



ROYAL  
MUSEUMS  
GREENWICH

# Immi

Teachers' resource pack

'Immi' by Karin Littlewood,  
Published by Otter-Barry Books



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trust





# About this resource pack

*Royal Museums Greenwich would like to give acknowledgments to:  
The teachers at Westminster special schools  
Noel Hayden, SEND specialist consultant*

This resource pack has been produced to accompany two films made by the National Maritime Museum in collaboration with Pop Up Projects and the author Karin Littlewood. In Film 1, Karin reads the story of Immi. In Film 2, Karin invites you and your students to join her in bringing Immi's story to life through art. We recommend that you begin by watching Film 1 with your students. You may then wish to explore Film 2 and the activities outlined below.

This resource pack includes suggestions for activities and prompts with meaningful entry points for teachers wishing to create lesson plans inspired by Immi. It shares ideas for making the most of the rich potential offered by the story and explores the book's themes of friendship, water and multinational cultures and identities.

These range from non-subject specific learning for those students accessing a pre-formal curriculum for those students that have profound and multiple learning difficulties (PMLD) and informal curriculum pathways to those students accessing a semi-formal and formal curriculum pathway.

These activities are starting points and offer the opportunity to develop further enquiry or can be used in their entirety. Activities are suitable for young people following a full range of learning pathways – sensory, pre-formal, semi-formal or formal curriculums.

A strong suggestion is to read the book aloud once for the story, then again to focus on particular aspects, passages or themes. Activities can be repeated and revisited for familiarity and progression to support your students' learning and enjoyment.

## About the book

Immi is a story of friendship across the world and how the simplest of gifts gives the greatest of joys. It's a story of how we all have friends that we have yet to meet, but we have a special feeling in our hearts that they are there and thinking of us too.

A little Inuit girl has a quiet and solitary life in a cold snowy land. One day she catches a brightly coloured, wooden bird at the end of her fishing line that she ties to her necklace next to her little carved bear. Each day she fishes out more bright and beautiful tiny treasures until her igloo is so cheery it starts to attract visitors from far and wide who enliven her world.

When the ice starts to melt, Immi knows it is time to move on. She gives a gift back to the sea – her little carved bear – without quite knowing why. On a tropical beach, faraway, a small boy throws into the waves a small, bright object he's found, as he does every day. This time he finds a little white bear in the sand. He ties it round his neck – where a little wooden bird used to hang.

Different places, different lives connected by the great oceans and the mighty currents.

## About the author

Karin Littlewood is an award-winning illustrator and author who lives and works in London. She has illustrated over 40 children's books and is published in the UK and worldwide. Many of her books have been nominated, shortlisted and won awards including three Kate Greenaway Medal nominations and her work was in the top six children's books chosen by the United Nations Refugee Agency in 2015.

# Cultural capital and SMSC

These activities also enable schools to help their students to develop and build meaningful cultural capital through accessing a piece of literature; The Story of Immi.

These activities also offer opportunities to develop their understanding of the National Maritime Museum in Greenwich and its collection through the use of the book.

The activities outlined can also be used in supporting the students Social, Moral and Spiritual and Cultural development (SMSC).

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# 1. A sledge ride over the ice

Skills focus:

<b>Experiential</b>	sensory engagement
<b>Communication</b>	expressing preferences
<b>Cognitive</b>	anticipation and reaction
<b>Physical</b>	proprioceptive awareness and response

You can give your students a 'sledge ride' to Immi's ice hole by pulling them along on bedsheets or large mats. Mimic the cold arctic wind using fans and a thunder tube. Enhance the experience with falling 'snow' made from small pieces of torn up white tissue paper or cotton wool balls. Use a cold pack to feel the Arctic chill against your skin. Try creating the sound of feet crunching over snow using some crinkly foil or even a bag of frozen peas.

Make sure everyone is wrapped up warm!

## 2. Fish in the ice hole

Skills focus:

Experiential	sensory engagement
Communication	making choices, listening and responding
Social	turn-taking, working as a group
Cognitive	making connections
Physical	development of gross and fine motor skills

In this activity, your students can fish along with Immi. Collect objects similar to the ones that Immi catches: a flower, a starfish, a leaf and a feather.

Alternatively, you can draw your own objects or cut out the ones on the last page and laminate them.

Put a white sheet on the floor or the middle of a table, place a bowl of water at the centre of the sheet, and then put the objects inside the bowl.

As you read the following, your students can fish the 'ice hole' and see what they find:

*'The next day Immi fished a red flower.*

*Then an orange starfish... a green leaf...*

*a purple feather...'*

You can fish with your hands, your feet or you could even make simple fishing lines from a piece of string with a wire loop attached to the end. Tip: add some modelling clay (or similar) to the wire to give it extra weight.

### 3. Feel the motion of the sea current

Skills focus:

Experiential	sensory engagement
Communication	expressing preferences, communicating feelings
Cognitive	anticipation and reaction
Physical	proprioceptive awareness and response

Imagine the mighty ocean below the ice. Ask students to lay on the floor with a weighted blanket placed on top of them. Ripple the blanket above the learners to imitate the motion of the sea. Alternatively, use a large piece of blue organza material to waft over the students to create the same effect.

Create the sound of the sea with an ocean drum, tilted gently from side to side. Imagine the wonderful creatures that share the ocean with you. Imagine feeling like the 'little wooden bird', 'red flower', and 'orange starfish' moving with the water.



## 4. Immi as story massage

Skills focus:

Experiential	sensory engagement
Cognitive	anticipation and reaction
Physical	proprioceptive awareness and response

The story of Immi begins with a frozen white world, devoid of colour. Enter this snowy land with movement and touch and use story massage as a tactile and sensory introduction. Source soft music that sounds like falling snow and set the scene. Ask students to hold up both hands up and gently flutter their fingers to imagine the snow is falling in the classroom.

Introduce story massage with this simple rhyme, delivered slowly and calmly with a sense of rhythm:

'Snow on your head... *(gently tapping the head with fluttering fingers)*

Snow on your nose... *(tapping the tip of the nose)*

Snow on your shoulders... *(gently tapping both shoulders with fingertips)*

And snow on your toes! *(tapping feet with fingers)*

This can be repeated again and again. It can also be expanded, imagining the snow is getting deeper ... *(tapping on floor, then legs)* and deeper ... *(tapping on tummy)* and deeper ... *(tapping on arms and shoulders as you move higher)*.



## 5. Build your own igloo

Skills focus:

Experiential	sensory engagement
Communication	making choices, expressing preferences
Social	working as a group
Cognition	making connections

Working as a class or independently, your students can create and decorate their own igloo, choosing what to include. All the objects that students explore and make over the course of the story can be attached to it or hung inside. Like Immi, their igloo[s] can also be *'the brightest thing in the land'*.

To create an igloo, you could use a tent covered with a white bedsheet or transparent umbrellas for students working independently. It can also be a simple white sheet hanging across a room, and you can paint blue lines to look like blocks of snow.

## 6. A journey between worlds

Skills focus:

Experiential	sensory engagement
Communication	making choices, expressing preferences
Social	working as a group
Cognition	making connections

To expand upon the theme of two friends in different places, a simple beach can be made in another area of the classroom or, if appropriate, another classroom so that a journey can be made.

Create a tropical beach using real sand or yellow fabric and a huge shiny sun. Make palm fronds from crêpe paper and find some tropical smells for your students to enjoy. Make colourful tissue paper flowers and add some scents to them.

Create your sea with blue sparkling fabric, shells, starfish and other bright objects – remember that the boy collects lovely bright things to throw into the waves. Cut-up rubber gloves make great seaweed! Include cuddly toys – monkeys, birds, turtles. This is the boy's world, so maybe he enjoys playing musical instruments as well.



## 7. Giving and sharing

Skills focus:

<b>Communication</b>	making choices, expressing preferences, communicating feelings, showing empathy
<b>Social</b>	turn-taking, sharing
<b>Cognitive</b>	making connections

Immi is a story about friendship and the sharing of simple, but joyful gifts. You can explore this theme with your students using the two different worlds you've created in your classroom.

Separate students into Arctic and tropical groups, centred around their igloo and tropical beach respectively. Students can choose simple gifts to send to their friends in the other '*far away*' group. What will they send and how? Explore emotions linked to friendship and sharing. How do you feel when you are on your own? How do you feel when you receive a gift from your friend?

## 8. Play 'Pass the story parcel'



Skills focus:

Experiential	sensory engagement
Communication	listening and responding
Social	turn-taking, sharing
Cognitive	anticipation, making connections
Physical	development of fine motor skills

Revisit and reinforce the story of Immi by playing a version of 'Pass the parcel'. Look at the drawings in the book and choose your students' favourite objects, animals, etc., from the story. Then select objects you have in your classroom that relate to what the students have chosen – seashells, feathers, flowers, leaves, little toy animals, a necklace, etc. Have fun – maybe it's a tiny, colourful object that Immi has yet to receive!

Next, make your parcel with an object hidden in each layer. Include layers of different textures, patterns and weights. Bubble wrap, crinkly paper and fluffy fabric all help to enhance the sensory experience. Brightly coloured ribbons can be used to tie up each layer. Feel free to add whatever else you would like to the parcel, especially the first one in the middle. Play music that resonates with the story as the parcel is passed round. This could also be music made with instruments in your classroom that make sounds like the sea or of falling snow.





## 9. Exploring colour

Skills focus:

Experiential	sensory engagement
Communication	making choices, expressing preferences
Social	sharing, working as a group
Physical	development of fine motor skills

The story of Immi progresses from the white monochrome world of the Arctic to a tropical beach and a riot of bright colours. You can have fun with paint exploring this transition.

Start by creating an icy world on large sheets of black sugar paper. Cover the paper with thick white paint using large brushes, rollers, sponges or hands. While the paint is still wet, trace some Arctic shapes into the landscape using palette knives, spatulas or fingers.

Now it's time to introduce lots of colour. Add bright tropical tones to your painting by flicking, dripping or squeezing the colours on to the paper to create a unique piece of art. Mix the colours together on the page for even more exciting effects!



## 10. Explore the Museum from your classroom

Skills focus:

<b>Communication</b>	making choices, expressing preferences, listening and responding
<b>Cognitive</b>	close observation, sorting and ordering, making connections, problem solving

At the National Maritime Museum, we have thousands of amazing objects from all around the world. Many of them have links to the places depicted in Immi's story.

Explore some of those objects with your students from the Museum's website. You'll find images from our '[Polar Worlds](#)' and '[Pacific Encounters](#)' galleries. The images can be explored online, or you could come to the Museum and engage with them in many different ways.

For example, find all the images containing animals and arrange them by colour, or organise the objects into groups from hot or cold places.

Add the images to your igloo or tropical beach once you've finished with them!



## 11. Visit us at the Museum

Skills focus:

<b>Experiential</b>	sensory engagement
<b>Communication</b>	making choices, expressing preferences
<b>Social</b>	meeting and interacting with new people, exploring a new environment
<b>Cognitive</b>	close observation, making connections

Experience our amazing collections first hand with a trip to the Museum. You can continue to explore aspects of Immi's story by [booking our Sensory Seas workshop](#) – an engaging and interactive sensory journey to the Arctic and Pacific run by a skilled SEND specialist.

[Book a session today](#)

