

Picturebook lesson series

It's a No-Money Day

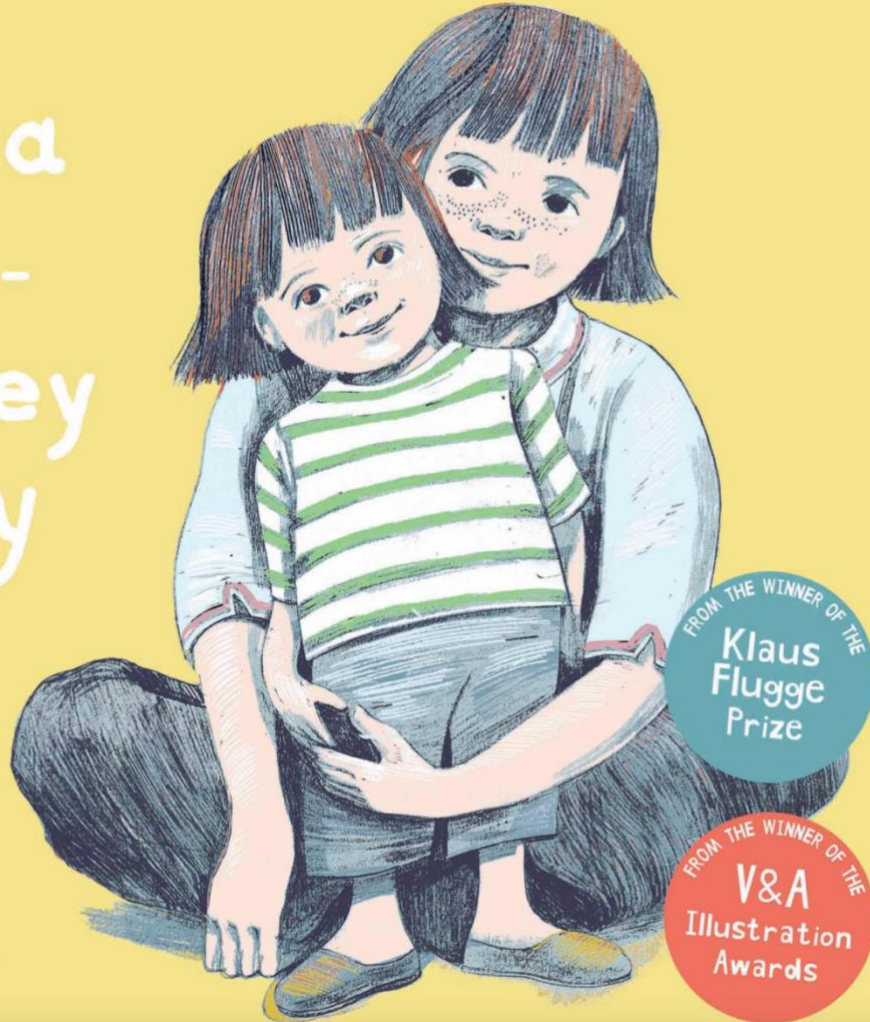
Gail Ellis and Tatia Gruenbaum



From the award-winning author of *My Name is Not Refugee*

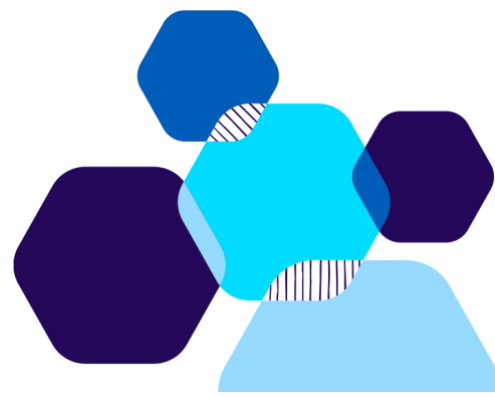
It's a No- Money Day

Kate
Milner



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<https://www.barringtonstoke.co.uk/books/its-a-no-money-day/>



Teaching Notes

In order to offer teachers clear guidance and a comprehensive overview of each picturebook, the notes have been divided into four parts (A-D). Please note that we refer to primary and secondary language learners as pupils who are defined as children by The United Nations Convention on the Rights of the Child (UNCRC) up to the age of 18.

Part A	Picturebook information	Part A provides general information about the picturebook such as the publisher's synopsis and background about the authors / illustrators and the teacher is invited to share selected information with their pupils as appropriate.
Part B	Lesson information	Part B provides lesson information about age/level suitability, lesson objectives, cross-curricular links and links to children's rights and world-event days. Part B also includes an A-Z or vocabulary for each picturebook. Teachers are encouraged to share the lesson objectives with their pupils to make learning explicit and purposeful.
Part C	Lesson plan 1: Exploring the front and back covers. 2: Meet the author. 3: Listen, enjoy and respond. 4: Eliciting learners' voices. 5: My reflection activity.	Part C comprises 5 key steps and pupils are invited to participate by responding to questions with their own personal interpretations and opinions. To add a metacognitive dimension in order to make learning visible, pupils are encouraged to systematically reflect on, review and evaluate their own learning and decide on their personal action. This reflection also inspires pupils to transfer their newly acquired awareness and knowledge from inside the classroom to informed involvement with the world outside the classroom.
Part D	Extra activities	Part D provides suggestions for supplementary activities and links to additional resources. Pupils are invited to choose from the extra activities according to their needs and interests.



The lessons are informed by a story-based methodology (Ellis and Brewster, 1991; 2014) and a story-based e-methodology for video picturebook read-alouds (Ellis and Gruenbaum, 2023). In addition, the lessons are embedded in a children's rights perspective (Ellis, 2019; 2021) and comprises three categories: **Protection**, **Provision**, and **Participation**. This threefold categorisation is referred to as the '3Ps' which we have applied to our picturebook-based English Language Teaching (ELT) lessons to create a pedagogical framework (see below). This framework enables teachers to create a relationship of shared control with their pupils and allows pupils to exercise their agency and participate fully in their own learning. Our picturebook choices link to six Articles from the UNCRC as well as Article 12 which is given prominence throughout the lessons. This article promotes listening to children's views and opinions and taking them into account. The following table offers an outline of the '3Ps' in picturebook-based ELT:

Protection	Provision	Participation
<p>Teachers set up a safe space in a positive, inclusive classroom climate where all pupils are respected and learn with and from each other. Pupils may encounter social issues for the first time in the classroom which provides a window into the lives of people different to their own or may offer children who are experiencing difficult circumstances the opportunity to understand that they are not alone. It is especially important, therefore, to ensure a learning environment conducive to exploring such topics and to encourage empathy and understanding.</p>	<p>The lesson sets provide a structured plan and clear guidelines for pupils to engage with an authentic piece of children's literature, a picturebook, in which both the words and the pictures create meaning. Individual differences in primary and lower secondary pupils are especially marked, but picturebooks can be interpreted on many levels and thus satisfy pupils of different ages and at different points in their English language learning. The lessons provide activities which teachers can select according to the age, language level and interests of the pupils in their classes and provide pupils with stimulating activities to develop their critical thinking as well as their English language skills.</p>	<p>The lessons are structured around four parts which facilitate pupils' agency and active participation. The activities offer opportunities for decision-making and respect pupils' right to an opinion. In return, listening to pupils' views, offers teachers the opportunity to discover pupils' feelings and lived experiences.</p>



As previously mentioned, each picturebook is linked to Articles from the UNCRC in order to raise pupils' awareness and understanding of the convention and of their rights and responsibilities.

Each lesson provides a children's rights activity which invites pupils to consider potential action they can take.

We suggest you provide pupils with a child-friendly copy of the UNCRC in English or their own language(s). The themes represented in our picturebooks also link to the Sustainable Development Goals (SDGs) "No poverty" (#1) and "Zero Hunger" (#2).

We would like to point out that it is not necessary to complete every activity and / or include all the vocabulary and expressions.

Teachers are encouraged to adapt the lessons to suit the needs of their learners. However, we recommend completing the book-cover-based activities to encourage pupils to make predictions about the story from the title and cover illustrations, and to appreciate the picturebook's different features.

Learning objectives

The general learning objectives for each lesson are to empower pupils to:

- engage with social issues as presented through picturebooks to broaden their outlook of marginalised groups in society.
- develop English language skills.
- develop critical thinking.
- raise awareness and understanding of the UNCRC and of their rights and responsibilities.
- understand the importance of individuals and the community showing kindness.
- make responsible decisions when taking action in order to make a difference.



Bias-free language recommendations

In keeping with the category of 'protection', we advise teachers to adopt and encourage bias-free language (see glossary below, adapted from Bias-Free Language APA) in the classroom when exploring the social issues presented through the picturebook.

Offensive terms	Person-respecting terms
Poor	People with an income just above or below the poverty line.
Homeless	People experiencing homelessness (ie not having stable, safe and adequate housing, nor the means and ability of obtaining it).
Ghetto / inner-city child	People living in subsidised housing in a city area.
Welfare reliant	People who receive benefits and financial support from the state.
School drop-out	People who did not complete a full education.
Undocumented	People who are living and working without official papers (passports, ID cards, visa, etc.).
Illegal immigrant	People who have entered a country without official papers.



Part A: Picturebook information

Title	It's a No-Money Day	Publisher	Barrington Stoke
Author	Kate Milner	ISBN	9781781128817
Illustrator	Kate Milner	Date of publication	2019

Illustrative style	Realistic, textured line drawings, some full page, some only spot illustrations, and coloured in soft pastel tones and shades.
Publisher's synopsis	<p>A gentle, poignant and powerful exploration of foodbanks and life below the poverty line.</p> <p>Mum works really hard, but today there is no money left and no food in the cupboards. Forced to visit the local foodbank, Mum feels ashamed that they have to rely on the kindness of others. Maybe one day things will be different but for now together they brighten up even the darkest of days.</p>
Awards & Nominations	CILIP Kate Greenaway Shortlist 2021 Shadowing Resources
Trailer / Film / Look-Inside	https://www.barringtonstoke.co.uk/books/its-a-no-money-day/
Behind the Book	Interview with Kate Milner for CILIP: https://vimeo.com/533627520



Part B: Overview (general)

Level	Primary
Lesson Objectives	<p>The general learning objectives for each lesson are to empower pupils to:</p> <ul style="list-style-type: none">• engage with social issues as presented through picturebooks to broaden their outlook of marginalised groups in society• develop English language skills• develop critical thinking• raise awareness and understanding of the UNCRC and of their rights and responsibilities• understand the importance of individuals and the community showing kindness• make responsible decisions when taking action in order to make a difference.
Cross-curricular links	Maths, Economics, Social studies, Personal, Social, Health and Economic Education
Children's Rights	24. Health, water, food, environment 26. Social and economic help 27. Food, clothing, a safe home
World event days	1 September (US): National Food Bank Day 28 May: World Hunger Day

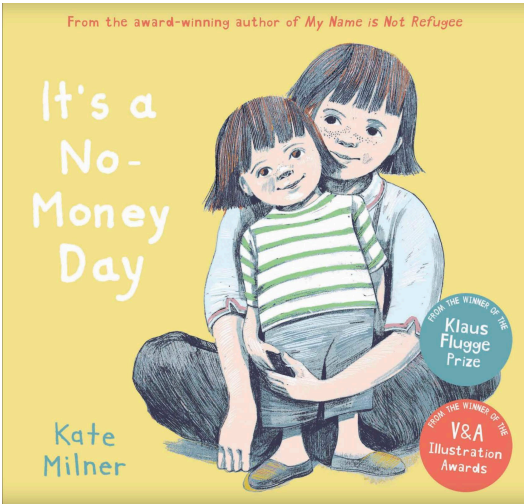
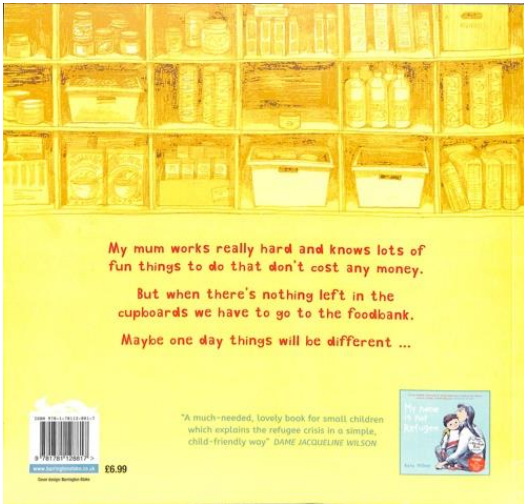


Part B: A-Z Vocabulary & Expressions

a		j	jar	s	to save shelf, shelves shopping to sing, singing to be / have a single single parent
b	bed bills biscuits to buy	k	to be kind kindness kitchen kitten	t	Table telly toast to try things on tummy, tummies to have a full or empty tummy
c	cakes car cat cereal charity charity shop to give to charity chase the pigeons clothes community care cupboard	l	library	u	
d	donation to donate	m	mantelpiece Maybe-one-day Money mother	v	volunteer to volunteer
e	everything else	n	need needs needs and wants	w	washing machine to work to work hard to worry
f	fashion food foodbank full	o			
g	to get cross to give groceries	p	pantry people		
h	helper to be / feel hungry	q			
i		r			



Part C | Step 1: Exploring the front and back covers

Front cover (FC)	Back cover (BC)
	

Describe and predict	FC: Who do you see? What do you think their relationship is?
Describe and predict	BC: Describe what you see. Where do you think this could be?
Count & Name	FC: Count and name the colours on the cover.
Predict	FC: How do you think the mother and daughter are feeling? Why?
Notice	FC: Look at the mother's eyes. What do you think she is looking at? How do you think she is feeling? Where is the girl looking?
Personalise	Do you make eye contact with people when they speak to you? Why? Why not?
Activate your vocabulary	Together with your classmates, think of words related to: <ul style="list-style-type: none"> • food and places where you can get food. • enjoyable activities that do not need money.
Translanguage	How would you say 'no-money day;' in your language? Have you ever heard somebody say this?



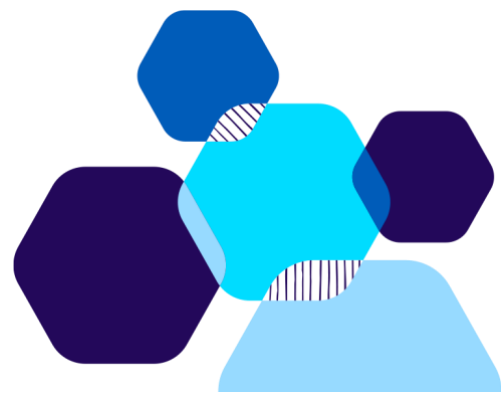
Part C: Step 2 – Meet the author: Kate Milner



Watch the Video

Part C: Step 3 – Listen, enjoy and respond

1. How do you think the girl and woman feel about each other?
2. Where do you think they live?
3. What is there to eat and drink in the cupboard?
4. Do you think Mum is hungry or not?
5. What do you think the jars on the mantelpiece are for? What do you think the drawings on the jars represent?
6. What do you think the mother is calculating the money for?
7. What do you think her job is?
8. What does the girl want with the money in the 'everything-else-jar'?
9. Do you think there is enough money in the jar?
10. The jars are empty, so it is a 'no-money day'. What do you think a 'no-money day' means?
11. What activities does the girl do that don't cost any money?
12. Where are they and what are they queuing for? How do think the people in the queue feel? What happens at a food bank?
13. The mother doesn't like going to the food bank, but the little girl does. Why? What is she doing?
14. What items can you see on the shelves? Where does the food and other items come from?
15. Why does the girl's mother get cross?
16. What are they dreaming about when they play the 'maybe-one-day' game?
17. Why are they feeling good tonight?



Part C | Step 4 – Eliciting children’s voices

1. How did ‘It’s a No-Money Day’ (the words and pictures) make you feel? Why?
2. What would you say to the girl if you met her? What would your message be?
3. Who is telling the story? How would you continue the story?
4. Have you or your parents donated toys, clothes or food to a charity shop or food bank where you live? How did you feel?
5. Have you ever played a ‘maybe-one-day’ game? What did you dream of?
6. How do the illustrations, the colours, the space, and the character’s expressions make you feel?

Children’s rights activity:

How can you support your local foodbank?

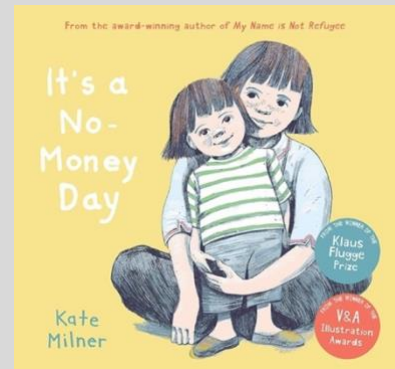


Part C | Step 5 – My reflection activity

Part C: My Reflection Activity

It's a No-Money Day

By Kate Milner



Personal response

- What did I enjoy most about 'It's a No-Money Day'?
- Draw my favourite illustration?
- How did 'It's a No-Money Day' make me feel?
- Write down 5 new words or expressions I have learnt from 'It's a No-Money Day'.

Personal evaluation

Colour the jars to show how well I worked:
 5 jars = I am pleased with my effort and progress.
 3 jars = I am quite pleased with my effort and progress but could do better.
 1 jar = I need to concentrate and work harder.



Personal action

- What personal action am I going to take to encourage kindness and support my local food bank?
- What personal action am I going to take to improve my English language learning?



Part D: Extra Activities

1. Make a list of the things you need (things that are necessary for your survival, growth and development) and things you want (whims or luxuries).

https://www.unicef.ca/sites/default/files/legacy/imce_uploads/rights_wants_and_needs.pdf

2. Make a class or school donation box for your local foodbank.

