

# Lesson 7: *I Walk with Vanessa*

**THEME:** Choosing Kind

**BOOK:** *I Walk with Vanessa* Written and illustrated by Kerascoët

The illustrations in this book tell the story. The drawn characters are small, but the message is big. Expressions of the characters are important as they reflect the feelings. For a classroom setting, it would be beneficial to download the book to project, or to use a type of scanner that can project each page to the white board. Using only the book without projection might work for a very small group.

Teacher/Parent read the back page of book before giving the lesson, as it gives ideas of what you can say and words to use.

## **MATERIALS:**

- **\*Laminated Poster 1:** Include title, author, illustrator of book, and underlined vocabulary words:  
ally – “Someone who helps or stands up for another who is being bullied or is the target of prejudice” (From book)  
brave – Describes doing something you would not normally do that may be physically or emotionally difficult  
bullying --- When a person or group behaves in ways- on purpose, and over and over, that make someone feel hurt, afraid or embarrassed  
bystander – Someone who sees bullying or prejudice happening and does not say or do anything to stop it
- **\*Laminated Poster 2:** Lyrics to Song A ( 1<sup>st</sup> & 2<sup>nd</sup> Verse & chorus) for literacy activities
- **Song:** “Stand Up, Speak Up”  
<https://www.youtube.com/watch?v=ISo0RgG3Dhk>
- **Pointer**
- **Vis-à-vis Marker or Highlighter tape** (optional)

**POSSIBLE LITERACY FOCUS:** Song: Exclamation marks & question marks

S blends – St, Sp, Sh

Chunks: “ight” – might, light, right “ou” – around and out

At a later time, expand on these blends or chunks making a list of words with the “ight” chunks or “ou” same sounding chunks

## **MATERIALS FOR ART/WRITING ACTIVITY: Bravery- Kind Shields**

(Templates at end of lesson)

A variety of templates are included which can be used from Preschool -2<sup>nd</sup> Grade.

- Copies of chosen template on cardstock or copy paper for each student
- Crayons or markers

## **BEFORE READING OF STORY**

Show children the book cover and read title, author and illustrators' names.

*Here the book is created and illustrated by two people. Kerascoët is the joint pen name of two French authors/illustrators - Marie Pommepeuy and Sébastien Cosset. A pen name is a name used by a writer instead of the writer's real name. You will probably be surprised--- there are no words. (Flip through the pages of the books. Let us see if we can give words to this book. Does the author want to entertain us, give us information, or are they giving us a message in this story? We will have to look at the illustrations carefully to see what the author wants us to understand. If we give words to the illustrations, we may understand the author's purpose in writing the book.*

## **READ STORY:**

### **“READ” THE ILLUSTRATIONS WITH CHILDREN:**

Go through the book page by page---discussing the actions of the children in the illustrations. Start discussion by asking students what they see in the illustrations, and then expand on what the children say. You may want to write words to each page on chart paper with the children, or just have a good discussion of each page. Use the above listed vocabulary and the other useful words listed in the back of the book. Ask about the feelings the characters are experiencing on each page. *How does the new girl feel on her first day of school? How can you tell? The boy in the striped shirt? The girl in the yellow dress?* Have the students pay special attention to the characters expressions.

**QUESTIONS YOU MIGHT ASK/DISCUSS:** *Now that we have finished discussing the book and we have put words to the illustrations, I can ask about the author's message. Most of the important discussion will come as you are looking at each page and the students are giving words to the story. Did the author want us to learn something? Was the little girl in the yellow dress brave? Was she kind? How can we be kind when a new student comes into our class? Are there times when we can be brave and speak out, as the little girl in the yellow dress did? Have you ever had to speak out on the playground? Have you ever seen someone being mean to another person? What should you do when you see that? What is the brave thing to do? What is the kind thing to do? Sometimes being brave and speaking out means going to tell an adult what is happening. Telling an adult when you see someone getting hurt is “getting someone out of trouble” while tattling is just trying to get someone in trouble”. Sometimes the kind thing is to be someone's friend and never join in when someone is being mean to another person. At the end of the story, Vanessa no longer felt like she did not belong. She did not feel like an outcast. I would like you to think about how one person doing good things can make a difference. Did we see examples of this in other books? The girl*

*in the yellow dress made a big difference; she got all her classmates to accept Vanessa as a friend. We saw how Sylvia's father made a difference by reaching out to other people to help get laws made to desegregate the schools for Mexican children and children of color. Martin Luther King Jr. reached out to others, and the peaceful marches that he and others organized, brought attention to the unfairness of the segregated schools. (The above is just an example of some of the things you might say---try to engage the children in talking about this story.)*

I would encourage teachers to read the bulleted points under "For Children" on the last page of book aloud to students.

### **SONG/DISCUSSION:**

**Song: "Stand Up, Speak Out"** - Decide if you have time to sing and go over all the words or just one or two verses and the chorus. *Songs have a message. Let us see how this message is related to the book.* Use pointer to go over the words printed on second poster or Smart Board and discuss them with the children. Have a student come point to the words (with help) a second time as the whole class tries to read them together. Sing song with music on a speaker or play on YouTube and sing with the lyrics on the video. Children can continue to listen to the song again while doing their art activity.

Remind children on how important words are: the strength of words and how they can make someone happy and how they can hurt and stay with a person. *A person can be great ("amazing") with words; they can use them to do good or to hurt. Words can make someone feel like they belong, or they can make someone feel like an "outcast" a person who is not part of a group—someone who no one wants. Many times, mean words and actions come from a person who does not feel loved. Sometimes it takes courage to speak out for yourself and say something for someone else that is getting hurt. You might have to be brave to stand up and say something. (Some words – inspiration taken from "Brave" by Sara Bareilles.)*

*Sometimes the brave thing to do, as students and children, is speaking out to an adult and not to the bully, so that you or a friend will not get hurt. Did the girl in the yellow dress speak to the bully? (NO) The way she spoke up and "said what she wanted to say" was to tell her friends about how mean the boy was to Vanessa. She showed friendship to Vanessa, and the other children followed. Not being a part of what the mean person is doing in most cases is not enough; standing up and speaking out as the little girl in the yellow dress did, is the kind thing and the right thing to do. The lyrics to "Brave" are at the end of this lesson, but are not part of this lesson as the song is more appropriate for older students. These words and song can act as an inspiration to parents and teachers.*

## **ART ACTIVITY/WRITING ACTIVITY:**

K - 2<sup>nd</sup>: Shield Templates with blank space: Students can draw kind or brave acts and write words, or just write words related to being brave and/or kind in their shield and decorate. Brainstorm words or phrases the students can write on their shields. (“Brave”, “kind”, “Stand Up”, “Speak up”, words from songs)  
On the lines below shield, children can write one kind act of kindness they can do when a new student comes into their classroom or one thing they can do when they see that someone is being bullied.

# Stand Up, Speak up by Amp'd! <https://www.youtube.com/watch?v=ISo0RgG3Dhk>

Oh, oh! Oh, oh!  
Oh, oh! Oh, oh!

1. What does your heart want to say?  
Stand up! Speak up!  
Where are friends who feel that way?  
Stand up! Speak up!

When someone tries  
to put you down  
Or knocks other  
people around  
Oh, oh! Oh, oh!

Find your voice. Show your might.  
Oh, oh! Oh, oh!

Speak up now! Shine a light!  
Oh, oh! Oh, oh!

Find your voice! Show your might!  
Oh, oh! Oh, oh!

Be a hero  
Stand for what is right.

2. Is someone being treated wrong?  
Stand up! Speak up!  
Are you gonna go along?  
Stand up! Speak up!

When someone  
Tries to put you down  
Or knocks other  
People around  
Oh, oh! Oh, oh!

Find your voice! Show your might!  
Oh, oh! Oh, oh!

Speak out now. Shine a light.  
Oh, oh! Oh, oh!

Find your voice! Show your might!  
Oh, oh! Oh, oh!

Be a hero.  
Stand for what is right.

Is she left out for her skin color  
Stand up! Speak up!  
One religion or another  
Stand up! Speak up!

When someone tries  
To put you down  
Or knocks other people around  
Everyone!  
Oh, oh! Oh, oh!

Find your voice! Show your might!  
Oh, oh! Oh, oh!

Speak out now! Shine a light  
Oh, oh! Oh, oh!

Find your voice! Show your Might!  
Oh, oh! Oh, oh!

Speak up now!  
Do what's right!  
Oh, oh! Oh, oh!

Every time, everywhere  
Oh, oh! Oh, oh!

Raise your voice if  
It's not fair  
Oh, oh! Oh, oh!

Every time, everywhere!  
Oh, oh! Oh, oh!

Be a hero!  
Show the world you care.  
Show the world we care.

Highlighted areas contain lyrics that are repeated.

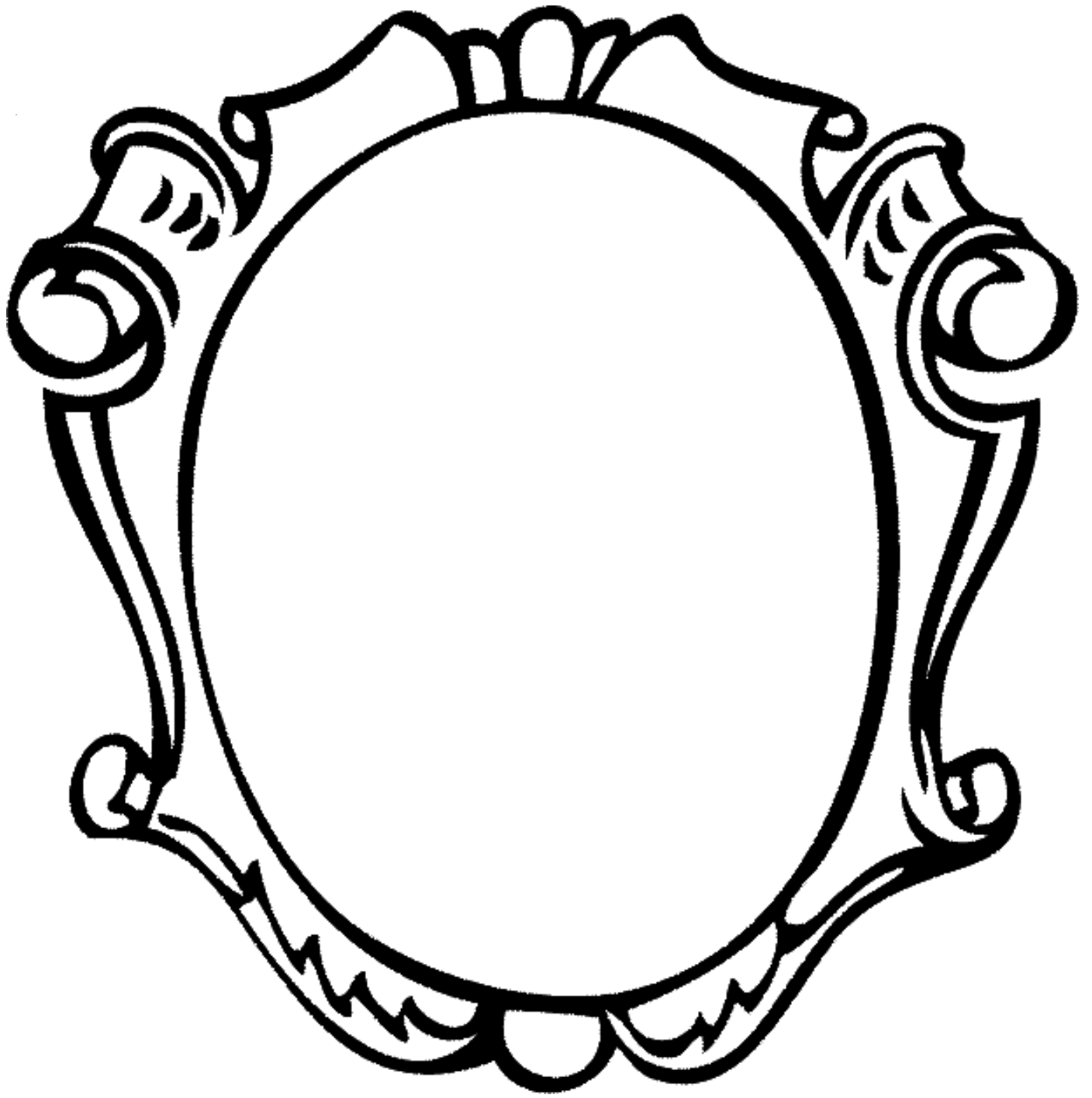
# “Brave”

Sara Bareilles

<https://youtu.be/QUQsqBqxoR4>

You can be amazing  
You can turn a phrase into a weapon or a drug  
You can be the outcast  
Or be the backlash of somebody's lack of love  
Or you can start speaking up  
Nothing's going to hurt you the way that words do  
And they settle 'Neath your skin  
Kept on the inside and no sunlight  
Sometimes a shadow wins  
But I wonder what would happen if you  
Say what you wanna say  
And let the words fall out  
Honestly, I wanna see you be  
braveWith what you want to say  
And let the words fall out  
Honestly, I wanna see you be  
braveI just wanna see you  
I just wanna see you  
I just wanna see you  
I wanna see you be brave  
I just wanna see you  
I just wanna see you  
I just wanna see you  
I wanna see you be brave  
Everybody's been there, everybody's been stared  
down  
By the enemy  
Fallen for the fear and done some disappearing  
Bow down to the mighty  
Don't run, stop holding your tongue  
Maybe there's a way out of the cage where you live  
Maybe one of these days you can let the light in  
Show me how big your brave is

Say what you wanna say  
And let the words fall out  
Honestly, I wanna see you be  
braveWith what you want to say  
And let the words fall out  
Honestly, I wanna see you be  
braveInnocence, your history of  
silence Won't do you any good  
Did you think it would?  
Let your words be anything but empty  
Why don't you tell them the truth?  
Say what you wanna say  
And let the words fall out  
Honestly, I wanna see you be  
braveWith what you want to say  
And let the words fall out  
Honestly, I wanna see you be  
braveI just wanna see you  
I just wanna see you  
I just wanna see you  
I wanna see you be brave  
I just wanna see you  
I just wanna see you  
I just wanna see you  
I just wanna see you  
See you be brave  
I just wanna see you  
I just wanna see you  
I just wanna see you  
I just wanna see you  
I just wanna see you  
I just wanna see you

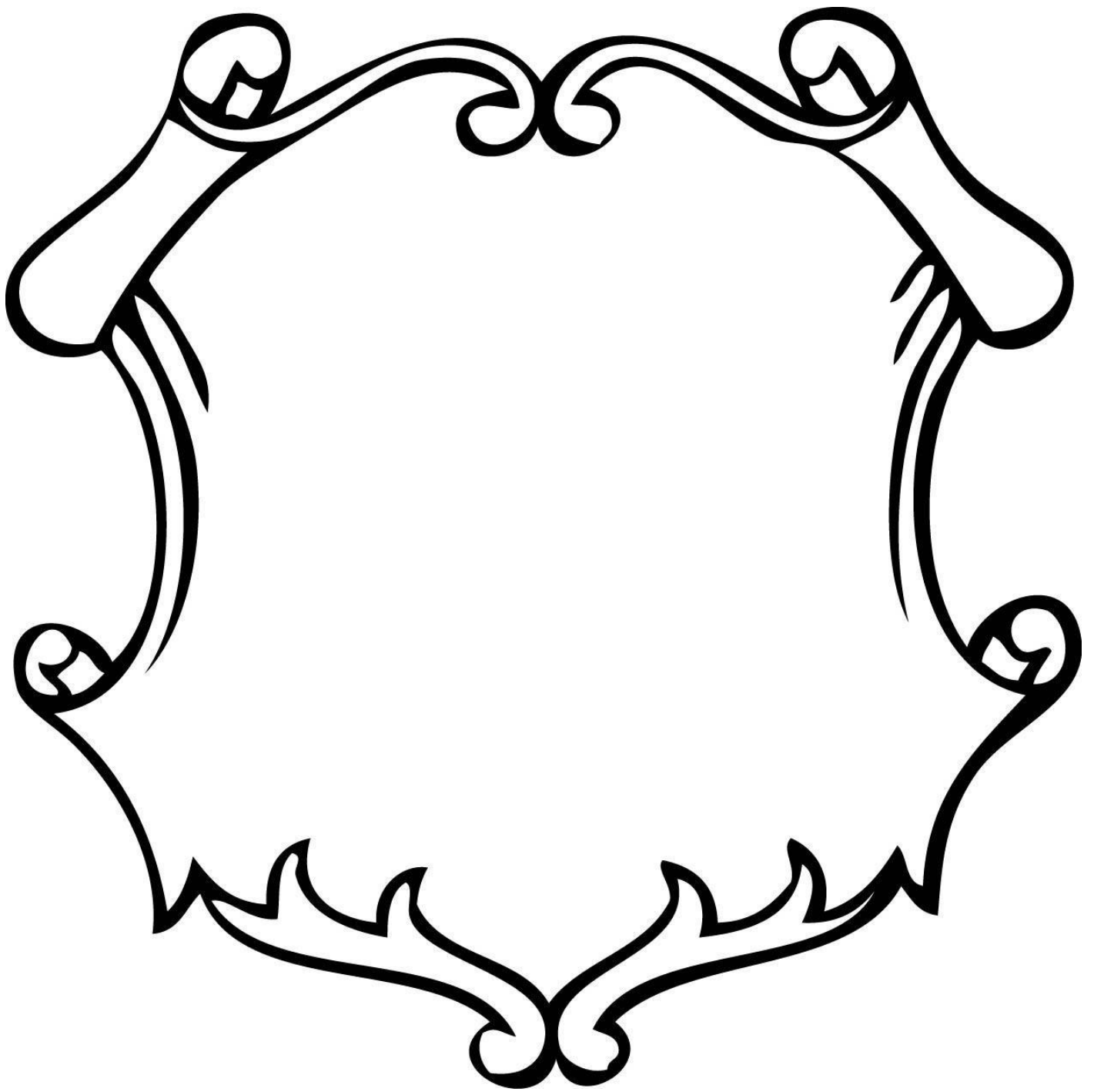


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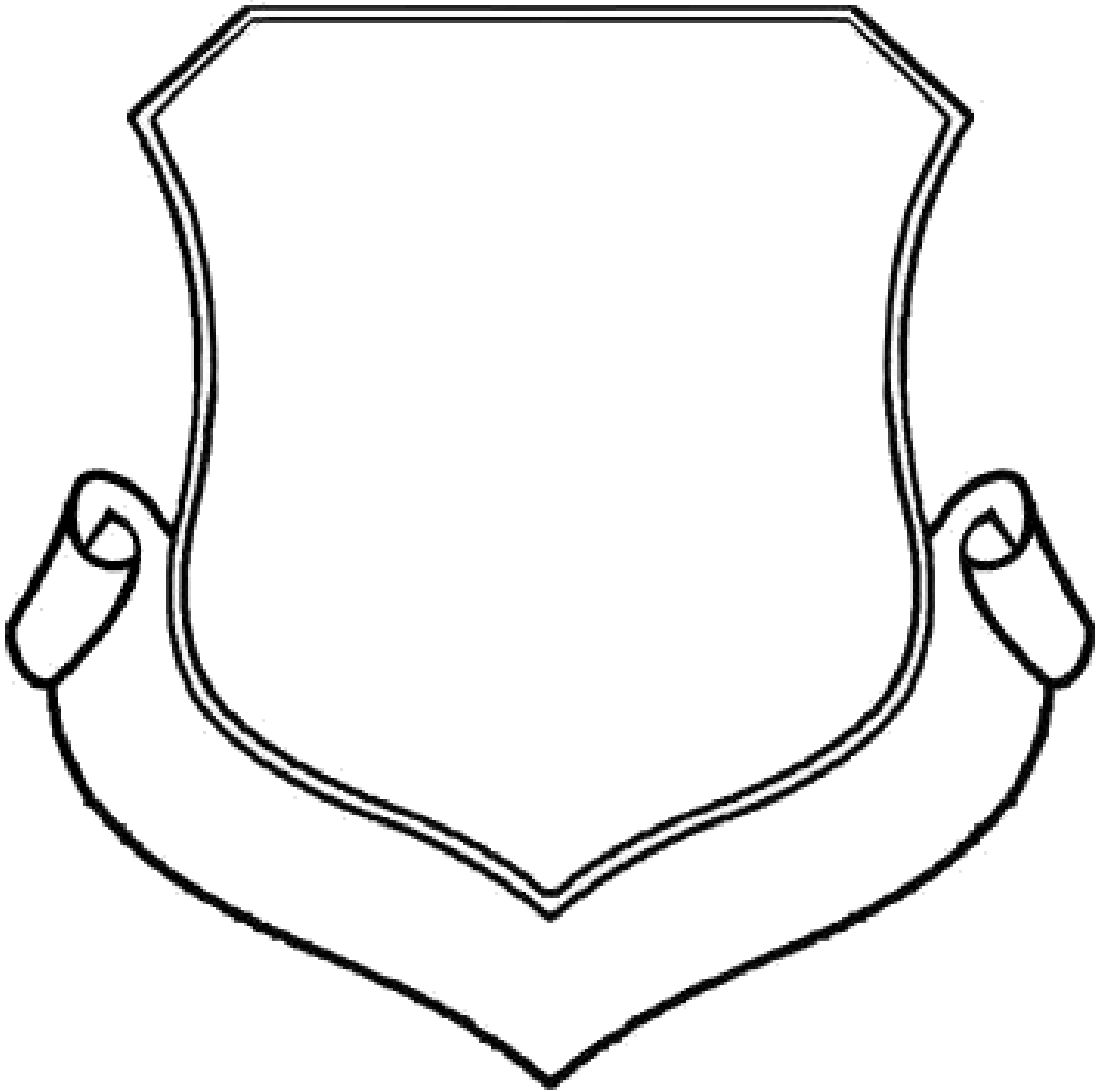


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