

ICEKit

#16

Pages

1 / 14

## Hug me

Simona Ciralo  
(Flying Eye Books, 2014)

### ICEKit Summary

This ICEKit accompanies the picturebook *Hug me* by Simona Ciralo (Flying Eye Books, 2014) and enables children to explore Focal Field 1: responsible interaction with others and Focal Field 3: a sense of belonging for those who are different. The activities guide the children into the story by talking about similarities and differences in physical appearance, as well as individual needs. The activities aim to help the children review emotions and feelings lexis as well as learn about cacti and their habitats. The peritextual ponderings focus on questions about the illustrations of the characters and set the scene for the first read aloud. The second

read-aloud enables the children to engage in the story, identify with the main character and discuss the picturebook's message. After the read-aloud stage, the activities focus on creating a multilingual emotions dictionary, writing and dramatising a script based on some of the picturebook scenes and preparing *Proud to be me!* descriptions. The ICEKit culminates in the *eTwinning* Taking Action Cycle, where children co-create 'You are unique and special' statements and/or slogans which are either displayed around the school or given to other children to promote respect for difference and social harmony.

**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 and empathise with others
- » treat others with fairness, mutual respect and trust
- » find reflections of themselves and their ways of living
- » deepen their understanding of themselves (identity) and develop their self-esteem

## Cross-Curricular Outcomes

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

- » raise awareness of diversity and individuality via the picturebook illustrations and activities (Citizenship)
- » discover different types of cacti and their habitats (Science)
- » design a bilingual dictionary (Literacy)
- » write and dramatise a script (Literacy and Drama)
- » design and make bracelets or posters (Arts and Crafts)

## Language and Skills Outcomes

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

**Grammar & Lexis**

- » understand and use verbs of perception to convey perspective: *think, hope, wish*
- » understand and use personality adjectives: *nice, friendly, rude, wise, sweet, lively, bubbly, calm*

**Reading**

- » predict the plot based on peritextual features
- » show global understanding by following the first read-aloud and responding to questions
- » show detailed understanding during the second read-aloud by answering questions
- » infer the emotions and feelings of the characters in pivotal moments in the story

**Listening**

- » show global understanding by checking ideas 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 ...

## Speaking

- » brainstorm and share ideas
- » respond personally by using cacti ratings and share reasons for rating
- » present scripted scenes to others
- » give opinions on ways to help children feel proud of who they are
- » present ideas to other classes and/or schools in the *TwinSpace*

## Writing

- » write emotion words in a multilingual dictionary
- » complete speech bubbles for characters' imaginary voices
- » write personal descriptions of themselves
- » write 'You are unique and special' messages and/or slogans

# Preparation and materials

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

- » A copy of the picturebook

### For the tasks and activities, you will need:

- » Cacti plants (realia and/or photos or videos) showing different types of cacti and their ecosystems
- » Flashcards with different emotions in words and/or with an image (e.g. *sad, happy, angry, scared, surprised, lonely, hopeful, uncomfortable, miserable, wonderful*)
- » Images of the picturebook endpapers on a *PowerPoint* slide
- » Black and white outlines of Openings 5, 6 and 7
- » Art and craft material
- » Sticky notes or mini whiteboards & board markers
- » Reflect and Review handout (Photocopiable A)
- » Head-Hands-Heart handout (Photocopiable B)

# Assumptions and Prior Knowledge

## Intercultural Citizenship Education

- » Children can recognise that the story characters have diverse backgrounds but similar expectations.
- » Children can notice how the colours and font (sizes, styles) reflect the main character's cycle of emotions to understand the story.

## 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 are able to identify and use emotion words.
- » Children are able to use adjectives to describe themselves and say what they like doing. ♦





## 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 Felipe will... Maybe Felipe will...*

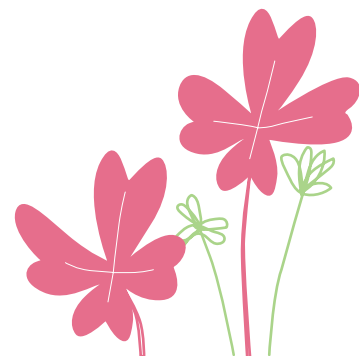
» Identify and describe appearances: *I am...*

*They are... [tall, short...]; I have got...; They have got... [glasses, freckles, dark eyes/hair]; I like ... They like [verb+ing].*

» Describing main character's feelings and emotions: *Felipe feels [sad, happy, angry, scared, surprised, lonely, hopeful, uncomfortable, miserable, wonderful]*

» Reflecting on the character's perspective using verbs of perception: *I think/Felipe thinks, I wish/Felipe wishes, I hope/Felipe hopes*

» Using because to give reasons for a view: *You are unique and special because... [you are...; you can...; you have...]*



## Picturebook summary

### Story

*Hug me* by Simona Ciralo is about a small cactus called Felipe who needs a big hug. Unfortunately, his family sees emotional expression as a sign of weakness. So, Felipe goes on a journey in search of a new family who can help him. His need for a hug symbolises his deep personal emotions such as the feeling of not being understood. Thus, this story of a small cactus celebrates individuality and gentleness and encourages free will to find one's place in society.

There is an excellent description of the picturebook on Marginalian [[shorturl.at/guzYZ](https://shorturl.at/guzYZ)];

Also, it was featured by PEPELT [[shorturl.at/fhxCl](https://shorturl.at/fhxCl)]

### Beyond Words

Simona Ciralo's illustrations resemble the use of water colour washes and crayons. She often places Felipe the Cactus alone against a cream background, which highlights his isolation. To a large extent, the illustrations synchronise with the words, so they support the children in following the storyline. But they also expand on what the words tell us and leave gaps for the children to fill, often with a humorous result. There is some interesting detail in the different characters Ciralo portrays, and they provide a visual representation of diversity and individuality. ♦

# Story sharing

## Stage 1: Setting the story context

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

### Activity 1: Comparing cacti

- » Show pictures and photographs of different looking cacti plants, (e.g. *short ones, large ones, tall ones, thin ones, round-shaped, heart-shaped, etc.*). Explain that in English the plural of cactus is cacti. Use the children's own language(s) if necessary.
- » Elicit what these plants are called and what makes them different from many other plants (e.g. *They don't need much water; They usually have prickles; They are often found in the desert, etc.*)
- » Ask children to compare the cacti in the photos, find differences and similarities between them, *How are they the same? How are they different?*
- » Consider playing some music or sounds associated with the desert (e.g. *the soundtrack for the film 'The English Patient'*)

OR ...

### Activity 2: Emotion memory

- » Play a round of living 'emotion' memory with children being the 'memory cards'.
- » Prepare five pairs of emotion word cards (e.g. *sad, worried, happy, angry, annoyed*). Select ten children, give them a card each. Have them keep it a secret. Place them in a row in front of the class.
- » Invite the remaining children to ask them how they feel. In response they should respond and mime the emotion on their cards

**Child 1:** *Mohamed? How do you feel?*

**Mohamed:** *I feel lonely.*

**Child 2:** *Sirikarn? How do you feel?*

**Sirikarn:** *I feel happy.*

- » If they both feel the same, they can say, *We feel [emotion]*, and sit down. If they both feel different, they remain in front of the class, until someone can match them. ...

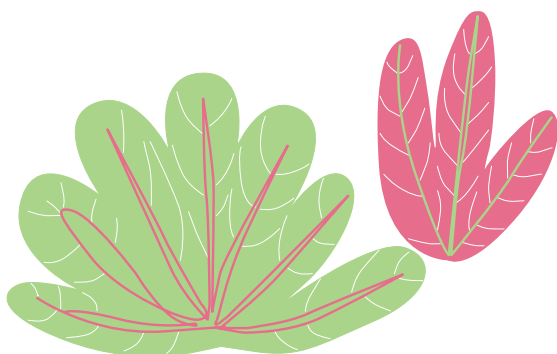


## Stage 2: Before reading aloud

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

### Peritextual ponderings 1: the front and back covers

- » Show the front cover, read out the title, and point to the author and illustrator's names and share these. Now ask: *What can you see?*
- » Ask, *How does this cactus feel?* Help the children find fitting vocabulary to describe its emotions.
- » Ask, *Do you think the cactus is a boy or a girl? Why?*
- » If you haven't done the comparing cacti activity, elicit the word *spine*. Use the children's own language(s) if necessary.
- » Ask, *Can you hug a cactus? No because its prickly!* Use the children's own language(s) if necessary.
- » Open the book and show the front and back cover together. Elicit where the cacti might be.



### Peritextual ponderings 2: front endpapers

- » Show the front endpapers. These could be projected using a visualiser or in a *PowerPoint*.
- » Have the children notice and read some of the names on the frames aloud. Now ask:
  1. *Who are the cacti in the photos?* Refer to the idea of a family tree if necessary and use the children's language(s).
  2. *What type of personality do you think the cacti might have?* Elicit some adjectives e.g. *nice, friendly, rude, wise, sweet, lively, bubbly, calm, etc.*
  3. *Do the cacti like each other? What makes you think this?*
  4. *What about your relatives? Do you all look alike? Do you have the same personality?*

### Peritextual ponderings 3: the title page

- » Show the title page, read the title and point at the name plate next to the image of the cactus. Read it out and wonder with the children, *Maybe that's his name? ...*

## Stage 3: While reading aloud

### The first read-aloud

- » Use your picturebook sharing routine to set up the read-aloud.
- » Make sure the children can all see the whole picturebook and that you can make eye contact.
- » Remind the children to look for changes on Felipe's face.
- » Refer to the children's ideas from Stages 1 and 2. Confirm the cactus is called Felipe.
- » Emphasise and clarify key points throughout the story to keep children engaged.
- » Elicit their predictions and refer to the characters' feelings on the different spreads.

### The second read-aloud

- » Re-read the picturebook and have the children follow you, looking closely at the illustrations. Use the children's own language(s) when necessary.

#### Opening 1:

- » *Look closely at the cacti in the illustration, do they all look alike? How do they look different?* (facial expressions, colours, and shapes)

#### Openings 2 to 4:

- » *Why was Felipe taught to keep still?*
- » *What are the 'wrong things' his family is worried about? What is important to Felipe and to you?*
- » *How would you feel if nobody ever gave you a hug?*

#### Opening 5 and 6:

- » *How does Felipe's emotion change?*
- » *When do you feel surprised or happy?*

#### Opening 7:

- » *How do the colours in the illustration change? How do they make you feel?*
- » *How do you think the cacti feel? How did Felipe feel when he hurt the balloon?*
- » *What would you do? ...*

#### Openings 8 to 10:

- » *What is Felipe trying to do on his journey?*
- » *How does Felipe try to solve the problem?*
- » *How does Felipe feel about his decision?*

#### Opening 11 and 12:

- » *What does Felipe do?*
- » *How does Felipe's hug make the stone feel?*
- » *How do you feel when someone gives you a hug?*
- » *How would you describe this picture in one word?*

#### Back endpapers:

- » *What do you see in the different pictures?*  
Discover the rock's name together.
- » *What do you like doing with your friends?*
- » Compare the front and back endpapers. Elicit the differences and what this might mean to Felipe.

### Reflect and review

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

#### Activity 1: My cactus ratings

- » Ask the children to draw and colour cacti on a sticky note or a mini whiteboard to show how much they enjoyed the story:

*3 cacti = I loved it!*

*2 cacti = It was okay.*

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

- » Then, ask the children to share their cacti drawings with partners or as a whole group and say why they liked or didn't like the picturebook, *Hug me*.

#### OR

#### Activity 2: Draw the most important message

- » Ask the children to draw or write what they think is the most important message in the book.
- » Then, have the children talk about their ideas in pairs, then as a 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: Sharing emotions

- » Ask, *What emotions did the characters show/feel? Which ones have you felt before? When?*
- » Explain that they are going to create a bilingual emotions dictionary. Ask children to collect all the emotion words they remember from the story and any others they would like to include.
- » Brainstorm ways they could create their dictionary, using photos, drawings, images from the internet. Think about where the words and images go in their dictionary, and what order the emotions should be in e.g. *alphabetical? positive to negative?*
- » Decide on the best idea and create the dictionary.
- » Share the dictionary on the *TwinSpace* or with other classes of children. Compare the other dictionaries. What do they notice? How are the dictionaries the same and different?
- » Ask, *What could we do with these dictionaries? Who might they be useful for? Where should they be kept?*

OR

### Activity 2: Writing and dramatising a script

- » Prepare outlines of the scenes in **Openings 5, 6 and 7**, where Felipe meets the balloon, it pops and his family are angry with him (i.e. use tracing paper).
- » Re-read the picturebook, and then return to **Openings 5, 6 and 7**. Ask, *I wonder what the characters might be saying?* Prompt the children by saying, *The balloon was bold and confident, what does he say? Felipe looks excited, what does he say? The grey cactus looks angry, what does he say? ...*

- » Elicit their ideas and write these on the board.
- » Allocate groups of three or four children. Explain that they should draw speech bubbles on the pictures and write inside these. Later they will act out their script.
- » Give them the outlines of **Openings 5, 6 and 7** and a time limit and monitor, helping when necessary. Stop after the designated time.
- » Explain that now they should prepare to share with the rest of the class. Have them practice their scripts. Encourage them to use their body and voice when they take on the different roles in their script.
- » Have them act out their scripts in front of the rest of the class and collect feedback.
- » Ask them how they felt when they were the different characters, *Did they like being Felipe? The angry grey cactus? The confident balloon? Why? Why not?*

OR

### Activity 3: Proud to be me! (Photocopiable C)

- » Divide the board into three columns. Write 'Character', 'Physical description', 'Preferences' at the top of the columns.
- » Ask children to brainstorm adjectives to describe Felipe. E.g. *He's [short, green, sensitive, kind, friendly ...]. He's got [prickles, a big heart ...].*
- » As children call out their ideas, ask if they are describing what he looks like (his physical description) or his character. Write the words in the different columns.
- » Look at **Opening 9** or the back endpapers together and list the things he likes doing: e.g. *He likes hugs, Chinese food, playing computer games, doing Sudoku, listening to the radio, camping, playing tennis, looking at the stars...*

...



## Story sharing (Stage 4)

- » Draw a picture of Felipe on the board and ask the children what he would say about himself. Model writing a short description selecting no more than two adjectives and preferences: *I am short and I've got prickles. I'm sensitive and kind. I like hugs and looking at the stars. I am proud to be me!*
- » Tell the children they are going to write a similar description of themselves. To help them do this, brainstorm more adjectives and personal preferences. Add these to the lists on the board.
- » Have children draw a picture of themselves – you could bring in mirrors for them to look at themselves carefully – and write their description. Remind them to add *I am proud to be me!* at the end of their description.
- » Display the children's work. Look together at the variety of characteristics and preferences in the class and praise the children for being unique!
- » Share the children's work on the *TwinSpace* or with other classes .
- » Look at the other children's drawings and descriptions talk about the similarities and differences together.



## Reflect and review

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

### What did I do?

- » Help children think about what they did during the *Hug me* activities. Play the 'Felipe Says Game' referring to the different activities so far, e.g. *Felipe says we discovered cacti similarities and differences. Felipe says we learned about emotions and feelings.*
- » 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 *Hug me* Record Sheet.

### How did I learn?

- » Ask the children to think about the way they learned. How did they discover they are unique? How did they discover their feelings? They can write or draw a picture.

### How well did I do?

- » Help children assess their performance during the *Hug me* activities and tasks by colouring the cacti plants.

### 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.

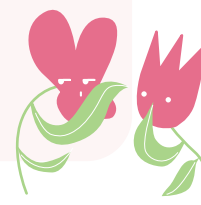
Provide a place for the children to keep this record sheet to refer to later. ♦

## 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.



## You are unique and special

### Activity 1: Discover

» If the children have completed the 'Proud to be me!' activity, ask them to remember how they felt and what they discovered about their classmates. If they haven't, do this activity now.

» Say that everyone in their school should be proud of being unique. Ask, *How could they help schoolmates recognise they are unique and feel proud?* Brainstorm their ideas.

» Here are some possibilities:

**i)** Setting up a 'You are unique and special' stall in the playground where children give away 'You are unique and special' certificates.

**ii)** Making 'You are unique and special' bracelets and giving them to others.

**iii)** Designing 'You are unique and special' posters or slogans and placing them around the school. ...

» Help the children think about how they will plan and put their ideas into action. What resources will they need? How long will it take? How easy will it be to do?

» Select two ideas they like the best and share them on the *TwinSpace* (or other virtual space). Help them describe the ideas: *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 about things to add to make them even better using two stars and a wish: *Two stars = two things the children loved about the idea and a wish = something that they can add.*

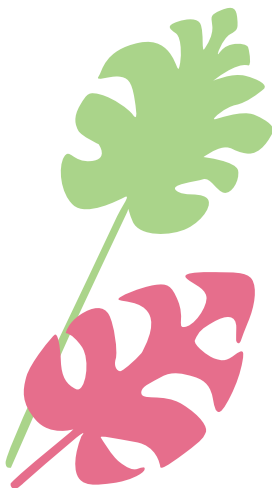
» Prepare to share this feedback with language support for giving feedback, *We really loved XYZ and XYZ. We think you could add XYZ. ...*

## 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 thinks about their ideas.
- » Ask the children to vote for one idea to put into practice.
- » Have them think how they might collect feedback from everyone about whether their idea has worked, and everyone feels unique and special. e.g. through interviews, photographs, surveys etc.

## Activity 3: Co-Create

- » Allocate mixed groups, so there are at least two children from each of the partner schools in each new group.
- » In another synchronous meeting, set a task for them to write messages for their certificates, bracelets or posters, or for what they have decided to do.
- » Provide the sentence stem: *You are unique and special because you are...*
- » Have them write as many sentences as they can together.
- » The teachers in each context should check the vocabulary and spelling.



## Activity 4: Take Action

- » Have the children put their plan into action in their schools.
- i)** Make the certificates, bracelets or posters (or something else).
- ii)** Prepare tools to collect feedback (e.g. interview questions; survey questions, etc.).
- iii)** Decide where and when to have the stall, give the bracelets or display the posters. Consider how they will tell the school community about their plan, invite them to visit their stall, look at the posters, etc.
- iv)** Decide whether they want to or can give hugs or show another gesture of kindness during the activity.
- » 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 which 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: Sticky note faces

» Ask the children to draw smiley faces on their sticky notes to reflect how they felt about working with children in partner countries in eTwinning or with children from other school classes:

*A big smiley mouth = I loved it!*

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

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

» Then, 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

### Reflect and review B: A taking action feelings timeline

- » Ask children to think back to the beginning of the eTwinning Taking Action Cycle.
- » Have them prepare a timeline with three moments: at the beginning; in the middle; at the end.
- » Have them draw or write how they felt during these moments.
- » Then, ask the children to share their timelines with a partner and say why they felt like this.
- » Have them share as a whole group if they want to. ♦

## 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 #16: *Hug me*  
is one of 18 ICEKits prepared through  
the ICEPELL project.

ICEKit #16: *Hug me*  
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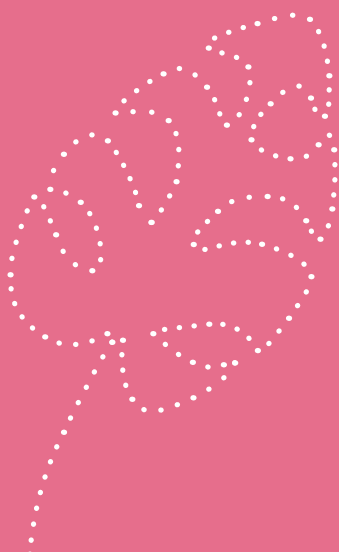
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# My Hug me Record Sheet

Let's reflect and review!

Name: .....

Date: .....

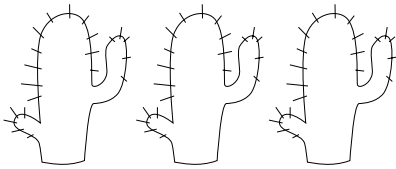
## 1. What did I learn?

Write or draw three things that you learned during the activities for *Hug me*:

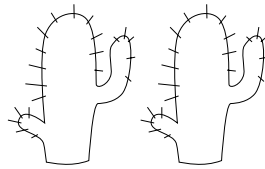
## 2. How did I learn?

Write or draw what helped you learn how important it is to be proud and feel unique:

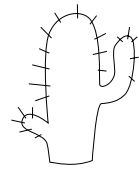
## 3. How well did I do? Colour the cacti to show how well you did.



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 *Hug me* lessons, I learnt:

To help others feel unique and special, I need to:

Taking action to help people feel unique and special made me feel:

My name is:

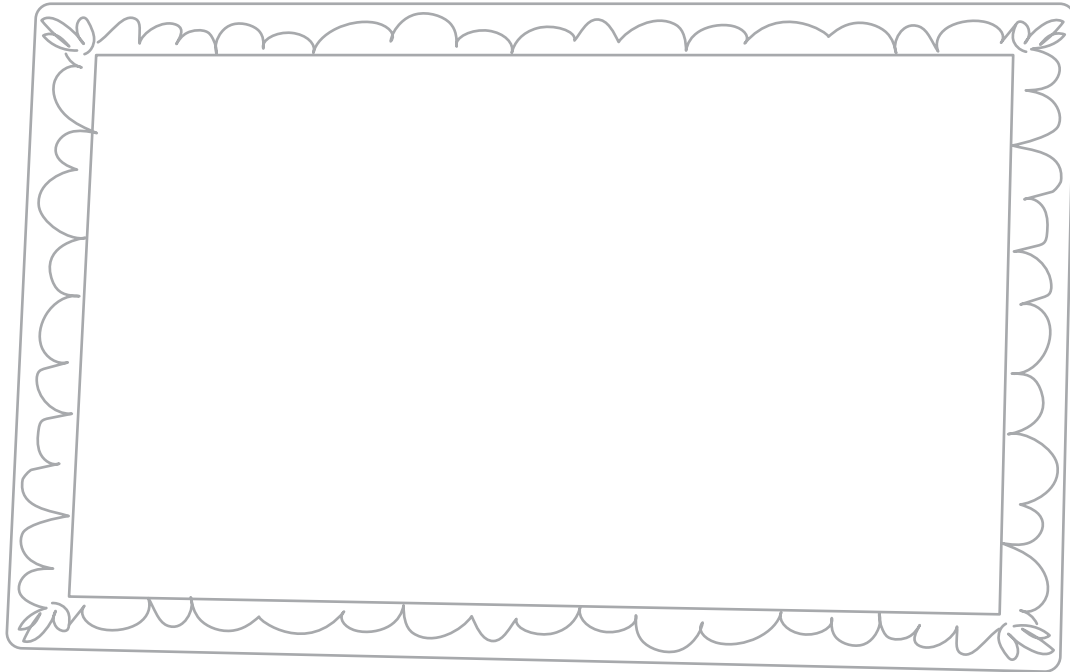


# I am unique



Name: .....

Date: .....



My name is .....

I am .....

and .....

I am .....

and .....

I like .....

and .....