



ICEKit

#18

Pages

1 / 17

## Welcome

Barroux  
(Egmont, 2016)

### ICEKit Summary

This ICEKit accompanies the picturebook, *Welcome* by Barroux. At the outset, the children are engaged in a series of embodied activities to set the context, such as an *I spy* game or a TPR activity to show and convey the meaning of a lexical set of animals and their actions linked to the picturebook plot. They then participate in several peritextual ponderings including exploration of the front and back covers as well as the front endpapers to trigger predictions about the characters, plot, setting and ICE-related themes. The read-alouds facilitate children's understanding of this compelling story and include thought-provoking questions to enable

deep interpretations of the plight of the characters affected by climate change and rejected place after place. After reading aloud, there are a variety of creative response options for the children to experiment, including inventing additional openings, acting out scenes and arts-based ideas. These responses prepare for the *eTwinning* Taking Action Cycle where the children co-create a welcoming scene with a partner school in another context. This culminates in a community screening of short films of their co-creations and sharing the audience's feedback.



## Target Learner

- » Upper primary (age 9 – 12)



## ICE Focal Fields

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

## ICE Outcomes

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

- » consider how to counter prejudice and discrimination and welcome people who are refugees
- » empathise with refugee experiences of being forced to move to another country and the challenges involved
- » become aware of refugee stories and environmental issues, such as melting icebergs in the Arctic
- » ignite interest and curiosity in local and global issues
- » engage in intercultural dialogue in local communities and across borders
- » explore emotions associated with change and uncertainty, such as moving to a new place
- » collaborate to share ideas and solve problems

## Cross-Curricular Outcomes

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

- » participate in role plays (Drama)
- » record and edit a scene from the picturebook (Educational Technologies)
- » create an origami boat and a flower necklace (Arts and Crafts)
- » take action in the community by organising an exhibition to amplify refugee experiences and stories (Citizenship)

## Language and Skills Outcomes

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

### Grammar & Lexis

- » understand and use the adverb 'too' for making excuses, e.g., *You are too... tall/furry/many...*
- » understand and use adjectives to describe appearance and size: *big, blue, little, new, furry, tall, small, empty*
- » understand and use adjectives to describe the characters' attitudes: *cows (aggressive/rude); pandas (selfish); giraffes (indifferent); polar bears (welcoming/open/friendly)*
- » understand and use a lexical set of animal habitats, e.g., *the Arctic, the jungle*

### Reading

- » show global understanding by following read-alouds
- » make predictions based on the picturebook visual narrative and the peritextual features such as the title
- » identify key words in context

### Listening

- » show global understanding by following read-alouds
- » show understanding by answering questions during read-alouds
- » identify key words during read-alouds ...

### Speaking

- » respond to questions during read-alouds
- » describe the animals' appearances and attitudes
- » act out a welcoming scene related to the picturebook
- » give opinions about how to make other people feel welcome

### Writing

- » write an invitation poster
- » create a fourth rejection scene
- » write a short film script for a welcoming scene

## Preparation and materials

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

- » A copy of the picturebook, or class sets (if possible)
- » A red scarf

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

- » Extracts of music and sound to represent different animal habitats e.g. *ocean, forest, jungle, farm, savannah*
- » BBC One trailer for *What A Wonderful World With David Attenborough*: [shorturl.at/ciCFT](https://shorturl.at/ciCFT)
- » A set of photographs of natural polar bear and monkey habitats (easily available on the Internet)
- » A photograph of a cow, a horse, a panda, a penguin, a polar bear and a monkey
- » A large piece of poster paper folded in half (for the rejection scene activity)
- » Arts and crafts supplies
- » Video recording device
- » Parental/caregiver permissions forms
- » Sticky notes
- » Poster paper ...

- » Stickers with three different iceberg shapes (a complete iceberg, a broken iceberg and a melted iceberg)
- » Flowers (tissue paper or realia) for necklaces
- » Props for welcoming scene performances
- » Reflect and Review handout (Photocopiable A)
- » Head-Hands-Heart handout (Photocopiable B)
- » Matching strips (Photocopiable C)

## Assumptions and Prior Knowledge



### Intercultural Citizenship Education

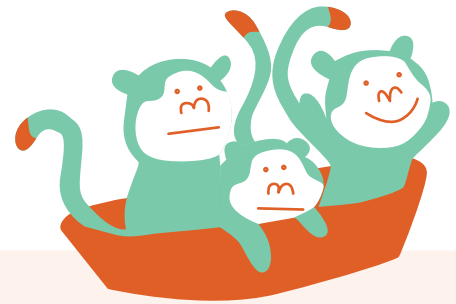
- » Children will have existing schemata of the climate crisis and will have encountered the topic of melting icebergs previously.
- » Children will have some awareness of the refugee crisis in different contexts but will require mediation to understand how this links to excuses and rejections.
- » Children will be less likely to have considered the fusion of the two crises in the context of their English language lessons, i.e., the experiences facing climate refugees specifically.
- » Children may have some awareness of the approach their country currently adopts to welcoming or rejecting refugees, but this will need mediation.
- » Children are likely to be aware of some initiatives in their community to help reduce climate change, though are less likely to have taken action in this area.

### Language and Skills

- » Children will have some experience of making predictions based on visual input such as photographs and video clips.
- » Children will be able to understand the meaning of the excuses with the support of the illustrations during the read-alouds. ...

## Assumptions and Prior Knowledge

- » Children will have previously encountered the lexis needed for the *I spy* game.
- » Children will be aware of the concepts associated with animal habitats though may lack the lexis to express these in English.
- » Children will be able to use the speaking and writing frames in conjunction with their own lexical choices to convey creative meanings. ♦



## 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*

- » Frame for the *I spy* game: *I spy with my little eye, something beginning with X...*
- » Lexical chunks to describe animal habitats: e.g., *I think it lives in the Arctic. It's cold and there's lots of ice and snow. I think it lives in the jungle. It's hot and humid and there's lots of plants and trees.*
- » Question formation: *Who's in your boat? How long have you been at sea? How are you feeling? Where are you going?*
- » Adjectives of appearance, size and quantity to complete excuses and give reasons for rejections: e.g., *You are too... big/many/tall/furry, etc.*

- » Question-answer sequences for asking about opinions: e.g., **A:** *What do you think is a pivotal moment in Welcome?* **B:** *I think it's when the ice breaks.* **A:** *Why?* **B:** *Because they are separated from their family, friends, home...*
- » Making welcoming comments: e.g., **A:** *We like different colours, shapes and sizes here! You are just right!* **B:** *You are welcome here! There's plenty of room for you! You can live here!* **C:** *We can hear you and see you. We will make time to get to know you!*
- » Giving feedback to partners: *We really loved XYZ and XYZ. We think you could add XYZ.*

## Picturebook summary

### Story

*Welcome* by Barroux (Egmont, 2016) features several anthropomorphised animal characters (polar bears, monkeys, cows, giraffes and a panda). The use of animal characters provides children with some distance for exploring this emotionally charged topic, i.e., the experiences of climate refugees. At the outset, three polar bear friends drift away from their Arctic home on a piece of ice which has broken away. They hope to find a new home but are turned away from one place after another and begin to lose hope. However, the story has an optimistic ending when the bears finally discover an uninhabited island and set up home, culminating in them warmly welcoming a new group of animals – the monkeys.



### Beyond Words

The children can easily relate to the bright colours and the images in the picturebook. The illustrations of the animal characters depict them doing everyday human activities (the polar bears carry fishing rods and read books, the giraffes drink tea...). This enables children to start to establish emotional connections with the characters and thus become more involved in the story. The unframed illustrations fill the openings to the very edge which helps to represent the vastness of the ocean – ‘bleeding’ off the pages and enveloping children deeply in the story. Barroux’s use of size and space in *Welcome* helps to engage children by positioning them as participants rather than mere spectators of the polar bears’ plight. ♦



# Story sharing

## Stage 1: Setting the story context

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

### Activity 1: *I spy with my little eye...*

» Hold up the picturebook and show and/or project the front and back covers.

» Activate the children's schemata using the well-known vocabulary game '*I spy*'... (like the one featured in the picturebook while the polar bears are adrift).

» The children can play this in teams to see which group notices most words:

*'I spy with my little eye something beginning with...B'*  
(bear, book, blue, bird, blurb, barcode).

*'I spy with my little eye something beginning with...W'*  
(water, white, Welcome, wild).

*'I spy with my little eye something beginning with...T'*  
(title).

*'I spy with my little eye something beginning with...C'*  
(covers, CRACK!).

*'I spy with my little eye something beginning with...S'*  
(sea, scarf).

*'I spy with my little eye something beginning with...M'*  
(monkey).

*'I spy with my little eye something beginning with...I'*  
(iceberg, ice).

» Elicit the children's predictions about the plot based on the '*I spy*' game and their noticing of the illustrations on the front and back covers.

**OR ...**

### Activity 2: Animal feelings freezes

» Ask the children to close their eyes and play some extracts of real animal sounds in natural habitats, such as in the jungle/rainforest/grasslands/Arctic/on the farm.

» Do a guided visualisation with the sounds in the background. Say to the children, '*Imagine where XYZ animals live... Let's visit their homes or what we call, 'habitats.' So... imagine that you are in the jungle/rainforest/grasslands/Arctic/on the farm. Look around, breathe deeply and in your mind's eye, what can you see? What can you hear? What can you smell? What are the animals doing? How are they feeling?*'

» Ask the children to open their eyes and tell their partners about what they imagined during the activity. Monitor the children's pair sharing and supply vocabulary, as needed.

» Ask 2 – 3 pairs to report back on what their partners imagined in the animal habitat scene.

» Say to the children that they are going to mime being characters and doing actions in the picturebook.

» Show flashcards or photographs of these seven animals and suggest the different actions. Have the children stand up and mime the animals and their actions:

*Jump like a monkey!*

*Stretch like a giraffe!*

*Munch bamboo shoots like a panda!*

*Graze grass like a cow!*

*Gallop like a horse!*

*Paddle like a polar bear!*

*Swim like a penguin! ...*



## Story sharing (Stage 1)

» Ask the children to choose one of the seven animals and say that when you play the habitat sounds, you want them to move around in character. Play the extracts.

» Say, *We are going to read a picturebook that is about animals, which animals and habitats do you think will be in the picturebook? Let's read and find out.*

## OR

### Activity 3: What a wonderful world!

» Say to the children that they are going to watch a clip about animals. Set these viewing questions:

1. *How many animals can you see?*
2. *What are the animals?*
3. *Where do they live?*

» Play the clip: *BBC One What A Wonderful World With David Attenborough*: [shorturl.at/ciCFT](https://shorturl.at/ciCFT)

» After they watch, ask the children to check in pairs.

» Re-play the clip if necessary and ask them to check in pairs again.

» Take some quick whole class feedback. Encourage the children to answer using animal voices if they wish! For example, *roaring like a lion or quacking like a duck, etc.*

### ANSWERS:

1. *Approximately 24 – children may count each animal or each group of animals.*
2. *Recast answers into English as children answer in their language(s).*
3. *Examples: grasslands/wetlands, the Arctic, the desert, rainforests, the ocean. ...*

» Ask which animals in the clip live in the children's country/region. Which ones have they seen and where?

» Show children some photographs of polar bears and monkeys in natural habitats around the world. Put the photographs on the board or project them.

» Ask children to talk in groups about where they live and describe the place. For example, *I think it lives in the Arctic. It's cold and there's lots of ice and snow. / I think it lives in the jungle. It's hot and humid and there's lots of plants and trees.* Monitor and provide vocabulary.

» Take some feedback then ask the children to think about these ideas:

Imagine that the polar bear moves to the jungle, or the monkey moves to the Arctic. Ask, *How do you think they feel in the Arctic/jungle? Is it easy or difficult to move to a very different place? Why?/ What is difficult for them?*

» Ask the children to brainstorm ideas for the above questions in groups, then elicit feedback as a whole class.

» Say that all these ideas link to the picturebook. Elicit what they think happens in the story. ...





## 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 cover

- » Explore the front cover of the picturebook with the children. Project or hold it up so they can all see.
- » Starting with the title and have the children pass the book around and trace their fingers over the letters and look at their reflections in the silver embossed letters.
- » Elicit the word for 'Welcome' in their own language(s) as well as the meaning. Concept check by asking the children, *When do people say 'Welcome'? Who do they say it to? Why do they say it? Is it a nice thing to say? How do you feel when people say 'Welcome' to you?*
- » Next, ask the children about the characters on the front cover, *Who can you see? Where are they? What are they doing? How are they feeling? How do you think they met? Who is welcoming who? Why? What do you think might happen in this picturebook?*
- » Collate their predictions on the board and say that they are going to confirm/disconfirm them during the read-aloud.

### Peritextual ponderings 2: the front and back covers

- » Open the book covers fully or project them so the children can see the contrast between the sandy island beach on the front cover and the cracking iceberg on the back.
- » Focus on the front cover and ask the children, *Where are the characters on the front cover? Do we often see polar bears on the beach? What do you think the temperature is on the beach? Do we often see polar bears and monkeys together? Do you think they are friends? Why? What are they doing? What do you think this tells us about the story? ...*

- » Focus on the back cover and ask the children, *How is this landscape different to the front cover? Where do you think the bears are? What is the temperature like in the Arctic? What is happening to the iceberg? How do you think the bears feel when they hear the CRACK?*
- » Read aloud the abridged version of the verbal text on the back cover, use a voice for the polar bear to build up characterisation, *I am a polar bear. Life is quiet and peaceful on the ice, but wait a minute – what's that noise?* Ask the children which of the bears is speaking and how they know (the one wearing the red scarf sitting at the top of the iceberg – the narrator).
- » Ask the children what they think is going to happen to the three polar bears after the ice breaks and why.
- » Collate their predictions on the board and say that they will confirm/disconfirm them during the read-aloud.

### Peritextual ponderings 3: the front endpapers

- » Show or project the front-end papers and elicit what the children think they show us. Establish that they represent the endless ocean, flowing over the page that goes on and on and on and on and on...
- » Ask the children to close their eyes, play some music with the sounds of the sea. Ask the children to imagine they are in the same ocean as in the endpapers. Say, *You are in a small boat in the ocean with two friends or family members. The water goes on and on and on and on and on and on and on... Look around, what can you see? Smell the air, what does it remind you of? Put your hand over the side of the boat. Is the water cold? Can you see fish in the water? How long do you think you can stay at sea?*
- » Ask the children to open their eyes and share their ideas. Say, *Let's find out what happens at sea in this picturebook. ...*





### Stage 3: While reading aloud

» Wear a red scarf as you read aloud to show that you are adopting the role of narrator, i.e., the main protagonist in the picturebook.

#### The first read-aloud

» Use gestures, body language and different voices to help convey meaning, especially feelings and emotions and involve the children fully. As you share the picturebook, pause at key moments to comment on and/or ask questions about the illustrations and the plot. Refer to the children's predictions on the board throughout the read-aloud.

#### Opening 1, emphasise:

» *'I am a polar bear'*, pointing to the bear with red scarf.  
» The question: *'What's that noise?'* Eliciting the children's ideas about what it might be before turning the page.

**Opening 2:** point to the word *'CRACK!'* and encourage the children to say it in a very loud and expressive way, using mime to convey the iceberg cracking.

**Opening 3:** elicit ideas for the polar bears' game, *'I spy with my little eye something beginning with W'* from the children.

**Opening 4:** ask the children what the polar bears need to find.

**Opening 7:** cover the word *'many'* and elicit ideas from the children: *'Hmmm, you are too...'*

**Opening 9:** say that the polar bears are about to give up. Point to the small iceberg and ask the children what they think is going to happen next.

**Opening 11:** *"Hmmm, you are..."* Pause and ask, *What do you think the polar bears are going to say? What would you say? ...*

### The second read-aloud

» Read-aloud again the picturebook and have the children follow you (if possible, have a set of the picturebooks to distribute to the children, so that they can browse in small groups). Encourage the children to look very closely at the pictures this time. Ask these questions, using the children's language(s) when necessary.

#### Opening 1

» *Look at the polar bears. What are they doing?* [paddling in the water, reading, going fishing, relaxing]. *How do you think they are feeling?* [calm, relaxed, peaceful, happy, enjoying themselves]. *Why do you think they are feeling like that?* [they are with their friends; they are on the ice, their natural habitat; they are at home].

#### Opening 2

» *Look closely at the words 'Crack!' 'drifting', 'Hold on'.* *What is different about these words?* [the lettering is different; the letters are larger]. *Why do you think Barroux uses larger letters here?* [to emphasize those words – the onomatopoeia of the ice breaking with a very loud noise, the fear when they start drifting away, the shout to try to get everyone closely together]  
» *How do you think the three bears on the piece of ice are feeling? What about the bear who is left behind?*

#### Opening 3

» *Look at the illustration. What feelings does it suggest to you?* [endless ocean, vast and huge, contrasting with the smallness of the bears – draw the children's attention to the lettering of 'big blue ocean' and 'forever']  
» *How would you feel in a boat in the ocean? What do you think you might see/hear/smell/taste? How long do you think you could be at sea? ...*



## Story sharing (Stage 3)

### Opening 5

- » Look at the words 'Land! We're saved.' How do you think the polar bear and his friends address the animals who live there? [they are polite, they explain their situation and what they need, they say please].
- » How do the cows react? What is their excuse for rejecting the polar bears? [their physical appearance] Do you think it's a reason for rejecting the bears? What about if the bears were people?

### Opening 6

- » How do you think the polar bears are feeling now? [rejected, confused, lonely]. And what is happening to their boat? What do you think is going to happen? [the situation is getting even more challenging and dangerous].

### Opening 7

- » Look at the illustration, what can you see? [the polar bears on their little ice boat, the panda alone on a big island – draw the children's attention to the large portion of the illustration occupied by the land where the panda lives].
- » What is the panda's excuse for rejecting the polar bears? Do you think this is right? How could you describe the panda's attitude? [selfish, does not feel responsibility for the polar bears and their situation].
- » How do you think the polar bears feel when they hear the panda's excuse?

### Opening 8

- » Look closely at the illustration. What can you see? Where are the giraffes? And the polar bears? [notice the high wall, isolating the giraffes from the rest of the world and how we can only see the stretched necks of the polar bears].
- » Look at the words 'Help us!' How are the polar bears feeling? What is the giraffes' reaction to their cry for help?

...

### Opening 9

- » Look at the illustration. How do you think the polar bear and the two friends are feeling now? How would you feel?

### Opening 10

- » How would you feel if you found land after that long and dangerous journey? What would you do in that new land? What would you expect to find there?

### Openings 11–12

- » Why do you think the polar bears welcomed the monkeys? Could they think of reasons to reject them? Why didn't they make excuses? [they understand what the monkeys feel, they are aware of the monkeys' needs, they know what it means to feel rejected by everyone].

## Reflect and review

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

### Activity 1: My scarf ratings

- » Ask the children to draw and colour scarves on a sticky note or in their notebooks to show how much they enjoyed the story:

3 scarfs = I loved it!

2 scarfs = It was OK.

1 scarf = I didn't enjoy it.

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

OR ...



**Activity 2:** Pivotal moments

- » Clarify the meaning of ‘a pivotal moment’ using the children’s own language(s) = a key moment of change.
- » Use a think-pair-share activity. Or if you have space do the activity in the following way:
- » Ask the children to stand up in two concentric circles, one inside the other, so that each child is standing in front of another child (a talking partner). If the class is very large, consider doing this activity by taking turns, or with two different concentric circles.
- » Say to the children that the activity is to tell their partners what they think the pivotal moment are in Welcome and why. Do an open-pair demonstration between you and a confident child to model the language. For example: **A:** *What do you think is a pivotal moment in Welcome?* **B:** *I think it’s when the ice breaks.* **A:** *Why?* **B:** *Because they are separated from their family, friends, home...* Model the Q&A sequence using a wave drill (put your arms in the air on the stressed words and rising intonation).
- » Demonstrate the activity: when you clap your hands the inner circle turns so they have a new talking partner. Start the activity and have the children turn three times so they can talk to different partners. After the activity, elicit their ideas and reasons about possible pivotal moments.

OR ...

**Activity 3:** The most important message

- » Show children the cracked iceberg in **Opening 2**. Ask them to draw this cracked shape on a piece of paper and draw and/or write inside the iceberg (and outside if they wish) what they think is the most important message in this picturebook.
- » When they have finished, ask them to swap their icebergs with a partner and explain to each other why this is an important message for them. Monitor and provide vocabulary.
- » Feedback by having volunteers share their partner’s most important message. ...



## 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 do this activity via eTwinning with partners in other countries to enrich the intercultural exchange.

If possible, give the children a choice of activities to explore the themes more deeply, e.g., creative writing, dramatisations, art-based activities.

### Activity 1: Create a rejection scene

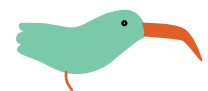
- » Ask the children whether the excuses from the panda, the cows and the giraffes were reasonable and recap how they made the polar bears feel. Elicit examples of situations where people might be also rejected in this way (refugees escaping war in their countries, rejected by other countries with poor excuses).
- » Say they are going to work in groups to create another rejection scene.
- » Ask the children to work with their groups and choose another set of animals to reject the polar bears.
- » Show them the openings again with the cows, the panda and the giraffes and remind them of the use of size and space and how the rejected polar bears are given less and less space in the opening. Elicit what this represents.
- » Provide the folded poster paper and ask the children to unfold it, so it looks like two open pages, a double spread, in a book. First, they should illustrate the double spread with the tiny polar bears and the huge dominant group of chosen animals.
- » Once they have finished their illustrations, they should brainstorm the verbal text using the stems in the picturebook for giving excuses, *Sorry, you are too...* Monitor and provide support with vocabulary and spelling. ...

- » Ask the children to stick their spreads around the classroom and say they should imagine they are visiting 'Sea World Aquarium.'
- » Say that when the sea music starts, they are going to walk around the room and discover the rejection spreads and select the excuse they think is the most upsetting.
- » Play the music and the children walk around the room.
- » Take some feedback about which excuses they thought were the most upsetting and why. Ask how people might feel who need a safe place to stay and they are rejected with those same excuses. Use the children(s) languages if necessary.

### OR

### Activity 2: Act out a 'Welcome' scene

- » Recap the text in the three rejection scenes by showing the openings with the panda, the cows and the giraffe. Elicit and prompt so the children say the excuses. Concept check: *Is this friendly? Is it kind? Is it welcoming?*
- » Ask the children if they can think of friendlier, kinder and more welcoming things to say and do in each case. Use their own language(s) and recast into English.
- » Say that they are going to try to match the unwelcoming words to much more welcoming words for the cows, the panda and the giraffes. Hold up the strips of paper and tell the children that sentences (1–3) are the unwelcoming words from the book. Say that letters (a–c) are welcoming words.
- » Explain that they should look at all of the sentences with their group, read them aloud and match together. Monitor and provide support with meaning of the vocabulary. ...



## Story sharing (Stage 4)

- » Feedback using a ‘tennis’ technique: one group reads an unwelcoming sentence, and another group reads a welcoming sentence until they are all checked.
- » Ask the groups to each choose whether they want to be the *Welcoming Panda*/the *Welcoming Giraffes* or the *Welcoming Cows*. Say they should use the welcoming lines as their script.
- » Give them some rehearsal time and monitor to support pronunciation, encouraging the children to be expressive.
- » Have the groups act out their scenes for the rest of the class and praise their acting.
- » Ask why it is important to warmly welcome people who need a new home. Use their language(s) as necessary.

## OR

### Activity 3: Say ‘welcome’ with art and craft

- » Give the children the choice of an arts-based creation to show people they are welcome with an object. They can choose between:
  - a WELCOME mat;
  - an origami boat with WELCOMING messages inside;
  - a Hawaiian welcome necklace.
- » Say their objects are for the school community and should be as creative and colourful as possible. For example, the welcome mats could have the word for ‘welcome’ in many different languages to reflect a diverse school community. The origami boats could be shared at a nearby park with a pond, supervised by family members, the necklaces could be given to newcomers during a break time, along with a script for example, ‘*We would like to say a big WELCOME to our school!*’
- » Provide the children with arts and crafts supplies to make their chosen objects. Monitor and provide support with vocabulary and spelling.
- » Ensure there is plenty of time allocated for children to display their mats and/or boats and/or necklaces.

## Reflect and review

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



### What did I do?

- » Help children remember what they did during their Part 2 lessons on *Welcome*. Do a *That’s not true!* activity to help them recap. You say things they did and didn’t do. Explain that if it is true, they should make wave signs and chorus, *That’s true we did it!* And if it is false, they should chorus, *That’s not true* and fold their arms.

### 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?

- » Ask the children to think about the ways they learned.
- » Using their ideas from the previous activity, help the children to reflect on the ways they learned. Give examples, *I learned... by listening to a story and talking about it; ...by talking to my friends about my ideas; ...writing our rejection scene and acting out a welcome scene.*

### How well did I do?

- » Help the children to assess their performance during the *Welcome* activities and tasks by colouring the icebergs.

### 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. The children 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.



### Welcoming scenes: a community screening

#### Activity 1: Discover

- » If the children have already prepared rejection scenes (Stage 2: Activity 1), they should use these as scripts. If they haven't done the rejection scenes they should prepare these now. Ask each group of children to learn the lines of their chosen rejection scenes (with the children's chosen animals – *not* the cows, the panda or the giraffes) by heart.
- » Say they need to rehearse the scenes they have created very well because they will be recorded for children in a partner country/context to watch and give their feedback.
- » Provide them time to learn their lines and act with confidence. Monitor and give the children encouragement and support.
- » When they are ready, each group takes turns to act out their chosen scene and record it using the most suitable device available.
- » If necessary, seek parental/caregiver permission beforehand and explain who will be watching the videos, i.e., the children and the teacher in the partner school *only*. ...

- » Exchange the video clips with the partner school children, (on *Twinspace* or other virtual platform) have each class watch the clips and arrange a time to meet synchronously to give feedback.

#### Activity 2: Share

- » At the synchronous meeting, use two stars and a wish for giving feedback on each of the clips.  
*Two stars* = two things the children loved about the clip, and *a wish* = an idea for something the group could add.
- » Provide the children with some language support for giving feedback, *We really loved XYZ and XYZ. / We think you could add XYZ.*
- » Ask the children to share experiences of whether newcomers to their classes are welcomed or rejected and why. Use their own language(s) and recast, as necessary.
- » Ask the children whether in both contexts, they think that newcomers to their schools could be made more welcome. ...



### 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 a synchronous meeting, set a task for them to co-create a new welcoming scene, but instead of polar bears and monkeys, this time it is a role play to welcome school children.
- » Clarify that the children need to decide where the scene will take place, what the newcomers and welcomers will say and do and if they need any props.
- » Once they have agreed, the groups script the lines and the directions (e.g. *where it takes place, what props are needed and what the actors have to do*). The teachers in each school context should check the vocabulary and spelling.

### Activity 4: Take Action

- » Have the children, in their class groups, rehearse their lines back in the classroom. Provide pronunciation, sentence stress and intonation support if necessary, using a wave drill.
- » When they are ready, have the children dramatise their scenes to each other and record them as they do this!
- » After recording, they can watch back and see if they are happy with the scene or whether they want to re-record.
- » They are now ready to share their films with the local community.
- » Seek parental/caregiver permission and ensure the forms make clear that these co-creations will be shared with the local communities.
- » Explain to the children that there is going to be a screening of their welcoming scenes for the local community. Suggest they could make invitations for this, which can be paper or digital versions. ...

- » As a class, the children should agree who they would like to invite to the screening and how they will inform them. Provide the children with a writing frame for their invitations:


To: (name)

Please come to a special screening of our *Welcome* play!

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

RSVP by: (deadline) 

- » Once they have written their invites, ask the children to decorate them using some of the pictures connected to their welcoming scenes. Then they can give out their invitations.
- » To prepare for the screening, the children could also create Hawaiian welcome necklaces and/or welcome mat poster designs to handout to the community members at the screening.
- » Take photographs of the screening, collect feedback from the audience (e.g. through video or simple feedback surveys, or a comments book). Prepare a summary with the children, of the feedback and comments, ready to share with the partner school children.

### Activity 5: Share

- » Share the films with the partner schools (e.g. share them on *TwinSpace* or another virtual platform).
- » Arrange a synchronous meeting with the partner school children and share the feedback from the screening.
- » Elicit their reactions to the comments from the audience. Use the children's language(s) 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: Academy awards ceremony

» Ask the children to draw academy awards statues on sticky notes to reflect on the writing of welcoming scene with children in partner schools, and their acting of these scenes.

*3 Academy Awards = Our script was great!*

*2 Academy Awards = Our script was good!*

*1 Academy Award = Our script was OK.*

*3 Academy Awards = I loved my group's acting!*

*2 Academy Awards = It was OK.*

*1 Academy Award = I didn't like acting.*

» Ask the children to share their sticky notes with their partners and say why they gave the different awards.

OR ...

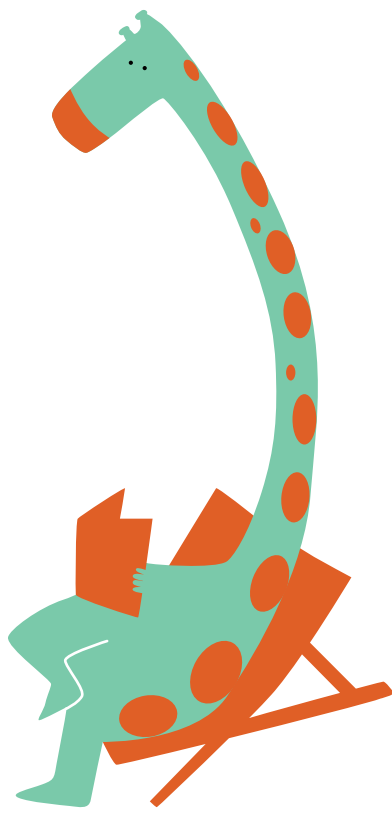
### Reflect and review B: Iceberg mingle

» Prepare iceberg stickers in three different shapes, (a whole iceberg, a cracked iceberg and a tiny, melting iceberg) ask the children to choose the whole iceberg if they really liked the activities, the cracked iceberg if they enjoyed the activities a little and the tiny, melted iceberg if they didn't enjoy them much.

» Ask the children to stick the icebergs on their foreheads and play some ocean music for them to mingle to explain their choice. Help them with speaking stems, *I really liked this activity because... I made a video; ...I don't like acting; ...I loved creating a scene with children in the partner school...*

» After they mingle, help the children to think about how many whole, cracked or melted icebergs there are and what this might mean. Use their language(s) as necessary.

» Share a photograph of the icebergs with the children in the other context. ♦



## 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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# Welcome! Record Sheet

Let's reflect and review!



Name: .....

Date: .....

## 1. What did I learn?

Write or draw three things that you learned in the *Welcome* activities:

## 2. How did I learn?

Write or draw what helped you learn about welcoming newcomers:

## 3. How well did I do? Colour the icebergs 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 *Welcome* lessons, I learnt:

To help welcome newcomers, I need to:

Doing the activities about welcoming others made me feel:

My name is:

## Teacher resource: Matching Strips

**Instructions:** Cut out the strips and give a set to groups of 3 to 5 children.



**1:** *You are too... tall/furry/bear-ish!*

**2:** *You are too... many. There's not enough room! You can't live here.*

**3:** *Did you hear something? No. We could look around. No. That's too much bother.*

**C:** *We like different colours, shapes and sizes here! You are just right!*

**A:** *You are welcome here! There's plenty of room for you! You can live here!*

**B:** *We can hear you and see you. We will make time to get to know you!*

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