



ICEKit

#10

Pages

1 / 13

Say Something!

Peter H. Reynolds
(Orchard Books, 2019)

ICEKit Summary

This ICEKit accompanies the picturebook *Say Something!* by Peter H. Reynolds 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, others and/or heritage cultures.

The activities start by helping children raise their awareness of the impact words and actions can have. The peritextual ponderings focus on questions about the characters on the front and back covers and in the

endpapers. This helps children to think about their ability to be assertive when facing challenges or taking a stand and speaking their mind. After reading aloud, the activities encourage children to think about what they might like to say to make a difference or who makes a difference. The ICEKit culminates in the *eTwinning* Taking Action cycle where the children leave ‘*Say Something Messages*’ with personal and positive ideas in different areas of their local community.

**Target Learner**

- » Upper primary (age 9 – 10)

**ICE Focal Fields**

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

ICE Outcomes

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

- » explore ways of relating to and empathising with others
- » consider how to peacefully and respectfully communicate and interact with others
- » raise awareness concerning the consequences of certain actions
- » enable children to find reflections of themselves and their ways of living
- » develop a better understanding of themselves (identity) and develop their self-esteem
- » experience disquieting moments
- » raise awareness of how interdependent and interconnected we are
- » find opportunities to challenge injustice, speak out and take action
- » recognise that people need to take 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 their awareness of how people are interdependent and each person has a responsibility for making a positive difference in the world (Citizenship)
- » explore how ripples in water are created (Science)
- » write and draw or paint 'Say Something Messages' in their local community (Arts and Crafts)

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 to express feelings and emotions e.g., *angry, sad, hopeful, loud, powerful, lonely, brave, beautiful, brilliant, confident, stylish*
- » understand and use action and perception verbs: *say, see, speak, plant, stop, paint, splash, show, understand, hurt, inspire, listen, surprise, hope, wish, change, imagine, help, transform*
- » use *if* clauses for suggestions about what to do in real-world scenarios
- » make predictions using modal verbs such as *might*
- ...



Reading

- » make predictions based on the picturebook visuals
- » show global understanding by following read-alouds
- » identify words and sentences in context

Listening

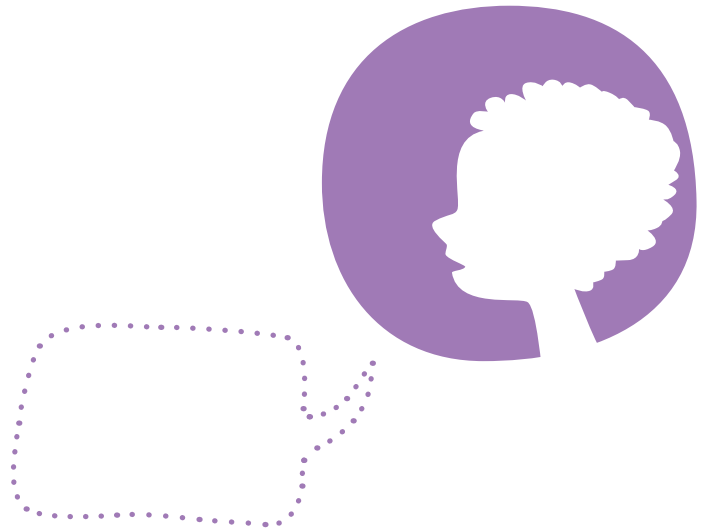
- » show understanding by responding to questions during the read-aloud
- » show understanding of other children's ideas

Speaking

- » respond to questions about what they can do to make a difference
- » give opinions about how to make a difference
- » express how they feel about something
- » make predications

Writing

- » write positive and hopeful messages
- » complete speech bubbles by copying/writing a word or a phrase
- » writing a short speech associated with a world issue and possible solutions



Preparation and materials

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

- » A copy of the picturebook

For the tasks and activities, you will need:

- » Colour flash cards or photographs
- » A piece of paper with a heart on it and a teddy
- » A collection of different-sized pebbles
- » A tub or small tank with water
- » A storyboard template (available on the Internet)
- » A speech bubble template
- » Photographs of children and teenagers around the world who have made speeches about global issues, e.g. *Greta Thunberg, Malala Yousafzai, Adora Svitak, Jack Andraka* and/or local personalities
- » Objects for painting/writing messages (e.g. *rocks, planks of wood, tiles, leaves, laminated card, etc.*)
- » Markers, acrylic paint, brushes, etc.
- » Sticky notes cut into leaf shapes
- » Different-sized heart shaped stickers
- » Reflect and Review handout (Photocopiable A)
- » Head-Heart-Hands handout (Photocopiable B)

...



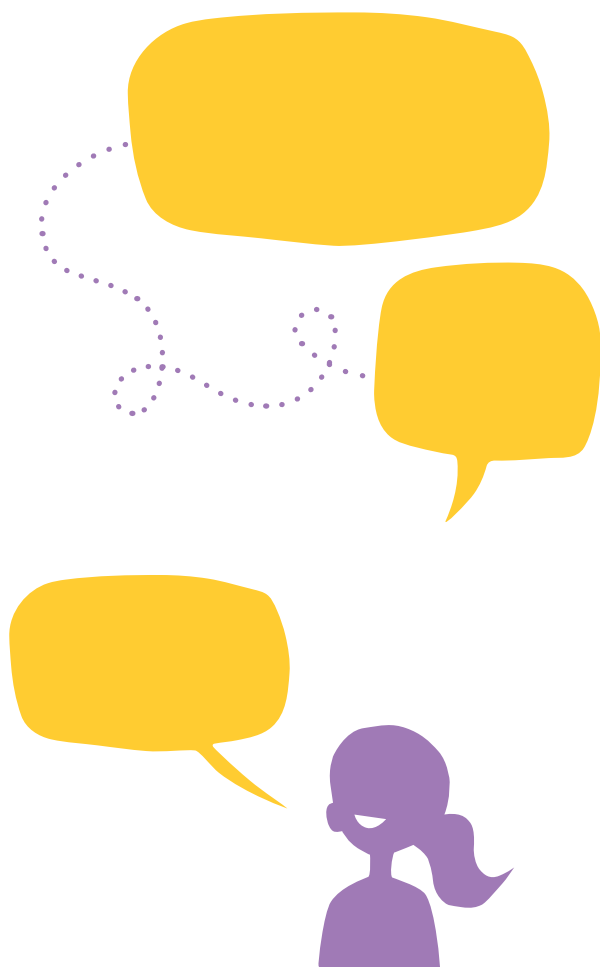
Assumptions and Prior Knowledge

Intercultural Citizenship Education

- » Children may be aware that their words can evoke feelings in others.
- » Children may be able to connect facial expressions and gestures to feelings.

Language and Skills

- » Children have some experience of making predictions in English based on visual input.
- » Children can infer unknown vocabulary through story context and pictures.
- » Children can identify colour and emotion words in English. ♦



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

- » Ask about and describe feelings and emotions: *How do you/they feel? I/they feel... [happy, sad, scared, confident, excited, angry, hurt...]*
- » Ask about and describe actions: *What are they doing? They are ... [comforting someone, painting, planting something, writing...]*
- » Ask and respond to the question: *What would you do? I would ...*
- » Make suggestions: *'If you... [see, hear, feel...], say something with [art, music, your voice, dance...]*
- » Identify and describe global issues: *Today we want to talk about ... It is a problem for our community and the world because ... and ...*
- » Give an opinion about possible actions to take: *We think the world needs to...*
- » Identify and express abilities: *I can... [help, write, sing, dance, comfort someone, plant something, say something]*
- » Describe preferences: *I like ... [drawing, dancing, writing...]*
- » Predict what people might do: *They might... [look after...; help...]*
- » Justify ideas, *Put it here because... people will see it; ... We need to say something because...*
- » Justify preferences: *I liked this because...*



Picturebook summary

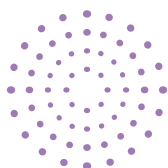
Story

Peter H. Reynolds wrote and illustrated this picturebook about a group of children who are told that the world needs their voices. Children have the right to express their ideas and their convictions about things that are wrong in the world. The picturebook conveys the message that taking a stand is possible through words, actions, art and creativity. Powerful messages can be shared even with the smallest gestures. They do not need to be loud, they can even be whispered, as long as they come from the heart.

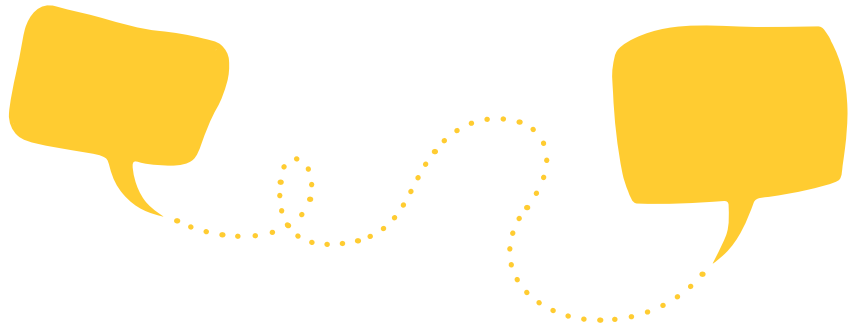
Beyond Words

The colours of the openings convey thrilling emotions. The patterns in the background of each opening can be compared to ripples on water. Their oscillatory flow vibrates and spreads in all directions. Human actions are similar. Even the smallest expressions and attitudes can grow and have an impact on us and those around us. This is a great way to show children that a message can travel worldwide, be understood in any language and have the power to produce, change and transform whatever it encounters. Listen to the picturebook creator talking about his work, noticing some interesting things about himself as well as about the book: https://youtu.be/unElxf_caU

And listen to him reading aloud the picturebook:
<https://youtu.be/d4waMR24zsl> ♦



Story sharing



Stage 1: Setting the story context

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

Activity 1: Connecting colours and emotions

- » Put a variety of colour flashcards around the classroom (e.g. *red, blue, green, yellow*). You could use different shades (e.g. *light blue, dark green, etc.*).
- » Elicit different emotions (e.g. *happy, sad, calm, angry, bored, worried, anxious, etc.*), and ask children to go to the colour they associate with that emotion.
- » Instead of having them walk to the colour, ask them to move their bodies to show the emotion.
- » Ask why they chose the colour and what other objects they associate with that colour. Help the children share their ideas, e.g., *Green is also grass, trees and plants. They make me happy. Yellow is also sun and sand. They make me happy.* Use their language(s) when necessary.

OR

Activity 2: The ripple effect

- » Prepare a large bowl of water (or go outside if there is somewhere with small puddles of water), and several different sized pebbles.
- » Throw two different sized pebbles into the water, one at a time, and ask the children to watch the ripples they make.
- » Clarify the meaning of 'ripples' using the children's own language(s), then ask, *Are the ripples the same? Why? Why not?*
- » Help children think about what these ripples might symbolise e.g., *shorter ripples might represent a quiet voice to one person or a small group and larger ripples a louder voice to many people.* ...

- » Ask two children to throw their pebbles into the water at the same time, near each other. Help them notice and say how the ripples influence each other. Use their own language(s) as necessary.

OR

Activity 3: A crumpled heart

- » Draw a heart on a sheet of A4 or A3 paper.
- » Put a teddy bear on your lap. Introduce 'Teddy' to the children.
- » Ask the children what they might say to Teddy if they wanted to be unkind. Have them whisper their ideas e.g. *I don't like you. You are ugly...*
- » Every time they say something unkind, move Teddy slightly lower; also, crumple the sheet of paper a little. After four or five insults, the sheet should be crumpled into a ball and Teddy should be lying face down.
- » Ask, *How do you think Teddy feels? Why?* Help them focus on body language and also on what they said.
- » Ask, *How can we make Teddy feel better?* Help the children say kind things to Teddy e.g. *I like you. You have lovely fur. You have fluffy ears...*
- » Every time they say something kind, straighten the sheet of paper a little and gradually lift Teddy's head.
- » Ask, *How do you think Teddy feels now? Why?* Teddy is sitting up, but the sheet of paper still has creases. Together with the children, using their language(s) if necessary, explore these ideas with these questions:
 1. *What happened to the heart?*
 2. *Do you think unkind words quickly disappear?*
 3. *How long can feelings about unkind words last?*...

Stage 2: Before reading aloud

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

Peritextual ponderings 1: front and back covers

- » Show the front cover. Read aloud the title, point to the author and illustrator's name and share these.
- » Ask, *Why are these children all together? What are they doing?*
- » Help the children notice the sign 'Every voice matters' and the megaphone. Establish the idea that this might be a demonstration or a protest. Use their language(s) if necessary.
- » Look at the title. Ask, *Why are the letters so big and in red?* Accept all their ideas.
- » Show the back cover and read out the sentence: 'The world needs your voice!' Ask, *Does this change your ideas about the big red title? What do you think this picturebook is about?*

Peritextual ponderings 2: front and back endpapers

- » Read some of the speech bubbles on the front endpapers. Clarify any doubts about meaning and use the children's language(s) if necessary.
- » Ask: *Who do you think wrote these speech bubbles? Which speech bubbles are the biggest? Are these the most important?*
- » Ask, *Do you agree with any of the speech bubbles? Which ones?*
- » Turn to the back endpapers. Ask the children to think of two ideas to complete the empty speech bubbles.
- » Compare the background colours of the front and back endpapers – blue/green and yellow. Ask, *Why are they different?*
- » Say that after they listen to the read-aloud, they can share ideas. Ask, *Are you ready to say something?*

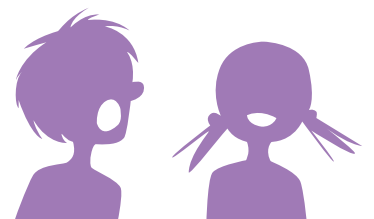
Stage 3: While reading aloud

The first read-aloud

- » Use your picturebook sharing routine to set up the first read-aloud.
- » Sit or stand in a position where all the children can see you and the picturebook clearly. Make lots of eye contact so you can see the children's non-verbal reactions.
- » Ask questions about the illustrations and involve the children as much as you can in the read-aloud.
- » Ask questions about the illustration in each opening and encourage the children to predict what will happen. For example, *What are they doing? And how are they feeling? Why? What do they want to say/do? What's the background colour? What do you think they want to hear/see?*
- » Give the children time to notice features of the illustrations. e.g. *In the green opening, there is a rabbit. What did he plant? In the purple opening, what does 'Eureka!' mean?*
- » At the end of the first read-aloud return to the speech bubbles they wrote and check if any of their ideas were in the book.

The second read-aloud

- » Consider showing only the left page of each opening. Read the words first, e.g. **Opening 3:** 'If you see someone lonely...' [pause], ask, *What would you do?* Or **Opening 4:** 'If you see an empty canvas...' [pause], ask, *What would you do?*
- » After the children have shared their ideas, show the right hand page of each opening. Praise and acknowledge that all of their ideas are possible. ...



Reflect and review

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

Activity 1: Say Something speech bubble ratings

» Ask children to draw a number of speech bubbles to show how they feel about the picturebook.

3 speech bubbles = I loved it!

2 speech bubbles = It was OK.

1 speech bubble = I didn't enjoy it.

» Then, ask them to share their drawings with their partners explaining why they drew 1, 2 or 3.

OR

Activity 2: Something I liked!

» Give the children a piece of paper each with a large speech bubble on it. Ask them to draw or write something they liked about the picturebook. It could be an image or some words. It could be a feeling or an action.

» Then, have them share their speech bubbles in pairs, saying why they have chosen to write or draw this idea.



Stage 4: After reading aloud

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

Activity 1: Say something with storyboards

- » Hold up or project a storyboard template (easily available on the Internet) and ask the children where they might see this style of layout [in a comic].
- » Allocate trios and say that in their groups of three, they are going to make a storyboard by choosing four different ways to *Say Something* from the picturebook.
- » Elicit the different ways to say something that the children encountered during the read-aloud in Stage 3. For example, *say something with art / say something with your voice / say something with poetry / say something with dance / say something with music, etc.*
- » Give each trio an A3 sheet of paper with four storyboard panels ready for the children to complete.
- » Use a placard drill (where you mime holding up a protest placard on the stressed words) to model this sentence: 'If you see/hear/feel **XYZ**, say something with **art/music/your voice/dance...**' Have the children chorally practise and then, write the sentence stem on the board with gaps.
- » Ask the children to agree on four sentences in their groups for each storyboard panel and take turns to write. Monitor to supply vocabulary and spelling for the '**XYZ**' part.
- » After they have written their four panels, they can illustrate each panel, either copying the illustrations from the picturebook or adding their own creations.
- » When they have finished, the trios can take turns to share their storyboards and say their sentence stems to the class.

AND/OR ...

Activity 2: Say something with speech bubbles

- » Ask the children to close their eyes and guide them through a visualisation by saying, 'You are in the playground, is there anything you see that makes you want to say something?/ 'You are in the park /at the swimming pool/etc... is there anything happening that makes you want to say something?'
- » Ask the children to open their eyes and then tell their partner what they say that made them want to say something. Monitor and note their ideas for feedback.
- » In plenary, mention some of things the children saw in their mind's eye and elicit examples of what they might say in those situations. Use the children's own language(s) as necessary and recast what they want to say.
- » Use a placard drill (where you mime holding up a protest placard on the stressed words) to model this sentence: 'If you see/hear/feel **XYZ**, say something with **art/music/your voice/dance...**' Have the children chorally practise and then, write the sentence stem on the board with gaps.
- » Give each child a large speech bubble template made out of card for them to write their sentence and draw a picture to accompany it.
- » When they are finished, they should practise holding their speech bubbles up and saying their sentences.
- » Feedback by going around the class, with each child holding up their large speech bubbles and everyone chorally saying, *If you see/hear/feel XYZ, say something by XYZ!* ...

- » At the end, display their large speech bubbles around the classroom walls.
- » Ask the children: *How do you feel when you hear these words? How might other people feel?* Elicit their ideas using their own language(s) when necessary. Provide support with sentence stems like, *They might ... help, speak, listen, understand, look, care, etc.*

AND/OR

Activity 3: Say something with speeches

- » Choose six photographs of children and teenagers around the world who have made speeches about global issues, e.g. *Greta Thunberg, Malala Yousafzai, Adora Svitak, Jack Andraka* and others that the children in your context know.
- » Clarify what all of the children and teenagers in the photographs have in common to elicit, 'they are change makers', i.e., they give speeches to encourage other children, teenagers and adults to take action about an issue.
- » Set a task for the children to make a group speech about something that is an issue in their community and also for the world. Have the children call out as many issues as they can and reformulate their ideas and write them on the board. They can use their own language(s) and you can recast.
- » Allocate the children into groups ask each group to vote for the issue they want to give a speech about. Once they each have an issue to focus on. Use the placard drill to model this speaking frame, naming the issue, brainstorming two reasons and three possible actions: *We are (names) and today we want to talk about (issue). It is a problem for our community and the world because (reason) and (reason). We think the world needs to (action), (action) and (action).* Monitor and give the children support with vocabulary and ideas.

...



Story sharing (Stage 4)

- » When they are ready, the children should rehearse their speeches with confidence. Each group member should speak, so they need to agree who says what. Monitor and support clear pronunciation and volume.
- » Ask the groups to take turns and deliver their speeches. Use two stars and a wish for volunteers in the audience to say something in between each speech (*two stars = things they loved, a wish = an idea that they might add*).
- » Then, ask the children which speeches made them most want to say something! *Why?*
- » End by asking, *Are the ideas in the speech similar to the actions in the picturebook? If they are different, how?* Use the children's language(s) when necessary

Reflect and review

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

What did I do?

- » Help children remember what they did during the *Say Something!* lessons. Do a *True/False* activity, explaining that if what you say is *True*, the children should say 'Yes! *Say Something!*' and if it is *False* they stay silent.
- » Call out some of the activities you did and some others that you did not do: *We listened to a story; We visited the park; We made speeches, etc.*

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 these on their record sheet.

How did I learn?

- » Ask children to think about the way they learned.
- » Using their ideas from the previous activity, help children reflect on the ways they learned. Give examples like *I learned... by listening to a story and talking about it; ...by talking to my friends about my ideas; ...writing our speech.*

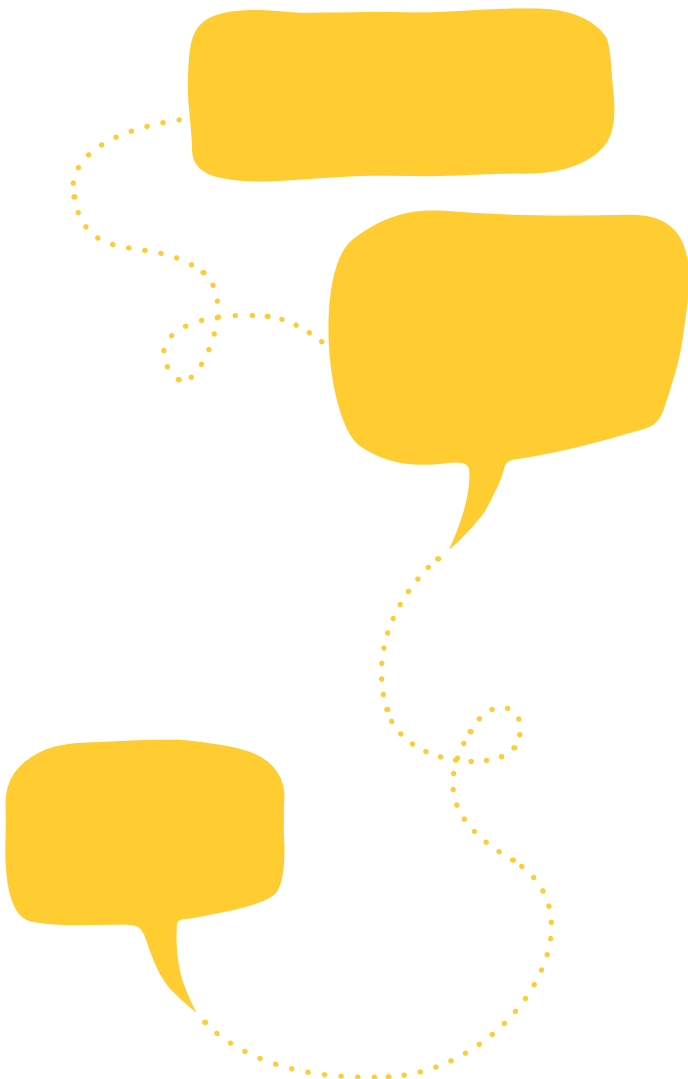
How well did I do?

- » Help children assess their performance during the *Say Something!* activities and tasks by colouring the speech bubbles.

What actions do I need to take with my friends?

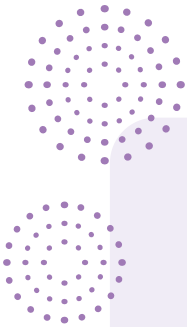
- » Have children talk in groups and decide on their top action to help them improve their learning, then finish the sentence with one of their ideas. They can also draw a picture.

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



Taking Action Cycle

eTwinning activities or beyond the book activities



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

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

Say Something Messages

Activity 1: Discover

- » Explain that they are going to make 'Say something messages' and share them in their communities.
- » Using think-pair-share, ask children to brainstorm what they want to say i.e., the messages they want to spread.
- » Provide the following sentence stems: *I hope...; I wish...; I feel...; We are...; We can...*
- » Have children write their messages on a piece of paper. Provide support with vocabulary and spelling.
- » When they share their ideas, ask the groups to think about the positive effects their messages might have on other people. Use their language(s) when necessary.

Activity 2: Share

- » Help the children to share their ideas on the *TwinSpace* (or similar shared space) with children in another context.
- » As they share their ideas, provide some speaking stems: *This is my/our message..., What do you think?*
- » Ask the children to agree on the top five messages, they want to use. They could vote using *Mentimeter* or *Google forms*.

Activity 3: Co-Create

- » Ask the children to decide how they could spread their 'Say something messages' to attract as many people's attention as possible. They paint their messages on rocks, planks of wood, leaves, tiles or display posters in windows, or write notes in reusable envelopes, etc.
- » Remind them that if the messages are left outside, they need to think about different weather conditions! Ask, *What will happen if it rains/snows/is humid?*
- » Next, give them time to create their 'Say something messages', writing and decorating them. Provide support with ideas and vocabulary.

