



*Ministero dell'Istruzione  
Ufficio Scolastico Regionale per il Piemonte*



**ICEPELL**

**INTERCULTURAL CITIZENSHIP EDUCATION THROUGH  
PICTUREBOOKS IN EARLY ENGLISH LANGUAGE LEARNING**

**PARTENARIATO STRATEGICO ERASMUS PLUS**

2019-1-PT01-KA203-061353

USR PIEMONTE – UFFICIO I – SILVANA RAMPONE  
ramponesilvana1@gmail.com



ICEPELL



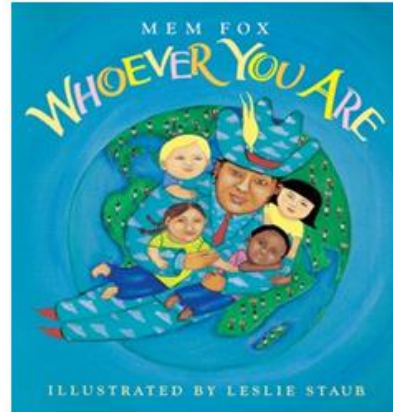
Consortium of six partners from five European countries:

- Portugal, Germany, Italy, Norway and the Netherlands



- Partner associati: Lend e Gessetti colorati





The aim is to support practitioners to confidently integrate **intercultural citizenship education** into English as a foreign language (EFL) lessons and library sessions with children aged 5 to 12 years using picturebooks.



ICEPELL

# What...



4

Along the three years of the ICEPELL project consortium has developed four main outputs which will be made available on the website in August 2022, at the end of the project: <https://icepell.eu/>

**ICESurvey**

**ICEPro  
Course**

**ICEKits**

**ICEGuide  
Handbook**

# What is culture?

---

- a flag
- famous people or monuments
- food
- fashion
- festivals or folklore

(Five Fs of culture)





ICEPELL



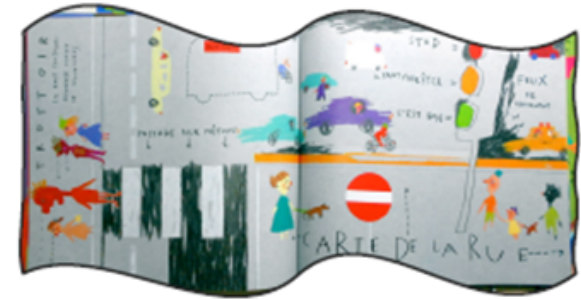
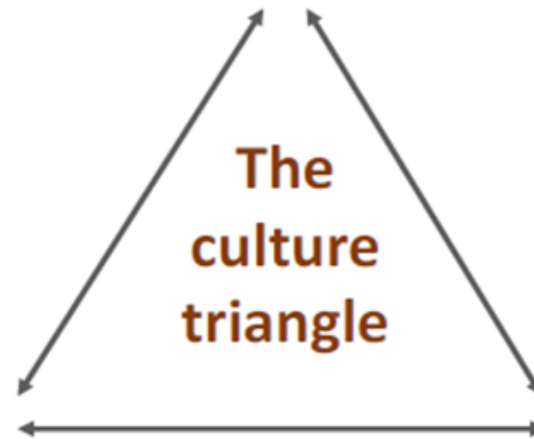
## Products

... things, tangible and intangible,  
created by members of a culture



## Perspectives

... meanings,  
attitudes,  
values, ideas



## Practices

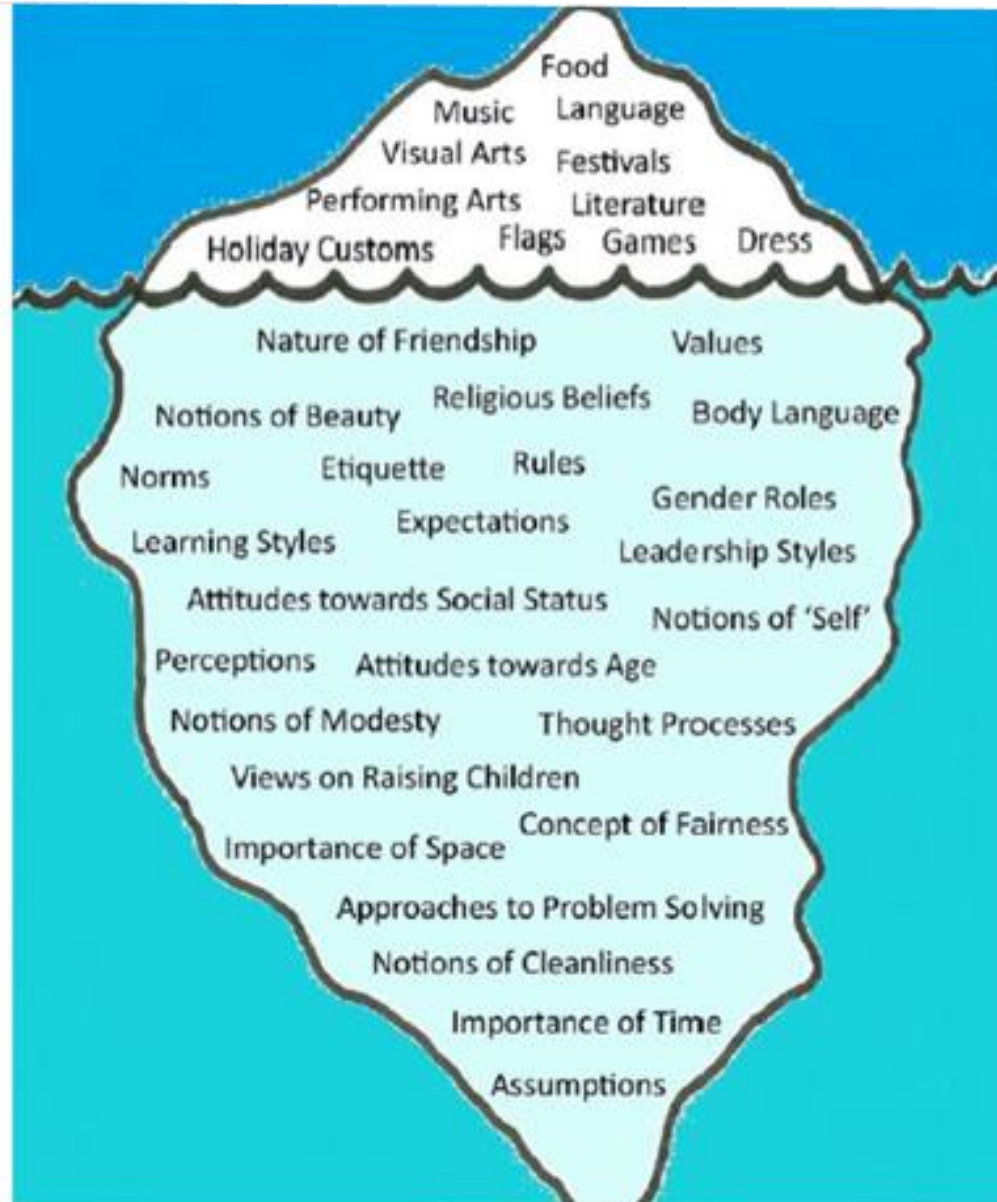
... patterns of  
social  
interactions

Curtain & Dahlberg,  
2010: 258





ICEPEL



## Products

... things, tangible and intangible, created by members of a society

## Practices

... patterns of social interactions accepted by a society

## Perspectives

... meanings, attitudes, values, ideas (often traditional) within a society



## Important notions

---

- ❖ Cultural affiliations are fluid and dynamic.
- ❖ Meanings and feelings are personalized.
- ❖ All cultures are dynamic and constantly change over time.





ICEPEL

# Intercultural Communicative Competence (ICC)

	<b>Skills</b> of interpreting and relating to Other	
<b>Knowledge</b> of 1) self and Other; 2) interaction (individual and societal)	<b>Political education</b> Critical cultural awareness toward Otherness	<b>Attitudes</b> of curiosity and openness towards Otherness
	<b>Skills</b> of discovery, interaction and showing sensitivity towards Other	

(Byram, 1997 / 2021)



## Reference framework of competences for democratic culture

ICEPELL



### Values

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

### Attitudes

- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

## Competence

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

### Skills

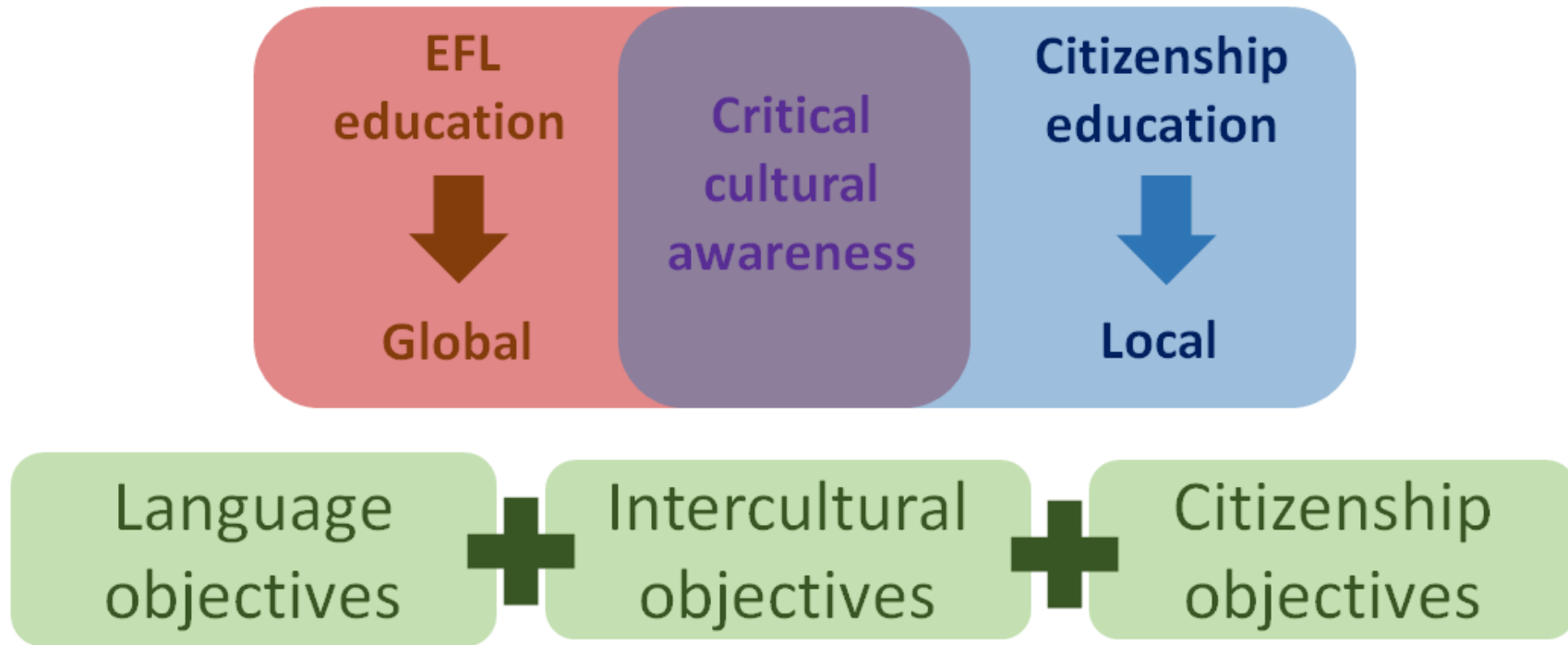
- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, religions, history, media, economies, environment, sustainability

### Knowledge and critical understanding



ICEPEL

# Intercultural Citizenship Education



Byram, 2010; Byram, Golubeva, Hui & Wagner, 2016; Porto 2016



ICEPELL

## A picture book is...

---

“...text, illustrations, total design;  
an item of manufacture and a commercial product;  
a social, cultural, historic document;  
and foremost, an experience for a [reader / beholder].

As an art form it hinges on the interdependence of pictures and words, on the simultaneous display of two facing pages, and on the drama of the turning page.”

(Barbara Bader, 1976:1)



## Interdependence of pictures and words

---

The pictures and the words are  
compound in nature creating a whole  
that is “more than the sum of its parts”  
(Nodelman 1988: 200)

**... pictures show and words tell...**





ICEPELL

## Picturebooks...

14

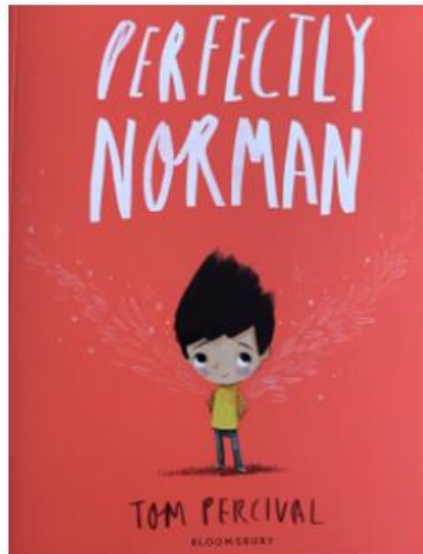


- **cover different topics** as migration, climate change, bullying, equality and diversity
- provide teachers with an attractive and appealing resource for **meeting the diverse needs of children** in the primary English language classroom
- **bring multimodal representation into the classroom** which enables children to learn how to interpret and decode information conveyed through multiple modes
- expose children to examples of **rich, authentic language** as the language has not been selected or graded
- contribute to developing a **respect for diversity and otherness**

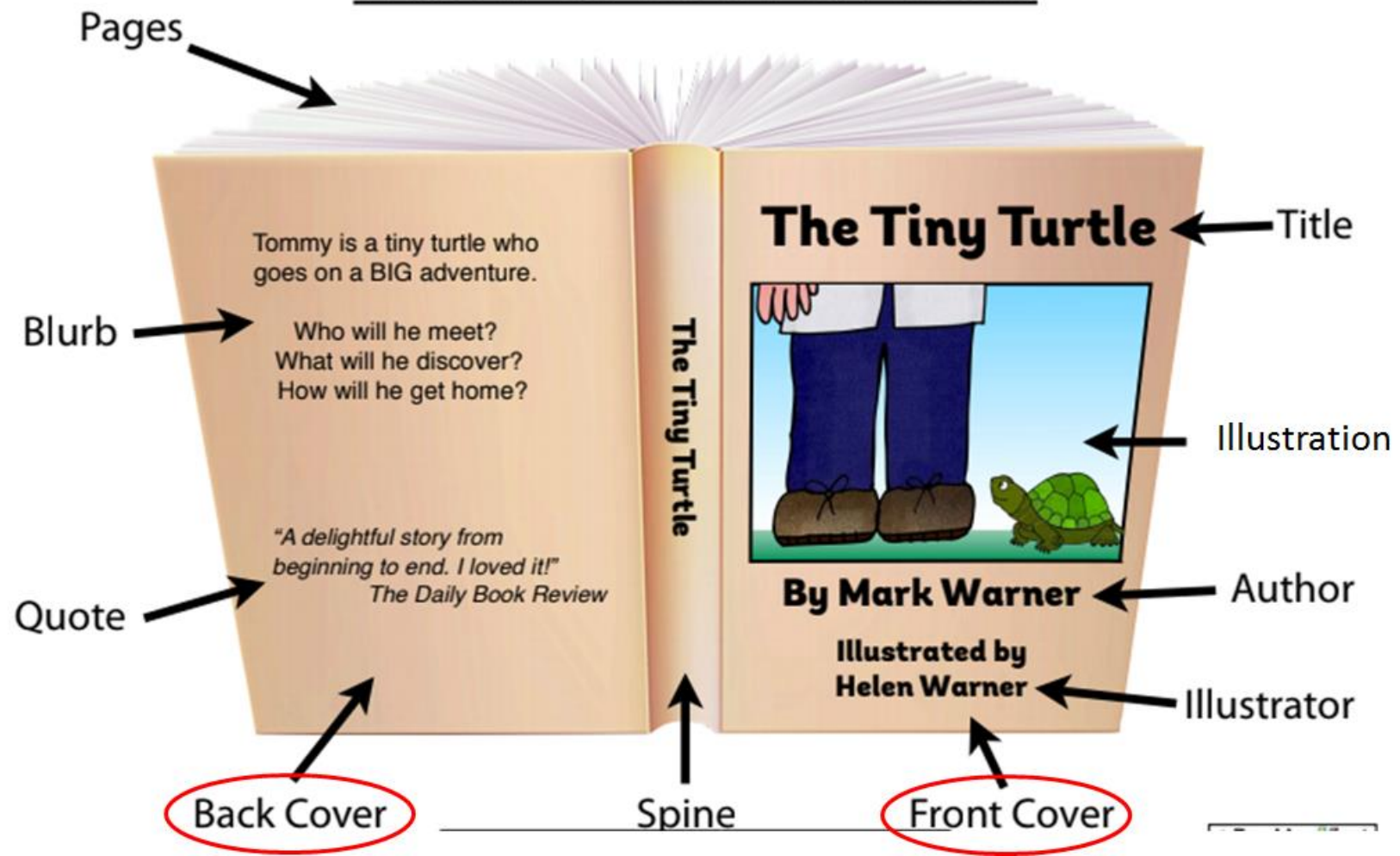


## The teacher...

...plays a **key role in mediating picturebooks** by helping children to construct meaning, and to use English as much as possible to talk about what they see and what they understand, and to make links to their own lived experience



# The Parts of a Book



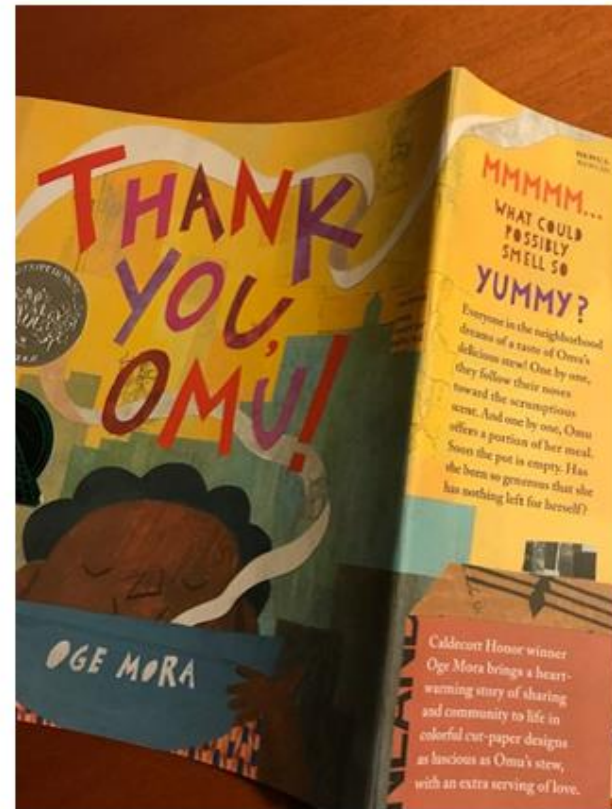




# Hardback books often have a cover

ICEPELL

Dust jacket



Flaps



End paper



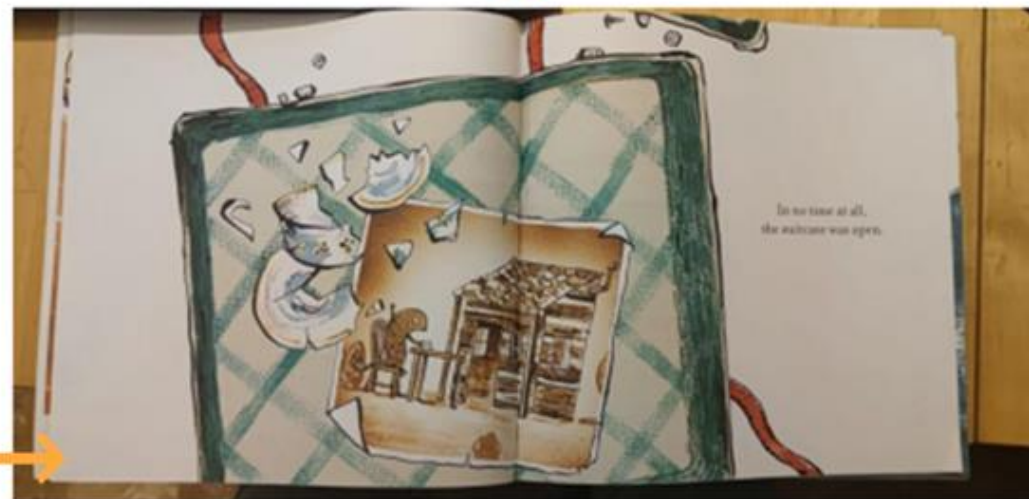
AWARD



Double page spread




no page number





<b>Title</b>	The name of the book.
<b>Illustration</b>	A picture inside the book or on the cover.
<b>Author</b>	The person who wrote the book.
<b>Illustrator</b>	The person who created the illustrations.
<b>Front Cover</b>	The part of a book's jacket that protects the front pages.

<b>Spine</b>	The part of a book's jacket that faces outwards when the book is on a shelf.
<b>Back Cover</b>	The part of a book's jacket that protects the back pages.
<b>Quote</b>	Words that were written or spoken by another person.
<b>Blurb</b>	A short description of the book.
<b>Pages</b>	The sheets of paper inside the book.

A stack of papers is shown from a top-down perspective, with the pages fanned out. The papers are white and the shadows between them create a rhythmic pattern of light and dark. A white speech bubble with a black outline is positioned in the lower-left quadrant of the image. Inside the speech bubble, the text "How many pages in a picture book?" is written in a bold, black, sans-serif font.

**How many pages  
in a picture  
book?**



# How many pages?

---

**32 pages** (24 - 40 - 48) – multiples of 8

Pictures are on all pages

They are written not for language learners





# Picturebook selection questions

<https://drive.google.com/file/d/1NKqSN-9AzMeFbECsIUcCsAbtqom-3jap/view>

## Part 2: ICE CONTENT

<b>Focal field 1: Socially responsible behaviour - interaction with others</b>		Explicit	With mediation#
Does the picturebook...			
1	... provide examples of relating to and empathizing with others?		
2	... provide examples of treating others with fairness, mutual respect and trust?		
3	... provide opportunities to counter racism, prejudice and discrimination?*		
4	... provide examples of standing up for others who are treated unfairly?		
5	... provide examples of children's rights in action as per UNCRC 1989?		
6	... provide examples of peaceful / respectful communication and interaction?		
7	... provide examples of solidarity i.e. service to others (volunteering, animal shelters, food banks etc.)?		
8	... help children become aware of and or question certain values?		
9	... highlight the consequences of certain actions?		
10	... provide examples of advocating for political or social issues that can help others e.g. recycling, advocating child labour, fair trade products?		
<b>Focal field 2: Socially responsible behaviour - interaction with local and global issues</b>		Explicit	With mediation#
Does the picturebook provide suitable / age-appropriate access to worldwide problems that include ...			
1	... migration, asylum and refugee stories?		
2	... environmental issues and or nature conservation?		
3	... effects of war and conflict?		
4	... action for peace?		
5	... access to basic necessities e.g. clean water, quality education, effective health systems, nutrition?		
6	... animal rights?		
Does the picturebook ...			
7	... provide a suitable / age-appropriate access to possible solutions to the problems?		
8	... provide opportunities to ignite interest and curiosity in local and or global issues?		
9	... contribute to instilling / fostering a personal and social responsibility for addressing global issues?		
10	... allow children to connect a global issue to a local issue?		
<b>Focal field 3: Sense of belonging and knowing about or respecting own, other and or heritage cultures</b>		Explicit	With mediation#
Does the picturebook ...			
1	... allow children to find reflections of themselves and their way of living?		
2	... allow children to appreciate their own culture and language?		
3	... help children come to a better understanding of themselves (identity) and develop their self-esteem?		
4	... provide opportunities to develop curiosity about, appreciate and respect other people, cultures and lives?		

90 picture books: <https://icepell.eu/index.php/icepell-picturebooks/>

MIGRATION



DISABILITY



citizenship education



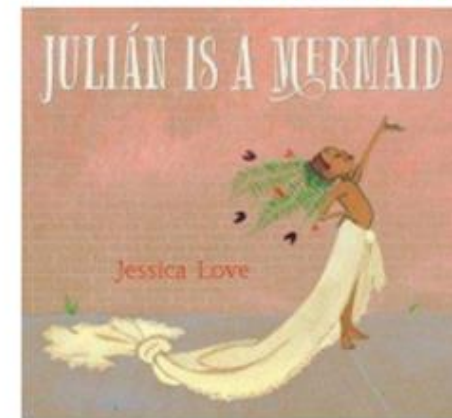
EMOTIONS

CYBERBULLYING/  
BULLYING



ENVIRONMENT

GENDER EQUALITY





# ICE PRO COURSE IN SPRING 2021 AND AUTUMN 2022



- select picturebooks for ICE for early English language learning
- share and mediate picturebooks in English
- plan, implement and evaluate ICE-related activities around picturebooks in English
- interact online to engage in a virtual community of practice.
- assess the intercultural domain and citizenship values in early English language learning classes
- reflect on the teaching and learning context





ICEPELL

# ICEKITS

An ICEKit is a teaching pack to support practitioners in using a particular picturebook to develop ICE in early language learning.

ICEKits have been created by practitioners for practitioners during the ICEPro Course, piloted in real classrooms and subsequently revised.

Each ICEKit is associated with the Intellectual Property Rights License agreement.



# ICEGUIDE HANDBOOK

The ICEGuide is a handbook on the theory and practice of using picturebooks to integrate ICE into early EFL contexts for practitioners and teacher educators.





ICEPELL

# Picturebooks...

## Structure

1. Overview  
of  
picturebook

2. Setting  
the story  
context

3. Before  
reading  
aloud

4. While  
reading  
aloud

5. After  
reading  
aloud

6. Taking  
action



<https://memfox.com/>



<https://www.youtube.com/watch?v=VSCbCuGxkVc>

**Whoever  
you are**

**Mem Fox**

**Illustrated by Leslie  
Staub**



The background of the image consists of several large, rectangular blocks of clear, blue-tinted ice. The blocks are stacked and arranged in a way that creates a sense of depth and texture. The lighting is soft, highlighting the facets and edges of the ice. A white speech bubble with a black outline is positioned in the lower-left quadrant of the image.

**Ice kit part 1**



**ICEKit | Part 1**

**Target Learner**  
Lower primary (age 5 - 8)

**ICE Focal Fields**  
3: Sense of belonging

## Cross-Curricular Outcomes

*By the end of the ICEKit task and activity cycles, children will have opportunities to:*

- » raise their awareness of diversity and acceptance via the picturebook illustrations and interactions with partner school friends
- » participate in role plays
- » design a friendship bracelet for arts and crafts
- » find different countries on a globe for geography
- » take action in the community for citizenship education

## Language and Skills Outcome

*By the end of the ICEKit task and activity cycles, children will have opportunities to:*

### Grammar & Lexis

- » understand and use adjectives for appearance (e.g. colour, size)
- » understand and use lexical chunks to give personal information
- » understand and use lexical chunks to express preferences and abilities
- » understand and use the adjectives 'same' and 'different'

### Speaking

- » respond to questions about appearances, preferences and abilities
- » describe own and others' appearances, preferences and abilities
- » give opinions about how to welcome new children to their school

### Writing

(for children who are writing in the common classroom language)

- » complete sentences with single-word labels

### Reading

- » make predictions based on picturebook visuals
- » show global understanding by following read-alouds
- » identify words in context (for children who are reading in their own languages)

### Listening

- » show understanding by following instructions
- » show understanding by responding to questions during read-alouds and their activities
- » identify key words during read-alouds and in a poem

## Assumptions and Prior Knowledge

### Intercultural Citizenship Education

- » Children are aware that there are similarities and differences about the way we look .
- » Children will be able to recognise how the images of settings in the book provide clues to diverse ways of living.

### Language and Skills

- » Children have some experience of making predictions in English based on visual input.
- » Children can understand but will give opinions in their language(s) in response to the story and its message.
- » Children will be able to recognise and use adjectives to describe themselves.
- » Children will be able to recognise and use words associated with target lexical sets for preferences and or abilities e.g. pets, food, animals, sports, actions. ♦

## Preparation and materials

### For the ICEKit lesson(s), you need:

- » A copy of the picturebook

### For the tasks and activities, you need:

- » Photographs of children from around the world (maximum 6). Use royalty free websites like *Pixabay* or *Unsplash*, or magazine pictures
- » A globe
- » Access to the internet to do some www searches in Story Sharing Stage 2
- » A copy of the 'I am unique' Handout for each child
- » A video-camera and camera to document children's welcome role-plays (with permissions)
- » A strip of card (12 cm x 3 cm) for each child to make a friendship bracelet





## Language toolbox

*By the end of the ICEKit task and activity cycles, children will have opportunities to use some or all of this language if appropriate to their age and the curriculum*

- » Using pronouns and possessive adjectives: *I, you, he, she, they, my, your, his, her, their.*
- » Describing appearance using adjectives: *My eyes are [...]; My hair is [...]; My skin is [...]; colours; long/short; dark / light.*

- » Describing preferences: *I like [...]; My favourite [...] is [...].*
- » Stating possessions: *I've got [...].*
- » Describing ability: *I can [...].*
- » Describing feelings and emotions: *They are sad, happy.*
- » Comparing: *We are the same / different.*



Fare clic per inserire  
testo

# Icekit part 2



## Story sharing

### Stage 1: Setting the story context

*Choose one of these context setting activities according to class interests, resources and time*

#### Activity 1: Children around the world

- » Show photographs of children from around the world.
- » Ask children to find a face that looks like theirs, *How is it the same?*
- » Ask children which photos look like their friends in the class or school, *How are they the same?*



Etwinning project: Different but similar

#### Activity 3: Listen and do

- » Play some music, and have children dance.
- » When the music stops, give different instructions e.g. *Everybody with long hair, clap your hands; Everybody with freckles, stamp your feet, etc.*
- » After each instruction, get the group of children to say, *We have long hair, we are the same; We have freckles, we are the same.*

#### Activity 4: Find someone

- » Play some music, and have children dance.
- » When the music stops, say, *Find someone who is just the same or Find someone who is different.*
- » Children can then say what is the same or different e.g. *We are the same. We have blue eyes; We are different, I am a girl, Jorge is a boy.*

## Stage 2: Before reading aloud

*Choose from these peritextual features to ponder with the children – ideally explore them all. Children can respond in their languages, if so, rephrase into English, where appropriate*

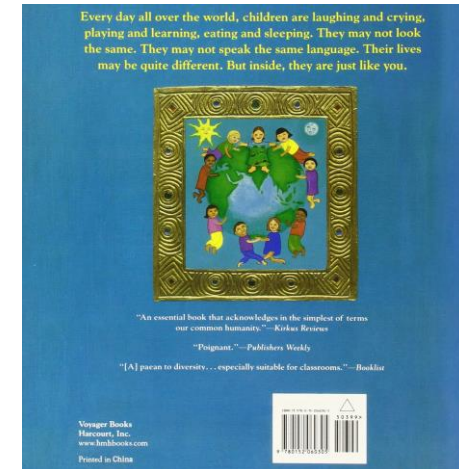
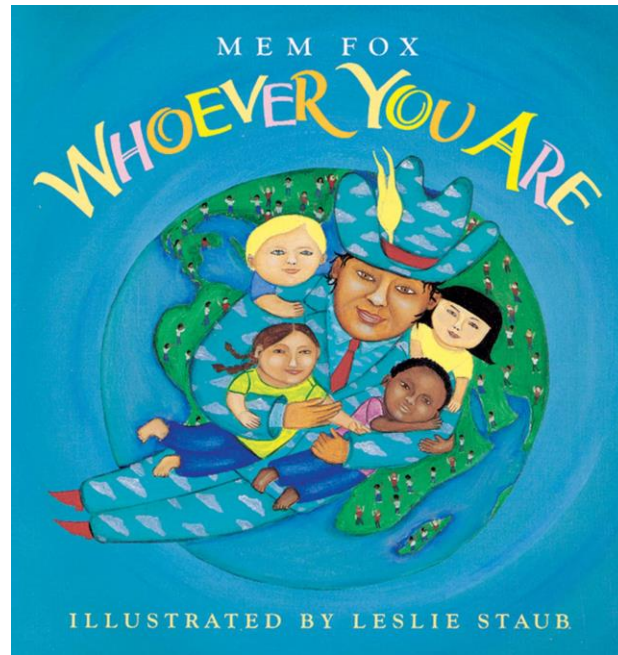
- » Hold up the picturebook and do these peritextual pondering activities as a whole class:

### Peritextual ponderings 1: the front cover

- » Show the front cover, read out the title, and point to the author and illustrator's names and share these.

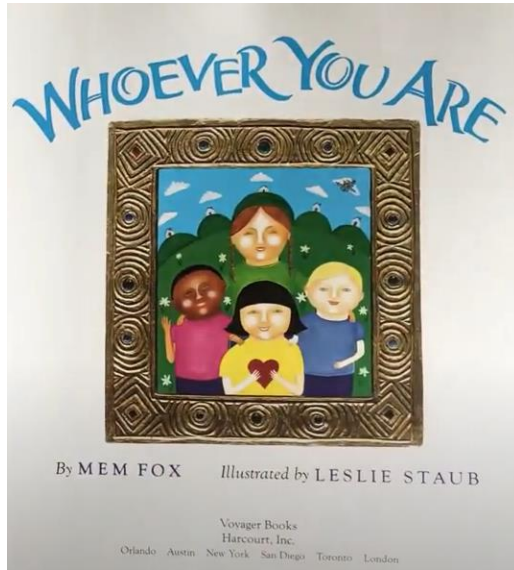
Now ask:

1. *What can you see?*
2. *Who is the man in the blue hat? Why do you think this? Rephrase their ideas into English.*
3. *Can you see the clouds on his clothes? Why are they there? Rephrase their ideas into English.*
4. *Where do you think the children come from? Why do you think this? If children refer to skin colour, help them use words like: brown, tan, dark, light, fair, pale.*
5. *Where are they all going?*
6. *What do you think this book is about?*



### Peritextual ponderings 2: the back cover

- » Show the back cover and point to the framed picture. Now ask:
  1. *What can you see?*
  2. *In this book we visit different places in the world. Which places do you think we are going to visit? What will we see? Who will we see?*



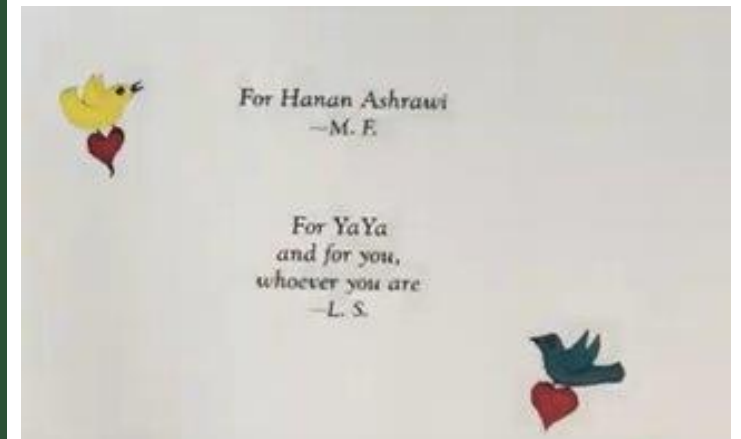
### Peritextual ponderings 3: the title page

- » Show the title page and ask: *Do you recognise the children?*
- » Compare it with the illustration on the front cover and ask:
  1. *It looks like a picture on the wall, who took the picture do you think?*
  2. *Can you see the Cloud man? Let's follow him!*

### Peritextual ponderings 4: the dedication

Mem Fox has dedicated this book to Hanan Ashrawi, a Palestinian leader and activist, who has also written children's stories. You can refer to this either before or after sharing the picturebook. Use their language(s) to do this.

- » Show the dedication page and ask children who the initials represent. [MF = Mem Fox / LS = Leslie Staub]
- » Read the dedications, and help children understand that Leslie Staub has dedicated this book to them.





### Stage 3: While reading aloud

#### The first read-aloud

- » Use your picturebook sharing routine to set up the first read-aloud.
- » Make sure the children can all see the whole picturebook and that you can make eye contact.
- » Remind the children to look for the Cloud Man in each spread.
- » Refer to the children's predictions from Stages 1 & 2 when relevant.
- » Ask questions about the illustrations and pause at key points to involve the children fully.
- » You can comment on the different houses, only boys at school and the different writing systems, the animals, foodstuffs, clothes, ways to travel, homes etc.
- » As you move through the book, pause at strategic moments to encourage children to join in with the refrain "Whoever they are, wherever they are, all over the world".

### The second read-aloud

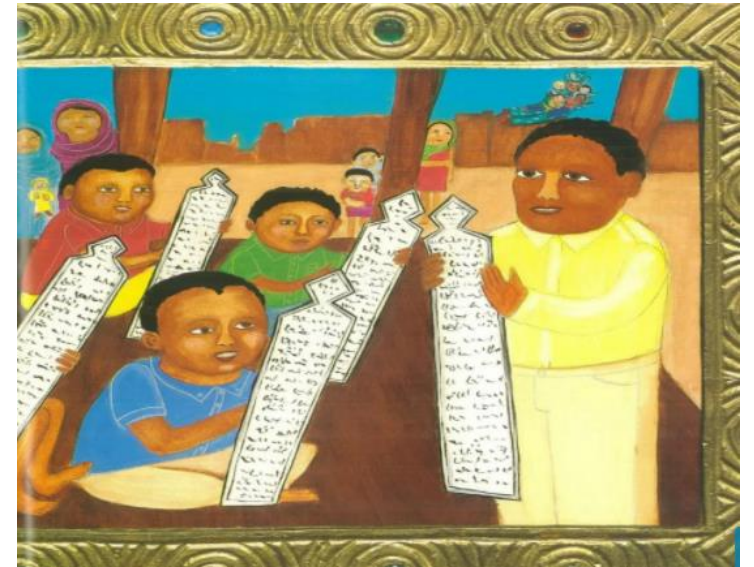
- » Re-read the picturebook and have the children follow you, looking closely at the illustrations.
- » Use these question prompts if they are relevant and when necessary use their language(s):

#### Front cover:

1. *What is the blue and green in the world?*
2. *What do you see on the green parts?*
3. *Can you name any of the countries?* You might want to look at a real globe together and locate the different countries.

#### Opening 3:

8. *What do you notice is different to your school?* [sitting on the floor, written script, only boys in lessons, no walls etc]
9. *Who can you see in the background?*  
*Why are they there?*
10. *Which country could it be?*



**Opening 8:**

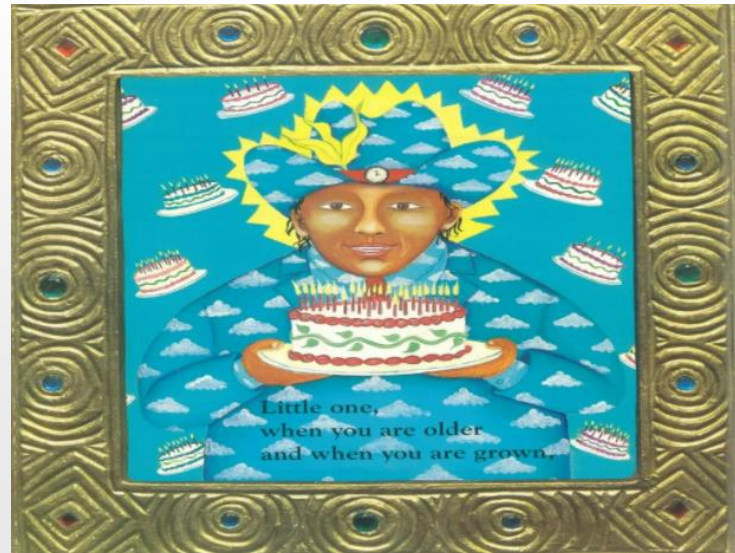
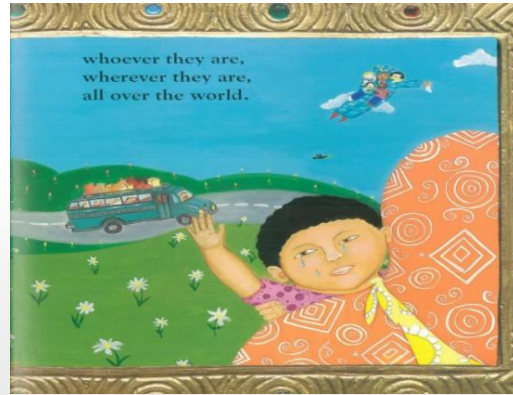
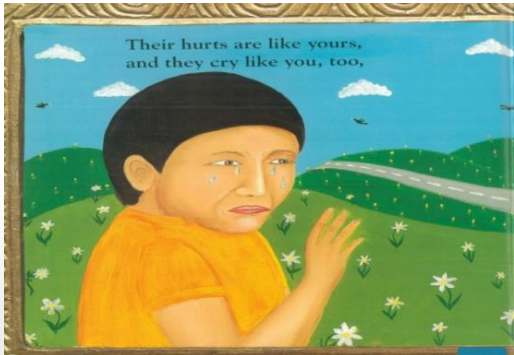
13. *Why do you think the father and son are crying?*

**Opening 9** the clock in the Cloud Man's hat and the cakes are symbols:

14. *What do you think the clock and the cake symbolize? [the passing of time and children becoming older]*

**Activity 2:** The most important message

- » Ask children to draw a frame like the one in the picturebook. Then, ask them to draw what they think is the most important message in the book.
- » Have the children talk about their ideas in pairs, then together as a whole group. ♦





## Stage 4: After reading aloud

Choose one of these activities according to class interests, resources and time. **Optional:** the children could also do this activity via eTwinning with partners in other countries to enrich the intercultural exchange

### Activity 1: We are the same

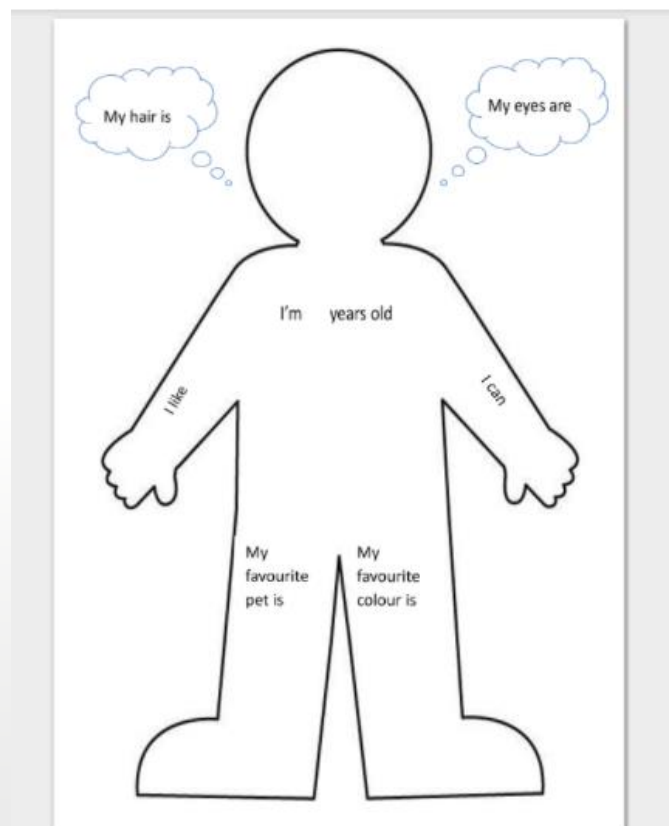
- » Ask, *What words do we hear again and again in the story? What do they mean?* [People all over the world share similarities and differences, we are the same, but we are all unique as well].
- » Take photos of the children's faces and ask them to describe themselves. *My eyes are [brown]; My hair is [black]; I have glasses/freckles, etc.* Have them all end with a triumphant, *I am unique!*
- » Make a poster of the photographs and share it with another class of children in the project TwinSpace or in your school.
- » Have children observe the photos or posters from the partner school friends and take notes, individually, of similarities and differences on a T-chart [Same / Different].

- » Ask, *Do we all look the same? What's the same and what's different?*
- » When sharing their ideas about how we are the same, encourage the children to use the language from the picturebook (smile, laugh, hurts, tears, joy, pain, heart, they all have a face, hair, eyes, a nose, a mouth, etc.) even if different (shape/size of eyes, nose, mouth/hair and eyes colour/ glasses, freckles, etc.).



### Activity 2: I am unique

- » Ask children to think about all the things that make them special. What makes them different from everyone else in the class? Why are they unique and interesting? Brainstorm ideas.
- » Give children the 'I am unique' Handout and ask them to complete the sentences by writing or drawing the information. Note: sentences can be changed according to the children's age, language skills and target language. But if using eTwinning agree on the personal information to be shared so the children can compare and find similarities between the European partner school classes.
- » Scan and upload the completed 'I am unique' Handout on to a page in TwinSpace. Then download and print those of a partner school.
- » Stick the partner school Handout on a wall and have the children go around, discover and take notes about what is the same with their partner school friends.



I'm special! No one in the world is just like me! That's me!

- » Help them say: *I like pizza and Amir likes pizza, we are the same; I can swim, Paulo can swim too; I like cats, Jana likes cats too, we are the same. I have blue eyes, Adel has blue eyes too, we are the same.*

Optional: Put the children into groups: each group has to collect and organise, in a bar graph, similarities between the partner children related to different personal features e.g. eye colour / favourite pet / abilities / sport etc.

### Activity 3: A Poem

- » Say that you will read a poem about being special. Elicit what words they think will be in the poem.
- » Ask the children to listen for their words.
- » Read out the poem:

*This is me, from my head to my toes  
I've got two eyes and one little nose.  
Two ears to hear and a mouth to talk  
Two arms to hug and two legs to walk.  
I can smile and laugh. I feel joy and love!  
I'm as special as can be, because I'm me!*

- » Ask children to share whether they heard any of their words in the poem.
- » Ask the children to decide what actions could match the poem.
- » Practise a presentation of the poem, with children saying lines in small groups with the actions.
- » Make a recording of the poem and share it on the TwinSpace or with other classes of children, so that other children can watch it.
- » Watch the other groups' recitations. What did the children like about the recitations? How were they different to theirs?
- » Meet for a video call, share ideas and comments on each other's recitations. Say the poem together.

### My 'Whoever you are and Me!' Record Sheet

Let's reflect and review!

Name: .....

Date: .....

#### 1. What did I learn?

Write or draw three things that you learned in the 'Whoever we are' activities.

2. How did I learn? Write or draw what helped you learn that you are unique.

3. How well did I do? Colour the clouds to show how well you did.



I did very well during the lessons!



I did well during the lessons!



I need to work harder during lessons!

#### 4. What actions do I need to take with my friends?

Write some action words or draw a picture of what you should do.

# Icekit part 3

## ICEKit | Part 3

### Taking Action Cycle

**eTwinning activities or beyond the book activities**

*The children complete this activity cycle on **eTwinning** (or a similar virtual exchange platform). If your school does not have access to eTwinning, the children can still go beyond the book using the activities to take action in their schools and/or communities.*



### Activity 1: Discover

- » Ask the children *When we meet someone new / different, what should we do?*
- » Collect their ideas, select three and have them create mini role-plays to show these ideas, one child can pretend to be the newcomer and the other child welcoming them.
- » Take photos of special moments, display these and match them to the sentences.



### Activity 2: Share

- » Perform the role plays during a video call on eTwinning.
- » Or share the sentences and images on the eTwinning forum.

### Activity 3: Co-Create

- » Ask the children to agree with their partners (in other countries or in their class) on five sentences and their photos to create a manifesto poster to combine the shared sentences and pictures in a creative way.

### Activity 4: Take Action

- » Each partner places their poster somewhere in their school where it can be seen by the community.
- » Have children give short presentations in different classrooms about the poster to tell their school mates why it is there.
- » Have them remember people's questions and comments. Make a note of these and talk about them with the children.
- » Take photos of the community interacting with the manifesto poster.

### Activity 5: Share

- » Share the final manifesto posters on eTwinning with their partner schools.
- » Share the feedback and the photos the children have collected and taken.
- » Look at and compare the information and talk about what they liked and enjoyed about doing this. Rephrase what children say in English to mediate discussion amongst the groups of children. ...





### Review B: A friendship bracelet

*You need a strip of card 12cm X 3 cm for each child*

- » Ask the children to choose sentences from the picturebook which they think are very important.
- » Depending on the children's age, either copy or have them copy the sentence onto their strip of card.
- » Ask them to decorate the bracelet.
- » Invite them to give the bracelet to a friend outside their class and share the message from the picturebook. ♦

## My Head - Heart - Hands reflection




**To help new children  
in my school and community,  
I need to:**

**During the *Whoever you are* lessons, I learnt:**

**Doing the activities about being the same  
and different made me feel:**

icepell.eu



**My name is:**

ICEkit #2 - Photocopiable B

# References



GIVING TEACHERS CONFIDENCE TO USE PICTUREBOOKS IN PRIMARY  
ENGLISH LANGUAGE TEACHING

**PEPELT:** <https://pepelt21.com/>

**Children's library lady:** <https://childrenslibrarylady.com/>

**Byram, M (2021).** *Teaching and Assessing Intercultural Communicative Competence. Revisited* (2<sup>nd</sup> Edn) Bristol: Multilingual Matters

**Council of Europe (2018).** [Reference Framework of Competences for Democratic Culture](#) (3 vols). Strasbourg: Council of Europe

There are 3 Cs in life:  
Choice, chance, change.

You must make  
the choice,  
to take the chance,  
if you want anything in  
life to change.

-Unknown

