
Then, this we must try...
Why don't you be you
And I will be I.**

» Record the children's recitation and share it on the class padlet, the *eTwinning Space*.

» Present the recording to other classes at school or from partner countries and ask them to do the same. ...



Activity 4: A read-aloud project

- » Children prepare a read-aloud activity in which they share the picturebook with other classes, preferably of the same age.
- » Divide children into groups and assign roles: Leonard, Marianne, the Lions and the author of the text.
- » Children prepare their read-aloud.
- » Children go to other classrooms, read the story for other children and show the poster they created.
- » Have them talk to the other children about the story and what it means to them. ♦



Reflect and review

Use the 'How to be a lion' Record Sheet
(see Photocopiable A)

What did I do?

- » Help children to think about what they did during the *How to be a lion* activities and have them write down their ideas. Write their ideas on the board and have them copy their answers in their notebook.

OR

- » Play a *Leonard says...* game referring to the activities included in the ICEKit. e.g. *Leonard says we talked about ourselves and our class; Leonard says we created a poster; Leonard says we wrote on our class padlet.*
- » Children raise their hand if it is true or keep it down if it is false.

What did I learn?

- » Set up a *think-pair-share* activity to support the children in reflecting about three things they learned. Have them share with the whole class and ask them to complete their *How to be a lion* Record Sheet. ...

How did I learn?

- » Use the prompts in the Record Sheet and ask children to reflect on the process they went through to discover we can all be different and still be part of a group or community.
- » Children can write or draw their ideas.

How well did I do?

- » Help children assess their performance during the *How to be a Lion* activities and tasks.
- » Ask children to assess their performance during the *How to be a lion* Record Sheet (photocopiable A):

I did very well.

I did well.

I need to work harder

What actions do I need to take with my friends?

- » Have the children talk in groups and decide on their top action, then ask them to write some action words of what they should do. ♦

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, *What is tolerance?*
- » Write children's ideas on the board.
- » Have them consider how they can be tolerant. Again write their ideas on the board.
- » Select two or three (according to the available time) and roleplay each of the ideas.
- » Take photos of key moments and match them to a short description, or key words or expressions.

Activity 2: Share

- » Share the ideas and roleplays during an *eTwinning* video call with partner countries.
- » Post the photos and the corresponding description on the class padlet and in the *eTwinning Space*.



Activity 3: Co-Create

Tolerant slogans and posters

- » Have the children work together on slogans and posters to promote tolerance, and respect in the school community.
- » If they can agree on three slogans, have them co-create a banner or poster.
- » Ask children to display their slogans and posters in the school lobby and on the school social media site.
- » Keep a record on the class padlet and in the *eTwinning Space*.

Activity 4: Take Action

“Let me be me” – parade and poetry show

- » Organise a “*We don't need to roar to be heard*” parade.
- » Help the children decide on a finale for their parade (e.g. a *poetry show*; a *short concert or recital*; a *short play*). Have them prepare this and bring in all their learning from the previous lessons around the picturebook.
- » Have the children decide on the route and how they will organise themselves (e.g. how and who will hold banners, posters etc and who will speak up by presenting their slogan, who will participate in the finale and how). ...

Taking Action Cycle (Activity 4)

- » Follow the school guidelines while planning the route (*i.e.* at school or out in the community).
- » Organise the finale in the school library or in the school assembly hall, or if the parade is in the community, somewhere local (e.g. in front of the Town Hall)
- » Invite other classes to join or invite family members and friends to support the parade by coming to watch. Invite local media to cover the campaign.
- » Have children interview participants and collect their ideas, comments, reactions and opinions about the activity. Ensure there is photographic evidence of the activity and everyone's participation so that it can be disseminated and shared at school, in the community and on *eTwinning*.

Activity 5: Share

- » Share the feedback from participants in school or the community on the class padlet / *eTwinning Space*.
- » Have children share their experiences of being in the parade and all that it involved. Help them comment and give feedback to each other.

Activity 6: Reflect and review

Reflect and Review A: Sticky note faces

- » Give each child a sticky note.
- » Ask children to draw smiley faces to reflect on working with children from other classes or with children in partner countries:

A big smiley mouth = *I loved it!*

A straight-line mouth = *It was OK.*

A sad mouth = *I didn't like it!*

- » Ask the children to share their opinions by showing the sticky note face and explaining the reasons for their choice.

...

Reflect and review B: A message to remember bookmark

- » Ask children to recall their “message to remember” from Part 2 or their slogan from the parade.
- » Give them a bookmark template and ask them to write their message and decorate/illustrate it as they wish.
- » Display the bookmarks on the School lobby or corridor, and in the *eTwinning Space*. ♦

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 from them and write these on the board. The children could then copy what they want onto the record sheet.
- » 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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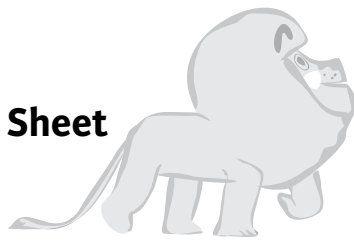
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My *How to be a lion* Record Sheet

Let's reflect and review!



Name:

Date:

1. What did I learn?

Write or draw three things that you learned in the *How to be a lion* activities:

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

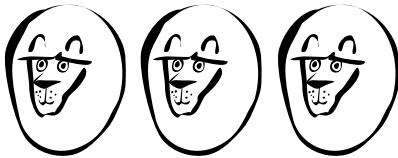
a) I learned about being different by

.....

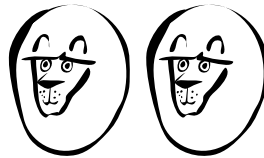
b) I learned about tolerance by

.....

3. How well did I do? Colour the picture of the lion 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.

We need to...

My Head - Heart - Hands reflection



During the *How to be a lion* lessons, I learnt:

To be tolerant in my community, I need to:

Doing the activities about being tolerant made me feel:

My name is: