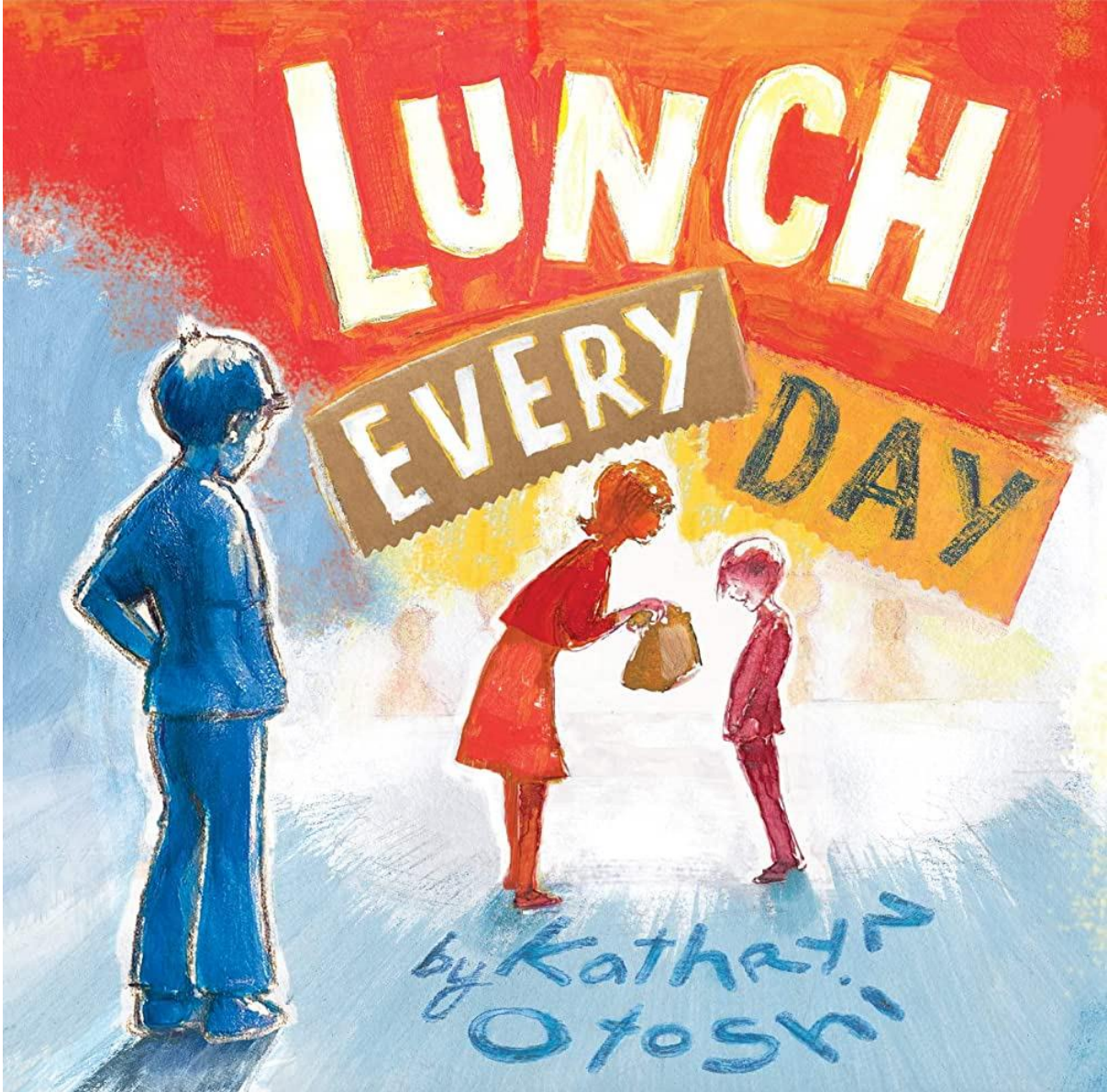


Picturebook lesson series

Lunch Every Day

Gail Ellis and Tatia Gruenbaum





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<https://luncheverydaybook.com/>

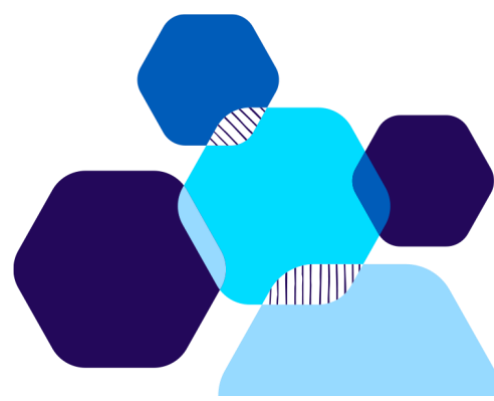
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Teaching Notes

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.

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:

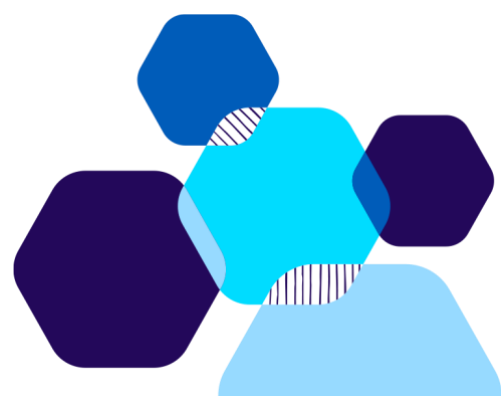
- engage with social issues as presented through picturebooks to broaden their outlook of marginalised groups in society.
- develop English language skills.
- develop critical thinking.
- raise awareness and understanding of the UNCRC and of their rights and responsibilities.
- understand the importance 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	Lunch Every Day	Publisher	Ko Kids Books
Author	Kathryn Otoshi	ISBN	9781734348200
Illustrator	Kathryn Otoshi	Date of publication	2021

Illustrative style	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.
Publisher's synopsis	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.
Awards & Nominations	
Behind the book	Interview with Kathryn Otoshi about her book 'Lunch Every Day'. https://www.youtube.com/watch?v=BP8faKdpXZY



Part B: Overview (general)

Level	Primary or Lower Secondary
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	Social studies, Global citizenship, Personal, Social and Economic Education
Children's Rights	19. Protection from violence 24. Health, water, food, environment 26. Social and economic help
World event days	3 November: International day against violence and bullying at school 13 November: World Kindness Day



Part B: A-Z Vocabulary & Expressions

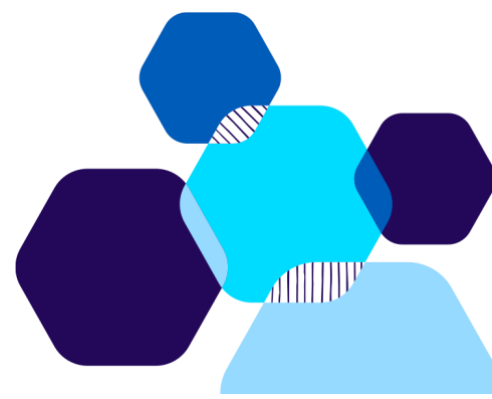
a	to be / feel alone ally to be / have an ally aggressive aggressor to be / feel angry to attack	j		s	to shove to shrug to shrug your shoulders skinny to slump down to stand in line
b	to be a bully bullying to bully to be a bystander	k	to kick air to be kind kindness	t	to tap target tattletale to topple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



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

Front cover (FC)	Back cover (BC)
	

Describe and predict	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?
Personalise	How do the colours make you feel? Which is your favourite colour (block?) on the cover? Why?
Notice and predict	FC & BC: What differences can you see between the 'blue' boy on the front and back covers?
Predict	FC: What do you think is in the brown bag?
Predict	BC: What do you think the numbers on the brown bags represent?
Personalise	Where do you eat lunch at school? And what type of meals do you have?
Activate your vocabulary	Together with your classmates, think of words related to: <ul style="list-style-type: none"> • Bullying (physical) • School common areas • Home/family
Translanguage	What is the word for 'lunch' in your language(s)?
Research	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?



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

Watch the Video: <https://www.youtube.com/watch?v=uWMCw3WgFKw>

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?



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?



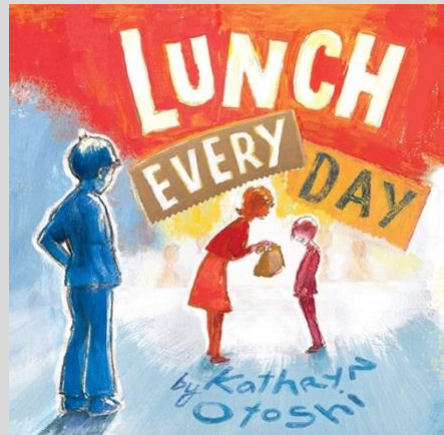
Part C | Step 5 – My reflection activity

Part C: My Reflection Activity

Lunch Every Day

By Kathryn Otoshi

KO Books 2021



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'.

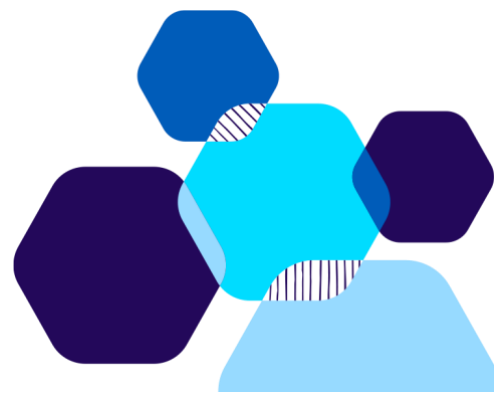
Personal evaluation

Colour the 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 inclusion at my school?
- What personal action am I going to take to improve my English language learning?



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>

