

# Picturebook lesson series

## Exploring social issues

Gail Ellis and Tatia Gruenbaum



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# Introduction

The four picturebook-based lessons in this series address the theme of hardship. Each of the chosen picturebooks explores the following social issues:

- Experiencing homelessness
- Relying on foodbanks
- Turning to crime
- Bullying to survive or save face.

They link to the [United Nations Sustainable Development Goals](#) (#1, #2) and The [United Nations Convention on the Rights of the Child](#) (#9, #19, #24, #26, #27, #40).

Picturebooks allow pupils to explore a social issue from a distance, first by raising awareness, then by developing understanding and then by moving towards informed involvement. Despite the seriousness of the topic, the selected picturebooks include a strong verbal or visual message of hope and illustrate the importance of individuals and the community showing kindness and taking action. The picturebooks discuss socio-economic disparity with a sense of respect and empathy and thus offer a suitable stepping stone to raise awareness amongst learners and to develop an emotional connection to the issues addressed in the picturebooks.

How to cite this publication: Ellis, G., Gruenbaum, T. 2023. *Picturebook lesson series: Exploring social issues*. British Council.



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# 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.

<b>Part A</b>	<b>Picturebook information</b>	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.
<b>Part B</b>	<b>Lesson information</b>	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.
<b>Part C</b>	<b>Lesson plan</b> 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.
<b>Part D</b>	<b>Extra activities</b>	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>



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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

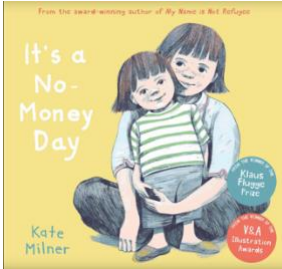
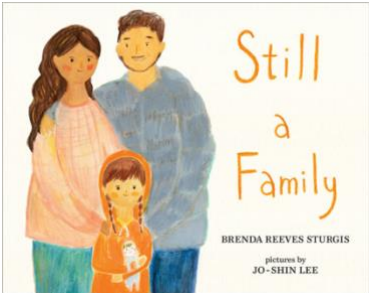
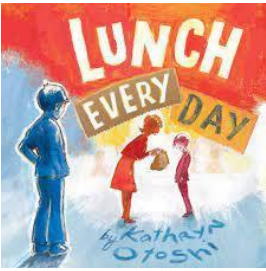
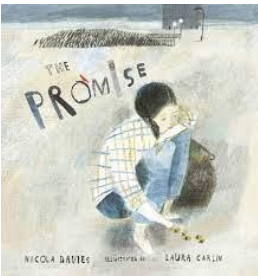
In keeping with the category of 'protection', we advise teachers to adopt and encourage bias-free language (see glossary below, adapted from Bias-Free Language APA) in the classroom when exploring the social issues presented through the picturebook.

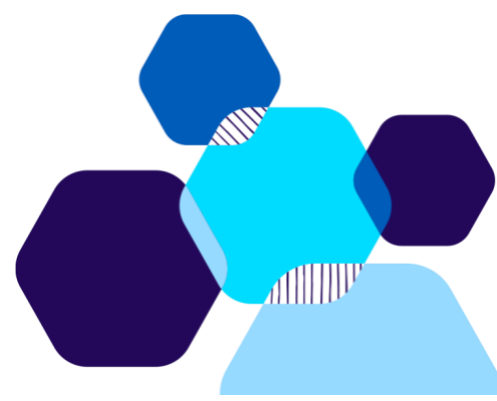
Offensive terms	Person-respecting terms
Poor	People with an income just above or below the poverty line.
Homeless	People experiencing homelessness (ie not having stable, safe and adequate housing, nor the means and ability of obtaining it).
Ghetto / inner-city child	People living in subsidised housing 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.



# The lessons

We have selected two picturebooks suitable for primary and two for secondary level.

<p>1.</p>	<p><b>It's a No-Money Day</b> Primary Level: pre-intermediate and above</p>	
<p>2.</p>	<p><b>Still a family</b> Primary level: pre-intermediate and above</p>	
<p>3.</p>	<p><b>Lunch Every Day</b> Lower secondary level: Working with CEFR A1 and beyond</p>	
<p>4.</p>	<p><b>The Promise</b> Secondary Level: working with CEFR A2 and beyond</p>	



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## Final Thoughts

Although few and far between, the inclusion of social issues in picturebooks such as (financial) hardship, is not a recent development.

For example, Vera B Williams' 1980 Caldecott Honour picturebook publication 'A Chair for My Mother', describes a mother's life of hard work and saving every penny. Like the picturebooks we have selected for this British Council lesson series, Williams' work illustrates the role individuals, and the community can play in making a difference and giving hope.

If at any point in time you are looking for additional (picture)books which address the theme of hardship, please explore the following suggestions:

- A Chair for My Mother by Vera B. Williams (1980)
- For Every Child adapted by Caroline Castle and published in association with UNICEF (2000)
- Last Stop on Market Place by Matt de la Peña and Christian Robinson (2015)
- Sanctuary: Kip Tiernan and Rosie's Place, the Nation's First Shelter for Women by Christine McDonnell and Victoria Tentler-Krylov (2022)
- The Hundred Dresses by Eleanor Estes and Louis Slobodkin (illustrated book) (1972)
- The Invisible by Tom Percival (2021)
- Those Shoes by Maribeth Boelts and Noah Z. Jones (2009)
- Uncle Willie and the Soup Kitchen by Dyanne Di Salvo-Ryan (1991)
- Yard Sale by Eve Bunting and Lauren Castillo (2015)

We hope your classes and pupils will enjoy and learn from these lessons and that they offer support for English teachers trying their very best to raise awareness of hardship-themed issues in their English language lessons.

Gail Ellis and Tatia Gruenbaum





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## References & Links

Ellis, G. and Brewster, J., 1991. *Storytelling handbook for primary teachers*. London: Penguin Books.

Ellis, G. and Brewster, J., 2014. *Tell it again! The storytelling handbook for primary English language teachers*. 3rd ed. London: British Council.

Ellis, G. 2019. Children's language learning rights. TEYLT Worldwide, Issue 1, 2019. The newsletter of the IATEFL Young Learners and Teenagers Special Interest Group

Ellis, G. 2021. Integrating a right's perspective: children's language learning rights. IATEFL YLTSIG Emerald Anniversary Web Conference <https://www.youtube.com/watch?v=LdP9HABo608>

Ellis, G., and Gruenbaum, T., 2023. Reimagining picturebook pedagogy for online primary English language education. In D. Valente and D. Xerri, *Innovative Practices in Early English Language Education*. Palgrave.

<https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>

<https://sdgs.un.org/goals>

## Author bios



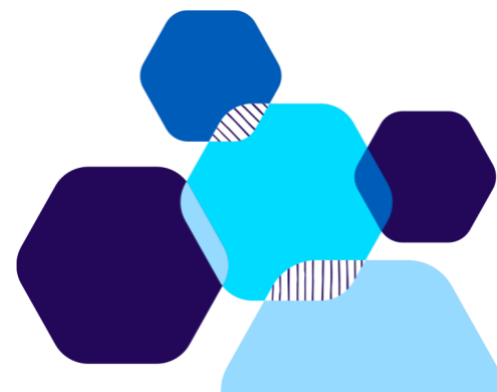
Gail Ellis is an independent teacher educator and adviser who has been working with picturebooks since 1989. Her main interests include children's rights, picturebooks in primary ELT, young learner ELT management, and inclusive practices. Her recent publications include *Teaching English to Pre-Primary Children* with Sandie Mourão (DELTA Publishing/Klett, 2020), *Teaching Children How to Learn* with Nayr Ibrahim (DELTA Publishing, 2015), and *Tell it Again!* with Jean Brewster (British Council, 2014).



Tatia Gruenbaum is a lecturer and researcher at Avans University of Applied Sciences in the Netherlands. She holds a PhD in Applied Linguistics and her research focused on the use of picturebooks as a tool in pre-service primary teacher education in the Netherlands. After completing an Erasmus+Project on intercultural citizenship education through picturebooks in early language learning (ICEPELL), her current research focuses on the aspect of quality in picturebooks.

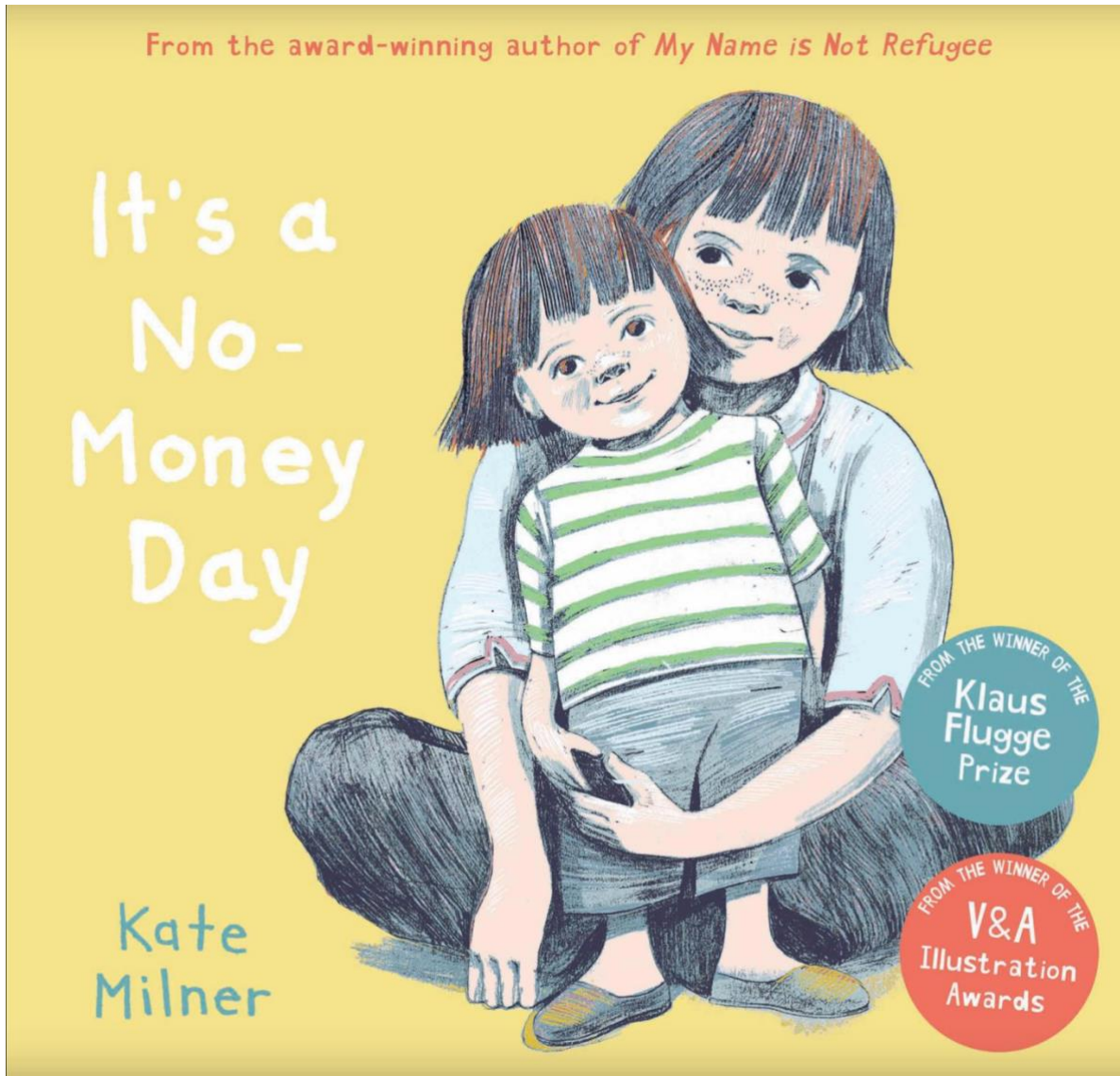
Gail and Tatia are two of the co-founders of Picturebooks in European Primary English Language Teaching (PEPELT), a finalist in the 2020 British Council ELTons awards.

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)



# Lesson 1

## It's a No-Money Day



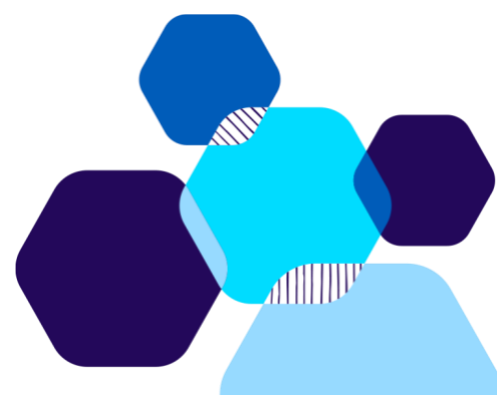
Text & Illustrations © 2019 Kate Milner  
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<https://www.barringtonstoke.co.uk/books/its-a-no-money-day/>  
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## Part A: Picturebook information

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

<b>Illustrative style</b>	Realistic, textured line drawings, some full page, some only spot illustrations, and coloured in soft pastel tones and shades.
<b>Publisher's synopsis</b>	<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>
<b>Awards &amp; Nominations</b>	CILIP Kate Greenaway Shortlist 2021 Shadowing Resources
<b>Trailer / Film / Look-Inside</b>	<a href="https://www.barringtonstoke.co.uk/books/its-a-no-money-day/">https://www.barringtonstoke.co.uk/books/its-a-no-money-day/</a>
<b>Behind the Book</b>	<p>Interview with Kate Milner for CILIP:</p> <p><a href="https://vimeo.com/533627520">https://vimeo.com/533627520</a></p>



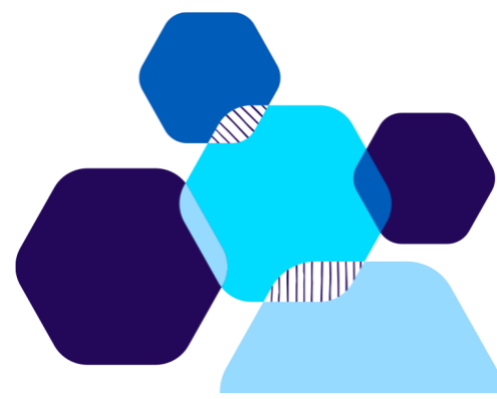
## Part B: Overview (general)

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

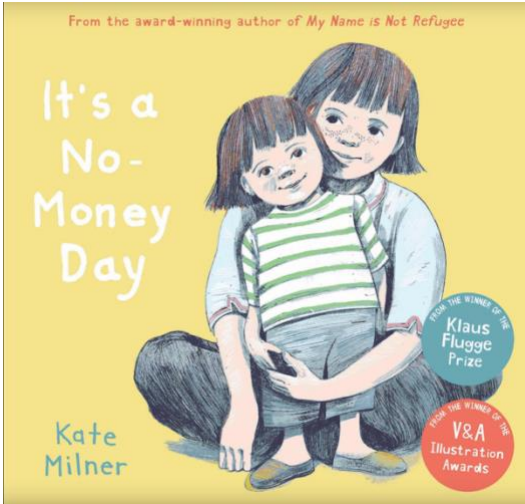
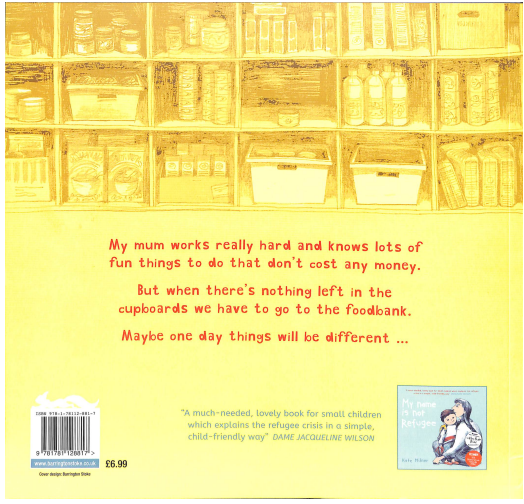


## Part B: A-Z Vocabulary & Expressions

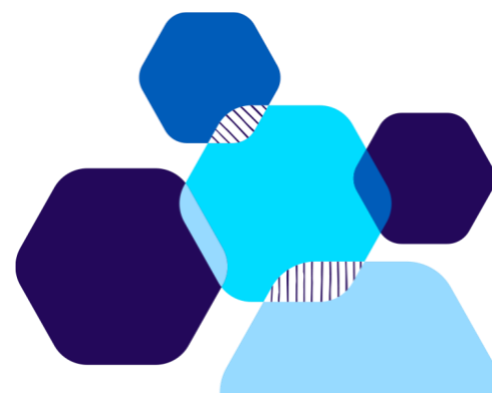
<b>a</b>		<b>j</b>	jar	<b>s</b>	to save shelf, shelves shopping to sing, singing to be / have a single single parent
<b>b</b>	bed bills biscuits to buy	<b>k</b>	to be kind kindness kitchen kitten	<b>t</b>	Table telly toast to try things on tummy, tummies to have a full or empty tummy
<b>c</b>	cakes car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



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

Front cover (FC)	Back cover (BC)
	

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



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## 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?



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## 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?

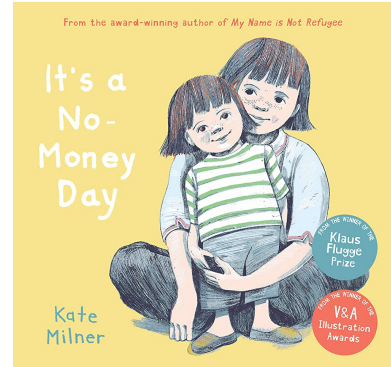
**Children’s rights activity: How can you support your local foodbank?**





## Part C | Step 5 – My reflection activity

### Part C: My Reflection Activity



<p><b>Personal response</b></p>	<ul style="list-style-type: none"> <li>• What did I enjoy most about 'It's a No-Money Day'?</li> <li>• Draw my favourite illustration?</li> <li>• How did 'It's a No-Money Day' make me feel?</li> <li>• Write down 5 new words or expressions I have learnt from 'It's a No-Money Day'.</li> </ul>
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<p><b>Personal evaluation</b></p>	<p>Colour the jars to show how well I worked:</p> <p>5 jars = I am pleased with my effort and progress.</p> <p>3 jars = I am quite pleased with my effort and progress but could do better.</p> <p>1 jar = I need to concentrate and work harder.</p>	
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<p><b>Personal action</b></p>	<ul style="list-style-type: none"> <li>• What personal action am I going to take to encourage kindness and support my local food bank?</li> <li>• What personal action am I going to take to improve my English language learning?</li> </ul>
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## 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).

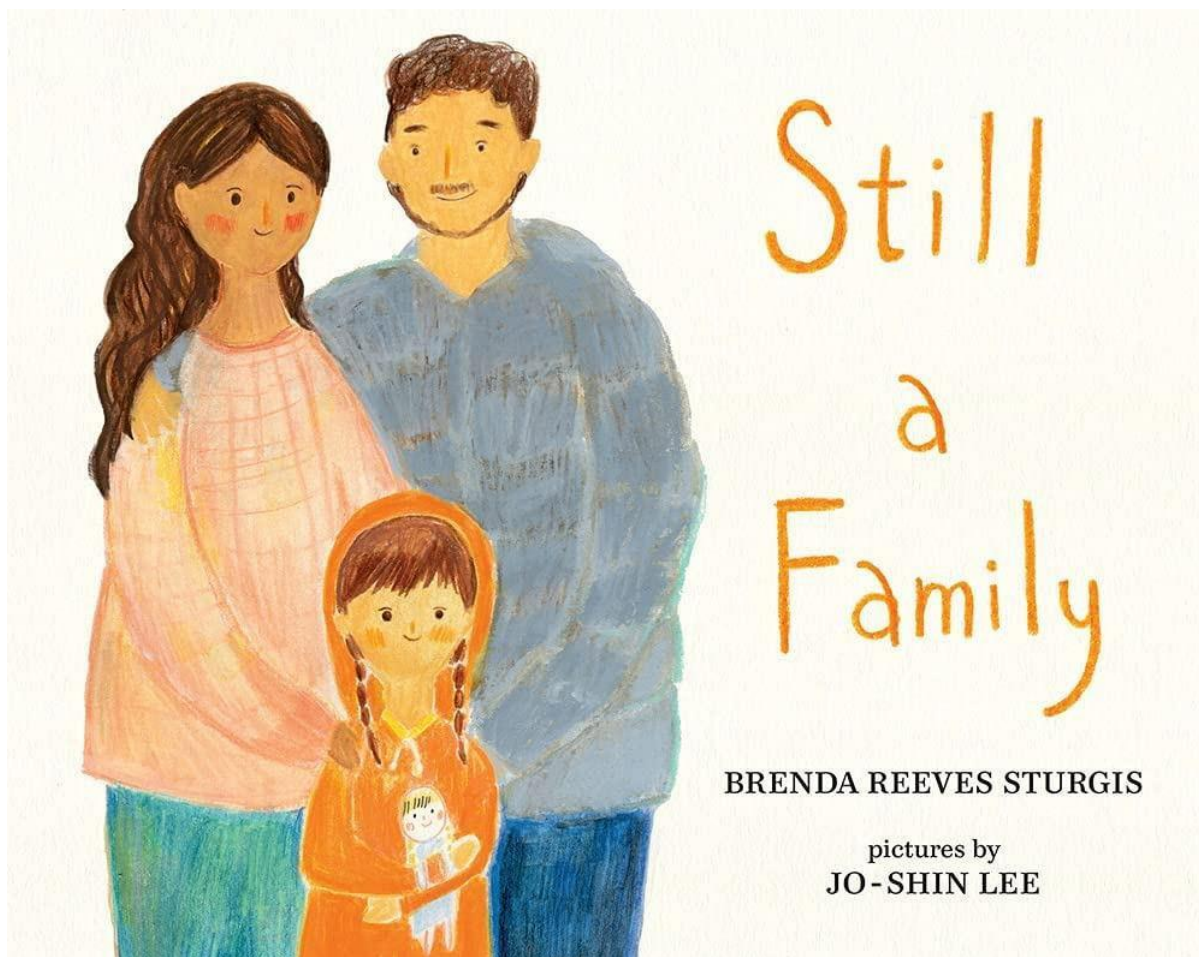
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2. Make a class or school donation box for your local foodbank.



## Lesson 2

### Still a Family



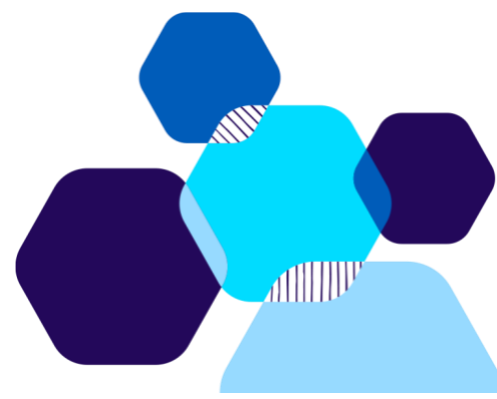
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<https://www.albertwhitman.com/books/still-a-family>



## Part A: Picturebook information

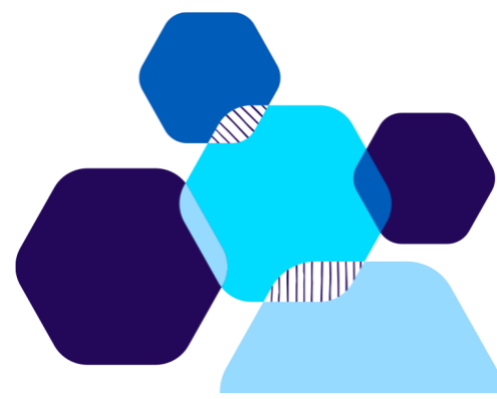
<b>Title</b>	<b>Still a Family.</b> A story about homelessness	<b>Publisher</b>	Albert Whitman & Co
<b>Author</b>	Brenda Reeves Sturgis	<b>ISBN</b>	9780807577073
<b>Illustrator</b>	Jo-Shin Lee	<b>Date of publication</b>	2017

<b>Illustrative style</b>	A combination of crayon and watercolours are used to create colourful, child-like illustrations throughout this story.
<b>Publisher's synopsis</b>	A little girl and her parents have lost their home and must live in a homeless shelter. Even worse, due to a common shelter policy, her dad must live in a men's shelter, separated from her and her mom. Despite these circumstances, the family still finds time to be together. They meet at the park to play hide-and-seek, slide on slides, and pet puppies. While the young girl wishes for better days when her family is together again under a roof of their very own, she continues to remind herself that they're still a family even in times of separation.
<b>Awards &amp; Nominations</b>	2017 Named a "Top 100 Book" by the NYC Public Library 2017 Named a "Top 20 Book" by <a href="#">A Mighty Girl</a>
<b>Trailer / Film / Look-Inside</b>	<a href="https://www.youtube.com/watch?v=uewvnoSaPII&amp;t=2s">https://www.youtube.com/watch?v=uewvnoSaPII&amp;t=2s</a>



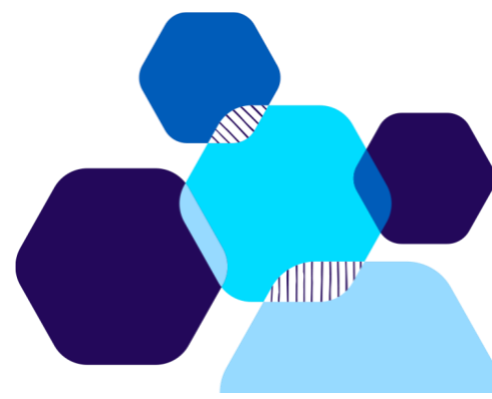
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<b>Cross-curricular links</b>	Social studies, Personal, Social, Health and Economic Education, Global citizenship
<b>Children’s Rights</b>	<p>9. Keeping families together</p> <p>26. Social and economic help</p> <p>27. Food, clothing, a safe home</p>
<b>World event days</b>	<p>10 October: World Homeless Day</p> <p>17 October: Int. End Poverty Day</p>



## Part B: A-Z Vocabulary & Expressions

<b>a</b>		<b>j</b>		<b>s</b>	safety to scrimp and save to share shelter to live in a shelter sidewalk sleeping bag to sniff to snore snug soup kitchen squished subway
<b>b</b>	beef-stew a / my belly grumbles bunk beds blanket to blow kisses braids to braid	<b>k</b>		<b>t</b>	to take turns tarp tattered to toss and turn trash can to try your / my best to tuck somebody in
<b>c</b>	to comb comfy = comfortable cot cozy to cuddle	<b>l</b>	lean-to to stand in a long line to love you to the moon and back	<b>u</b>	
<b>d</b>		<b>m</b>	to make a wish meal men's shelter to miss (place / person) meal	<b>v</b>	
<b>e</b>		<b>n</b>		<b>w</b>	women's shelter
<b>f</b>	to be a family to fall asleep fort To build / make a fort	<b>o</b>	outdoor		
<b>g</b>		<b>p</b>	pavement to pet puppy, puppies pillow		
<b>h</b>	to play hide-and-peek to honk	<b>q</b>			
<b>i</b>		<b>r</b>	to roar		



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

Front cover (FC)	Back cover (BC)
	

<b>Describe and predict</b>	FC: Who do you see? How do you think they may be related?
<b>Notice and predict</b>	FC: Where are their hands and arms? Can you see a shape in the way they are holding each other
<b>Describe and predict</b>	BC: Where do you think the three people are? Describe the scene.
<b>Predict</b>	BC: How do the people look? Why are they hugging?
<b>Personalise</b>	How many family members do you have?
<b>Activate your vocabulary</b>	Together with your classmates, think of words related to: <ul style="list-style-type: none"> <li>• bedrooms</li> <li>• toys</li> </ul>
<b>Translanguage</b>	What is the word for 'hug' in your language? Is it a short word like in English?



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## Part C: Step 2 – Meet the author: Brenda Reeves Sturgis



[Watch the Video](#)

## Part C: Step 3 – Listen, enjoy and respond

1. Where do the girl, her doll, her mum and father live? Do they live together?
2. Does she have her own bedroom?
3. What kind of noises can the girl hear when sleeping? Is it difficult for her to fall asleep?
4. What does the girl miss?
5. What does the girl do while the older children are at school?
6. Where does the girl go with her mum? Why do they go there? What do they do?
7. Do you think her parents have a job?
8. What do her parents do during the day?
9. What do they do with their money?
10. Where does the girl and her family eat? How does the girl feel when goes to eat? Who does the girl share her food with? What is her favourite food? Are there any other children in the queue?
11. How long has the family been in a shelter?
12. Why does the girl think they are 'still a family'? How do they remain together?





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## Part C | Step 4 – Eliciting children’s voices

1. How did ‘Still a Family’ (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. Do you have a favourite toy?
5. Have you ever had to stand in a queue for a long time?  
What was it for and how did you feel?
6. How do the colours in the pictures contribute to the story?

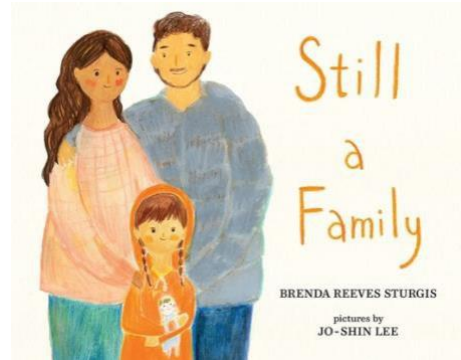
### **Children’s rights activity:**

How can we help families who need a permanent place to live?



## Part C | Step 5 – My reflection activity

### Part C: My Reflection Activity



#### Personal response

- What did I enjoy most about 'Still a Family'?
- What is my favourite illustration?
- How did 'Still a Family' make me feel?
- Say 5 new words or expressions I have learnt from 'Still a Family'.

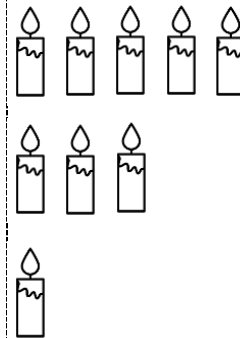
#### Personal evaluation

Colour the candles to show how well I worked:

5 candles = I am pleased with my effort and progress.

3 candles = I am quite pleased with my effort and progress but could do better.

1 candle = I need to concentrate and work harder.



#### Personal action

- What personal action am I going to take to help families who need a stable home?
- What personal action am I going to take to improve my English language learning?



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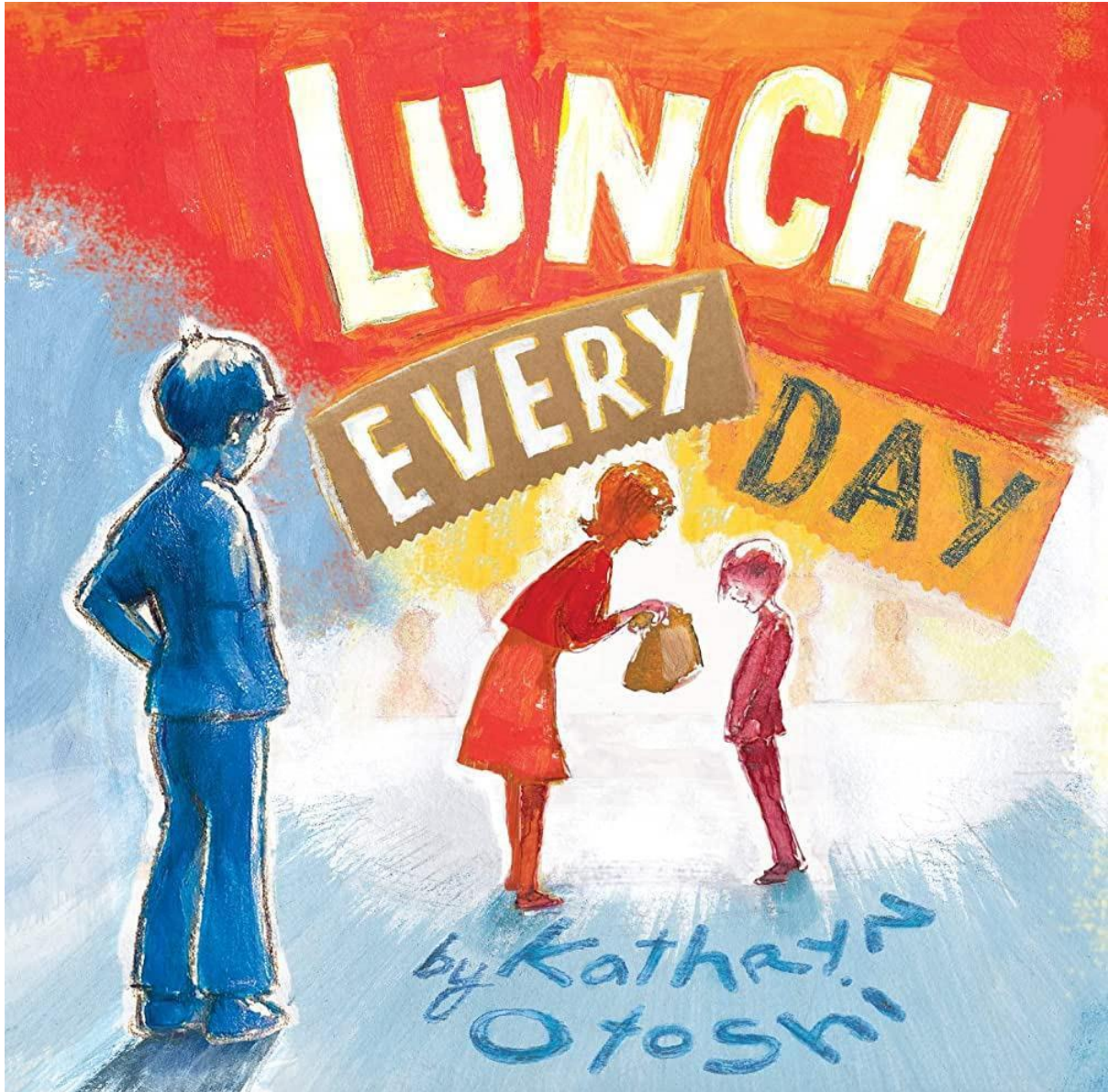
## Part D: Extra Activities

1. At the end of the story, there is a candle to celebrate the child's birthday. The candle is often considered to represent hope. Do you know any expressions of hope: words, signs, symbols or colours? Perhaps you know what expresses hope in your language(s) and culture (s)?
2. Do you remember your ideas about how the story continues? Draw: What happens next? Give the parents and the girl names. Fold a piece of paper in four and in each of the four boxes, draw how you think their life continues.

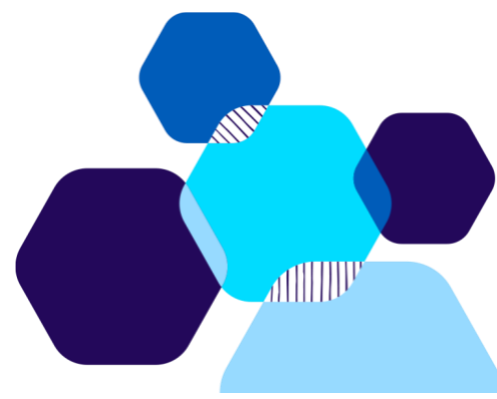


## Lesson 3

### Lunch Every Day



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<https://luncheverydaybook.com/>  
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## Part A: Picturebook information

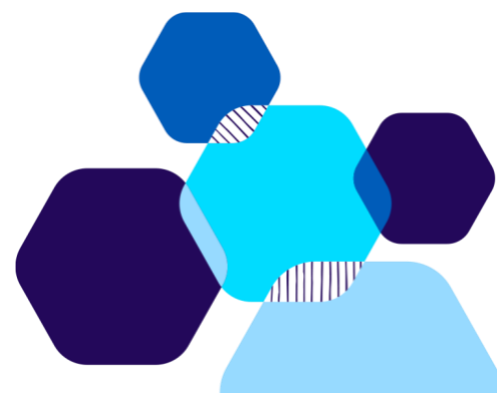
<b>Title</b>	Lunch Every Day	<b>Publisher</b>	Ko Kids Books
<b>Author</b>	Kathryn Otoshi	<b>ISBN</b>	9781734348200
<b>Illustrator</b>	Kathryn Otoshi	<b>Date of publication</b>	2021

<b>Illustrative style</b>	A combination of acrylic paints, watercolours, and coloured pencils used to create emotionally explicit, bold colour-blocks (orange / red versus blue / purple) and sketch-like illustrations.
<b>Publisher's synopsis</b>	Every day Jimmy takes 'Skinny Kid's' lunch at school. No way will he be seen in that FREE LUNCH line. When he's sent to the office, Jimmy shrugs, "Whatever." Until a surprising act of kindness stops him in his tracks. For a split second a door cracks open into Jimmy's heart. Maybe he'll just kick that door wide open.
<b>Behind the book</b>	Interview with Kathryn Otoshi about her book 'Lunch Every Day'. <a href="https://www.youtube.com/watch?v=BP8faKdpXZY">https://www.youtube.com/watch?v=BP8faKdpXZY</a>



## Part B: Overview (general)

<b>Level</b>	Primary or Lower Secondary
<b>Lesson Objectives</b>	<p>The general learning objectives for each lesson are to empower pupils to:</p> <ul style="list-style-type: none"> <li>• engage with social issues as presented through picturebooks to broaden their outlook of marginalised groups in society</li> <li>• develop English language skills</li> <li>• develop critical thinking</li> <li>• raise awareness and understanding of the UNCRC and of their rights and responsibilities</li> <li>• understand the importance of individuals and the community showing kindness</li> <li>• make responsible decisions when taking action in order to make a difference.</li> </ul>
<b>Cross-curricular links</b>	Social studies, Global citizenship, Personal, Social and Economic Education
<b>Children’s Rights</b>	<p>19. Protection from violence</p> <p>24. Health, water, food, environment</p> <p>26. Social and economic help</p>
<b>World event days</b>	<p>3 November: International day against violence and bullying at school</p> <p>13 November: World Kindness Day</p>



## Part B: A-Z Vocabulary & Expressions

<b>a</b>	to be / feel alone ally to be / have an ally aggressive aggressor to be / feel angry to attack	<b>j</b>		<b>s</b>	to shove to shrug to shrug your shoulders skinny to slump down to stand in line
<b>b</b>	to be a bully bullying to bully to be a bystander	<b>k</b>	to kick air to be kind kindness	<b>t</b>	to tap target tattletale to topple trust
<b>c</b>	cuz = because	<b>l</b>	to look up to get lost to eat / have / make lunch	<b>u</b>	
<b>d</b>	doorway	<b>m</b>	mad to march up to somebody	<b>v</b>	
<b>e</b>	to end up in (+place)	<b>n</b>	name-calling nothing (no) need for	<b>w</b>	a while
<b>f</b>	fear	<b>o</b>			
<b>g</b>	gonna = going to	<b>p</b>			
<b>h</b>		<b>q</b>	to queue		
<b>i</b>	to be invited to invitation	<b>r</b>	to roar		



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

Front cover (FC)	Back cover (BC)
	

<b>Describe and predict</b>	FC: What do you see? What do you think is the relationship between the three people? Why do you think they are represented in different colours?
<b>Personalise</b>	How do the colours make you feel? Which is your favourite colour (block?) on the cover? Why?
<b>Notice and predict</b>	FC & BC: What differences can you see between the 'blue' boy on the front and back covers?
<b>Predict</b>	FC: What do you think is in the brown bag?
<b>Predict</b>	BC: What do you think the numbers on the brown bags represent?
<b>Personalise</b>	Where do you eat lunch at school? And what type of meals do you have?
<b>Activate your vocabulary</b>	Together with your classmates, think of words related to: <ul style="list-style-type: none"> <li>• Bullying (physical)</li> <li>• School common areas</li> <li>• Home/family</li> </ul>
<b>Translanguage</b>	What is the word for 'lunch' in your language(s)?
<b>Research</b>	English Footballer Marcus Rashford is a famous campaigner for free school meals for children. Find out the reasons why and what kind of free lunch programmes exist for children in your country?





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## Part C: Step 2 – Meet the author: Kathryn Otoshi



[Watch the Video](#)

### Part C: Step 3 – Listen, enjoy and respond

1. What does Jimmy think when he sees the boy sitting at the table?
2. What does he call the boy? Why?
3. Why does he take the bag from the boy? What is inside the bag?
4. Why does Jimmy not want to queue for his lunch?
5. Does Jimmy have problems at home? If so, which ones? What does the graffiti say?
6. Why does Jimmy have to see the school principal? What does the school principal tell Jimmy? What is Jimmy's reaction?
7. Does Jimmy change during the next month?
8. What kind of invitation does the class suddenly receive? Who is it from?
9. What does Jimmy first decide to do? What do his classmates decide to do? Is the class excited? What do they talk about?
10. How does Jimmy feel when he arrives at the party and sees children holding presents?
11. Does Jimmy join the children? Where does he go? Does he get into trouble? Is he worried?
12. How does the mother behave towards Jimmy? What does the mother offer Jimmy? What is Jimmy's first reaction? Does he want to accept her offer? Why? Why not?
13. How did the mother help Jimmy? What change did it make to his life? Did Jimmy change his behaviour?
14. What does he call the boy? Why?
15. Why does he take the bag from the boy? What is inside the bag?



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## Part C | Step 4 – Eliciting children’s voices

1. How did ‘No Lunch Today’ (the words, the pictures and the colour blocks) make you feel? Why?
2. What do you think are the main messages in ‘No Lunch Today’?
3. Who is telling the story? How would you continue the story?
4. Has ‘No Lunch Today’ inspired you to make any changes at your school? If yes, what?
5. What would you do if you saw a classmate being bullied?
6. How does the print (capital letters, hand lettering, typeface, graffiti) used in ‘No Lunch Today’ contribute to the story? Why do you think Kathryn Otoshi blurs the children’s faces?

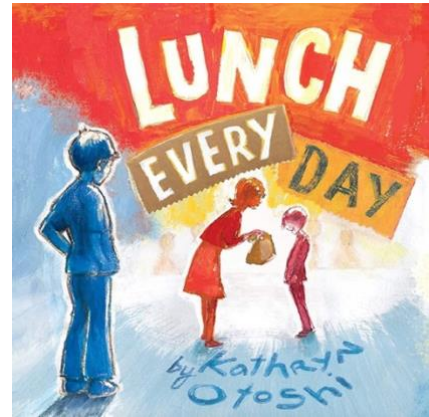
### **Children’s rights activity:**

How can children who have no lunch at school be provided for in a way that is inclusive?



## Part C | Step 5 – My reflection activity

### Part C: My Reflection Activity



#### Personal response

- What did I enjoy most about 'Lunch Every Day'?
- What is my favourite illustration?
- How did 'Lunch Every Day' make me feel?
- Write down 5 new words or expressions I have learnt from 'Lunch Every Day'.

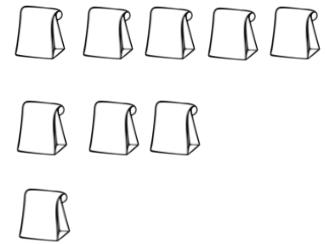
#### Personal evaluation

Colour the lunch bags to show how well I worked:

5 lunch bags = I am pleased with my effort and progress.

3 lunch bags = I am quite pleased with my effort and progress but could do better.

1 lunch bag = I need to concentrate and work harder.



#### Personal action

- What personal action am I going to take to encourage kindness and inclusion at my school?
- What personal action am I going to take to improve my English language learning?



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## Part D: Extra Activities

1. Be a journalist: Read Jimmy's story at the back of the book. Together with a friend, make a list of 5 questions you would like to ask him.
2. It is difficult to stand up alone against bullies and become an ally for children who are being bullied. How can you become an ally and together with others make a difference? Make a list of 5 tips.

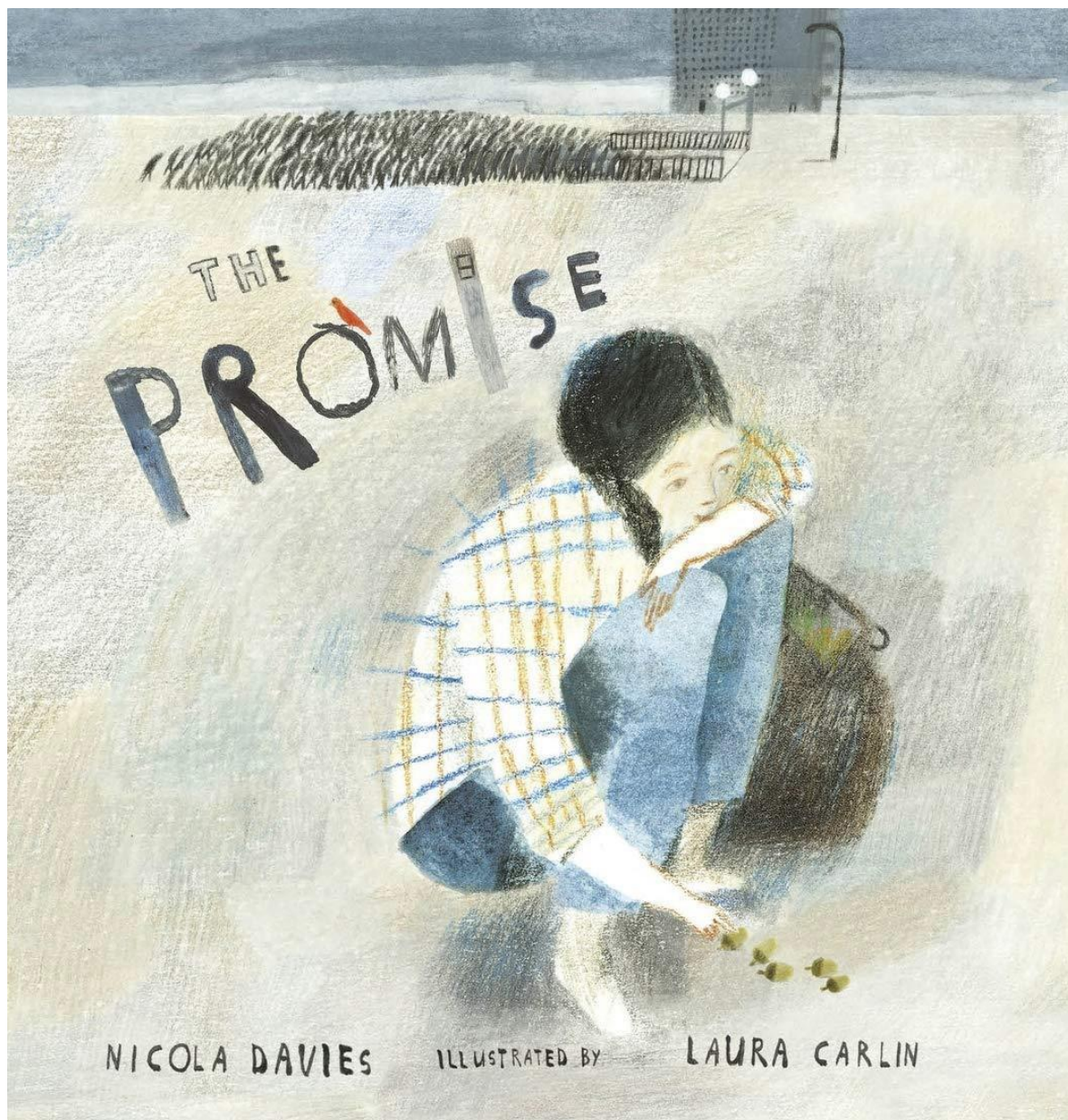
Check the US organization 'Bikers against Bullies' perhaps it will give you some ideas.

**Video:** <https://edition.cnn.com/2017/08/04/us/bikers-escort-bullied-kid-to-school-trnd/index.html>



## Lesson 4

### The Promise



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<https://www.walker.co.uk/The-Promise-9781406355598.aspx>  
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## Part A: Picturebook information

<b>Title</b>	The Promise	<b>Publisher</b>	Walker Books
<b>Author</b>	Nicola Davies	<b>ISBN</b>	9780763693039
<b>Illustrator</b>	Laura Carlin	<b>Date of publication</b>	2014

<b>Illustrative style</b>	A gradual shift from black, white and grey tones of the cold, dark city to bright colours representing growth and nature. The use of colour communicates the messages found in the words and conveys the importance of our relationship with nature. A combination of watercolour, pastel and crayon.
<b>Publisher's synopsis</b>	On a mean street in a mean, broken city, a young girl tries to snatch an old woman's bag. But the frail old woman says the thief can't have it without giving something in return: the promise. It is the beginning of a journey that will change the girl's life — and a chance to change the world, for good.
<b>Awards &amp; Nominations</b>	Winner of the 2014 English Association Picture Book award for best fiction. Green Earth Book Award 2015
<b>Behind the book</b>	Laura Carlin talks about illustrating 'The Promise' by Nicola Davies. <a href="https://www.youtube.com/watch?v=-HjRgG4M3P8">https://www.youtube.com/watch?v=-HjRgG4M3P8</a> Nicola Davies discusses 'The Promise' <a href="https://www.youtube.com/watch?v=MjtaB2ij2PQ">https://www.youtube.com/watch?v=MjtaB2ij2PQ</a>



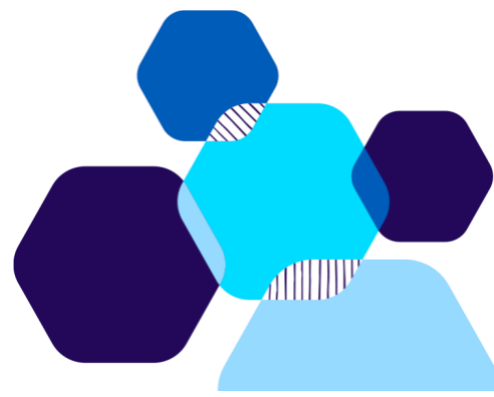
## Part B: Overview (general)

<b>Level</b>	Secondary
<b>Lesson Objectives</b>	<p>The general learning objectives for each lesson are to empower pupils to:</p> <ul style="list-style-type: none"> <li>• engage with social issues as presented through picturebooks to broaden their outlook of marginalised groups in society</li> <li>• develop English language skills</li> <li>• develop critical thinking</li> <li>• raise awareness and understanding of the UNCRC and of their rights and responsibilities</li> <li>• understand the importance of individuals and the community showing kindness</li> <li>• make responsible decisions when taking action in order to make a difference.</li> </ul>
<b>Cross-curricular links</b>	Science / environment, Personal, Social, Health and Economic Education, Global citizenship
<b>Children's Rights</b>	<p>19. Protection from violence            24. Health, water, food, environment            26. Social and economic help            27. Food, clothing, a safe home            40. Children who break the law</p>
<b>World event days</b>	<p>28 January: Global Community Engagement Day            12 August: World Planting Day</p>



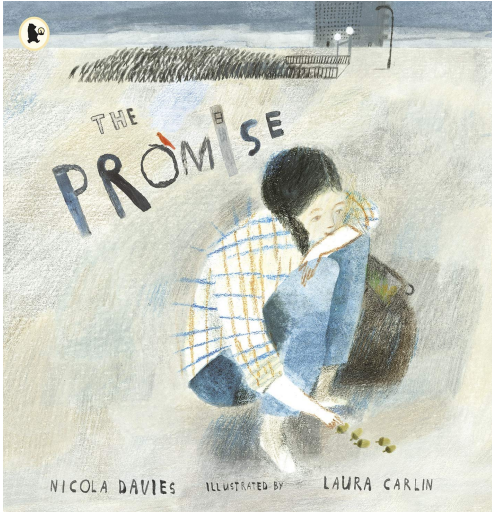

## Part B: A-Z Vocabulary & Expressions

<b>a</b>	to be / feel abandoned acorn alley to be / feel alone	<b>j</b>		<b>s</b>	street to steal, stealing to snatch shoots sad
<b>b</b>	broken bargain	<b>k</b>		<b>t</b>	thief theft threat
<b>c</b>		<b>l</b>	to be / feel lonely	<b>u</b>	ugly to understand
<b>d</b>	dark	<b>m</b>	mean	<b>v</b>	victim
<b>e</b>	to end up in (+place)	<b>n</b>		<b>w</b>	
<b>f</b>	forest frail	<b>o</b>		<b>x</b>	
<b>g</b>		<b>p</b>	to plant to promise to make/keep a promise	<b>y</b>	youth
<b>h</b>	hard	<b>q</b>		<b>z</b>	
<b>i</b>		<b>r</b>			

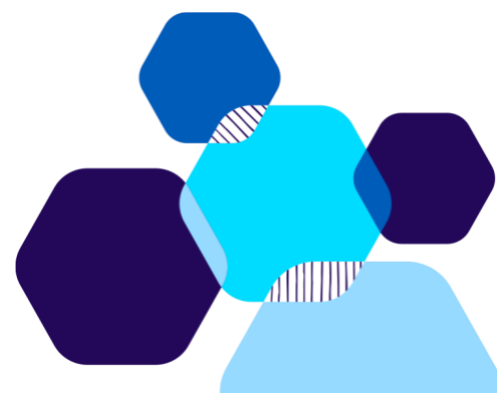




## Part C | Step 1: Exploring the front and back covers

Front cover (FC)	Back cover (BC)
	

<b>Read, define and personalise</b>	FC: Look at the title and define the word 'promise'. What does it mean to make and keep a promise? Have you made any promises recently?
<b>Read and predict</b>	BC: Read the blurb on the back cover. Why do you think a young person would steal from an old lady? What do you think could be in the bag the young thief snatches from the old lady?
<b>Describe and predict</b>	FC: Describe what you see on the front cover? The setting, the girl, the people, etc.
<b>Notice and predict</b>	FC: Do you think the girl on the front cover is the thief? What is in the bag the girl snatched from the old lady? How do you think the girl is feeling? What do you notice about the title? What do you think the red bird represents?
<b>Predict</b>	FC: What do you think the girl is going to do with the acorns? What do you think may change forever?
<b>Activate your vocabulary</b>	Together with your classmates, think of words related to a city under the following headings: <ul style="list-style-type: none"> <li>• Buildings and transport</li> </ul>
<b>Translanguage</b>	What is the word for 'acorn' in your language(s)?
<b>Research</b>	What are the main reasons for youth crime?



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## Part C: Step 2 – Meet the author: Nicola Davies



[Watch the Video](#)

## Part C: Step 3 – Listen, enjoy and respond

1. How is the city described in 'The Promise'.
2. How are the people in the city described?
3. What do you think the old lady meant when she said, "If you promise to plant them, I'll let go?" Why didn't the girl care what she meant?
4. How did you feel when the girl discovered acorns in the bag? What was the promise the girl had made? Why do you think she felt her heart was changed?
5. Why do you think the girl felt lucky and rich? What do you think is meant by a 'leafy vision'?
6. Where did the girl begin planting the acorns?
7. Why did nothing change at first?
8. What did the people start doing once they saw the trees growing?
9. What impact did the growing trees have on the people and the city? How are they transformed?
10. What did the girl do next?
11. Why did the girl let the young thief steal her sack of acorns? How old do you think the girl is at the end of the story?



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## Part C | Step 4 – Eliciting children’s voices

1. How did ‘The Promise’ (the words and the pictures) make you feel? Why?
2. What do you think are the main messages in ‘The Promise’?
3. Who is telling the story? How would you continue the story?
4. Has ‘The Promise’ inspired you to take any action to improve the environment? If yes, how?
5. Tell your partner about a promise you would like to make and keep.
6. How do the illustrations contribute to the narrative? Think about colour, line, shape and space on each page.

### Children’s rights activity:

How can you help protect children from youth crime?



## Part C | Step 5 – My reflection activity

### Part C: My Reflection Activity



#### Personal response

- What did I enjoy most about 'The Promise'?
- What is my favourite illustration?
- How did 'The Promise' make me feel?
- Write down 5 new words or expressions I have learnt from 'The Promise'.

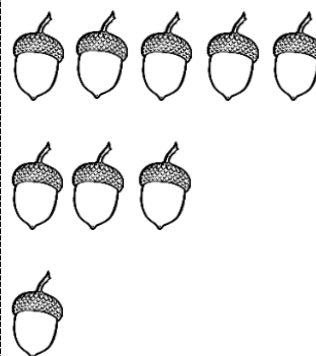
#### Personal evaluation

Colour the acorns to show how well I worked:

5 acorns = I am pleased with my effort and progress.

3 acorns = I am quite pleased with my effort and progress but could do better.

1 acorn = I need to concentrate and work harder.



#### Personal action

- What personal action am I going to take to care for the environment?
- What personal action am I going to take to improve my English language learning?



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## Part D: Extra Activities

1. Research: Why are trees important to the environment? How old must an oak tree be to produce acorns? How many seeds are there in an acorn?
2. Planting Acorns: Watch the film to find out how to plant acorns:  
<https://www.youtube.com/watch?v=K-trSFUMZ-c>



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