Activity 4: Take Action

- » Agree with the children where their 'Say something messages' can be shared so they are seen by other children or the local community.
- » Prepare a map of outdoor areas around the school and agree where to put their 'Say something messages'. Help the children justify their ideas, *We should put it here because ... people walk by.*
- » Display their 'Say something messages' and take photographs of them to share with the children in the partner context. ...

Taking Action Cycle (Activity 4)

- » Encourage them to ask family, friends, other children and people in the community to read the messages and give feedback.
- » Have the children share any comments that they heard from friends and family, etc. and make a note.

Activity 5: Share

- » Prepare the children to share what they did on the *TwinSpace* (or similar platform) with the children in the partner context.
- » Collect feedback (comments, photos, etc.) and share with the partners from the other countries / contexts. You could use bookcreator.com
- » Compare the responses. Ask, *How are they similar or different? How do these responses make you feel? Why?*

Activity 6: Reflect and review

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

Reflect and Review A: Our hearts

- » Prepare heart-shaped stickers in three different sizes, ask the children to choose the biggest one if they really liked the activities, the medium-size one if they enjoyed it a little and the smallest one if they didn't like it much.
- » Have them stick the hearts on their front and mingle to explain their choice. Help them with sentence stems, *I really liked this activity because... I went outside; ...I don't like painting; ...I loved meeting other children on eTwinning.*
- » Then help the children to think about how many big, medium or small hearts there are and what this might mean.
- » Share the photo of the hearts with the children in the other context.

OR ...

Reflect and review B: Our hearts

- » Cut out sticky notes into leaf shapes. Or cut out leaf shapes from paper and provide the children with some sticky tac. Prepare a tree image, a tree trunk and branches and leaves.
- » Give the speech bubbles to the children and ask them to think about the messages they left outside the classroom.
- » If the messages have been seen and understood by others (family, friends, schoolmates, neighbours in the community) they should place their speech bubble at the top of the tree.
- » If they think their messages have been partly seen and understood, they should stick them on the lower branches.
- » If they think their messages have not been seen and understood at all, the notes should be stuck at the bottom of the tree.
- » Ask them to say why they put their sticky note in the three different positions.
- » Share a photo of the tree and leaves with the children in the other countries / contexts. ♦

End-of-kit

Reflect and review

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

- » The children should 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

Co-funded by the
Erasmus+ Programme
of the European Union



ICEKit #10: *Say Something!*
is one of 18 ICEKits prepared through
the ICEPELL project.

ICEKit #10: *Say Something!*
by Carina Flengstad, Donatella Pastura,
Lúcia Santos and Fleur Brockhus 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

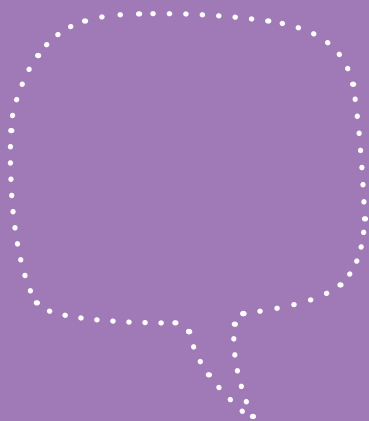
Design: Lupa Design

Danuta Wojciechowska, Mariana Fortes
and Ana Sofia Simão

Illustration: Danuta Wojciechowska
and Joana Barbosa

Content editor: Sandie Mourão

Copy editor: David Valente



My Say Something Record Sheet

Let's reflect and review!



Name:

Date:

1. What did I learn?

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

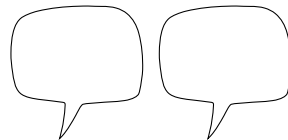
2. How did I learn?

Write or draw what helped you learn how important it is to *Say Something*:

3. How well did I do? Colour the speech bubbles to show how well you did.



I did very well!



I did well!



I need to work harder!

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

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

To do better I should...

My Head - Heart - Hands reflection



During the *Say Something* lessons, I learnt:

To say something in
my community I need to:

Taking action to say something made me feel:

My name is: