

ICEKit

#11

Pages

1 / 14

Clean Up!

Nathan Bryon & Dapo Adeola
(Puffin, 2020)

ICEKit Summary

This ICEKit accompanies the picturebook *Clean Up!* and enables children to explore Focal Field 1: Socially responsible behaviour when interacting with others and Focal Field 2: Socially responsible behaviour – interaction with local and global issues.

The activities start by stimulating the children's curiosity in the story context by doing activities (sorting waste materials or pictures of polluted/ non-polluted places), then exploring some peritextual ponderings (the title page, the front and back covers), which contribute to children predicting

the environmental problem clearly depicted and the prompt for action taking in this picturebook. After reading aloud, the activities support children to give a personalised response and to investigate litter bins in their school; learning about different types of pollution and how they can Reduce, Reuse and Recycle to contribute to a greener lifestyle. In the *eTwinning* Taking Action Cycle children are engaged in finding out, planning and taking action as clean-up crews to improve the environment in their local communities.

**Target Learner**

- » Upper primary (age 9 – 12)

**ICE Focal Fields**

- » 1: Socially responsible behaviour/ interaction with others
- » 2: Socially responsible behaviour/ interaction with local and global issues

ICE Outcomes

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

- » relate to and empathise with others
- » provide examples of and engage in solidarity supporting others
- » advocate for political or social issues that can help others, e.g. *recycling*
- » become aware of environmental issues and/or nature conservation
- » explore possible solutions to the problems
- » ignite interest and curiosity in local and global issues
- » connect a global issue to a local issue

Cross-Curricular Outcomes

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

- » raise their awareness of the importance of keeping the planet clean (Citizenship)
- » reflect on different types of pollution and their consequences (Citizenship)
- » design a poster about different types of pollution (Arts and Crafts)
- » investigate the number of litter bins in school spaces (Maths)

Language and Skills Outcomes

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

Grammar & Lexis

- » use modal verbs to express what they can do to clean up and to protect the planet
- » use adjectives to express feelings and emotions
- » understand and use expressions related to the 3 Rs (reduce, reuse, recycle): *put paper in the blue bin, don't litter, and pick up litter...*
- » understand and use vocabulary a lexical set associated with different types of pollution: *air pollution, water pollution and land pollution*
- » use questions to ask about quantity
- » use comparatives to talk about quantity
- » talk about intentions using *going to...*

Reading

- » make some predictions about the plot based on peritextual features e.g. *title page, front cover, back cover*
- » show global understanding by answering questions and following the first read-aloud
- » show detailed understanding by answering questions during the second read-aloud
- » infer the feelings and emotions of the character in pivotal moments ...

Listening

- » show global understanding by checking their predictions during the first read aloud
- » show detailed understanding by responding to questions during the second read aloud
- » show understanding by following the instructions during the activities

Speaking

- » make predictions by saying what they think will happen and sharing their ideas
- » give opinions about the setting (plot, characters, themes, ...)
- » discuss their reflections about the picturebook and their work during the activities
- » ask and answer questions about quantity
- » talk about different types of pollution
- » discuss what they can do to save the planet as well as concrete everyday actions in their context

Writing

- » write words/simple sentences about pollution
- » write sentences about what we can do to save the Earth
- » complete sentences about their ICE learning and the *eTwinning* Taking Action Cycle

Preparation and materials

For the ICEKit lesson(s), you need:

- » A copy of the picturebook
- » audio and video equipment and links for the videos:
We're Going Green song [shorturl.at/eIDLX]
Pollution – Science for Kids [shorturl.at/aoGo7]
...

For the tasks and activities, you need:

- » A selection of rubbish (pieces of paper, drink cans, plastic objects, sweet wrappers, etc.) and three recycling bins – one for paper, plastic and glass
- » Flashcards or photographs of landscapes (*a cityscape, a beach, a forest, open countryside, mountains, factories, roads, train stations, ship ports, airports, etc.*) Some with heavy pollution and others with none. Include examples of different types of pollution e.g. *air pollution, land pollution and water pollution*
- » Sheets of paper, arts and crafts materials
- » *Clean up and me!* Record Sheet (Photocopiable A)
- » Photographs of local community spaces
- » *Head-Heart-Hands* Record Sheet (Photocopiable B)

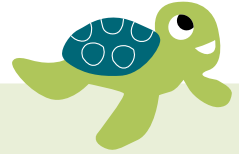
Assumptions and Prior Knowledge

Intercultural Citizenship Education

- » Children are aware that people all over the world can work all together to clean up the planet and make it a better place for everyone.
- » Children know that the environment is important for quality of life and can recognise that their actions have an impact on the environment and on the lives of other people.

Language and Skills

- » Children have some experience of making predictions in English about the story plot based on visual input
- » Children can describe characters and the settings in English
- » Children can give simple opinions in English in response to the story setting, plot, characters and themes ♦



Language toolbox

- » *By the end of the ICEKit task and activity cycles, children will have opportunities to use this language if appropriate to their age and the curriculum*
- » *Making some predictions about the plot: I think [...] will happen...; Maybe she will...*
- » *Identifying emotions like: worried, angry, excited...*
- » *Identifying different types of rubbish: paper, card, glass, bottles, tin cans, plastic, sweet wrappers, crisp packets, recycling bins, litter bins...*
- » *Identifying types of pollution: That's ... [water pollution; air pollution; land pollution].*
- » *Talking about quantity and comparing: How many bins are there in the [library]? There are [6] bins ...; There are more bins in the playground.*
- » *Describing places: in [the playground, the corridor, the school canteen, the office, the entrance hall, library...].*
- » *Asking and answering questions about pollution: How is the [air] polluted? Why is this bad for the planet? [Car fumes] cause ...; It is bad for [our health]; it damages [the ozone layer]; farmers use [pesticides]; companies cut down trees; its harms/they harm [animals and plants]; sewage and chemicals pollute the ocean; people drop [litter]; we use too much [plastic].*
- » *Using can to ask and answer about possible actions to save the planet: What can we do? We can... [... walk to school; ... go by bike; ... reduce, reuse, recycle; ... use cotton bags; ... turn off the lights, etc.]*
- » *Using going to for plans: We are going to [talk to the street cleaner] and [pick up litter].*





Picturebook summary

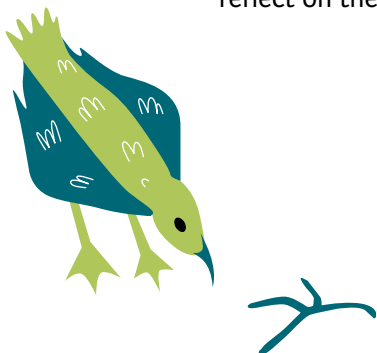
Story

A little girl, Rocket, goes on holiday with her family. She visits her grandparents, who live in a beautiful, tropical island in the Caribbean. She had planned all sorts of fun activities for during her stay, but then realises there is a problem: pollution! There is lots of plastic in the sea and on the sand and the animals are endangered. She decides to do something and starts a campaign and soon she has a crew of people helping her. Working together to clean up the beach, they manage to make it a better place for everyone.

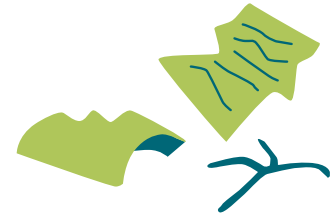
Beyond Words

The front cover illustration is engaging and sets readers immediately in the story. Not only do we meet Rocket, this energetic and passionate young girl, but we are shown the story and the problem Rocket will encounter – there are bottles and plastic bags in the sea where she is surfing. The realistic and very colourful illustrations help to show the story plot, expanding on the words as we can see much more than the words tell us. The typography is also relevant, as some key words are written in bold, e.g. *clean up crew*, *clean*, *clean up*, *everyone*.

The verbal text also directly addresses the reader with questions like *Did you know...?* and includes information about water pollution, which prompts interest and motivation for children to reflect on the picturebook's message. ♦



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 rubbish is it?

- » In preparation, collect some typical rubbish e.g. *pieces of paper, drink cans, plastic objects, sweet wrappers, etc.* Also, prepare three types of recycling bins with labels – paper, plastic and glass.
- » Before the lesson starts, place the rubbish around the classroom and put the three recycling bins on the table.
- » When children come in, pretend you do not notice the rubbish. Respond to the children as they notice and complain. If they do not notice, pretend that you are noticing the rubbish for the first time, *Oh no, what's this? Paper? On the floor? That goes in the paper recycling bin!* Pretend you cannot see which bin it is, and have the children put the paper in the correct bin.
- » Continue like this as the children notice more rubbish. Introduce the words: *plastic, glass, bottles, can, card, newspaper, sweet wrappings, crisp packet, bag, etc.* and clean up the classroom, putting the rubbish in the recycling bins.
- » Congratulate children for cleaning up the classroom and announce that you can start the lesson now!

OR ...

Activity 2: My holiday photographs

- » Prepare pictures of different landscapes (*a city scape, a beach, a forest, open countryside, mountains, factories, roads, train stations, ship ports, airports, etc.*). If possible, use images of places you have been to. Select images which show heavy pollution and others which do not. Include examples of different types of pollution e.g. *air pollution, land pollution and water pollution.*
- » Explain to the children that you have taken some photographs of different places you have visited, ask them if they would like to see your photos.
- » Introduce two or three images, but do not refer to the pollution. Say, *This is [name of city]; This is my favourite [beach, forest ...]: This is a [train station] in [name of city]*. Place the images of pollution on one side of the board and images of non-pollution of the other side.
- » Ask, *What is the difference between these pictures?* Elicit their responses and help them understand that one set shows pollution and the other does not.
- » Show more pictures and elicit which side of the board they should be on. As necessary, elicit what kind of pollution the pictures show, and introduce air pollution, land pollution and water pollution.
- » Ask children what they think the topic of the lesson will be about. ...



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 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

- » Read the title, show the front cover and ask:
What can you see? How do you think the girl feels? What animals do you see? What objects do you see? Do they belong there? Why/why not?

Peritextual ponderings 2: the back cover

- » Show the back cover and ask, *What can you see? How do you think she feels?*
- » Read the blurb and emphasise the question: *“Can she find a way to clean up and save the sea life?”* Ask children what they think the answer is.



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.
- » Refer to the children’s predictions from their peritextual ponderings to keep them interested, giving them a reason to listen and respond as you read aloud the openings.
- » Ask questions about the story and illustrations. Pause and ask questions at key points.

Opening 1: *What do you think will happen tomorrow?*

Opening 3: *Where are they? What animals can you see?*

Opening 7: *What happened to the turtle? Look at Rocket’s face. How do you think she and her grandparents feel?*

Opening 8: *What do you see at the beach?*

Opening 10: *Have you ever seen the beach like this?*

Opening 13: *How do you think the Clean Up Crew feel now?*

The second read-aloud

- » Refer back to the children’s previous predictions. Ask, *So, were your predictions right? What surprised you about the story?*
 - » Re-read the picturebook. Consider using some of these prompts and or questions. Give children the space to express their ideas even if in their own language(s). Rephrase into English, if relevant.
- Opening 6:** *Do you remember what happened to the turtle?*
- Opening 7:** *How does Rocket feel? Can you remember where they take the turtle? [go back to **Opening 4** and point to the “Animal Sanctuary”] ...*

Story sharing (Stage 3)

Opening 9: *What has Rocket got in her hand? Can you remember what she is going to do?*

Opening 10: *What is Rocket trying to do? Would you do the same? Would you help Rocket to clean up the beach?*

Opening 14: *What would you make with the plastic?*

Opening 15: *Point to the bins, ask, Can you see the bins? Do you like them?*

Opening 16: *How do you think Rocket feels now?*

Reflect and review

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

Activity 1: Bins ratings

» Ask the children to draw and colour bins on a sticky note or a sheet to show how much they enjoyed the story:

3 bins = *I loved it.*

2 bins = *It was OK.*

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

» Then, ask the children to share their bin drawings with their partner or as a whole group and say why they liked or did not like the picturebook *Clean up*.

OR

Activity 2: The most important message

» Ask the children to draw what they think the most important message in the book is.

» Have the children show their drawings and talk about their ideas with the whole group.

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: Litter bins in our school

» To prepare for this activity, you might inform colleagues in your school about it. They can help children when they see them around the school premises counting bins.

» Prepare photos of different types of rubbish bins and containers (e.g. *classroom litter bins, recycling bins, large rubbish bins, etc.*)

» Ask children, *Can you see any litter and rubbish in our school? Where do they see it most? Why is that?*

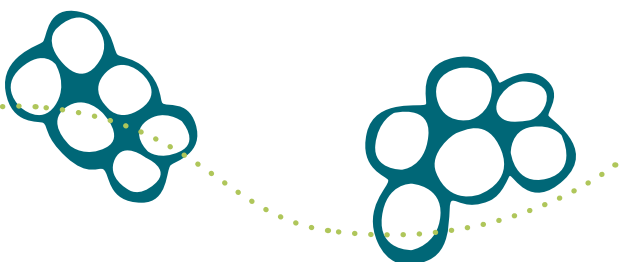
» Ask children, *How many bins are there in our school?* Have children guess and note their guesses on the board.

» Now ask, *Where are they, do they know?* Help them by thinking of the different areas in the school [playground, school canteen, classroom, corridors, etc]. Write the names of the spaces on the board.

» Either prepare a worksheet with the different school areas or ask children to copy the areas into their notebooks.

» Ask children to guess how many bins there are in each of the areas and write their guesses in pencil.

» Next, have the children look around the school and count the bins. Divide children into groups and allocate an area. Explain that they should visit the area and count the bins, then write the number using a pen on their worksheet / in their notebooks. Also, explain expectations for behaviour and give them a time limit. ...



Story sharing (Stage 4)

- » When they return to the classroom, regroup the children so they can share their findings and complete their information sheets with the number of bins the other groups have counted. Remind them how to ask for the information using, *How many bins are there in the [playground]?*
- » As a whole class, share the findings. *Are they surprised? Where are the most bins? What kind of bins are they? Are there enough bins in the school? Should there be more? Why? Why not?*
- » This activity could mean the children decide that they need to do something to remind the school community to use the bins more. Or they might think there are not enough bins and think they should ask the school administration for more. Praise their ideas and help them decide if they should do something about their bin counting results.

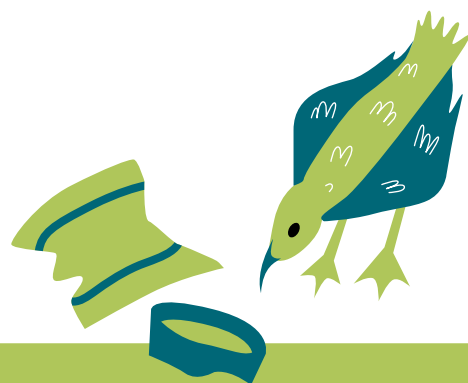
OR

Activity 2: Make a pollution poster

- » Remind the children that Rocket's story is about the effects of water pollution.
- » Ask the children if they can think of any other types of pollution, elicit 'air pollution' and 'land pollution' or give them these words if the children need help.
- » Collect their ideas about pollution, its causes, effects and what they can do. Use questions like, *How is the [air] polluted? Why is this bad for the planet?*
- » Help them say their ideas by providing prompts, *[Car fumes] cause ...; It is bad for [our health]; it damages [the ozone layer]; farmers use [pesticides]; companies cut down trees; it harms/they harm [animals and plants]; sewage and chemicals go into the ocean; people drop [litter]; we use too much [plastic]. ...*

- » Write key words and expressions on the board.
- » Show them the video 'Pollution – Science for Kids' (or a similar clip) and ask them to check if their ideas are the same or different.
- » As a whole class, check their ideas and add any new words and expressions to the list on the board.
- » Now ask, *What can we do?* Ask children for suggestions related to each of the types of pollution. Provide language support e.g., *We can ... put litter in the bin; ... walk to school; ... stop buying plastic bags; ... recycle; write to big companies ... etc.* Write their ideas on the board.
- » Divide the children into groups and hand out paper.
- » Have them select one type of pollution and consider the three questions to make a poster:
 1. *How is it polluted?*
 2. *Why is this bad for the planet?*
 3. *What can we do?*
- » Then have them design a poster with drawings or images and the answers to the three questions.
- » Provide as much scaffolding as necessary.
- » Have each group present their poster, using the key expressions they have selected. Display the posters in the classroom.

OR ...



Activity 3: Reduce, Reuse, Recycle

- » Write RRR on the board and ask children if they know what the letters represent. Elicit their ideas. If no one guesses, then write the words, *Reduce, Reuse, Recycle* on the board. Say, *These are three great ways we can stop waste and protect our environment!* Clarify the meanings using the children's own languages if necessary.
- » Ask children how they might be able to *Reduce, Reuse and Recycle*.
- » Use think-pair-share and have pairs of children think about one of the Rs. During the feedback as a whole class, write their ideas on the board.
- » Explain they are going to watch a video with a song called '*We're going green*'. It also shares some ideas for how to Reduce, Reuse and Recycle. They should listen for their ideas and maybe discover some new ones. Watch the video more than once, if necessary.
- » Feedback as a whole class and add any new ideas they discovered from the music video.
- » Children might decide that they need to do something to 'go green'! Praise their ideas and help them decide, and feed this into the *eTwinning* Taking Action Cycle in Part 3 of the ICEKit.



Reflect and review

Use the '*Clean up and me!*' Record Sheet (see Photocopiable A).

What did I do?

- » Help children think about what they did during the *Clean up!* activities. Play a *stand up – sit down* game referring to the picturebook and the activities in this ICEKit e.g. *Rocket is sad to go to her grandparents; Rocket dreams of surfing and dancing with the dolphins; We counted the bins in our park; We learned about different types of pollution.* Children should stand up if it is true or sit down if it is false.

What did I learn?

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

How did I learn?

- » Using the prompts on the Record Sheet, help the children to reflect on the ways they learned

How well did I do?

- » Help children assess their performance during the *Clean up!* activities and tasks by colouring the bins.

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.

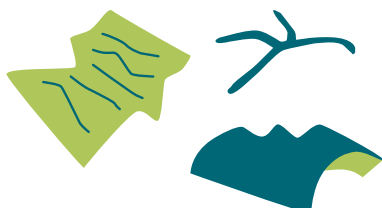


Our clean-up crews

Activity 1: Discover

- » Ask the children, *Do you remember what Rocket did? What was the name of her crew?* [The 'Clean-up Crew'].
- » Explain that they should think of something that needs a clean-up crew in their community.
- » You could prepare some photographs of community areas in the neighbourhood and show these to the children. Or you could ask children to visit different areas spaces at the weekend with their families and take photos.
- » Help them consider different community areas e.g. *a park, a forest, a river, a beach, a children's playground, a skate park; a pedestrian shopping street ... Is there a lot of litter? Do they need to clean up? ...*

- » Once you have brainstormed the areas and decided whether they need a clean-up, explain that they are going to meet some children from another school and share your clean-up ideas, and try out one of the ideas.
- » Decide on areas to clean up. This can be organised in different ways. Maybe children can write the name of the area on a piece of paper and then all the ideas are counted and the most popular one wins.
- » Rocket organised a 'Clean Up Crew'. Help the children decide on a name for their class crew.
- » Then prepare the children to share their ideas with the other class. Maybe select representatives who will explain the ideas: *This is our idea. We want to [keep our park clean]. We are going to [talk to the street cleaner] and [pick up litter]. We are the Litter Crew. What do you think? ...*



Activity 2: Share

- » Have the children share their clean-up crew ideas and their crew names with another group of children on the *TwinSpace* or similar shared platform.
- » Each class gives feedback and ideas to put the plans into action.

Activity 3: Co-Create

- » Co-create the plan for their clean-up crew idea.
- » Decide how they will put their plan into action and share their activity and their clean-up crew message.
- » Have the children design a slogan and a concrete way of sharing their outcome (e.g. a poster, a leaflet, an announcement on the local radio).

Activity 4: Take Action

- » Put the plan into action. Share the activity in the community.
- » This may need help from parents/caregivers to accompany children if the clean-up crew activity is outside school, or on a non-school day.
- » If possible, take photographs of the activity and collect comments and feedback from the community. This can be shared via the school's website, on a blog, on the local radio, or in the local newspaper.

Activity 5: Share

- » Help children think about their clean-up crew experience and what they want to share with the other children on *eTwinning*/similar shared space.
- » Set up another *TwinSpace* (or similar shared platform) meeting and share their clean-up crew experiences.
- » Talk about what happened, share before and after photographs, comments from the community, etc.
- » Help children comment on the other children's activities and give feedback.

Activity 6: Reflect and review

Use one of these activities to help the children to reflect on and review their learning

Reflect and Review A: sticky note faces

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

A big smiley face = I loved it.

A straight-lined face = It was ok.

A sad face = I didn't like it.

- » 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 ...



Taking Action Cycle (Activity 6)

Reflect and review B: three stars and a wish

This activity may need to be completed in the children's own language(s)

- » Prepare a 'Three stars and a wish' handout (search on the Internet for a template).
- » Discuss with children what they think went really well with their clean-up crew activity. Have them each think of three positive things, these are their stars. Ask them to write these on the handout.
- » Then have them think of one thing they wish had gone better. Again, write the sentence on their handout.
- » Have them share their ideas and display the handouts on the classroom wall or in the *TwinSpace* / similar shared platform.
- » Ideally, the mini project, the outcomes and the children's feedback, should be shared on the school web page and /or on the notice board(s) for the whole school to see. ♦



End-of-kit

Reflect and review

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

- » The children need to complete the sentences with nouns for the head, adjectives for the heart and verbs for the hands.
- » Elicit ideas first, then ask the children to complete the sentences.
- » If they want, they can draw their ideas too.
- » Provide a place for the children to keep a record of this activity to refer to later. ♦

ICEPELL is an Erasmus+ Strategic Partnership project which aims to support practitioners to confidently integrate intercultural citizenship education into English as a foreign language lessons and library sessions with children aged 5 to 12 years using picturebooks.

Project dates: September 2019 to August 2022. Project Number: 2019-1-PT01-KA203-061353

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



ICEKit #11: *Clean up!* is one of 18 ICEKits prepared through the ICEPELL project.

ICEKit #11: *Clean up!*
by Monica Finotto, Sónia Silva,
Alara Hoffmann and Nina van Vugt
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 Clean Up! Record Sheet

Let's reflect and review!



Name:

Date:

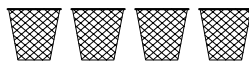
1. What did I learn?

Write or draw three things that you learned from the *Clean Up!* activities:

2. How did I learn? Colour the bins to show how much each activity helped you learn.



By listening to the story



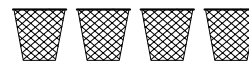
By listening to and talking to my teacher and my classmates



By asking and answering questions

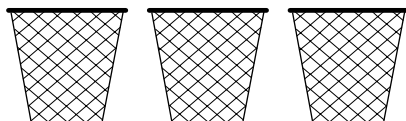


By counting the school bins, making a pollution poster, or by learning about the 3 Rs

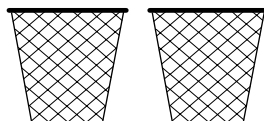


By listening to the songs or watching the video

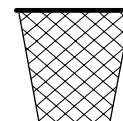
3. How well did I do? Colour the bins to show how well you did.



I did very well!



I did well!



I need to work harder!

4. What actions do I need to take 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 *Clean up!* lessons, I learnt:

To help clean up my city
and save the planet I need to:

Doing the activities about 'Going Green'
made me feel:

My name is: