ICEKit

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ICEPELL

Steve Antony

ICEKit

#15

Pages

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Unplugged

Steve Antony (Hodder and Stoughton, 2017)
Kindle version available

ICEKit Summary

This ICEKit accompanies the picturebook, *Unplugged* and enables children to explore Focal Field 1: Socially responsible behaviour – interaction with others and Focal Field 3: Sense of belonging and knowing about or respecting one's own, other and or heritage cultures.

The activities start by arousing children's curiosity in the story context, leading to a series of peritextual ponderings about the front cover, as well as contextual clues about the storyline in the endpapers and the back cover. These visual triggers help children predict the story plot, (i.e., *Blip gets unplugged and experiences life in the outside world*) 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 and share their opinions on the most important message. Activities include reflecting on their spare-time activities using a class survey, measuring the time they are plugged in, performing a role play, creating a poster and comparing information between different partner countries or contexts.

The ICEKit culminates in the *eTwinning* Taking Action Cycle where children co-create traditional game booklets or tear off posters for people in the community to 'unplug' and do things together more often.

Target Learner

» Upper primary (age 9 – 12)

ICE Outcomes

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

» relate to others

» become aware of and/or question certain values: e.g. *nature/outdoor life; online time and offline time; friendship*

» find reflections of themselves and their ways of living

» see how interdependent and interconnected we all are

» discover, try out and reflect on traditional games from different countries

» interact in a more peaceful way with others

» engage in intercultural dialogue with others across borders

Cross-Curricular Outcomes

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

» name/discuss traditional games shared by grandparents/parents (Social Studies)

» play traditional games with peers and partners in different contexts (Physical Education and Social Studies)

» value the importance of being unplugged and being unplugged for a long time (Citizenship)

» measure how much time they spend online and compare it with others (Maths)

Language and Skills Outcomes

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

Grammar & Lexis

» understand and use action verbs in the past tense

» recognise and use adjectives to describe situations, things and places

» name some hobbies and indoor/outdoor activities

» name some online/offline activities

» compare plugged in time with classmates

» use *I will* to make pledges ...

Reading

» predict the plot based on the picturebook's 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 character in response to pivotal moments in the story e.g. *turning points*

» read and follow descriptions / instructions for traditional games

Listening

» predict the plot based on the book trailer clip

» 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 character might be feeling based on the teacher's tone of voice and expression

» listen to peers when meeting online

Speaking

» make predictions by brainstorming what they think will happen and sharing ideas orally

» respond personally using 'Blip ratings' and sharing reasons for their rating

» give opinions on ways to unplug

» present plugged in research findings

» present traditional games to others

» respond to questions about being unplugged

» talk about the learning process: reflect and share with international partners …

Writing

» write descriptions of different traditional games for the 'game booklet'

» write action statements on the 'Unplugged tear off posters'

» complete the personal pledge (Photocopiable D)

» complete sentences about their ICE-learning and action taking in the review

Assumptions and Prior Knowledge

Intercultural Citizenship Education

» Children understand the difference between the internet and the real world

» Children already engage with both the outside and online world

» Children can empathise with the characters on an emotional level

» Children are aware that the whole world is interconnected via the internet

» Children have some knowledge of traditional games

Language and Skills

» Children are familiar with watching book trailers and predicting a story plot in English or in their own language(s)

» Children have some experience of making predictions in English based on visual input

» Children can describe characters' looks and feelings in English

» Children can name some spare time activities in English

» Children can infer unknown vocabulary through story context and pictures …

Preparation and materials

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

» A copy of the picturebook

For the tasks and activities, you will need:

» Audio and video equipment
[to communicate with partners]

» Book Trailer for Unplugged: shorturl.at/rwS58

» A cable (HDMI or similar)

» Drawing paper

» Thick markers

» To prepare an interview for families on traditional games [an example in Portuguese and English: shorturl.at/oDPU1]

» Sticky notes for review activities

» Reflect and Review handout (Photocopiable A)

» Heads-Hands-Heart handout (Photocopiable B)

» Unplugged diary (Photocopiable C)

» Pledge handouts (Photocopiable D) ◆

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

» Making predictions about the plot:
I think she will... Maybe she will...

» Describing emotions e.g. *angry, frustrated, annoyed, panicked, happy, surprised, interested in, playful, relaxed, grateful, satisfied, secure, sad, bored, tired, exhausted*

» Describing situations, things and places using adjectives: *the grey computer room, the green forest, the winding river ...*

» Listing plugged and unplugged activities e.g. *eating pancakes, walking in the park, playing with ...; visiting friends, playing tag ...*

» Presenting plugged in data e.g. *I spend a total of [one hour] plugged in every day / every week*

» Comparing plugged in data e.g. *I spend more time / less time than [Karim]*

» Asking for personal details e.g. *What is your name? Where are you from? How are you feeling? What do you do in your free time?*

» Describing what's in the school playground:
There is ... There are ... [a slide, swings, hopscotch, noughts and crosses, a football pitch, a basketball ring ...]

» Describing Blip's actions using verbs:
Blip plays on the seesaw/ draws/ sings/ relaxes/ walks in the maze/ dances/ visits/ swings/ counts/ exercises.

» Using imperatives to describe traditional games e.g. *Throw the ball! Take the ball! Hit ... with the ball! Bend your body! Skip! Jump! Hop! ...*

Picturebook summary

Story

Unplugged is an eye-opening story about being alone online all day and (re)discovering the magic of nature and human interaction. It enables children to explore the world outside. It is the story of Blip, a robot that spends her time plugged into her computer. One day something unexpected happens and she finds herself... unplugged! She discovers a whole new world outside of her room and one she can share with her new friends. When she returns to her previous plugged-in life, all she can think about is... *"how great it was to be... unplugged"*.

Beyond Words

Steve Antony uses a greyscale for the plugged-in, online time and full colour for Blip's offline and outdoor experiences. The greyscale represents the digital, 'unreal' world; it takes the reader into an artificial world, less diverse and less rich when compared with the outside world which is represented with rich and detailed and colourful illustrations.

The illustrations allude to being plugged-in i.e. on the front cover, title page, and at the end of the book, the title *Unplugged* is written in a font that replicates a computer cable. On the front cover, the robot has a metallic, silver pattern. Inside, the typography is relevant for reading aloud, e.g. 'POWER CUT' is represented in large capital letters.

Finally, on the back cover there is a screen made with reflective paper which allows the reader to see themselves in it – is this book about the group of children? ◆

Story sharing

Stage 1: Setting the story context

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

Activity 1: Plugging in

» Take a computer cable into the classroom and ask the children what they associate it with and what they can plug it into.

» Elicit the children's ideas and write them on the board (e.g. *mobile phone, tablet, computer, laptop, a TV set, a computer screen*).

» Ask the children if they enjoy spending a lot of time online. Ask them to think about how many hours they spend online. Hand each one a sticky note / post it and ask them to write the number of hours on it and their name. Then, they will stick it on the classroom wall.

» Ask the children to draw what they do when they are on the computer, at home or at school. This can be done on a shared *Google Jamboard* or on a worksheet with the outline of a computer screen. Ask them to draw one or two of their favourite online activities.

OR ...
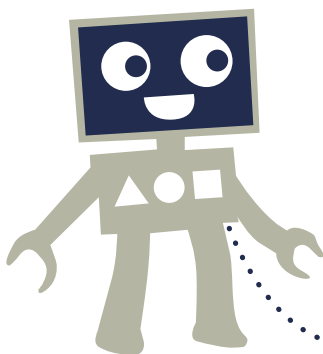
Activity 2: Watching the book trailer

» Write the word 'Unplugged' on the board and hold up a cable with its plug. Ask the children who they think the plug belongs to. They going to find out by watching this short film.

» Watch the book trailer as a whole class to find out: shorturl.at/atzLN

» Pause at on 0.40 min and ask children to guess in pairs what they think will happen when Blip goes outside.

» Collect their ideas and note them on the board.

» Provide language support i.e. *I think that ...Maybe the ... etc.*

» Watch the trailer a second time if the children show interest. ...

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 on the front cover

» Show the title and ask the children these questions orally:

1. Look at the shape of the title word 'Unplugged' – does it remind you of an object you know or have seen or use at home / school? (While asking this, move your finger along the word and point to its edges).

2. Is the cable plugged in or unplugged?

3. Where can you plug in or unplug this cable?

» Point to the robot Blip and ask:

4. Is the robot happy or sad?

5. What is she holding in her hand?

6. Is the cable plugged in or unplugged?

7. What do you think has happened?

» Keep focusing on the front cover and point to the author's name and read it aloud.

» Reinforce that this book has been written and illustrated by the same person / author.
Then ask: *What do you think this book is about?*

Peritextual ponderings 2: the endpapers

» Explore the endpapers, look at the images and spot the differences between the front and the back endpapers. **...**

» Point to the different images / illustrations. As you move your finger along the "endless" cable ask, *What can you see?* Ask, *What's happening on the computer screen?* Point to the egg timer image, *If it is loading, is it ready?*

» Point and look at the robot, *Is she plugged in or unplugged? And how is she feeling? Happy? Bored? Sad? What is she doing?*

Back Endpapers:

» Point to the illustrations and as you move your finger along the word 'Unplugged' ask, *What do you think has happened? Is the robot scared? Do you think she is running away? Why?*

» Ask the children to look closely at the computer screen and ask, *What can you read? Who do you think Blip is? Do you think Blip and the computer are friends?*

» *The front and back endpapers are different, what do you think has happened in between? Why?*

Peritextual ponderings 3: the message from the author and title page and copyright spread

» Look at the message from Steve Antony, ask the children to predict what might happen in the story by answering the questions:

1. What will Blip do when she is unplugged?

2. Where will she go?

3. Will she make any new friends?

4. What would you do?

» Ask the children to look at the title page. Ask:

1. What insect is on the word 'Unplugged'?

2. Why do you think it is in colour?

3. Why do you think Blip is looking at the butterfly like that?

» Return to the title page after the first read-aloud and ask the children this question again. They will be able to connect the colourful butterfly and the black and white world Blip lives in. **...**

Stage 3: While reading aloud

The first read-aloud

» Use your picturebook sharing routine to set up the first read-aloud.

» Make sure the children can all see the whole picturebook and that you can make eye contact.

» Refer to the children's predictions from stages 1 and 2 to keep them interested, giving them a reason to listen and respond as you read-aloud the openings.

» Ask questions about the story and illustrations. Pause and ask questions at key points.

» Return to the title page and ask the children why they think Blip is looking at the butterfly like that.

The second read-aloud

» Refer back to the predictions the children made. Ask, *So, were your predictions right? What surprised you about the story?*

» Re-read to Opening 5. Ask the children what they would do if they were in Blip's situation. *How would you feel?*

» Continue to Opening 7. Ask, *How do the animals feel?*

» Pause and ask the children if they can remember what the characters did next.

» Continue reading and point to the activities they remembered and help them to say the others.

» Read aloud until Opening 11. Ask, *What happens next? How will they feel?*

» Read Opening 13. Have the children finish the phrase: *"But all she could think about was…"? What was it?* ...
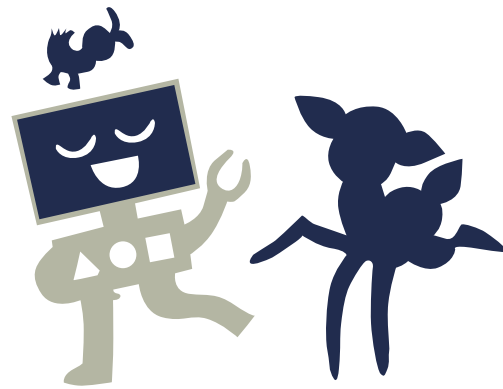
Reflect and review

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

Activity 1: My battery ratings

» Ask the children to draw and colour batteries on a sticky note:

3 batteries = I loved it.

2 batteries = It was OK.

1 battery = I didn't enjoy it.

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

OR

Activity 2: Think-pair-share

» Have the children think about the book's message. They should write their thoughts on a sticky note.

» Ask them to find a partner and share what they wrote down.

» Feedback with the whole class and ask some volunteers to share their ideas in English. ...

Stage 4: After reading aloud

*Choose **one** of the three 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: Being unplugged

» Have the children talk about free time activities: *What is your favourite free time activity?*

» Collate the different activities and categorise them into 'plugged in' and 'unplugged' activities.

» Ask the children if they are surprised.

» Using a think-pair-share activity, ask children to think about unplugged activities (inside or outside) that can be done with friends or family. They should list them in their notebook.

» Draw a table on the board with two columns: *Unplugged group activities inside / Unplugged group activities outside.*

» Write their ideas in the table: e.g. *play board games; play cards; fly a kite; play hide and seek, play tag, play marbles; play hopscotch; play football or basketball; ride a bike, potato sack races; play a tug of war game, etc.*

» Ask the children if they have any favourite unplugged group activities.

AND/OR ...

Activity 2: Being unplugged

» For a whole week, have the children measure the amount of time they are 'plugged in' (i.e. *spend on the computer, mobile phone, iPad, etc.*) everyday (Use Photocopiable C).

» Share their tables in class, or on *Canva* or on *Google Jamboard*. Help them talk about the results *I spend a total of [one hour] plugged in every day/every week.*

» Ask, *Are you surprised about how long you spend 'plugged in'? Who spends the most/least time 'plugged in'?*

» Have the children think about what they do when they are plugged in. Ask, *Are you alone or with someone? How do you feel when you are plugged in?*

» Allocate groups and give them a sheet of paper which is their 'screen'. Have them draw and describe in writing what they do, who they are with, and how they feel when they are plugged in.

» Place the completed screens next to each other to create a classroom display.

Optional *eTwinning* or similar shared space:
Children could go on *eTwinning* or similar and discuss the similarities and differences of the posters of the different countries or contexts.

» Then reflect together with their partners in the other country/context. They can find out how similar/different the children's activities are.

AND/OR ...
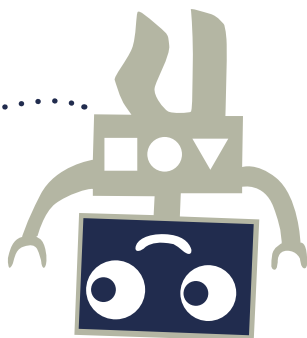
Activity 3: Being unplugged and outside

» This activity should be done at home, so write a note to parents/carers explaining the activity.

» Ask children to take pictures of the beauty of their village/town/city but in particular, places where they can play, move, and do activities together outside. They can take photos of the landscape, animals, a tree, flowers, mountain, monuments, etc. and make a collage [or use https://piccollage.com/]. Help them write: *This is [place name]. We can [describe the activities that can be done].*

» Share the collage with the partners on *eTwinning* or similar. Vote on which place where they would most like to spend time outside.

» Look at each picture and ask children to identify the differences and similarities e.g. *There are [more trees]; I can [go swimming] here.*
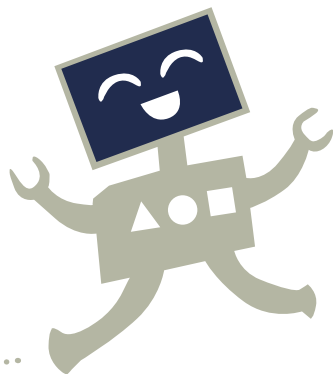
Reflect and review

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

What did I do?

» Help children think about what they did during the Unplugged activities. Play a *'Blip Says ...'* game referring to the different activities in the ICEKit e.g. *Blip Says we did a survey; Blip Says we talked about our free-time activities.* Children should respond by standing up if it's true or staying seated if it's 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 these in their *'Unplugged and me!'* Record sheet.

How did I learn?

» Using the prompts on the record sheet, help the children to reflect on the ways they learned.

» Use questions like, *How did they find out about their time online? How did they realise they need to talk face to face? How did they understand how important it is to go outdoors?*

» They can dictate their ideas for you, copy a sentence or draw a picture.

How well did I do?

» Help children assess their performance during the *Unplugged* activities and tasks by colouring the robots.

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 Unplugged Activities

Activity 1: Discover

» Ask the children to ask their parents, grandparents, etc. about the games they used to play when they were younger [an example of a questionnaire in Portuguese and English is here: shorturl.at/oDPU1].

» Collect the ideas of the different games and play a couple of them in the classroom / in the playground.

» Take photographs or find pictures of the different games.

» Organise the information so that children are able to share it in English i.e. *translate the game name, identify key words to describe the game.*

Activity 2: Share

» Share the discoveries in an *eTwinning* or other virtual platform.

» Share the pictures of the different games on *eTwinning* or similar platform.

» Explain how some of the games can be played.

» Play some of the games together, if possible.

Activity 3: Co-Create

» Explain that they are going to find ways of spending more time unplugged together.

Option 1: A traditional game booklet

» Suggest they put their favourite traditional games together into a booklet, so there is a mix of games from all partner countries or contexts.

» Have them co-create the booklet and decide which games should be included and how they can be represented on the pages.

» This could include their language(s) too, so it could become a multilingual traditional games booklet. ...
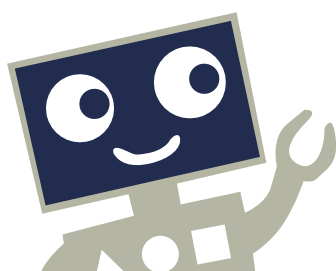
Option 2: Tear off posters 'Unplugged cards'

» Ask the children to think of things they could do instead of being online to spend time with other people.

» Suggest they make a tear off poster [see example] on which they convey a message or make a suggestion, such as:

Be unplugged for a bit longer today…
… play a game with your family.
… instead of watching TV, go for a walk.
… play hopscotch outside.
… bake a cake together.

Activity 4: Take Action

Option 1: Booklets

» The booklets can be handed out to other classes at school, or taken home by the children.

» Have the children take photos or videos of their family and friends playing the games.

» Have them interview people who received the booklets and ask if they tried the ideas / what they thought of them.

Option 2: Tear off posters

» Create the tear off posters with Unplugged activity ideas. Place them at meeting points (e.g. *bus stops, supermarkets, school gates, shops, train stations or community centres, etc.*)

» Go back to the meeting points and see how many ideas have been teared off.

» Try to find out what the community thought of the ideas. …

Additional idea: A community activity

» Schedule a traditional games community activity and invite parents, grandparents, etc. to come to school and demonstrate how they played their childhood games.

» Involve the whole school to participate, remember, demonstrate, and learn / share these traditional games.

» Take photos, note comments and collect feedback from everyone involved.

» Make sure the props for the games are easy to access, so the children can continue playing the games during their breaks.

Activity 5: Share

» Share the different activities on *eTwinning* or similar with partner schools.

» Share the feedback and the photos the children have collected and taken.

» Look at and compare the information and talk about what they liked and enjoyed about doing this.

» Help children share their ideas by preparing short presentations or translating for them when necessary.

…
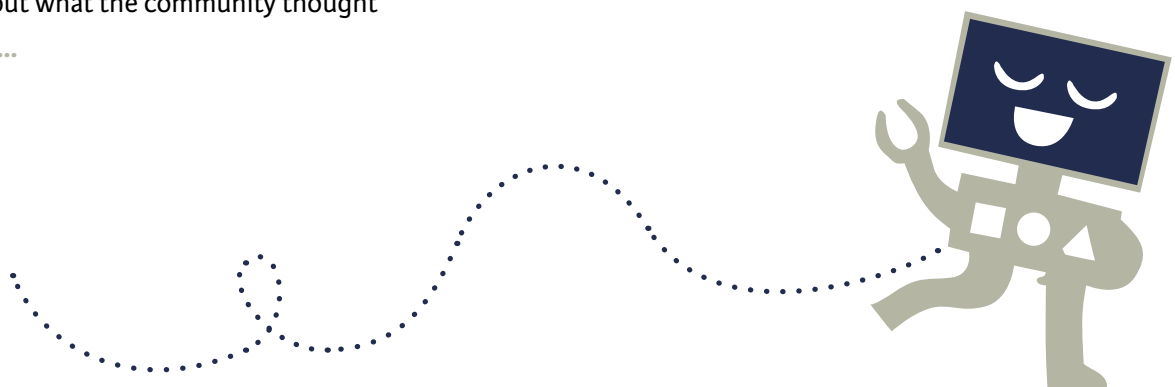
Activity 6: Reflect and review

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 BLIP

» Ask the children to draw and colour *Blips* on a sticky note to reflect on how they felt about working with children in partner countries on *eTwinning* or similar platform.

Or give them *Blips* to hold up:

> 3 robots = *I loved it.*
>
> 2 robots = *It was OK.*
>
> 1 robot = *I didn't enjoy it.*

» Then, ask the children to share their drawings with their partners or as a whole group and say why they liked or didn't like communicating with others.

OR

Reflect and review B: I'm the One!

» Ask the children to make Unplugged Pledges with their favourite unplugged activities (Photocopiable D) e.g. *To stay unplugged I will...*

» Make time for feedback on how they are managing to stay unplugged.

» Help them revise their pledges and encourage others to become more unplugged. ◆

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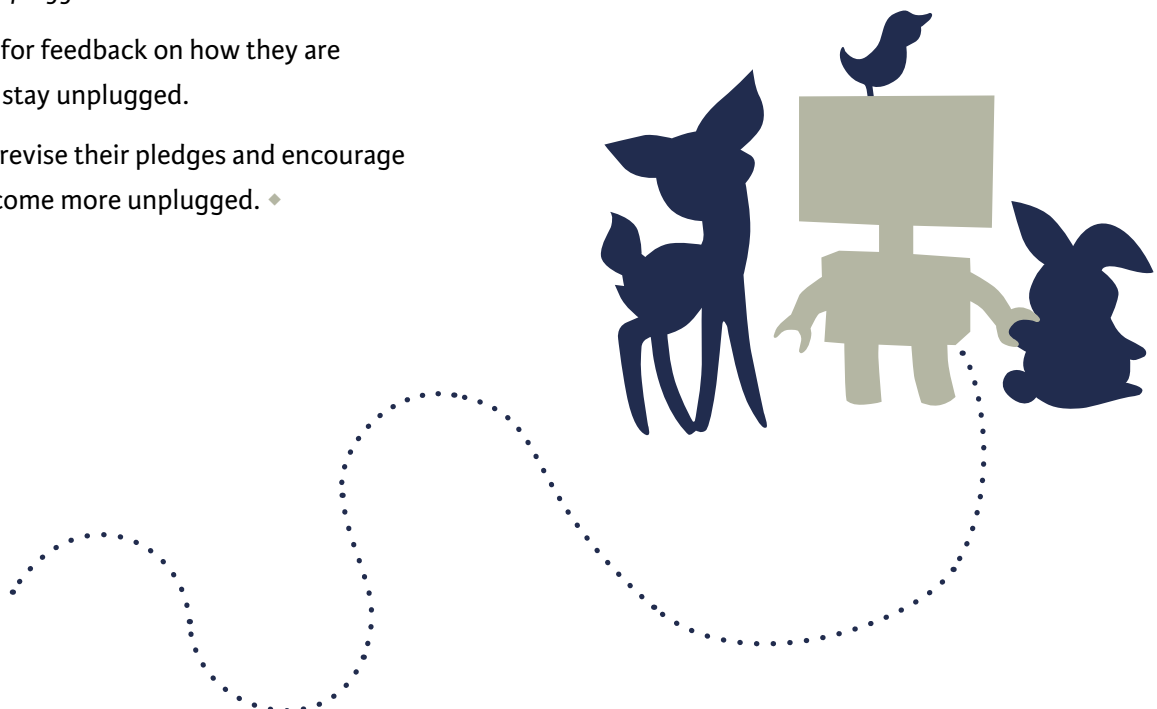
ICEPELL is an Erasmus+ Strategic Partnership project which aims to support practitioners to confidently integrate intercultural citizenship education into English as a foreign language lessons and library sessions with children aged 5 to 12 years using picturebooks.

Project website: icepell.eu

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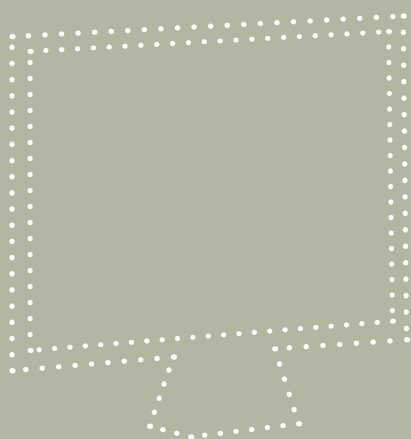
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My *Unplugged* Record Sheet
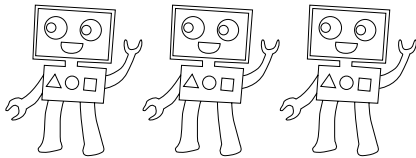
Let's reflect and review!

1. What did I learn?

Write or draw three things that you learned from the activities for *Unplugged*.
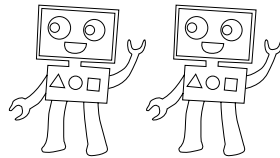
2. How did I learn?

Write or draw what helped you learn how important it is to be more unplugged.
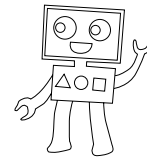
3. How well did I do? Colour the robots to show how well you did.

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?

Write some action words or draw a picture of what you should do:

My Head – Heart – Hands reflection

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During the *Unplugged* lessons, I learnt:

To help people
unplug more, I need to:

Doing the activities about *Unplugged*
made me feel:

My name is:

My unplugged diary

Name: ....

Date: ....

Days of the week	15 mins	30 mins	45 mins	60 mins
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

My Unplugged Pledge

Name: ....

Date: ....

To stay unplugged I will ....

....

....

....

....

....
[my signature]