

ICEKit

#17

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# We Are Water Protectors

Carole Lindstrom & Micheala Goade  
(Roaring Brook Press, 2020)

## ICEKit Summary

This ICEKit accompanies the picturebook, *We Are Water Protectors* and enables children to explore Focal Field 2: Socially responsible behaviour – interaction with local and global issues.

The activities start by arousing children's curiosity in the story context using water bottles and visuals, leading to a series of peritextual ponderings about the picturebook title and/or the illustrations on the front cover as well as contextual clues about the setting, the characters and their possible connections to the title. These visual triggers help children to predict the story plot (an Indigenous girl stands up to fight against the

companies that pose a threat to the local water resource for her community) and gives them a real reason to listen during the read-aloud. After reading aloud, the activities enable children to make a personalised response to the story (Earth ratings), interpret the visual symbols (such as the snake) and creatively explore differences in their own school contexts (writing their own pledges to protect water and become Earth stewards). The ICEKit culminates with the *eTwinning* Taking Action cycle where children co-create flyers to distribute in the community, with the aim of bringing people together to take action and help save water.

**Target Learner**

- » Upper primary (age 9 – 12)

**ICE Focal Fields**

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

## ICE Outcomes

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

- » develop curiosity about environmental issues and/or nature conservation
- » consider ways to save water in the community
- » engage in dialogue with their local communities
- » work together in groups in class and with children from other countries/contexts when sharing ideas about ways to protect water
- » recognise that each child can take responsibility for making a positive difference in their community
- » create a dual language (English + children's own languages) flyer about ways to save water in the community

## Cross-Curricular Outcomes

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

- » learn about water pollution
- » create a flyer (Arts and Crafts/ICT)
- » learn about the locations, language(s) and clothing items belonging to indigenous people (Geography)
- » become aware of the importance of water to create and sustain life (Biology)

## Language and Skills Outcomes

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

**Grammar & Lexis**

- » understand and use *I will* + action verb to pledge ways to save water
- » understand and use adjectives to express feelings and emotions about the story characters and the plot

**Reading**

- » predict the plot based on the peritextual features: the title, the front and back covers and the dedication
- » show global understanding by participating during the first read-aloud and checking predictions
- » show detailed understanding by participating during the second read-aloud and answering questions
- » infer the emotions and feelings of the characters in response to key turning points in the story

**Listening**

- » show global understanding by checking predictions during the first read-aloud
- » show detailed understanding by responding to questions during the second read-aloud
- » infer how the characters might be feeling based on the teacher's tone of voice and facial expressions ...

### Speaking

- » respond personally by giving wave ratings and sharing reasons for ratings
- » present flyers orally to other classes and the community (if possible, in the *TwinSpace*)
- » give opinions about the representation of the snake and possible solutions to save water

### Writing

- » write dedications, using the one from the book as an example
- » write sentences about the importance of protecting water
- » write short notes (functional text) about what they think is going to happen in the story, based on the covers
- » write a pledge based on the pledge featured in the picturebook as a model
- » write slogans for placards to save water
- » co-create a dual language flyer about water and what we can do to save it

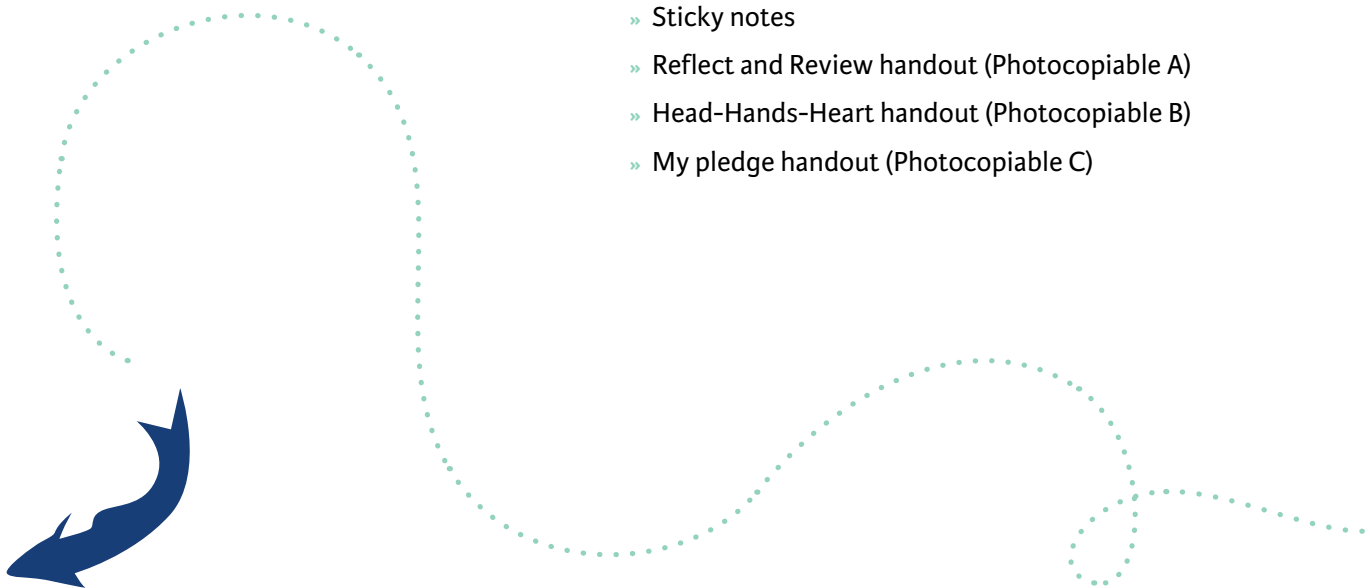
## Preparation and materials

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

- » A copy of the picturebook
- » Audio and video equipment: computer, data projector, webcam, speakers, microphone
- » Kindle e-book edition (if using this version)

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

- » Arts and crafts material (poster, paper, pens, pencils, etc.)
- » Non-potable water sign (available through an Internet image search)
- » A blank map of the world
- » A set of photographs of different groups of indigenous people including the Turtle Mountain Band of Chippewa (available through an Internet image search)
- » A paper people chain (instructions can be found in an Internet search)
- » A set of mini-cards of words and their images from the picturebook narrative (water, medicine, mother, earth, drums, snake, plants, animals, trees, rivers, lakes, waterfall)
- » 5 to 10 bottles of water and objects (sand, plants, rocks, pens, coloured dust, oils, etc.)
- » Sticky notes
- » Reflect and Review handout (Photocopiable A)
- » Head-Hands-Heart handout (Photocopiable B)
- » My pledge handout (Photocopiable C)



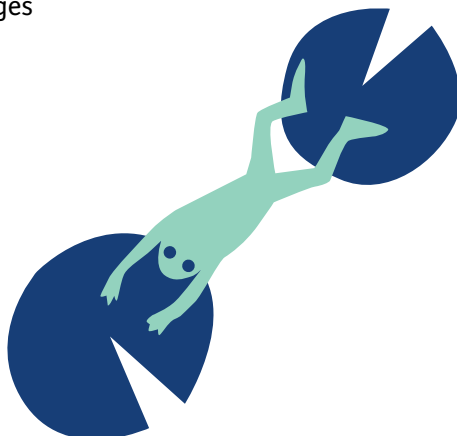
# Assumptions and Prior Knowledge

## Intercultural Citizenship Education

- » Children are aware that there are people who have different cultures in different parts of the world
- » The Turtle Mountain Band of the Ojibwe and their fight for their water will likely be new information for the children
- » Children are aware that some children in their communities have different cultures
- » Children will have some awareness of the visual metaphors in the picturebook, but these will need mediation
- » Children can notice how the colours reflect the cycle of emotions experienced by the main characters
- » Children can recognise how the settings in the book provide clues to everyday life elsewhere
- » Children may not be aware that land and water are stolen from indigenous people and that the environment and their homes are under threat

## Language and Skills

- » Children have some experience of reading in English, but some may not have read a whole book yet
- » Children can give simple opinions in English in response to the story setting, character, plot and themes in short sentences
- » Children are familiar with describing images and what they see around them ♦





## Language toolbox

*By the end of the ICEKit task and activity cycles, children will have opportunities to use this language if appropriate to their age and the curriculum*

» Make predictions about characters' feelings and appearance: *I think she felt courageous; I can see...; I think they are ...; She is wearing ...*

» Make predictions about characters' behaviour: *She was being really brave because...; They were making music because...; She lives in ...; They are holding placards/protesting.*

» Use adjectives to describe animals, people and situations: *Animal X is ... than XXX; The XXX is ...; It's easy/difficult/important to get water ...*

» Express actions to take using *I must* + infinitive, e.g. *I must protest to stand up for the water.*

» Reflect on the character's perspective; *What would you do if you were a water protector?*

» Reflect and give opinions about parts of story: *My important moment is when 'XYZ' happens!; What's your important moment?; Our important moment in the picturebook is...*

» Use modal verbs: *can, should, must, could* in expressions like, *We must protect water; We should check for leaks; We can save water; We could go to the supermarket.*

» Express feelings: *I loved it. I think it was ok. I didn't like it.*

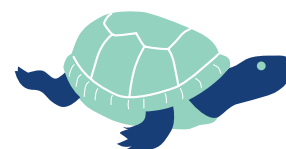
» Use the future tense to write the pledge: *I will...*

» Use expressions to describe the flyer: *This is our flyer. The title is ...; It has got ... illustrations; Our messages to save water are: ...; The pictures show ...; We used ... to create the flyer; We are planning to distribute the flyer in ...; Do you like it? Do you have suggestions?*

» Use imperative structures which are action-oriented: *Turn off the tap while washing up!; Check for leaks!; Put a bottle of water inside toilet tanks!; Turn off the tap while having a shower!*

» Use questions to ask for feedback: *Do you like the flyer?; Are the colours ok?; Do you understand the sentences?; Is it clear?; Do you have any suggestions to change it?*

» Use chunks to present their project to others: *My name is ... and we are from [name of school]; We are here to ask for your help; Water is very important and we need to do something to help protect/save it; We have some ideas to share with you; Would you like to help us? Do you want to be "Earth Stewards" like us?; Can we put the flyer on the wall for people to see?*



## Picturebook summary

### Story

The opening flap of the dust jacket includes the evocative quote, *'Water is the first medicine. It affects and connects us all.'* There is a 'snake' which threatens to destroy the Earth and it is trying to poison the people's water. There is a young water protector who dares to take a stand to defend the Earth's most sacred resource. At the end, she is able to bring everyone together to save the water. She shows everyone how important water is. *We Are Water Protectors* is a picturebook about protecting the environment, specifically water supplies and the plot is inspired by the protests against the Dakota Access Pipeline in the United States. The text is powerful and simple yet lyrical, written by Carole Lindstrom and the illustrations by Michaela Goade are vibrant, imaginative and breathtaking.

### Beyond Words

#### » Illustrations

The illustrations convey the sense of community and show that family is stronger together, often representing the girl with her grandmother who represents traditions and knowledge. The girl has an important role to gather everyone from the community, asking them to work together for a common goal: to save and protect water.

The connection with nature is visually present throughout: in several openings, the girl's hair is adorned with water lilies, shells and fish and some of the spreads are dedicated to the beauty of the animal world. For example, on the opening with the planet, the Earth is surrounded by animals (which live in water, on the land and in the sky).

#### » Colours

The colours change throughout the story. When the snake comes, the colours are darker which symbolises the mood. When the focus is on the girl, the colours are bright and blue. At one point, the girl's hair changes and resembles waves so it is more obvious that she is united with the water as it shows that she is the protector.

#### » Typography

At the beginning of the picturebook, the capital letter of the word 'Water' seems to simulate floating and gentle movement of the waves. Key expressions and messages such as, 'TAKE COURAGE' and 'WE STAND' are in capitals to provide emphasis.



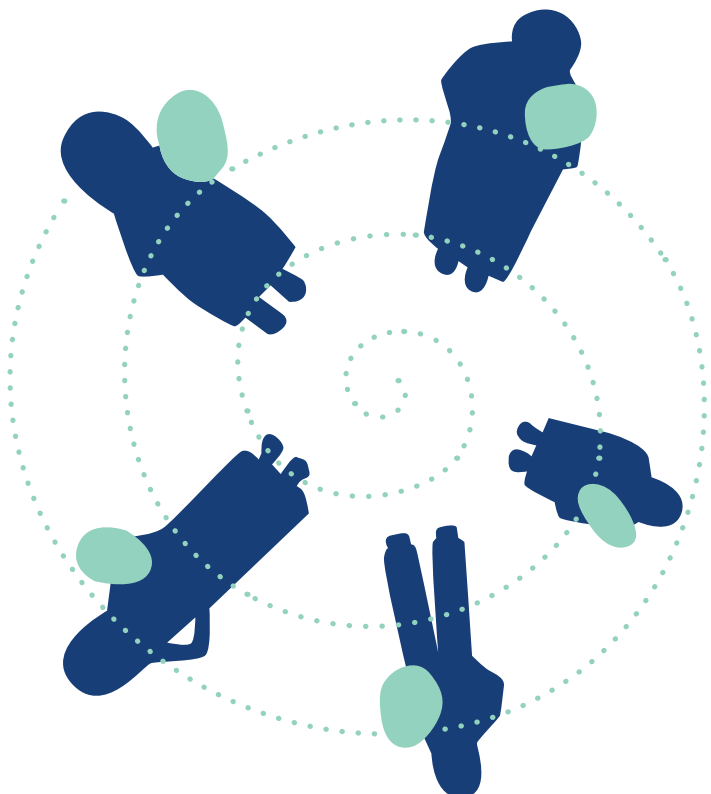
## Picturebook summary

### » Metaphors

The illustrator uses the metaphor of the snake to represent the pipelines which are poisoning the water. Another metaphor in the book is about representing people as Earth. It says: 'We are all related'. 'We are ONE'. Planet Earth on one page is decorated the same as a person on the next page, which visually implies that the people need to take care of Earth and that we are seen as one global community.

### » Settings

The scenes provide cultural details about the relationship with the water and in general with nature, conveying to children the reason why the girl feels she has to fight against the snake. ♦



## Story sharing

### Stage 1: Setting the story context

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

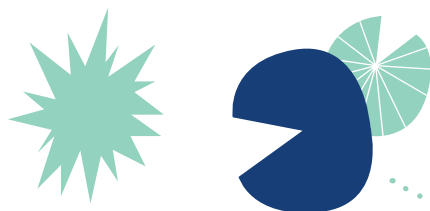
#### Activity 1: Can you drink it?

- » Give each child a bottle of water and items to choose from (e.g. *some sand, plants, rocks, pens, coloured dust, oil*).
- » Ask the children to put their object / liquid into the water and show their partners. They should ask each other, 'Can you drink the water with this inside the bottle?'
- » Take some feedback on the question above and then ask, 'Do you think people can drink clean tap water everywhere?'
- » Hold up the non-potable water and ask if they know where we might see signs such as these. Clarify the meaning of 'non-potable' using the children's own languages. Ask them why they think it is not possible to drink tap water in some places and what the problems with getting clean drinking water could be.
- » Ask how they think the sign connects to the objects and liquids in the bottle activity and summarise using the children's language(s) if necessary, by saying that sometimes water is polluted and is not safe to drink.
- » Ask the children what actions people could take to improve water safety around the world.

OR ...

**Activity 2:** Indigenous people around the world

- » Show the children photographs of different groups of indigenous people. Here are some possible groups: Cherokee, Navajo, Sioux, Apache, Black Feet, Kiowa, Cheyenne, Tuareg, Dogon, Indigenous Australian, Maori, Sami, Quechua.
- » Ask the children about the photographs, such as, 'What are they wearing?', 'Where do you think they are from?'
- » Put children in groups of three or four and give each group a blank world map (easily found on the Internet).
- » Ask the children to work together to do mini research about some of the Indigenous people in their groups. Give photos of two or three different indigenous people to each of the groups.
- » Have them answer these questions about each of the Indigenous people:
  - a) Where is the group in the world?
  - b) What language(s) do they speak?
  - c) What kinds of clothes do they traditionally wear?[Child-friendly search engines they could use include: Ducksters and Kidzsearch]
- » When the children have enough information, they can start to complete their world maps with the photos as prompts.
- » Regroup the children to form new groups so they can share their findings and complete their maps with information other groups have found out.
- » When the time is up, take feedback by having 2 or 3 volunteers share their completed maps and mini research findings with the rest of the class.
- » Ask what surprised them or what was interesting about their mini research findings and why.



**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 title

- » Show the children the title on the front cover and give them some time to think about it. Then, establish the meaning of 'a protector' and 'to protect' by using the children's own languages as necessary, then ask:
  1. Who do you think the protectors are?
  2. What do you think they are protecting?
  3. Can you think of an example from TV or the internet where people protect other people and things?
  4. Have you tried to protect something that is important to you?
- » Write their answers on the board.

**Peritextual ponderings 2:** the picturebook covers

- » Open the picturebook completely to show the front and back covers at the same time.
- » Display the covers at the front where everyone can see and tell the children that before you read the book aloud, they are going to make some predictions (guesses) about the picturebook using the covers.
- » Divide the class into small groups and give each group a sheet of paper, a pen, a pencil and some felt-tip pens. ...



- » Ask the children to look carefully at the covers and make short notes to answer the questions below and encourage them to reach agreement.
- » Ask: *What can you see behind the girl? Who are the people? Why are they holding hands?*
- » Point to the girl and ask: *What is she wearing? Where do you think she lives? How easy is it for her to get water? Why is it so important for her to protect water?*
- » Take feedback from each group and collate their ideas on the board to refer back to during the read-aloud.

### Peritextual ponderings 3: the dedication

*Do this activity after the children have experienced at least one read-aloud:*

- » Read the dedication aloud to the children and show them the dedication page. Ask:
  1. *Could you be a water protector? Why? Why not?*
  2. *What shape is the dedication? (Mime the movement of the waves while reading the dedication). Why do you think it is this shape?*
  3. *If you could write a dedication, what would you write? Who would you dedicate the book to? What shape would you use?*
- » Give the children a piece of paper and ask them to work in pairs and write their own dedication, agreeing together on the wording and the shape.
- » Display all of their dedications in the classroom as a gallery around the walls. The children walk around and read each other's dedications.
- » Ask 2–3 volunteers to share reasons for their wordings and shapes.

## Stage 3: While reading aloud

### The first read-aloud

- » Sit or stand in a position where all the children can see you and the picturebook clearly. Make lots of eye contact so you can see the children's non-verbal reactions.
- » **Optional:** Ask the children to hold up their own bottle of water with the object / liquid from Stage 1 when they think something strange is happening to the water in the story, as they follow the read-aloud.
- » Ask questions about the illustrations and involve the children as much as you can in the read-aloud.
- » Refer to children's predictions on the board from Peritextual Ponderings 2 and whether these were the case or not. Example questions are:
  1. *What can you see behind the girl?*
  2. *Who are the people?*
  3. *Why are they holding hands?*
- » Other questions for the first read-aloud include:

**Opening 1:** *Who is with the girl on the first page? How does the girl feel about this woman?*

**Opening 3:** *What instrument are they playing? Can you play this instrument too?*

**Opening 6:** *What colour is the snake? Is it really a snake? What do you think it might symbolise? (Use children's own languages to clarify 'to symbolise')*

**Opening 9:** *Why are the people holding hands when the snake is in front of them?*
- » If you use the 'hold up your water bottles' optional activity, pause when the children hold up their bottles and ask what is happening to the water and why they think this is unusual. ...

### 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, ask questions to clarify the meaning of the key illustrations and messages and return to the children's short notes from Stage 2 (Peritextual ponderings 2) to confirm/disconfirm their ideas:
- » **Opening 1:** Ask, *What is the girl doing with her grandmother? Can people live without clean and safe water? Why not?*
- » **Opening 2:** Ask, *What can you see in this picture? Where is the baby? Why do you think the baby is in the story? How does the baby get food and drink in the mother's womb?*
- » **Opening 8:** Ask, *How do you think the girl feels when she has her hand in the air? Look at the girl's hair. What do you think it symbolises?*
- » **Opening 9:** Ask, *Why is the girl holding a feather?*
- » **Opening 10:** Ask, *What are the big group of people doing? How do you think they are feeling? Why?*
- » Before ending this stage, ensure the children's predictions from peritextual ponderings 2 have been confirmed or disconfirmed.

### Reflect and review

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

#### Activity 1: My We Are Water Protectors wave ratings

- » Ask the children to draw a wave on a piece of paper, cut it out and colour it as follows:

*Blue: I loved the story  
(blue because of the clean water)*

*Yellow: I think the story was OK  
(the endpapers are yellow)*

*Red: I didn't like the story  
(the page with the snake).*

- » Then, the children share their waves with their partners, saying why they chose the colour.
- » Displays the waves on the classroom wall.

OR ...



**Activity 2:** Find your *Water Protector* partner

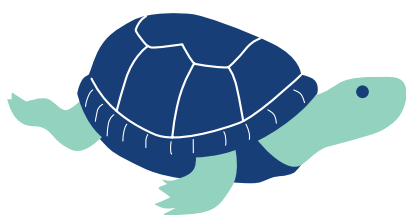
- » Use the mini-cards of matching pairs of words and pictures which represent some images from the visual narrative.
- » Give each child a mini-card with a word or a picture of the images (see Preparation and Materials). Ensure there is an even number of words and pictures.
- » Ask the children to keep the card a secret and model and use a wave drill for these speaking stems (make a wave with your hands for the stressed words and the children copy). Then write them on the board, 'My picture / word is 'XYZ!'' / 'What's your picture / word?' Ask the children to use these questions as they try to find their partner.
- » Then, ask them to stand up, mingle around the classroom and find their partner (the one who has the corresponding word / picture card).
- » When the mingle has finished, in open class ask each pair to introduce their cards saying, 'The picture and word we have from the picturebook is...'
- » Have the children put the pictures and words in the order that they appear in the picturebook as a whole class.
- » Stick the cards on a poster and put it on the wall.

**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:** Create and act out protest slogans

- » Show the children the page at the end of the book where the girl and the community are standing together, protesting the pollution of water by the oil industry by holding slogans and banners.
- » Ask the children: *What are they holding? Who is protesting? Who do they want to listen to their message? What is their goal?*
- » Clarify by using the children's own languages that these protest slogans have a strong message and aim to get people to support them and tell the world about this serious problem.
- » Using the picturebook model of a protest slogan, 'Water is life' ask the children noticing questions about the style of the slogans: *How many words are there? So, is a slogan long or short? Is the language direct or indirect? Are the letters big or small? Does it help people to remember the message? So, what makes a good slogan in English?*
- » Ask the children to work in groups to brainstorm a slogan about protecting water from oil companies and other big industries around the world. Provide them with vocabulary as you monitor.
- » When the groups agree on their slogans, hand out poster paper and markers and have them write their slogans in big letters. Then, they should decorate their slogans and make a placard with craft materials.
- » Drill the model slogan from the picturebook in a rigorous manner, 'Water is life' chorally, then in groups, then pairs, then individuals, briskly with stress and rhythm in a loud, strong protest voice. ...



## Story sharing (Stage 4)

- » Give the children some time to rehearse saying their own groups' slogans with their strong protest voices.
- » Finally, have the children act out their protest in the school yard or playground, marching with their placards and shouting their slogans with *gusto*!

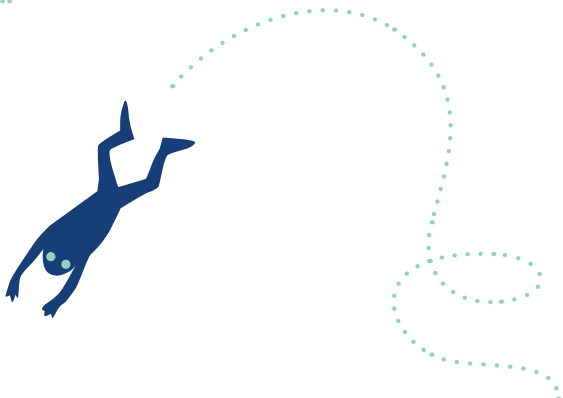
## OR

### Activity 2: Create a water protection pledge

(see Photocopiable C)

- » Ask the children to imagine that they are joining the main character in the picturebook to become earth stewards and water protectors.
- » Elicit to review what 'earth stewards' and 'water protectors' do and why these actions are important for protecting water.
- » Put children in groups and give each group a template for the pledge they are going to write.
- » Ask the children: *What can you do to save water? What can you do at home, at school, in your neighbourhood?* Elicit or give examples: *Turn off the tap when washing up! Check for leaks! Put a bottle of water inside toilet tanks! Turn off the tap while having a shower!*
- » Each group should write their own pledge following the model from the book using 'I will...' for each of their promises.
- » Each group writes the pledges on the template and decorates it. Display in the classroom. Take photos of each group's pledge and share them on *eTwinning* or similar shared platform.

## OR ...



### Activity 3: Create a 'Protect the environment' people paper chain

- » Tell the children that saving water is only one step to help protect the Earth.
- » Brainstorm in open class by asking the children, *What other actions do we need to protect the environment?*
- » Write these three numbers on the board: 1000 / 1.3 million / 27000 and do a brainstorm activity where the children call out the environmental problems these numbers might refer to.
- » Then, read out these facts to the children and use their languages to clarify, as necessary:
  - a) *Most plastic takes 1000 years to decompose*
  - b) *1.3 million gallons of oil are spilled into the ocean every year*
  - c) *27000 trees are cut down each day to produce toilet paper*
- » Show the children the picturebook cover again and the characters holding hands and ask, *Why are they holding hands?*
- » Tell the children that they are going to work together like the water protectors in the story to think of other ways (not only saving water) to protect the environment.
- » Put the children into groups and hand out large sheets of paper to each group.
- » Tell them that they are going to make a paper people chain like the chain in the story. Say that they will illustrate their chains like children from around the world – because everyone should be involved in protecting the environment.
- » Instructions for making people chains can be found on the Internet. You could prepare a set of written instructions or give instructions as a 'listen and make' activity. ...

## Story sharing (Stage 4)

- » Once the children have decorated their people paper chains, hand out speech bubbles shapes (one bubble per person in the chain) to each group.
- » Ask the children to brainstorm actions (using 'I will') to save the environment.
- » Clarify that these actions and elicit examples, *I will stop using plastic toothbrushes; I will ask my family to put toilet hoses in our bathrooms; I will write an email about pollution and send it to an oil company.*
- » Set a task for the group to write actions in the speech bubbles – for each child in the people chain. Monitor to provide support with vocabulary.
- » When their speech bubbles are complete, the group elects a presenter to share their chains and reads out the speech bubbles to the rest of the class.
- » End by asking volunteers to share which of the actions they will take themselves.

## Reflect and review

Use the 'We are water protectors and me!' Record Sheet (see Photocopiable A).

### What did I do?

- » Help children remember what they did during the *We are Water Protectors* lessons. Play a 'Water Protectors Say ...' game referring to the different activities, e.g. *Water Protectors Say we read a picturebook; Water Protectors Say we made a pledge, etc.* Children should respond by putting their thumbs up if it is true or shake their heads if it is false.

### What did I learn?

- » Set up a think-pair-share activity for the children to reflect on three things they learned.
- » After sharing as a whole class, ask the children to write these on their record sheet.

### How did I learn?

- » Using their ideas from the previous activity, help children reflect on the ways they learned. Give examples like *I learned ... by looking on the Internet; ... by listening to a story and talking about it; ... by working with my group to write a slogan.*

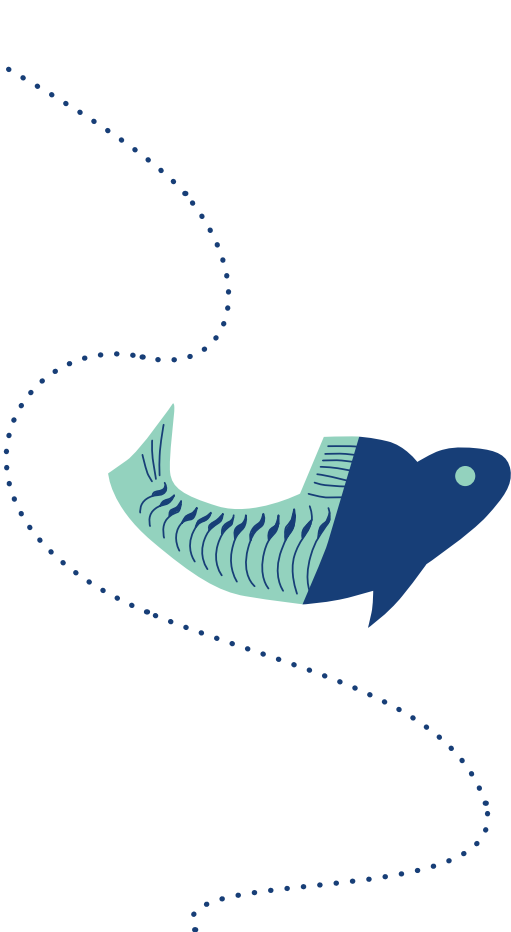
### How well did I do?

- » Help children assess their performance during the *We Are Water Protectors* activities and tasks by colouring the planet according to how well they completed it.

### 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 Water Protectors flyers

#### Activity 1: Discover

- » Say that the children are going to meet with children from a different country/context who are also doing the same activities as them and also using *We Are Water Protectors*.
- » Do a brainstorm activity to help the children to remember possible actions to save water in the community.
- » Ask them to call out their ideas and write them on the board. Tell the children that they are going to work in groups and create a draft flyer to share their action-taking ideas for saving water with children in other countries.
- » Help the children organise their ideas to create a draft dual-language flyer in English and in their own language. Scaffold the writing task by asking: *What is the goal of the flyer? Who will read the flyer? What should the title be? Does it need illustrations? Where should they be? How many sentences should it have? How should you arrange the sentences on the flyer?*
- » The children can create their flyers using paper and stationery or a graphics tool such as *Canva*. ...

- » Clarify that the flyers will be shared in community spaces.
- » Select places which are safe and where permission to distribute flyers will be granted.
- » Tell the children which community spaces you have selected.

#### Activity 2: Share

- » Ask the children to share their draft flyers with another group on the *TwinSpace* or similar shared platform (or on the board in the classroom).
- » Each group should choose one team member to present their flyer.
- » The presenter shows the flyer to the children in the other countries/contexts and explains what the group did.
- » Speaking stems include: *This is our flyer. The title is ...; It has got ... illustrations; Our actions for saving water are: ...; The pictures show ...; We used ... to create the flyer; We plan to distribute the flyer in ...; What do you like about our flyer? Do you have any suggestions to add? ...*



### Activity 3: Co-Create

- » Ask the children to agree with their new group (in the other countries/contexts or in their classroom) on the content of the revised flyer to co-create a final version.
- » Scaffold this co-creation task with these prompts:
  1. Which flyers have the best ideas for actions?
  2. Which flyers have the clearest layout?
  3. Do the flyers work for communities in both of our countries?
  4. Which illustrations are the most attractive?
- » Once the groups have agreed their final versions, they work together to make the final version in English. The other side of the flyer with the children's own language can be added afterwards.
- » Remind the children that their actions need to be in imperatives, e.g. **Turn off** the tap when washing up!
- » Encourage the children to ask for feedback from other groups while they are working on their final flyers. Guide the children with these questions:
  1. Do you like the flyer?
  2. Are the colours good?
  3. Do you understand the sentences?
  4. Is it clear?
  5. Do you have any suggestions to change it?

### Activity 4: Take Action

- » Ask the children to display their flyers in the school community: in the library, at the reception desk, in the corridors, in the administration office, on the school website, etc. The goal is to involve the school community (children, teachers and other staff) in taking action.
- » Before going into the community, the children make a badge on a sticky note with the words: 'We are water protectors' to show that they are united. ...

- » Each group organises the day out in the community, by choosing where to go (restaurant, hotel, supermarket, etc.) depending on the school's location. If this is not possible, you should prepare a list of places beforehand and obtain the necessary permissions.
- » When the shortlist of places is decided, check if the locations are safe and obtain permissions.
- » Collect the permissions from the parents/ caregivers, head teacher and other stakeholders.
- » Each group decides what to say and who says it.
- » Clarify that the children should give the flyer to the person in the public space and explain their mission, then ask if they want to help and be 'Earth Stewards' like them. Some examples of the speaking frame are:
  1. My name is ... and we are from [name of school].
  2. We are here to ask for your help.
  3. Water is very important and we need to do something to help protect/save it.
  4. We have some ideas to share with you.
  5. Would you like to help us? Do you want to be 'Earth Stewards' like us?
  6. Can we put the flyer on the wall?
- » If the community space agrees, arrange to come back one month later and check what actions have been taken to save and protect water.
- » Ask the groups to note what people did to help.
- » When they get back to the classroom, the groups share their findings. Ask: *Did they take action and save water? What actions did they take? Were they successful? Why or why not?*
- » If possible, take photos (seek permission first) during the process to share on eTwinning/similar shared platform. ...

## Activity 5: Share

» Ask the children to share their flyers, comments, feedback and other reactions from their school and wider community in the *TwinSpace*/similar shared space (or on the classroom wall).

1. Take photos of the flyers.
2. Take photos of the children working on the flyers together (with parental/caregiver permission).
3. Take notes of the children's comments and feedback to each other.

» Ask the children to look at the flyers from other groups/countries and say what they like about them.

» Close the sharing stage by summarising all the community actions which took place.

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

## Activity 6: Reflect and review

**Reflect and Review A:** sticky note faces

» Ask the children to draw smiley faces on their sticky notes to reflect on how they felt about working with children in partner countries in *eTwinning*/similar shared space.

*A happy face if they liked the project.*

*A sad face if they did not like it.*

» Then, ask the children to share their sticky note faces with their partners and say why they liked it or not, and which parts.

**Reflect and review B:** infographics

» Ask each child/each group how they felt about going into the community and talking to people.

» Make a list of places they went and who agreed to take action and become 'Earth Stewards'.

» Collect photos of the trips to the community and all the work that has been done.

» In groups, the children create an infographic with all the information collected. ♦

## 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 *We are the water protectors* Record Sheet

Let's reflect and review!

Name: .....

Date: .....

## 1. What did I learn?

Write or draw three things that you learned in the *We Are Water Protectors* activities:

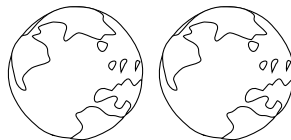
## 2. How did I learn?

Write or draw what helped you learn how to be a water protector:

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



I did very well!



I did well!



I need to work harder!

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

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

We need to ...

# My Head - Heart - Hands reflection



**During the *We Are Water Protectors* lessons, I learnt:**

**To help save water in the community, I need to:**

**Doing the activities about saving water made me feel:**

**My name is:**

# My pledge

Name: .....

Date: .....

## EARTH STEWARD AND WATER PROTECTOR PLEDGE

I will do my best to .....

I will .....

I pledge to make the world a better place by being a steward  
of the Earth and a protector of water.

.....  
[my signature]

.....  
[today's date]