

ICEKit

#13

Pages

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Same, Same but Different

Jenny Sue Kostecki-Shaw
(Christy Ottaviano Books, 2011)

ICEKit Summary

This ICEKit accompanies the picturebook *Same, Same but Different*, by Jenny Sue Kostecki-Shaw. The title, also used as a refrain throughout the book, is a popular saying in India and Nepal, heard by the author while travelling there. The ICEKit enables children to explore Focal Field 1: Socially responsible behavior—interaction with others and Focal Field 3: Sense of belonging and knowing about or respecting one's own, other and/or heritage cultures.

The activities start by arousing children's curiosity in the story context by reflecting on communication and the concepts of different and similar. Peritextual ponderings involve the dustjacket, the front covers, the endpapers and the dedication page. These visual triggers help children predict the story plot as Elliot, an American

boy, and Kailash, an Indian boy, become picture pals. After reading aloud, the activities enable children to make a personal response to the story by designing their own stamps, a symbol of communication across borders, writing an email to a group of children elsewhere, and finding out and sharing information about their place of birth and languages spoken by family members at home. These responses prepare them for the *eTwinning* Taking Action Cycle where the children co-create a map of their multilingual repertoires. This culminates in children investigating how many languages exist in their school communities and taking action to ensure they become more visible in and around the school.

**Target Learner**

- » Upper primary (age 9 – 12)

**ICE Focal Fields**

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

ICE Outcomes

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

- » relate to and empathise with others
- » identify differences and similarities between themselves and their peers
- » reflect about the importance of knowing one's world
- » explore ways to communicate with people from around the world
- » be aware of stereotypes and find ways to overcome/challenge them
- » consider how to include everyone in the community

Cross-Curricular Outcomes

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

- » raise awareness of diversity and acceptance by exploring the characters' experiences in the picturebook (Citizenship)
- » reflect on the way our own and other cultures are represented and the need to tackle stereotypes (Citizenship)
- » design a stamp (Arts and Crafts)
- » find places on maps (Geography)
- » create multilingual signs (Language and Literacy)
- » present information using graphs (Maths)

Language and Skills Outcomes

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

Grammar & Lexis

- » use lexical sets and chunks to talk about themselves and others (names, family members, pets, transport, favourite classes/subjects)
- » express likes and dislikes, feelings and emotions
- » understand and use adjectives to describe places and experiences

Reading

- » predict the story plot based on peritextual features (the dust jacket, front and back covers)
- » show global understanding by following the first read-aloud and responding to questions
- » show a deeper understanding during the second read-aloud by answering questions
- » express their own emotions when confronted with different cultures or worlds ...

Listening

- » predict the plot by listening to each other's answers about the peritextual features
- » show global understanding by checking their predictions during the first read-aloud
- » show deeper understanding by responding to questions during the second read-aloud
- » infer the characters' feelings and emotions while they find out about each other's worlds based on the teacher's tone of voice and expression

Speaking

- » talk about differences and similarities
- » brainstorm and predict events in the story and share ideas
- » rate their reading experience/the picturebook and give reasons
- » make suggestions about ways to be open and welcoming towards people from different worlds and avoid generalisations/stereotypes
- » describe birth places and home languages
- » interact with other children on *eTwinning* space (or other virtual space)

Writing

- » write an email to a pen-pal
- » writing short descriptions of family birth places and home languages
- » writing multilingual signs for the school

Preparation and materials

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

- » The picturebook

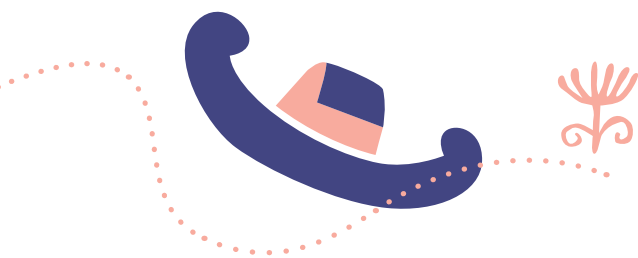
For the tasks and activities, you will need:

- » Tablets/laptop for meeting other students in the *eTwinning* space
- » Mobile phone for recording videos, taking screenshots
- » Stamps (real or images from the Internet)
- » A template for children to design a stamp
- » Craft material
- » A country map, a world map or globe
- » Large sheets of paper
- » Reflect and Review handout (Photocopiable A)
- » Head-Hands-Heart handout (Photocopiable B)
- » 'Where am I from?' handout (Photocopiable C)

Assumptions and Prior Knowledge

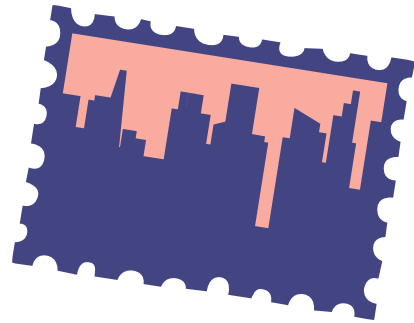
Intercultural Citizenship Education

- » Children are aware of different cultures and lifestyles in the world and within their own communities.
- » Children understand the importance of respecting their own identities inside the group/class.
- » Children have some experience of picturebook read-alouds (e.g. the children can answer questions about pictures and predict what will happen in the story using visual clues). ...



Language and Skills

- » Children can understand the message and plot of the book.
- » Children are able to express their opinions and answer questions in English and/or their own language(s).
- » Children are able to recognise and use lexical sets related to buildings, school subjects, family members, pets and transports. ♦



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

» Asking and answering questions: *Have you got...? Yes, I have / No, I haven't. Do you like...? Yes, I do / No, I don't.*

» Making predictions: *I think they will...*

» Clarifying the concept of world: *In my/our world there is/are...*

» Describing local places: *In our [town/city/village] there is/are [monuments, parks, rivers, beaches... etc].*

» Describing stamps: *I drew a [...] because [...] I like [...]; I can...; My favourite [...] is [...]; I drew [...], because they/it is/are very famous in [...]* etc.

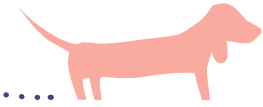
» Categorizing and describing animals: *A goldfish is a pet. Goats and sheep are farm animals.*

» Identifying means of transport: *How do you come to school? By [bus, car, taxi, train, cart-bus, bike]; on foot.*

» Talking about school subjects: *I have [...] but I don't have [...]. I like...but I don't like [...] My favourite subject is [...].*

» Expressing feelings and emotions: *I feel happy/sad/quiet/curious/bored/scared/afraid/ tired/excited/nervous. After the book reading I felt ...; I feel... when I meet new people/ find about other worlds.*

» Talking about birth places and languages: *I was born in [town + country]; I speak [language(s)]. My [mum, dad, brother, sister, granddad, grandma, aunt, uncle, cousin] was born in... They speak [language(s)].*



Picturebook summary

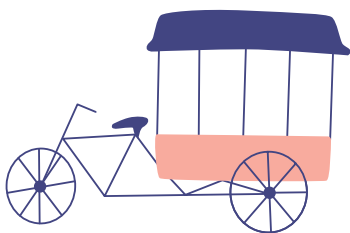
Story

Same, Same but Different enables children to explore the differences and similarities between the worlds of two young boys who live in distant countries but become friends.

Kailash, an Indian boy, and Elliot, an American boy, become pen/picture-pals. By exchanging pictures and letters, they learn more and more about each other and find out that their worlds might look different, but are, in fact, similar: they both love to climb trees, live with their families, have pets, go to school by bus, learn their own alphabet and greet their friends. This picturebook not only gives children the chance to relate to and empathise with others, but it also helps them to reflect on themselves and their ways of living.

Same, Same but Different has won several awards, including the *Ezra Jack Keats Book Award 2012*, *New Illustrator and New Author Honor*, the *Frostburg State University CLC 2012* and the *South Asia Book Award 2012*.

Even though the picturebook is about celebrating what unites us in our differences, it also provides an opportunity to challenge deep-rooted cultural stereotypes. By doing this, children learn about stereotypes and start challenging prejudices and learn to appreciate and accept others. The accessible text introduces the idea of traditional ways of communication and demonstrates how small our world can be.



Beyond Words

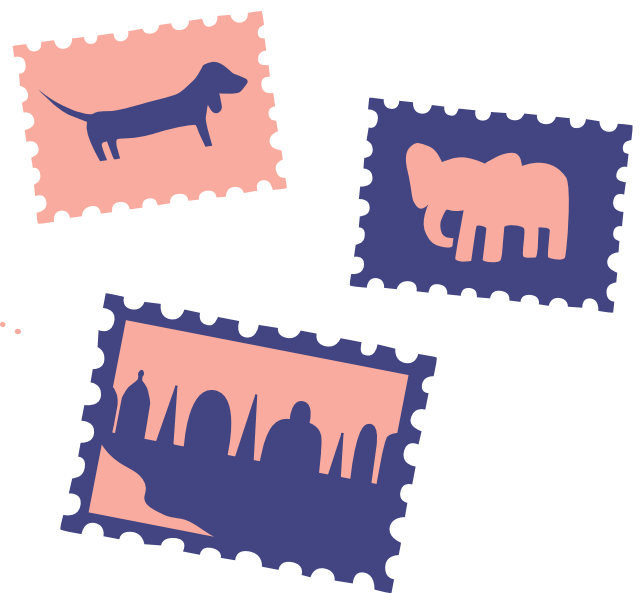
The whole picturebook provides cultural details about the two countries. The illustrations enable children to get more information about other worlds. From the dust jacket (different from the front cover), which portrays the similarities and differences between these two worlds, to the stamps with symbols from both countries, and the illustrations, everything provides clues about the two worlds. However, some of the ideas conveyed might generate stereotypical perspectives, so it is important to encourage a critical stance towards comparisons between an urban life and a rural one, and the diverse realities of individuals in all countries.

Since it all started in an art class, it is quite natural that the illustrations portray the balance/harmony between the text and illustrations. The text fits perfectly into the illustrations: as can be seen in its shape, size or colour. Even the typography contributes to the visual impact of certain words, e.g. adjectives such as 'giant' and 'tall' are written in larger fonts to emphasise what they are describing.

The detailed, rich, warm, relateable illustrations not only convey the idea that these two children are happy about their worlds, but also give a positive impression about the two different cultures. Pictures are pastel coloured and the Indian / Nepalese popular saying "Same, same, but different" appears in practically every opening.

The main characters are drawn with faces bigger than their bodies and they are always expressing positive feelings or attitudes (happiness, curiosity...). The front and back endpapers are covered in stamps representing the two countries: the USA and India. The illustrations are detailed and often bleed to the edge of the pages, drawing the reader into the children's worlds. Often Elliot is illustrated on the verso page and Kailash on the recto page, which emphasises the sameness of their worlds, but also provides opportunities to see just how different they are. The gutter is a kind of boundary, separating them. In some openings, a whole double spread is devoted to Kailash or Elliot, and in the final opening they are shown together, facing each other in a large oval, representing the world – breaking boundaries between their two worlds.

The illustrations help children investigate differences between ways of living (e.g. *buildings, families, public transport, etc.*), thus raising their awareness of these cultural symbols. Children should be encouraged to question these representations, leading to a more informed understanding of nuances, individual differences and intercultural exploration of stereotypes. ♦



Story sharing

Stage 1: Setting the story context

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

Activity 1: Communication then and now

- » Ask the children how we communicate with other people nowadays. Elicit different ways to communicate (e.g. email, *Skype*, *WhatsApp*, videocalls).
- » Ask the children if they know how their parents used to communicate with other people when they were younger. Elicit older forms of communication (e.g. telegrams and letter writing). You could bring in some letters with stamps for them to look at.
- » Ask the children what the stamps are for, what they represent, and if they have seen any stamps. If so where and what did they look like.
- » Divide the class into trios, give each trio a set of real stamps or stamp images downloaded from the Internet (from their own contexts).
- » Ask the children to look at the stamps closely. Ask them to think about the following questions: *What can they see?* Have them consider whether they are historical or contemporary figures, objects, events or celebrations, animals or plants, geographical features, flags or other symbols.

OR ...



Activity 2: Exploring the idea of 'different' and 'similar'

- » Ask the children what they would do if they met another child. What questions might they ask them. Collate their ideas on the board (e.g. *What's your name? How old are you? When's your birthday? Where are you from? What do you like doing? Have you got a pet? Have you got any brothers and sisters? Where do you live? What's your favourite food?*).
- » Set up an imaginary dialogue between two children – you could use puppets or pictures. Have the class ask them questions. Provide a range of answers which are either similar or different, e.g.

Question: *Where are you from?*

Child 1: I'm from Syria.

Child 2: I'm from Ukraine.

These are differences.

Question: *What's your favourite food?*

Child 1: I like chocolate ice-cream.

Child 2: I like strawberry ice-cream.

These are similarities. Not exactly the same, but almost!

- » Explain that in pairs, they are going to ask each other questions to discover at least two similarities and one difference.
- » Ask children to stop when they find two similar things and one difference between them. Set a time limit.
- » As a whole class, ask the children to share the information: *Karim is 9 and I'm 9, too. We are Italian. I have got a brother. He's got a brother and a sister. I like football. He likes drawing.*
- » Emphasise that even though they are all children in the same class in the same country, they are all different. ...

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 dust jacket

- » Show the children the front of the dust jacket. Read the title out loud and ask, *What can you see?*
- » Turn the dust jacket around so Kailash is now on the top.
- » Ask, *Where do you think these boys live? What makes you think that?*
- » Point to the Award, read out the name, *Ezra Jack Keats Book Award*. Comment on the importance of winning awards and explain (using the children's language(s) if necessary) that this award recognises new writers and illustrators whose books reflect diversity.
- » Show the back of the dust jacket. Read, *Dear Kailash... Dear Elliot...* and point to the post boxes. Elicit what the boys are doing and ask the children to predict what the story might be about.
- » Write their ideas on the board.
- » The bar code is a stamp, which can be noticed later during other read-alouds, linked to the endpapers.
- » Remove the dust jacket and ponder the different illustrations underneath. Notice that the boys are reading the same book that the children are going to read.

Peritextual ponderings 2: the dustjacket flaps

- » Read aloud the blurb on the front flap of the dustjacket to find out how close their predictions are to the plot. ...

- » Concept check using the children's language(s) for 'pen pal'. *Why is it a 'pen pal'?*
- » Have they ever had a pen pal or an e-pal? If yes, ask about where the corresponding child lived and what they discovered about them.
- » Read aloud the information about Jenny Sue Kosteckti-Shaw on the back flap. Use the children's language(s) if necessary. Ensure they have understood that this book is based on a real experience between children in Nepal and the US.
- » Consider finding Nepal on the globe, then India and the US, as well as their own country/countries. Ask children how they think the letters might have travelled between the two countries.

Peritextual ponderings 3: the endpapers

- » Show the **front endpapers**. These could be projected using a visualiser or in a *PowerPoint*. Use the following guided prompt questions:
 1. *What can you see in the stamps?*
 2. *What animals can you see? What famous people? What other objects, monuments, festivities or activities can you see?*
- » Notice together that the US stamps are on the verso and the Indian ones on the recto. There is a matching thematic image from each country (e.g. *two flag stamps, two historical personality stamps, two birds stamps, etc.*)
- » Children may refer to the stickers 'AIR MAIL', 'FIRST CLASS', etc. elicit why the letters need to go by air.

Peritextual ponderings 3: title page and dedication

- » Read out the title again and comment on the illustration, which is the same as on the book cover.
- » Point to the dedication which is written inside an illustration of a building. Say, *Look, this book is dedicated to Sunshine school! That's the school where Jenny Sue Kosteckti-Shaw got her idea! ...*

Stage 3: While reading aloud

The first read-aloud

- » Use your picturebook sharing routine to set up the first read-aloud.
- » Make sure the children can all see the openings and that you can make eye contact.

Opening 1:

- » Show the children and ask: *Whose world is this?* [Elliot's]. *Why do you say this?*
- » Point to the board and read *Picture pals*. Ponder with the children if this is what Elliot is doing, painting a picture to send to Kailash. Then read the recto page.
- » Point to the stamp in the top corner of Elliot's picture. Say, *Look there's a stamp, it's got a butterfly on it.*

Opening 2:

- » Show the children and ask: *Whose world is this? Why do you say this?*
- » Then read the recto page. Ask, *What can you see in Kailash's world?* Rephrase the children's comments into English when relevant.
- » Point to the stamp (if the children haven't noticed it). Say, *Look there's another stamp, it's got an elephant on it.*
- » Ask, *What do you think Elliot will say in answer to Kailash's question?* [P.S. Who are you?] *What information will they share with each other?* Write their ideas on the board.
- » Continue the read-aloud.
- » Ask questions about the illustrations and pause at key points to involve the children fully.
- » Refer the children's predications when relevant.

The second read-aloud

- » As you read the book, relate each double spread to the children's own lives, for example:

Opening 4: *Do you have a big family?*

Opening 5 and 6: *Do you have any animals?* Refer to the difference between farm animals and pets.

Opening 7 and 8: *Do you live in a big city, small town or in the countryside?*

Opening 10: *How do you go/get to school?*

Opening 11: *Which alphabet do we use at school? Do you know any other alphabets? (Roman, Cyrillic, Greek, Arabic, Sign Language, Kanji, or logograms) Do you ever use them? Who do you know who uses them?*

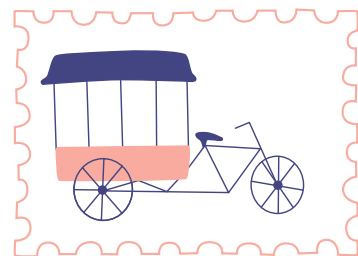
Opening 12: *What is your favourite class?*

Opening 13: *How do you greet your friends?*

Opening 14: *Do you have friends in different countries? How did you meet them?*

Opening 16: Notice with the children that Elliot's world is all over Kailash's wall, and vice-versa. Ask, *Are there many differences in these two boys' lives. Are there more differences or similarities? Do the differences stop the boys being friends?*

Opening 17: Read the words, *Different, different but the same!* Ask, *what's different?* Why do they think the author has changed the order of the words 'different' and 'same'? Use the children's language(s) if necessary. ...



Reflect and review

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

Activity 1: My stamp rating

» Ask the children to draw and colour stamps, as follows:

3 stamps: I liked the story very much.

2 stamps: I liked the story.

1 stamp: I didn't like the story much.

» Ask the children to share their rating with their classmates and explain why they liked or didn't like the story.

OR

Activity 2: My favourite part of the book

» Ask the children to select their favorite scene/opening and ask them to explain why. Provide language support, *This is my favorite part because...*

OR

Activity 3: Why I want a picture-pal / pen-pal / e-pal

» Use think -pair-share: Ask, *Would you like to have a pen pal in another country? Why?*

» Share their ideas as a whole class.

OR ...

Activity 4: Being more aware

» If the class, or the school, has American or Indian students, or if they have relatives living in these countries, or if there are children who have visited these countries, encourage them to comment on the representations in the picturebook. Use the children's language(s) if necessary.

1. Do all American children have a tree house?

2. Do all Indian children love to climb trees?

3. Do Indian children always wear sandals?

4. Do all Indian families have cows, sheep and goats?

5. Are all cows in India adorned?

6. Do all Indian families live in rural areas?

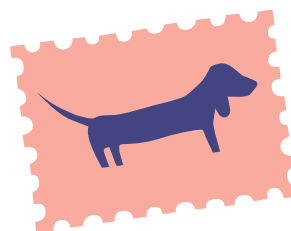
7. Do all American children live in cities?

8. Do all American children go to school by bus?

9. Do all Indian children go to school by cart-bus or camel-pulled cart?

10. Does a typical Indian or North American family exist?

» If you don't have anyone to ask, have the children reflect on these questions about their own country, community or family. Refer to typical food, families, where they live, and anything that is easily recognised as stereotypically associated with their country, region or community. ...



Stage 4: After reading aloud

Choose **one** of these activities according to class interests, resources and time. Use their languages, as necessary. **Optional:** the children could also do this activity via eTwinning with partners in other countries to enrich the intercultural exchange.

Activity 1: Designing a stamp

- » Look at the endpapers together and remind the children of what can be on a stamp. Bring in a collection of national stamps.
- » Tell the children that they are going to design a stamp. Brainstorm what they might draw on their stamp related to their lives, the school, community, their local or national community e.g. something personal, something that represents a historical object, event or celebration, animals or plants, sports, favourite activities, geographical features, flags or other symbols.
- » Give each child a stamp template
- » Ask the children to share their stamps with the class and explain why they chose that object, person or event. Provide language support. E.g. *I drew a [...] because... I like...; I can...; My favourite... is...; I drew [...], because it/they is/are very famous in... etc.*

OR

Activity 2: Writing an email to epals

- » Suggest that children write an email to the partner school or another group of children elsewhere.
- » Ask the children to write an email (*see letter template) to pen-pals as a whole class activity, to send to the children in one of the partner countries. They can send photos of their stamp designs too.

...

Dear Pen Pals,

We are [nationality] students. We live in [country].

We are in grade [...] and we study in [place]. We usually come to school by [means of transport].

We'd like to be your Pen Pals and tell you about our world.

In our [town/city/village] there is/are [monuments etc].

Our favourite classroom activities are [examples of classroom activities].

In the playground, we like to [examples of playground activities].

And what about you?
Where are you from?

Love from [name of class]

- » Once they have received their emails in response, arrange a virtual meeting through eTwinning or another virtual platform.

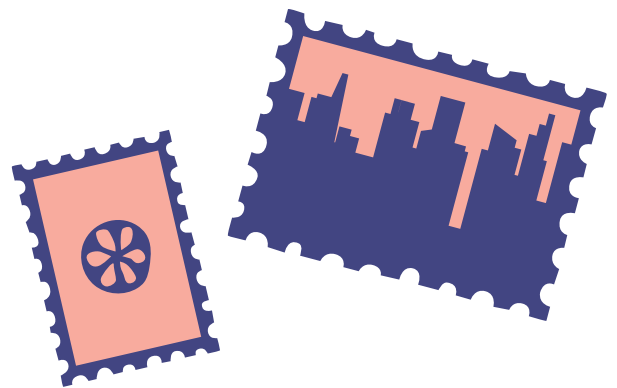
Prepare questions about the information they received so they can find out more about each other.

OR ...

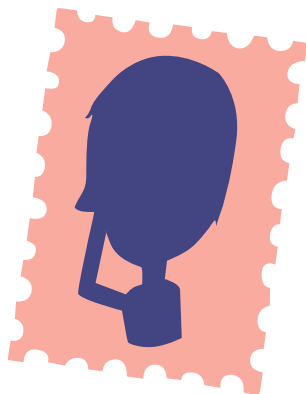
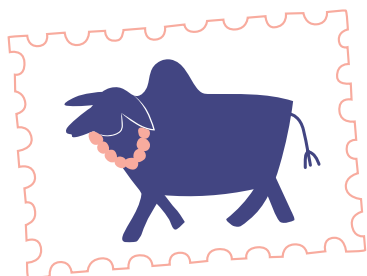
Activity 3: Where are we from?

- » Help the children to find out more about themselves and their families and realise that they are all ‘different, different but the same’, even though they all learn together in the same class at school.
- » You could use yourself as a model (e.g. *Were you born elsewhere? Have parents from elsewhere? Speak different languages at home?* etc.) or invent a child character and introduce them to the children. You could bring photographs as well, either your own or taken from the Internet. Select a family which shows diversity which is relevant to your context. An example might be: *Hello my name is Sauda. I was born in Lisbon, Portugal. I speak Portuguese and English and a little Swahili. My mum was born in Maputo, Mozambique she speaks Portuguese and Swahili.* In this example there is a single-parent family. If it is relevant to your class and context, you can use a different family structure.
- » Give each child the ‘Where am I from?’ Handout (Photocopiable C). Explain to the children that they need to discover similar information about their families, or the whoever looks after them.
- » Remind children that everyone is different, not everyone has a mum and a dad, not everyone has a brother or a sister. So, they should try to collect the information from their those who look after them. They start with their name and information, then four other people can be added. ...

- » If necessary, use their language(s) to clarify the headings in the table they should complete (i.e. ‘Name (relationship)’, ‘Place of birth’ and ‘Languages spoken’). Explain that they can draw a picture or stick a photograph of the people they interviewed.
- » Prepare a map of the country your school is in, and another of the world and display. The country map should be big enough to place a small sticker representing each child in your class. Prepare at least 3 small stickers with a number representing each child.
- » Once the information has been collected, ask the children to present what they have discovered. Remind them of the model you provided. *Hello my name is [...] I was born in [city], [country] I speak [...] and [...]. My [...] was born in [city], [country]. [They] speak [...]*
- » Once they have presented their information, have children place their sticker(s) in the different places on the maps to represent where they and their family/ carers are from. Moving from the national map to the world map if necessary. Have them write their number on their ‘Where am I from?’ handout.
- » Once the maps are ready, ponder the different places the children come from, noticing small local villages and far away cities etc. ...



- » You could tally the countries represented and languages spoken on the board and prepare graphs with the children to represent the information.
How many children were born/have family who were born in different parts of the world? Which places/countries are most common? How many children/family members speak other languages? Which languages are most common?
- » Prepare a display with the maps and the children's handouts, and the graphs if relevant.
- » This information could be shared with the children in the partner schools on *eTwinning* or another virtual platform. Have the children look at the information about the other school and find similarities and differences.



Reflect and review

Use the 'Same, same, but different and me!' Record Sheet (see Photocopiable A).

What did I do?

- » Help children think about what they did during the *Same, same, but different* activities. Play the 'Kailash and Elliot Say Game' referring to the different activities in this ICEKit so far e.g.; *Kailash and Elliot say we designed a stamp; Kailash and Elliot say the picturebook was about two boys in America.*
- » Children should respond by standing up if it is true or remain seated if it is false.

What did I learn?

- » Set up a think-pair-share activity to support 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 *Same, same, but different* Record Sheet.

How did I learn?

- » Ask the children to think about the way they learned. How did they discover they are different, different, but the same? They can write or draw a picture.

How well did I do?

- » Help children assess their performance during the *Same, same, but different* activities and tasks by colouring the stamps.

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 diverse schools

Activity 1: Discover

» If the children have completed the 'Where are we from?' activity, ask them to recall what they discovered about their classmates. If they have not done this, they should do it now.

» Ask the children what they know about the other children in their school? *Where are they from? What languages do they speak? How do you know if children at school come from different places/speak different languages?*

» Suggest that the whole school could be put on their maps! They could help everyone see that there is lots of diversity in their school and celebrate this. Ask them how they could collect the information to show this? Brainstorm their ideas.

» Here are two possibilities:

a) A 'We are diverse' map and 'Hello!' poster. Placing a world map in the school entrance hall, with stickers for children to place on the map to show where they are from, with a multilingual 'Hello!' poster, where children (and their families) write 'Hello!' in their language(s).

b) Designing multilingual signs for the school, using all the languages in the school. These could include a large 'Welcome!' sign, but also door signs (e.g. School Office, Washrooms, Library ...), or informational signs (e.g. *Put litter in the bin! Save water! etc*)

» Help the children to think about planning and putting their ideas into action. *What resources will they need? How long will it take? How easy will it be?*

» Select the idea they like the best and share it on the *TwinSpace* (or other virtual space). Help them describe the idea: *We want to [name of activity]. We will need [resources] It will take [length of time]. We think it will be [easy, quite easy/difficult, difficult].*

» Read and or listen to the other class's ideas. Think about what they like about the ideas. Then, they think of things to add using two stars and a wish: *Two stars = two things the children loved about the idea and a wish = something that they can add.*

» Prepare to share this feedback with language support for giving feedback, *We really loved XYZ and XYZ. / We think you could add XYZ. ...*

Activity 2: Share

- » Set up a synchronous meeting with the other class of children.
- » At the synchronous meeting, share the feedback and listen to what the other class has to say about their idea.
- » Have them decide which idea they want to put into action.
- » Have them think how they might collect feedback from everyone e.g. through interviews, photographs, surveys, etc.

Activity 3: Co-Create

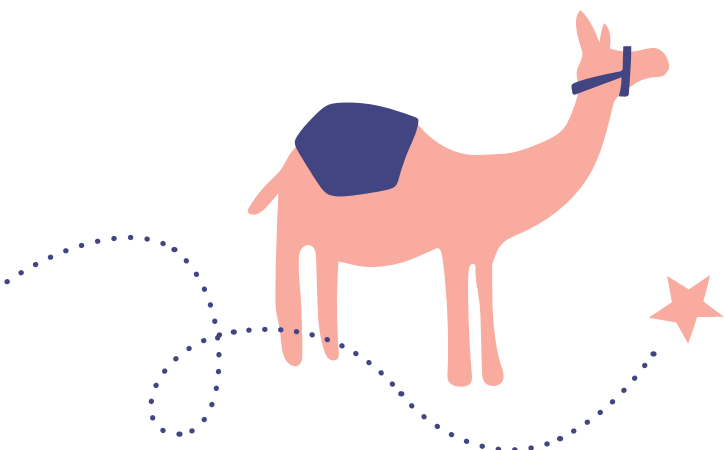
- » In another synchronous meeting, set a task for them to prepare to collect the feedback. *What questions do they want to ask? Who do they want to ask? How will they ask?*
- » Agree on a set of questions. The feedback will be collected in the language of schooling, so each group will need to translate their agreed ideas.

Activity 4: Take Action

- » Have the children put their plan into action in their schools.
- » Collect the information to make the multilingual signs and decide where to put them. Or prepare the world map for school mates to contribute to.
- » Prepare feedback tools (e.g. translate the feedback questions; decide who will ask who, etc.).
- » Decide when to start. Consider how they will tell the school community about their plan, invite them to contribute to the map, read the multilingual signs etc.
- » Put everything they have planned into action.
- » Take photos during the activity.
- » Collect the feedback.
- » Collate the feedback and decide with the children how they want to share this with the other class on *eTwinning* (or other virtual platform).

Activity 5: Share

- » Share the photos and feedback in the *TwinSpace* (or on the classroom wall).
- » Ask children from the partner school(s) (or other school classes) to read the comments, interviews and reactions and comment on the similarities and differences and what they like most and why.
- » Use the children's languages to support understanding and recast, as necessary. ...



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:

» Ask the children to colour in a circle which represents the world, to reflect how they felt about working with children in partner countries in eTwinning or with children from other school classes:

Green world = I loved it!

Orange world = It was okay.

Purple world = I didn't like it.

» Then, ask the children to share their coloured worlds with a partner and say why they liked or didn't like communicating with others.

OR

Reflect and review B:

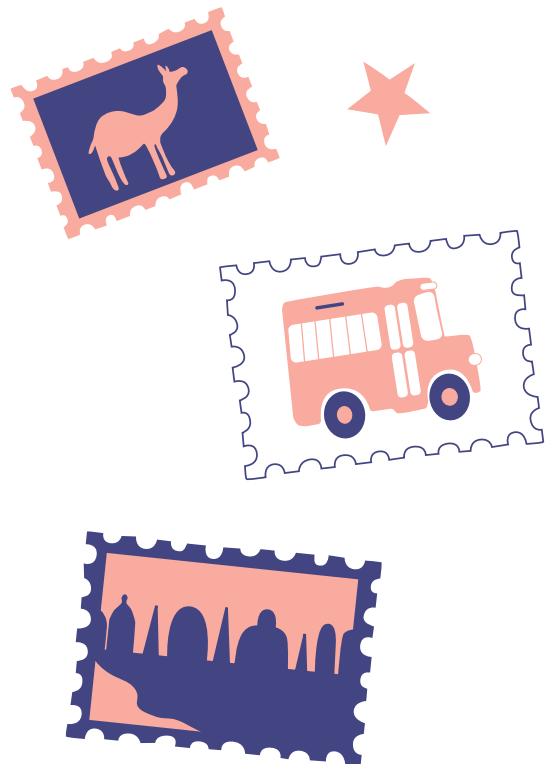
- » For this activity, it is probably easier and more practical if the children use their own language(s).
- » Using think-pair-share, ask the children to think of two things they discovered from this taking action activity which surprised them – in a positive or negative way – and how it made them feel.
- » Have them explain their surprises to their partner and explain how they made them feel. Are their surprises the same or different? Do they feel the same about their surprises?
- » Have them share their surprises and feelings as a whole group.
- » Categorise the surprises and help children reflect on what show us about diversity in their school. ♦

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.

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My Same, Same but Different Record Sheet

Let's reflect and review!



Name:

Date:

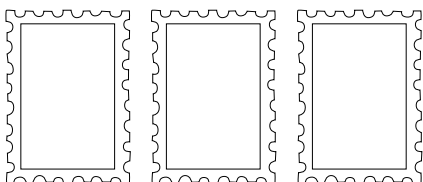
1. What did I learn?

Write or draw three things that you learned in the *Same, Same but Different* activities:

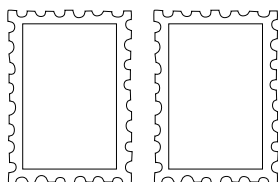
2. How did I learn?

Write or draw what helped you learn that you are “different, different, but the same” as the others:

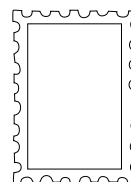
3. How well did I do? Colour the stamps to show how well you did.



I did very well during the lessons!



I did well during the lessons!



I need to work harder during lessons!

4. What actions do I need to take with my friends?

Talk to your group and decide on your top action, then finish the sentence.

We need to...

My Head - Heart - Hands reflection



During the *Same, Same but Different* lessons, I learnt:

To include everyone in our school/community, we need to:

Learning about different worlds made me feel:

My name is:

Where am I from?



Name:

Date:

Name and relationship (e.g. mum, brother, aunt)	Place of birth (e.g. city and country)	Languages spoken

Draw a picture, or stick a photograph, of the people you have spoken to:



I am number on the map.