

ICEKit

#12

Pages

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Me and my fear

Francesca Sanna
(Flying Eye Books, 2018)

ICEKit Summary

This ICEKit accompanies the picturebook *Me and my fear*, by Francesca Sanna (Flying Eye Books, 2018), and enables children to explore Focal Field 1: Socially responsible behaviour when interacting with others and Focal Field 3: Sense of belonging for those who are different. Children will be encouraged to look at fear from different perspectives and discover coping strategies.

The activities start by raising children's awareness of their own fears, by asking them to reflect on what they are afraid of. This is followed by a series of peritextual

ponderings about the covers and endpapers. Such visual triggers help children predict what the story will be about and reflect on its message. After reading aloud, the activities provide ideas for children to express their emotions through arts, write a poem, better understand their own fears using a fear scale and do a survey about fears. The ICEKit culminates in the *eTwinning* Taking Action Cycle, encouraging children to share coping strategies for dealing with fears among the school community.

**Target Learner**

- » Upper primary (age 9 – 12)

**ICE Focal Fields**

- » 1: Socially responsible behaviour/ interaction with others
- » 3: Sense of belonging for those who are different

ICE Outcomes

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

- » reflect about their identities and ways of living
- » develop empathy with others
- » explore emotions associated with change and uncertainty
- » come to a better understanding of themselves and develop their self-esteem
- » acknowledge how interdependent and interconnected we all are

Cross-Curricular Outcomes

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

- » recognise, accept and express their own emotions through the arts (Visual Arts and Literacy)
- » develop emotional literacy (Social Studies)
- » collect data, analyse it and prepare graphic representations (Maths)
- » become aware of diversity and show respect towards others (Citizenship)

Language and Skills Outcomes

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

Grammar & Lexis

- » understand and use a range of adjectives to describe feelings (e.g. *uncomfortable, nervous, anxious, afraid, terrified...*)
- » understand and use questions (word order, *wh-words*)
- » understand and use nouns associated with fear (e.g. *spiders, high buildings, water...*)
- » understand and use adjectives and ing verbs to describe objects (e.g. *dangerous, loathsome, crawling, attacking ...*)

Reading

- » make predictions based on the picturebook's peritextual features
- » infer the emotions and feelings of the character in response to pivotal moments e.g. *turning points*
- » use a bilingual dictionary ...

Listening

- » show global understanding by responding to questions during the first read-aloud
- » show detailed understanding by responding to questions during the second read-aloud
- » infer how the character might be feeling based on the teacher's tone of voice and expression
- » listen for and identify fears of others

Speaking

- » express their emotions and fears
- » make predictions about how the story plot might develop
- » speculate about the characters' emotions
- » interact orally with partners in other contexts
- » communicate their survey results and findings
- » communicate different ways to cope with fears

Writing

- » interact with partners in other contexts
- » write questions for a fear survey
- » write a diamante poem

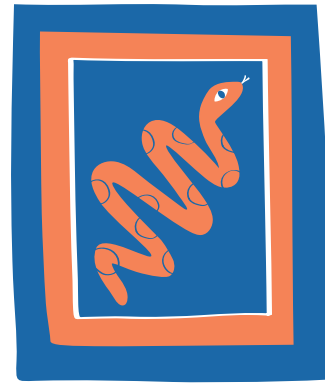
Preparation and materials

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

- » A copy of the picturebook
- » Kindle e-book edition (optional)

For the tasks and activities, you will need:

- » Sticky notes
- » Reflect and Review handout (Photocopiable A)
- » Head-Heart-Hands handout (Photocopiable B)
- » The diamante poem handout (Photocopiable C)
- » Art and craft materials
- » A visual fear scale (available on the Internet)



Assumptions and Prior Knowledge

Intercultural Citizenship Education

- » Children are aware that it is possible to feel excluded and lonely when someone is new in a place.
- » Children can identify emotions and feelings as abstract concepts.
- » Children can recognise that proportions in the illustrations are a metaphor for how intense a feeling is.
- » Children can recognise how the settings in the book provide clues to everyday life elsewhere.

Language and Skills

- » Children have some experience of making predictions in English based on visual input.
- » Children are familiar with looking at picturebooks to notice the characters and the setting and describing these simply in English.
- » Children can give simple opinions in English in response to the story setting, plot, character(s) and theme(s).
- » Children can talk about fear using *to be afraid of something/someone*. ♦

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

» Make predictions about the plot:

I think they will... Maybe they will...

» Identify and describe appearance:

Fear is big/small.

» Describe feelings and emotions:

uncomfortable, nervous, anxious, afraid, lonely, curious, happy, terrified

» Express levels of fear using phrases with dependent prepositions: *comfortable with; nervous/anxious about; afraid/terrified of*

» Use personal pronouns and the verb *to be* to refer to own/others fears: *I'm...; They are...*

» Use a lexical set related to fear

» Use conditional structures to make suggestions for coping strategies: *If you are afraid of spiders, it's helpful to...; ...why don't you try...*

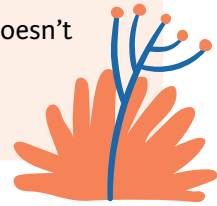




Picturebook summary

Story

In this picturebook, when a young girl's family moves to another country and she has to start at a new school, her fear tells her to be alone and afraid. How can she hope to make friends if she doesn't understand anyone? Surely, no one else feels the same way...



Beyond Words

The picturebook illustrations help children to notice that fear can grow bigger and become smaller but sometimes it overwhelms us, and this is when it is a real problem. Fear is depicted as a friendly character changing shape as the story progresses. There is a diverse representation of children in the illustrations, suggesting harmony among diverse ethnic groups. There are also visual representations of the girl's emotions related to her relationship with fear. The endpapers are also worth exploring, as they suggest a conclusion to the story.

» Fonts and colours

Complimentary colours are used as the palette in the book: orange, blue and white are the main colours. Fear is depicted as a pale ghost-like creature.

» Settings

A variety of settings are featured in the book, including the protagonist's home, the new country, the school, the schoolyard, the classroom and the way to school. ♦



Story sharing

Stage 1: Setting the story context

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

Activity 1:

- » Ask the children, *What are you or other people afraid of?* Children anonymously write or draw their fears on sticky notes, then, collect these and stick them on the board.
- » Look at the fears together and put them into categories i.e. *fear of animals/creatures* (e.g. dogs or spiders); *activities* (e.g. flying, swimming), *objects* (e.g. a statue in the hall, a bell in the place of worship); *places* (e.g. dark cupboards, a high place, the park); *something that might happen* (e.g. getting lost, a family member getting sick, a pet dying).
- » Encourage children to talk about these fears. If necessary, use their language(s).
- » Explain that you are going to share a story about fears, and this might help them cope with their own fears.

AND/OR ...

Activity 2:

- » Prepare a visual fear scale i.e.,
 - 1: 'comfortable with' (green)
 - 2: 'nervous about' (blue)
 - 3: 'anxious about' (yellow)
 - 4: 'afraid of' (orange)
 - 5: 'terrified of' (red)(You could also use emoticons)
- » Find some scary music or sound effects and an artistic portrayal of a scary situation or of fear (e.g. *The Scream* by Edvard Munch).
- » Present the visual fear scale and clarify the emotions using the children's language(s) if necessary.
- » Explain that you will do one of these things:
 - i) make the room dark,
 - ii) play some music/sound effects,
 - iii) show them a picture, and that you want them to think about how it makes them feel along the scale.
- » As you do each activity ask the children to position themselves on the scale. Use, *I feel [comfortable] etc.*
- » Compare the different feelings and help children see that fear is experienced differently by individuals. Use their own language(s) to talk about this together if necessary. ...



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 covers

The front cover at the beginning of the read-aloud

- » Show the front cover and ask the children these questions and make notes of their predictions on the board:

1. *What is the white creature?*
2. *Are the girl and this creature friends?*
What makes you think that?

The back cover at the end of the read-aloud

- » Show the back cover and ask the children:

1. *Is the girl's fear the same size now?*
2. *Who is holding/embracing who?*
3. *What has happened?*

Peritextual ponderings 2: the endpapers

The front endpapers at the beginning of the read-aloud

- » Show the front endpapers and identify some of the objects there (the book, the hula hoop, the pigeons, and the crayons).

The back endpapers at the end of the read-aloud

- » Show the back endpapers and look surprised.
- » Look back at the front endpapers and ask the children how they are different.
- » Help them notice that the fear was always there, but we couldn't see it. Now we can because the background is a different colour.
- » Ask, *Why did the illustrator do this?* Use the children's language(s) if necessary. ...

Peritextual ponderings 3: the title page and the copyright page

- » Point to and read aloud the title.
- » There are two parts: me/my fear. *Are they the same size? What comes first? Do you think one is more important/powerful than the other?*
- » Point to the illustration, ask, *How does the girl feel here? How does the creature feel?*
- » Point to and read out the dedication and notice with the children how the author's parents helped her cope with her fears and encouraged her to draw her fear.

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. You may want to use the Kindle version, if available.
- » Refer to the children's predictions from Stages 1 and 2 to give them a reason to listen and respond as you read aloud.
- » Ask questions about the illustrations and pause at key points to involve the children fully.
- » Discuss the back endpapers and the back cover at the end of the first read-aloud.

The second read-aloud

- » Re-read the picturebook aloud and let the children have a closer look at the illustrations and prompt them to think about the messages. While reading aloud, consider the following questions and prompts:

Opening 1: refer to their predictions on the board, ask whether their predictions were right and what surprised them about the story. ...

Story sharing (Stage 3)

Opening 2: Ask children to identify the fears shown in the illustrations (fear of heights, monsters under the bed, dogs). Ask them if they are or know anyone who is also afraid of those things. If relevant, refer to the fears they identified earlier.

Opening 3: Comment on the creature getting bigger. Ask the children what this might mean. Point to the creature as it gets bigger and ask, *Why is this happening?*

Opening 4: Ask, *why doesn't fear want the girl to go to her new school? Is it a good feeling? Why? Why not?*

Opening 5 to 9: Share these openings and ask children to identify the things fear is stopping her from doing (e.g. *eating, socialising, sleeping, playing, making new friends, etc.*).

Opening 10: Pause at the sentence 'Well, I don't like it here!'. Ask, *Why doesn't the girl like her new country/school? Do they agree with her reasons? Why? Why not?*

Opening 11: Ask, *How does fear feel here? Why?*

Opening 12: Ask, *Why do you think fear is getting smaller?*

Opening 14 to 16: Refer to the children's fears here. Ask, *How is everyone is feeling? Why do you think that?*

» Look again at the back endpapers help children talk about their significance once more.

Reflect and review

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

Activity 1: My Me and my fear ratings

» Ask the children to draw a creature that looks like the girl's fear on a piece of paper. Have them draw the creature's mouth according to how much they enjoyed the story:

A smiley mouth = I loved it!

A straight mouth = It was OK.

A sad, turned down mouth = I didn't like it. ...

» Then, the children share their fear creatures with their partners, justifying why they drew the mouth that way.

AND/OR

Activity 2:

» Prepare images of different fears that:

1. protect us (e.g. standing on the top of a high cliff; crossing the road; walking past a fierce dog)

2. that might inhibit us i.e. stop us from doing something enjoyable (e.g. walking into a classroom of children; a plate of food; a group of children playing a game).

» Using **Openings 2 and 3** share the idea of a fear that protects us and a fear that inhibits us.

» Give small groups of children the images and ask them to divide them into fears that protect and fears that inhibit.

» Share their ideas as a whole class and ask them to justify their reasons and provide sentence stems to help them do this. *This fear protects us because [...high places are dangerous; ...busy roads are dangerous] This fear inhibits us because [...children can be our friends; ...food can be delicious]*

» Reflect together when fear is a friend and when it isn't.

AND/OR

Activity 3: Turning point

» Clarify the meaning of 'a turning point' (i.e. the part of the story where things change for the character). Use the children's own language(s) if necessary.

» Use the think-pair-share strategy and have children think about this then share with a peer.

» As a whole group help them justify their ideas, *I think this is the turning point because...* Use the children's own language(s) if necessary. ...

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: Fear and the arts (Photocopiable C)

- » If possible, give children an opportunity to express their feelings about fear through the arts. This might include any of the following:
 - a) An 'Our fears' exhibition of paintings, sculptures, etc.
 - b) Creating choreography to music which depicts fear
 - c) Non-verbal communication through drama and/or a tableau representing a scene which involves fear
 - d) Writing a poem about a fear

» Steps for writing a diamante poem are presented here. A diamante poem is created by selecting words following a pattern:

1. one noun [the fear]
2. two adjectives [describing what the noun is like]
3. three verbs in the gerund [describing its actions]
4. two adjectives [justifying the fear]
5. one noun [usually the word 'fear']

- » Explain to the children that they will be writing a diamante poem about a fear.
- » This is a model of a diamante poem written by a child in the ICEPELL project. Show this model to the children and help them identify the different words (i.e. noun, adjective, -ing verb)

tarantula
disgusting – loathsome
weaving – crawling – attacking
dangerous – poisonous
fear

...

- » Create a similar diamante poem with another fear together as a class. Have children brainstorm the different words they might use. Suggest they use an online bilingual dictionary to help them find new and interesting words in English.
- » Give each child a copy of the handout (Photocopiable C). Ask them to create a diamante poem of their own about a fear. Remind the children they can use bilingual dictionaries. Monitor to supply vocabulary and spelling if necessary.
- » Have children decorate their poems with drawings and or images.
- » Have them practice reading their poems to each other. If relevant they could also provide feedback to each other. Help them by providing sentence stems like: *I like ... the adjectives you use/... the illustrations you made.*
- » Display their poems around the school, so that others can see and read them.

AND/OR

Activity 2: A fear scale

- » If you haven't already, prepare a visual fear scale i.e.,
 - 1: 'comfortable with' (green)
 - 2: 'nervous about' (blue)
 - 3: 'anxious about' (yellow)
 - 4: 'afraid of' (orange)
 - 5: 'terrified of' (red)(You could also use emoticons)
- » Explain to the children that they are going to use a fear scale to evaluate how afraid they are of the list of fears they created earlier.
- » Present the fear scale and clarify the different emotions. Use the children's own language(s) if necessary. ...

Story sharing (Stage 4)

- » Return to their list of fears. Elicit how they feel about one or two of these. Provide a model, *I'm [comfortable with] dogs. I'm [afraid/terrified of] spiders. I'm [nervous/anxious about] high places.*
- » Help them recognise that extreme fear (i.e. being terrified of something) is sometimes called a phobia. There are signs of extreme fear that they might have noticed in cartoons and films like a very quick heartbeat, finding it difficult to breath, sweating, shaking uncontrollably and feeling like you will faint. We often laugh at these behaviours when we see them in a cartoon or on a film, but they can happen in real life too.
- » Put the children into pairs or small groups and ask them to talk about where on the scale their fears are. Ask them to list the fears according to the scale.
- » As a whole group ask them to share which fears were placed at the different ends of the scale (i.e. fears the children are comfortable with and fears they are terrified of).
- » Notice differences and similarities. Ask, *What is most terrifying for the class? What is least terrifying?* (i.e., most children feel comfortable with).
- » If possible, share these discoveries with other groups of children on *eTwinning* or another virtual platform. Look at the similarities and differences.

AND/OR ...



Activity 3: A fear survey

- » Tell the children that they are going to prepare a survey to find out what their school is most afraid of.
- » Explain that they will use a fear scale to find out. Present the fear scale if they have not used it yet. E.g., on a scale of 5 (1 is not at all afraid and 5 is very afraid/terrified).
- » Show an example of what a survey question looks like which uses a scale that increases in strength (e.g. *Google forms*).
- » Use think-pair-share to brainstorm the fears they want to include in their survey. Together agree on a limit of fears (30 is a good number). Suggest they make a bilingual survey, so it can be completed by everyone in their school.
- » During the whole class sharing, you could prepare the survey using a projector, so they can see it being created on the screen. It could be a *Google form* or word document survey which is printed out. Decide together which is most convenient.
- » Ask the children in their school to complete the survey. If necessary, have them help younger children to do this.
- » Have children analyse the information they have collected. Prepare graphs with the results. *What is the school community's greatest fear? What are they least afraid of?* etc.
- » If possible, share these discoveries with other groups of children on *eTwinning* or another virtual platform. Look at the similarities and differences and compare results. ...

Reflect and review

Use the 'Me and my fear and me!' Record Sheet (see Photocopiable A).

What did I do?

- » Help children remember what they did during the *Me and my fear* lessons. Play a *True/False* game referring to the picturebook and the activities in this ICEKit e.g. *The picturebook was about overcoming fear; The girl was afraid of cats; We wrote a diamante poem; We created a happiness survey...*
- » Children hold up a green pencil if a sentence is true or a red pencil if it is false.
- » When the children confirm the sentence is true, write it on the board.

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 three things they learned on their 'Me and my fear and me' record sheet.

How did I learn?

- » Look at the list of activities on the board.
- » Ask the children which activities helped them learn and how. E.g. *Rating my fear helped me remember how to use adjectives. Writing the diamante poem helped me learn new words.*
- » Have the children complete this question in their record sheet.

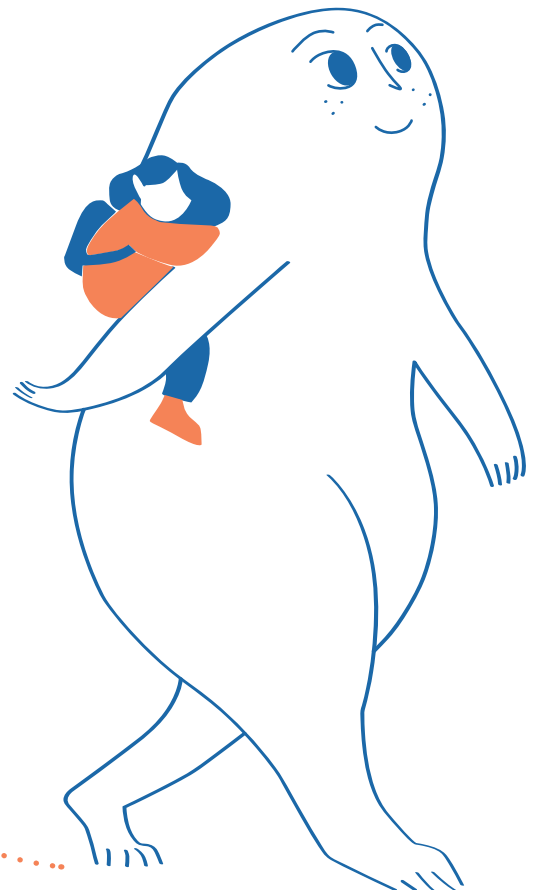
How well did I do?

- » Help children assess their performance during the *Me and my fear* activities and tasks by colouring the creatures.

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. ♦

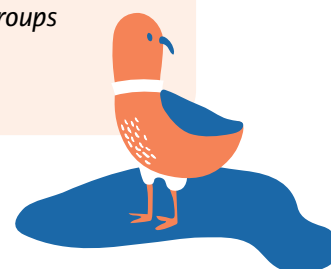


Taking Action Cycle

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.



Coping with our fears

Activity 1: Discover

- » During the *Me and my fear* activities children may have discovered what the children in their class fear, or what children in their school fear. If they have not done this, it would be very useful to find out this information before starting this part of the ICEKit.
- » Once children know what the most common fears are in their class or school, they can think about how to help each other overcome some of their fears.
- » Remind children of the fears they have discovered in their class or school.
- » Brainstorm with the children, strategies to cope with their fears e.g. *identify the fear; share the fear with someone; breathe deeply; count to ten; read a book about the fear; draw a picture about the fear; sing a song, find a friend.*
- » Look at the list of common fears and divide the children into small groups. Have them think of which of the strategies is more useful for a particular fear.
*If you are afraid of [spiders, getting lost, water...]
it's helpful to [breathe deeply; find a friend...]*

Activity 2: Share

- » Prepare the children to share their ideas with another group of children on the *TwinSpace* or similar shared platform
- » Have each country share their ideas. Give each other feedback e.g. *That's an interesting strategy. I like that strategy.*

Activity 3: Co-Create

- » Decide together how these *Coping with our fears* strategies might be shared with their school community.
- » They might create a flyer, a poster, a booklet, prepare a short play, set up a help desk in the playground...
- » Brainstorm the language they will need: *What are you afraid of? Do you need help? If you are afraid of..., why don't you try...*
- » Decide how best to share their *Coping with our fears* strategies. If it is a poster, where should it be displayed so everyone can see it? If it is a flyer/booklet, when do they give it out? If it is a play, where and when will they perform it? If it is a help desk, who will be responsible for it and when? ...

Taking Action Cycle (Activity 3)

- » Also, how can they get feedback on their ideas? How can they find out if their ideas were helpful? Can they ask? Provide language support: *How useful is our idea? Did our idea help you?*

Activity 4: Take Action

- » Follow their plan and take their *Coping with our fears* strategies idea into the school community.
- » Collect feedback of the plan in action.
 1. Take photos of the children interacting with the school community.
 2. Make notes of the children's comments and feedback to each other.

Activity 5: Share

- » Share the photographs, comments, feedback and other reactions from their school community in the *TwinSpace* / similar shared space.
- » Ask the children to look at what the other groups / countries did and say what they like about them.
- » Close the sharing stage by summarising all the community actions which took place.

Activity 6: Reflect and review

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

Reflect and Review A: What do I think?

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

I loved it! = sit on the table

It was OK. = sit on the chair

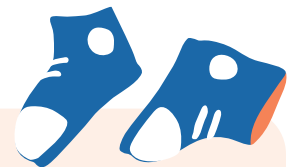
I didn't like it! = go under the table

- » Then, ask the children to say why they liked it or not, and which parts of the activity, in particular.

AND/OR ...

Reflect and review B: Before and after

- » Have children think about the fear(s) they identified at the beginning of the ICEKit activities. *What was the fear? How did they feel about it? How do they feel about that fear now? Which strategy was useful to cope with the fear?* Remind them of the fear scale and how they can use it to describe their fear.
- » Have them write or draw the answers to these questions.
- » Have them share their pictures and or descriptions: *I was afraid of spiders. I feel nervous about spiders now. Taking a deep breathe helped me cope with my fear.* ♦



End-of-kit

Reflect and review

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

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

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

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My Me and my fear Record Sheet

Let's reflect and review!



Name:

Date:

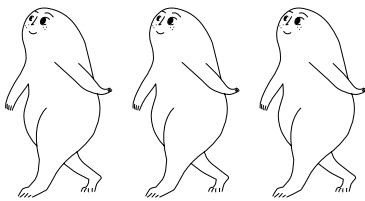
1. What did I learn?

Write or draw three things that you learned in the activities for *Me and my fear*:

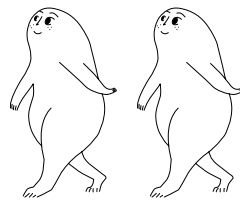
2. How did I learn?

Write or draw what helped you learn how important it is to *Me and my fear*:

3. How well did I do? Colour the fear creatures 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?

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 *Me and my fear* lessons, I learnt:

**To help my friends
and family accept and cope
with their fears, I need to:**

**Taking action to help people cope with their
fears made me feel:**

My diamante poem

Name:

Date:

.....
(noun)

.....
(adjective) (adjective)

.....
(-ing verb) (-ing verb) (-ing verb)

.....
(adjective) (adjective)

.....
(noun)