

ICEKit

#4

Pages

1 / 12

The Suitcase

Chris Naylor-Ballesteros
(Nosy Crow, 2019)

ICEKit Summary

This ICEKit accompanies the picturebook, *The Suitcase*, by Chris Naylor-Ballesteros (Nosy Crow, 2019), and enables children to explore Focal Field 1: Socially responsible behaviour when interacting with others and Focal Field 2: Socially responsible behaviour when interacting with local and global issues.

It includes suggestions for peritextual ponderings about the title, the front and back covers, and the title page which help children make predictions about the story. After reading, the children are encouraged to reflect personally on the message of the story, which is about friendship and treating others with fairness, mutual respect and trust. The ICEKit suggests after read-aloud

activities which include thinking about what to put in a suitcase when asked to leave home and brainstorming different ways to help someone feel welcome, as well as performing short sketches about welcoming a stranger. Children also think about the different ways they can welcome newcomers to their schools and share information with their school community about the many languages that can be used to welcome newcomers. Through the *eTwinning* Taking Action Cycle, children cooperate across borders to decide how they can take action in their communities to ensure new children to their schools, wherever they come from, are made to feel welcome.

**Target Learner**

- » Lower primary (age 5 – 8)

**ICE Focal Fields**

- » 1: Socially responsible behaviour/ interaction with others
- » 2: Socially responsible behaviour/ interaction with local and global issues

ICE Outcomes

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

- » treat others with fairness, mutual respect and trust
- » engage in peaceful/respectful communication and interaction
- » highlight the consequences of certain actions
- » become familiar with migration and refugee stories
- » be more open-minded
- » learn not to judge people on first impressions, but to give them a chance

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 character's experiences and share ideas with children in partner schools/communities (Citizenship)
- » create a mural and a welcome poster (Arts and crafts)
- » act out their own role play by using the cultural features of a country and reflect on different perspectives (Drama)
- » develop emotional literacy by identifying the cycle of emotions of all characters and important story turning points (Citizenship)

Language and Skills Outcomes

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

Grammar & Lexis

- » understand and use verbs and adjectives to express emotions and feelings

Viewing

- » predict the plot and the title based on the book trailer

Reading

- » predict the story based on peritextual features (the title, front cover, copyright page, title page and the back cover)
- » show global understanding by following the first read-aloud and responding to questions
- » show detailed understanding during the second read-aloud by answering questions
- » infer the emotions and feelings of the character in response to pivotal moments in the story plot

Listening

- » show global understanding by checking predictions during the first read-aloud
- » show detailed understanding by responding to questions during the second read-aloud
- » infer how the character might be feeling based on the teacher's tone of voice and expression
- » listen to different opinions about welcoming others
- » listen to the way 'Welcome' can be said in different languages ...

Speaking

- » make predictions by brainstorming what will happen and sharing ideas orally
- » respond personally by giving colour ratings and sharing their reasons
- » give opinions on ways to welcome people from different places by sharing in the *TwinSpace*
- » present ideas orally to the class and in the *TwinSpace*

Writing

- » write words and expressions associated with welcoming others
- » write a short script for a performance sketch
- » complete sentences about ICE-learning and action taking in the review

Preparation and materials

For the ICEKit lesson(s), you need:

- » A copy of the picturebook
- » The book trailer: <https://youtu.be/1f1BKOSoNjs>

For the tasks and activities, you need:

- » A suitcase with a teacup and a picture of a house inside
- » A template of a suitcase (Photocopiable C)
- » Teacups (number depends on group size)
- » Tables, chairs and other class material (e.g. books) and, if possible, a blanket
- » Art and craft equipment: poster paper, paint, pens, crayons, glue, paper, etc.

Assumptions and Prior Knowledge

Intercultural Citizenship Education

- » Children are aware that people who look or speak differently may be excluded or bullied and feel lonely.
- » Children can recognise that the suitcase is a metaphor for being away from home.
- » Children can recognise that the different colours are a metaphor for being different and unique.
- » Children can see that the characters have different characteristics which result in different reactions to the same situation.

Language and Skills

- » Children have some experience of watching trailers and predicting a story (in English).
- » Children have some experience of using chunks of English to respond to visual input.
- » Children can describe the characters and the setting simply in English.
- » Children can give simple opinions in response to the story setting, plot, character(s) and theme(s). ♦





Language toolbox

- » Making predictions about the plot: *I think he will...; Maybe he will...; I think he would feel...;*
- » Describing feelings and emotions: *He looks [emotion]; I feel [emotion]; This feels [emotion]* e.g. *uncomfortable, hot-faced, angry, sad, miserable, wonderful, happy.*
- » Asking and talking about what's in their suitcases: *What's in your suitcase? I've got [object] e.g. my teddy, a game, my hat, my toothbrush ...*
- » Using adjectives to describe objects: E.g. *It's yellow and soft; It's flat and colourful.*
- » Identifying and describing appearance: *The [colour] animal is ...; He's bringing (a suitcase). He's [colour]; He's a/an [animal]; He looks like a [...].*
- » Using the trailer strap line: e.g. *Treat others like you want to be treated!*
- » Asking about the word 'Welcome' in different languages: *How do you say 'Welcome' in [language];*
- » Talking about the different languages they know: *I can say 'Welcome' in three languages ...*





Picturebook summary

Story

The picturebook, *The Suitcase*, introduces the topic of migration. It shows how we can be easily prejudiced against the unknown, but it also provides examples of hospitality, kindness, openness and trust and reminds us of what friendship is. A stranger, a creature who looks different from the others, arrives with a suitcase. The others are very curious about what is in his suitcase, so when he is asleep, they open it and discover that inside there is only a picture of a house and a broken teacup. They all feel guilty about what they have done, and this is the turning point of the narrative as the animals decide to surprise the stranger by building a new house and fixing the teacup. The story ends with everyone together drinking tea - the stranger has found a new home and new friends.

There is also a free story read-aloud, which is accessible by a QR code included inside the front cover of the picturebook.

Beyond Words

Chris Naylor-Ballesteros is the picturebook creator and he uses a reduced, minimal setting which focuses on the characters and just a few important details. By placing illustrations against a white background, they have a powerful effect on the visual narrative. He also uses sepia to show the memories that are held in the suitcase. The creatures represent different personalities, which children can easily identify with. The font is uniform and is the colour of the animal who is speaking, which also helps children associate the dialogue with each character. The animals are red, yellow, orange and green and the colours represent their characters.

Red stands for bravery, giving your own opinion, whereas yellow represents cowardice. The orange animal is a mixture of yellow and red and so is perhaps in between. The stranger is green. Green stands for security and trust and is the colour of happiness and luck. On the front cover you can see that the title is green like the stranger, which suggests the book is mainly about him. At the end you see that all these colours are part of the house they have built together. This is how everything comes together again. The picturebook creator clearly thought very carefully about the colours of the animals. ♦

Story sharing

Stage 1: Setting the story context

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

Activity 1: I packed my suitcase ...

- » Bring a real suitcase to class, with the picturebook, *The Suitcase*, inside.
- » Play the suitcase game sitting in a circle in class. Give an example, *I packed my suitcase and put a T-shirt*.
- » Have the children, one by one, repeat and add another object. They can't repeat something that has already been said.
- » Have they predicted what is in the suitcase? Open it and ask, *Would you put a book in your suitcase? What would you put in your suitcase?*

OR

Activity 2: *The Suitcase* book trailer

- » Explain that you are going to show a very short film that gives clues to the story you are about to share. Say, *Watch and listen! What can you see? What can you hear?*
- » Watch the book trailer for *The Suitcase* together.
- » Ask, *What do you think is inside the suitcase?* Replay the trailer, so the children can listen a second time.
- » Using think-pair-share, ask the children what they think the picturebook *The Suitcase* will be about.
- » Provide some language scaffolding for predictions, if necessary (e.g. *I think... There is... I can see... I could be... The green/orange/red/yellow animal is ...*)



Stage 2: Before reading aloud

Choose from these peritextual features to ponder with the children – ideally explore them all

- » Hold up the picturebook or project the Kindle version
- » Do these peritextual pondering activities either as a whole class or using *think-pair-share*:

Peritextual pondering activity 1: guessing the title

- » Show the front cover but hide the title. You can use a paper or a sticky note to cover it up. Only show the four characters.
- » Ask the children what they think the title of this picturebook might be. Respond to their ideas and write them on the board.

Peritextual pondering activity 2: the front cover

- » Use the think-pair-share strategy
- » Have children think what the picturebook might be about, then talk about their ideas with a partner. They may need to use their own language(s).
- » Have them share their ideas as a whole group.

Peritextual pondering activity 3: title page

- » Look at the the title page double spread.
- » Read the title and point to the creature with the suitcase. Read out the dedication on the verso; *For Marylène, Rafael and Lucille. And for everyone who started a new life far away.*
- » Ask the children:
 1. *What do you think the animal is going to do with the suitcase?*
 2. *How do you think he feels? Why?*
 3. *Where is he going?*
 4. *What questions would you like to ask the animal?*

...

Peritextual pondering activity 4: the back cover

» Show the back cover. The back cover features three characters with three different questions.

These questions are:

1. *Why is he here?*
2. *Where has he come from?*
3. *And just what is in the suitcase?*

» Using think-pair-share, talk about these questions. Provide sentence starters for scaffolding (e.g. *He is here because... He might be from... / He is from... In the suitcase there is/are ...*)

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 openings and that you can make eye contact. You may want to use the Kindle version, if available.

» Remind the children that they are going to find out if their predictions are correct. In this way you give them a reason to listen, and they are involved during your read-aloud.

Opening 6: Ask, *What do you think will happen while he is asleep?*

Opening 10: Ask, *What do you the stranger will see after he wakes up?*

Opening 12: Ask, *How do you think the main character feels?*

The second read-aloud

» Refer back to the predictions on the board.

Ask the children whether their predictions were right and what surprised them about the story, or to share something they had not expected to happen.

» Read the story again, use the following suggestions as prompts for discussion:

Opening 5: Ask children why the illustration is in the brown / sepia colour. After hearing their ideas, help them understand it represents a memory.

Opening 7: Ask children what they would do at this moment. *Would you help the red animal open the suitcase? Would you stop him? Ask, How do you feel about this opening?*

Opening 8: Help children connect the sepia colour of the photo to the idea of a memory.

Opening 9: Ask, *Where do you think the creature is from?*

Opening 14: Ask about the two pictures representing past and present and refer to the sepia colour again.

Reflect and review

Use one of these activities to help the children to review and reflect (use their languages, as necessary):

Activity 1: My story ratings

» Ask the children to draw a suitcase, and have them colour the suitcase based on how much they liked the story (Photocopiable B):

Green = I really liked it

Orange = It was OK

Red = I didn't like it

» Then, ask the children to share their suitcases with their partners and say why they liked or didn't like the story. Provide some language scaffolding, if necessary (e.g. *The story was good / ok / not good because ...*)

OR ...



Story sharing (Stage 3)

Activity 2: Turning point

- » Use the tables and chairs in the classroom and bring teacups to set the table. Additionally, draw or set a picture of a house in the background (on the digital board). Role play tea-time in class, like the story characters did.
- » In pairs, have the children talk about what they liked about the story. Help them use language like, *I liked ... because ...; I loved ... because ...; I thought it was interesting that ...*
- » Clarify the meaning of a turning point (*i.e.* the part of the story where things change for the character and story content). Ask the children if they noticed a turning point in *The Suitcase*. *When was it? Did you like the change in the story?*

Stage 4: After reading aloud

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

Activity 1: What would you take with you?

- » As a class, discuss what you would take with you if you moved to another country where you don't know anyone like the stranger in the book.
- » Give the children Photocopiable C, *The Suitcase* Handout.
- » Have them draw or write in the suitcase what they would take with them if they had to move to another country.
- » Have them share the content of their suitcases, scaffolding language when necessary.
- » Children can be asked to group all the objects that emerged in the class suitcases into categories. Have them justify why an object belongs to a particular category, or more than one category. Create Venn diagrams using some of the categories. ...

Optional eTwinning: Children might share their suitcases and play a guessing game around the objects they have put in their suitcases. E.g. *It's yellow and soft; It's flat and colourful. I use it when...*

OR

Activity 2: How can we welcome children to our school?

- » Ask the children how they would welcome a stranger into their country or home. Ask them to brainstorm this in groups.
- » Discuss as a class what they can do to make someone feel welcome e.g. *give them flowers, make cookies, coffee or tea, coke, welcome cards, invite them to play, to go on a trip, etc.*
- » Support them with vocabulary in English and write the welcome words and any questions they might want to ask a stranger on the board (e.g. *Hello, how are you?; Do you want some tea?; Do you want to play with us?; What do you like?; How do you feel?*).
- » Make a mind map with the children's ideas and put them into different categories.
- » Talk about the importance of actions as well as words when we want someone to feel welcome.

Optional eTwinning: Children might share their different ideas related to welcoming others and brainstorm a list of words, expressions in English and actions to use.

OR ...



Activity 3: A welcome sketch

- » Have the children put some of their welcoming ideas into practice by preparing a performance sketch.
- » Divide them into small groups, where one is the stranger with their suitcase and others play the role of children playing at their school.
- » Have them decide what they will do when they see the stranger and what they will say. If they can write in English, help them prepare a short script.
- » Help them think about which props they need, rehearse their sketch and then present it to the rest of the class.
- » Take photos of key moments in the sketch and use these in a display to share the children's ideas.
- » You could also film the sketches to share with others (with parental consent).
- » After watching the different sketches talk to the children about how they felt while they were doing their sketch. *How did the stranger feel? How did the school children feel?*

Optional eTwinning: Children could watch each other's sketches and give feedback or co-create a sketch during virtual group work and then present it online.

Additional ideas on the Nosy Crow webpage:

Nosy Crow, the publisher, has an activity pack for this picturebook, which contains some engaging visuals and ideas: <https://tinyurl.com/525ZZX3Z>

Reflect and review

Use the 'The Suitcase and Me!' Record Sheet (see Photocopiable A).

What did I do?

- » Help children think about what they did during *The Suitcase* activities. Play *The Suitcase Says* game, referring to the different activities in this ICEKit e.g. *The Suitcase Says we learned welcome words in English; The Suitcase Says we talked about how we felt during the story*: Children should stand up if it's true or stay seated if it's false.

What did I learn?

- » Set up a *think-pair-share* activity for the children to reflect on three things they learned. After sharing as a whole class, ask the children to write or draw them on their 'The Suitcase and me' Record Sheet.

How did I learn?

- » Using the prompts on the record sheet, help the children to reflect on the ways they learned. Ask children what difficulties they come across, how they faced them and how successful they were.

How well did I do?

- » Help children assess their performance during the suitcase activities and tasks. Ask them to think about their strengths and weaknesses.

What actions do I need to take with my friends?

- » Brainstorm with the children's ideas about what they can do better and how. Have the children talk in groups and decide on their top action, then finish the sentence with one of their ideas or a drawing.

Provide a place for the children to keep this record sheet to refer to later. ♦



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 to brainstorm all the words and expressions they know that might be used to welcome someone to their classroom. Have them remember the words and expressions they have already learned in English, but to consider their own language(s) and any other languages they think they should know how to say 'Welcome' in.
- » Have them help each other pronounce the welcome words and expressions in the languages they don't know, and then write them down. Ask families to help if necessary.
- » How many different languages can they say 'Welcome' in?
- » Can they identify and label countries where lots of people speak these languages on a world map.
- » Prepare a group presentation (a poster, a PowerPoint, a short film, a recording) with all the words and expressions they have collected and learned to say.

Activity 2: Share

- » Ask the children to share their discoveries on *TwinSpace*.
- » Are there any new languages they haven't heard yet? Can they learn how to say 'Welcome' in these new languages? Can they learn to write it too? How many languages can they all say 'Welcome' in now?
- » Ask the children to think of ways to share these words and expressions with their school community. Together agree on the best way and make a plan (e.g. Multilingual welcome posters around their school; Multilingual welcome leaflets; Multilingual video messages on the school website...).

Activity 3: Co-Create

- » Put the plan into action for the sharing of the 'multilingual welcome messages'.
- » Prompt the children to ask the school community if any languages are missing. Add these.

...

Activity 4: Take Action

- » Have children place their ‘multilingual welcome messages’ (posters, leaflets, video messages, etc.) in their school and, if relevant, the local community.
- » Have the children talk to other classes of children about the messages and the reasons for them. Encourage them to teach the other children how to say some of the welcome messages.
- » Have the children interview the school community, children and adults, about their ‘multilingual welcome messages’. What has everyone learned about welcoming others into their school/community?
- » Take photos of the community interacting with the ‘multilingual welcome messages’, collect comments and feedback.

Activity 5: Share

- » Ask the children to share comments, and reactions from their school (and wider community) in the *TwinSpace* (or on the classroom wall).
- » Ask children from the partner school(s) (or other school classes) to read the comments, interviews and reactions and comment on which they like most and why.
- » Use the children’s language(s) to support understanding and recast, as necessary.



Activity 6: Reflect and review

Sticky note faces

- » Give all the children a sticky note and ask them to draw a face on their sticky note:
 - A happy face = *I liked it*
 - A bored face = *It was OK*
 - A sad face = *It was bad/ difficult*
- » Play some music or use a bell. Ask the children to put the sticky note on their forehead and walk around the classroom.
- » When the music stops, or you ring the bell, have them talk in pairs about why they have drawn a particular face. Repeat several times, so they interact and share their ideas with different children. ♦

End-of-kit

Reflective Reviewing

Head-Heart-Hands

Use the *Head-Heart-Hands Record Sheet* (see Photocopiable B).

- » The children need to complete the sentences with nouns for the head, adjectives for the heart and verbs for the hands.
- » Elicit ideas first, then ask the children to complete the sentences.
- » If they want, they can draw their ideas too.
- » Provide a place for the children to keep a record of this activity to refer to later. ♦

ICEPELL is an Erasmus+ Strategic Partnership project which aims to support practitioners to confidently integrate intercultural citizenship education into English as a foreign language lessons and library sessions with children aged 5 to 12 years using picturebooks.

Project dates: September 2019 to August 2022. Project Number: 2019-1-PT01-KA203-061353

Co-funded by the
Erasmus+ Programme
of the European Union



ICEKit #4: *The Suitcase* is one of 18 ICEKits prepared through the ICEPELL project.

ICEKit #4: *The Suitcase* by Gianluigi Basile, Lena Hopmann and Evelien van Osta is licensed under the Creative Commons Attribution 4.0 International License.

To view a copy of this license, visit:
<http://creativecommons.org/licenses/by/4.0/>

Project website: icepell.eu

Project coordinator:

CETAPS, Universidade Nova de Lisboa, Portugal
Address: FCSH, Universidade Nova de Lisboa
Avenida de Berna, 26C
1069-061 Lisboa
Portugal

Consortium partners:

- » Associação Portuguesa de Professores de Inglês, Portugal
- » Avans University of Applied Sciences, Netherlands
- » Nord University, Norway
- » Technische Universität Braunschweig, Germany
- » USR Piemonte – Rete Sostenibilità, Italy

Design: Lupa Design

Danuta Wojciechowska, Mariana Fortes
and Ana Sofia Simão

Illustration: Danuta Wojciechowska

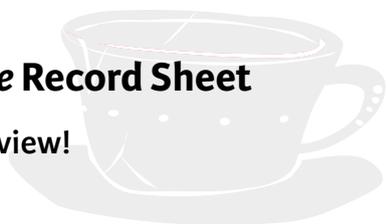
Content editor: Sandie Mourão

Copy editor: David Valente



My *The Suitcase* Record Sheet

Let's reflect and review!



Name:

Date:

1. What did I learn?

Write or draw three things that you learned in *The Suitcase* activities.

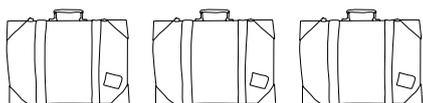
2. How did I learn?

Finish the sentence to explain how you learned or draw a picture to show what helped you to learn how to welcome others from different countries:

I learned how to welcome others by...

3. How well did I do?

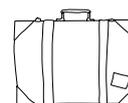
Colour the suitcases to show how well you did.



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 to be a good friend?

Talk to your group and decide on your top action, then finish the sentence or draw a picture.

We need to...

My Head - Heart - Hands reflection



During *The Suitcase* lessons, I learnt:

To make new children coming from different countries feel welcome I need to:

Doing the activities about making a house and welcoming others made me feel:

The Suitcase Handout

Name:

Date:

