# The ICEGuide

## A handbook for Intercultural Citizenship Education through Picturebooks in early English Language Learning

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# Contents

## Foreword

A foreword is inevitably personal, a response to an invitation to be, perhaps, the first reader of the book, and I thank the authors for their invitation. In this case, it became even more personal as I found the book opens with a quote by Peter Doyé and myself from more than 20 years ago. It was a striking reminder of a now deceased great friend and intercultural collaborator from another language and country, another education tradition and an older generation. Age was however never a salient dimension of our intercultural exchanges. Peter loved working with young and very young children and continued to do so into his ninth decade. He constantly found new ways of introducing and responding to the 'complexity of the task' of ensuring that foreign language teaching contributes to young people's education in the richest sense of the word, their *Bildung*. Peter had the outstanding and perhaps unique distinction of being called from a post as schoolteacher directly into a post of university professor, and he never lost sight of the significance of practice while developing new theory. That spirit is present throughout this book, and I hope justifies and explains this more personal opening.

Peter worked, as I did, for many years in teacher education, recognising that real change starts here, and not with the edicts and policies of ministries of education. This book and the project on which it is based also starts with the teacher education and will, I think, create a change which will doubtless be later encapsulated in policy.

I have deliberately used the phrase 'teacher education' rather than 'training' because I have seen, in England, how 'education' was reduced to 'training', to requiring teachers to 'deliver' the curriculum, as if they were delivery-van drivers sent out from the ministry to the consumers of 'curriculum'. The course at the heart of this book places teachers in a learning situation which is closely related to the learning they will facilitate for their pupils. This is the best approach, and it includes the crucial practice of "reflecting and reviewing" which makes them and their pupils independent learners, and not mere consumers of what is delivered to them. It is education not training.

These reflections are of course grounded in my unhappy experience of one education system. Like the team who wrote the book and the teachers with whom they worked, I have had the opportunity to see

that things are different elsewhere, to decentre, to critically analyse what is familiar and seems natural and normal, and to see it for what it is. This is one of the advantages of international projects and collaboration. One principal value of Erasmus+ projects for everyone — whether project workers and researchers, or teachers, or learners — lies in the 'European' dimension. On the other hand, it is indeed 'European', and only European. Yet much of what has been learnt and brought into this book would be equally valid and useful in other continents. I hope the team will find ways of dissemination beyond Europe, another dimension of decentring.

Such dissemination would be 'action in the community', which is the final stage — together with reflection on the action and its effects — of the pedagogical process described and illustrated in this book. In this case, the community is that of teachers of languages in 'primary' or 'elementary' education everywhere; even to call 'primary' education 'elementary' helps to decentre.

It is 'action in the community' for young citizens which is central and crucial to this project and book, for even without the right to vote — or precisely because they cannot (yet) take action by voting — young people are not just denizens but citizens. The problem is that they have long been seen as 'citizens-in-waiting', promised citizenship 'when you grow up', and it was all too easy for them to accept this from adults, including their teachers. Teachers who understand and implement the spirit and message of this book — and the pedagogical approach it takes will see that their task is enabling and allowing their learners to become citizens and act in the 'here and now'.

Furthermore, learners will not simply become citizens of their country. In a time when we see nationalism and chauvinism — 'The last refuge of a scoundrel' as Samuel Johnson said — threatening to again become dominant in our societies, all teachers but especially foreign language teachers with their transnational perspectives, should bring their learners to an internationalist way of thinking and acting. This book and all that goes with it — for there are supplementary documents and a website — will help them to do so with a planned, systematic methodology based on a thorough understanding of how practice and theory enrich each other.

I congratulate the team on their achievement and assure the readers and users of this book, that they are about to begin a stimulating educational journey.

Michael Byram
May 2022

## List of Acronyms

**APPI** · Associação Portuguesa de Professores de Inglês (Portuguese Association of English Teachers), one of the two ICEPELL partners in Portugal

**Avans** · Avans University of Applied Sciences, the ICEPELL partner in the Netherlands

**EFL** · English as a foreign language

**ELL** · Early English language learning

**H-H-H** · Head-Heart-Hands reflection model

**ICE** · Intercultural Citizenship Education

**ICEPELL** · Intercultural Citizenship Education through Picturebooks in early English Language Learning

**ICEPro Course** · The ICEPELL Professional Development Course

**ICEKits** · The ICEPELL teacher resources created by teachers for teachers based on picturebooks

**ICC** · Intercultural Communicative Competence

**IO** · Intellectual Output

**Nord** · Nord University, the ICEPELL partner in Norway

**NOVA** · Nova University Lisbon, one of the two ICEPELL partners in Portugal

**SDGs** · Sustainable Development Goals

**TUBS** · Brunswick Technical University, the ICEPELL partner in Germany

**UN** · United Nations

**USR Piemonte** · A Sustainability Network set up in Piemonte, the ICEPELL partner in Italy

## Thank you!

The ICEPELL project would not have been successful in reaching its objectives without the precious participation, hard work and dedication of the people who were involved in its activities. I would like to express my gratitude to the ICEPELL Partner Steering Committees and our ICEPro Professional Development Course participants. It is however impossible to list the many staff, children and parents/caregivers who became involved in the ICEPELL project by supporting and believing in the teachers, teacher librarians and student teachers when they took their ICEKits into schools. I thank all those who have been touched by ICEPELL, in one way or another, and contributed to its success.

Sandie Mourão
ICEPELL Coordinator

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# Introduction

Sandie Mourão
Carmen Becker

If foreign language teaching in primary education is
to contribute seriously to the international education
of young people, it has to recognise the complexity of
the task, to include intercultural competence among
its aims, to seek relationships with other aspects of the
curriculum in systematic ways and to demand properly
trained teachers and appropriate teaching materials.
(Byram & Doyé, 1999, p. 150)

## The ICEPELL Project

The opening quotation in our Introduction was the impetus for the
Erasmus+ proposal, 'Intercultural Citizenship Education through
Picturebooks in early English Language Learning' (ICEPELL),
which received approval for funding by the European Union's
Erasmus+ Key Action 2 Programme in the summer of 2019 (2019-
1-PT01-KA203-061353) and was coordinated by Universidade Nova
de Lisboa, Portugal. It consisted of a network of partners from five
European countries (Germany, Italy, Norway, Portugal and the
Netherlands); all either specialise in teacher education for early
English language learning or have expertise in teaching with and/or
training teachers to use picturebooks in English language education:

» Technische Universität Braunschweig, Brunswick, Germany

» Ufficio Scolastico Regionale per Piemonte – Rete Sostenibilità,
Turin, Italy

» Nord Universitet, Bodø, Norway

» Associação Portuguesa de Professores de Inglês, Lisbon, Portugal

» Avans University of Applied Sciences, Breda, The Netherlands.

As a consortium of six partners, we prepared a proposal, which
responded to Michael Byram and Peter Doyé's call following a
three-year programme (2019–2022), and did the following:

i) targeted the teaching of English as a foreign language to children from 5 to 12 years old;

ii) aimed at developing the skills, attitudes and competences associated with intercultural communicative competence;

iii) sought to relate English to citizenship education;

iv) included a professional development course for teachers, student teachers and school librarians; and

v) considered picturebooks as vehicles for teacher-made resources in its approach.

English as a foreign language (EFL) is being introduced into European educational systems at ever earlier ages and, although teachers of English are often seen as confident in their knowledge of the target culture, they are reticent about integrating the affective and pragmatic dimensions of intercultural competence (Breka & Petravić, 2015; Brunsmeier, 2017). The result is that despite being part of many EFL curricula, the intercultural dimension of language learning is scarcely addressed in early English language teaching. A key reason for this is that activities which explicitly foster the intercultural domain are not sufficiently included in coursebooks for early EFL across Europe (Hurst & Franco, 2021). In addition, there is little evidence that global issues are being brought into the early language learning classroom (López-Gopar, 2019; Lourenço, 2021). The ICEPELL project aimed to address this issue by fusing early language learning and its intercultural dimension and citizenship education, and moving towards the concept of Intercultural Citizenship Education (Byram, 2008). Fundamental to the project were these aims and objectives and the development of four intellectual outputs (IO), as follows:

» Analysis of the needs of teachers of English and school librarians in the five partner countries in relation to their ability to include the intercultural domain and citizenship in their teaching repertoire (IO1 · ICESurvey).

» Development of a versatile and sustainable professional development course, with associated open-access resources, in order to equip teachers of English to promote a comprehensive approach to language teaching and learning with picturebooks and thereby, develop intercultural citizenship through early EFL curricula (IO2 · ICEPro Course).

» Contribution to teachers' and learners' ability to navigate cultural differences and communicate successfully despite linguistic diversity,

using their knowledge, skills, sensitivity, awareness of and attitudes towards intercultural citizenship within innovative teaching and learning.

**»** Provision of the skills and competences to select picturebooks with intercultural citizenship themes (**Picturebook Selection Guide**).

**»** Nurturing of teachers' confidence in mediating picturebook read-alouds, as well as planning, implementing and evaluating teacher-made resources based on picturebooks (**IO3 · ICEKits**).

**»** Fostering teachers' and learners' critical thinking, creativity and reflexivity.

**»** Strengthening teachers' ability to use the virtual learning **eTwinning** platform to communicate across borders, further extending the effectiveness of their learning mobility experiences.

**»** Dissemination of a pedagogical framework based on grounded theory, together with the practical ideas which emerged from the ICEPELL project (**IO4 · ICEGuide**).

## The Consortium Contexts

The education systems and specificities vary enormously across the five partner countries. Table 1 gives an overview regarding the age of children in primary education; whether citizenship is part of the curriculum; at what age English becomes compulsory; allocated time and use of a coursebook; the inclusion of intercultural competence; and the teachers' profiles. One of our objectives was to expose the Consortium partners, as well as the teachers and children involved in the project activities, to these cultural differences while interacting during the project.

The ICESurvey comprised a needs assessment of teachers' understanding, attitudes towards and confidence about intercultural competence and citizenship in the English curriculum. It was completed by teachers in the five partner countries and confirmed that though they might be confident about the concept of culture, they lacked familiarity with the intercultural domain of early English language learning, and its affective and pragmatic dimensions. Similar results emerged regarding citizenship education; teachers were confident about the concept but unsure how to plan for citizenship in English lessons.

| | Primary education | Citizenship in the curriculum | Citizenship topics in curriculum documents | Age English is compulsory | English lesson time per week | Use of coursebooks | Intercultural domain explicit in the English curriculum | Profile of teacher responsible for English |
|---|---|---|---|---|---|---|---|---|
| **GERMANY** | Ages 6 – 10 | Citizenship is implied in the curriculum, but not explicit and no guidelines exist | Implies global education and education for sustainable development | Age 8 | 2 x 45min | Not mandatory but used by most teachers | Yes | Specialist |
| **ITALY** | Ages 6 – 11 | Citizenship is part of the curriculum | Constitution and law; sustainable development; digital citizenship | Age 6 | AGE 6 60min<br><br>AGE 7 120min<br><br>AGE 8+ 180min | Yes | Yes | Specialist or generalist |
| **NORWAY** | Ages 6 – 13 | Citizenship is part of the curriculum | Understand individual rights and obligations; become active citizens | Age 6 | AGE 6/7 30min<br><br>AGE 8/9 45 – 60min<br><br>AGE 10/12 approx. 70min | Not mandatory but used by many teachers | Yes | Generalist |
| **PORTUGAL** | Ages 6 – 10 | Citizenship is seen as a cross-curricular thread in primary education | Human rights; equality; interculturality; sustainable development; environment; health | Age 8 | AGE 8/9 2 x 60min<br><br>AGE 10/11 3 x 50min | Yes | Yes | Specialist |
| **THE NETHERLANDS** | Ages 4 – 12 | Citizenship is implied in the curriculum, but no explicit guidelines exist | — | Age 9 | 30 – 60min | Not mandatory but used by most teachers | — | Generalist, generalist w/ minor in English and specialist |

In our view, one of the innovative and, as we discovered, challenging aspects of the project involved the activities which were planned for collaboration between the stakeholders, the project partners and the project participants (student teachers, practising teachers and teacher librarians). This resulted in real intercultural dialogue as the participants brought their different ages, stages of professional development and teacher competence levels together with all of their personal characteristics, curricular variety and local demands.

This, nevertheless, is the essence of the Erasmus+ Programme, which promotes the educational, professional, and personal development of people in education and training in Europe (and beyond), contributing to social cohesion, to driving innovation, and to strengthening European identity and active citizenship (adapted from Erasmus+, n.d.).

## The Covid-19 Pandemic

Our introduction would be incomplete if we did not refer to the impact the Covid-19 pandemic had on our project. As with all projects requiring mobility between March 2020 and most of 2021, the ICEPELL Consortium was unable to implement its initiatives as planned; this included two iterations of the ICEPro Professional Development Course (ICEPro Course), scheduled to take place in Italy and Germany. Instead, the partners developed two alternatives in 2021:

i) A spring ICEPro Virtual Course: a virtual professional development course on *Moodle* and *eTwinning* with synchronous and asynchronous activities, followed by synchronous mentoring sessions on *Zoom*.

ii) An autumn ICEPro Hybrid Course: a hybrid professional development course where partner groups met in person in their respective institutions and interacted synchronously online with the other partner groups, followed by synchronous mentoring sessions on *Zoom* (see Figure 1).

Participants' feedback was overall very positive in both iterations of the course, and objectives were reached, but we all wish that everyone had travelled and connected in the same physical space.

**TABLE 1**
(on the left) Education Systems in the Five Partner Countries
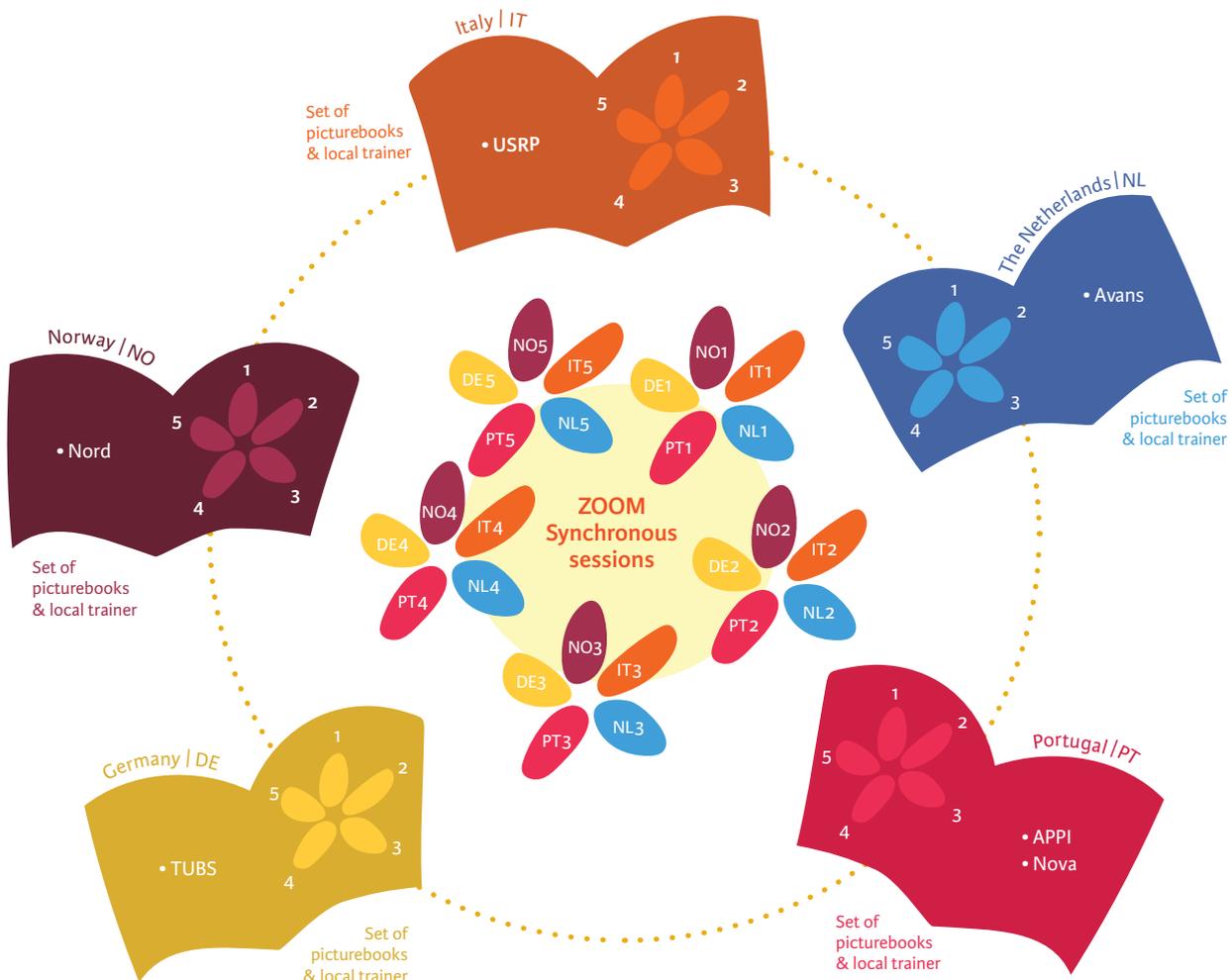
**FIGURE 1** The ICEPro Hybrid Course

## This *ICEGuide* Handbook

*The ICEGuide: A Handbook for Intercultural Citizenship Education through Picturebooks in early English Language Learning* is for stakeholders who are involved in early English language learning (e.g., teacher educators, researchers, teachers and student teachers, policy makers, publishers). It has been planned as a pedagogical framework and ready-to-use manual for the implementation of Intercultural Citizenship Education through picturebooks in early English language learning. It intends to disseminate grounded theory and practical ideas which have emerged from the ICEPELL project. The *ICEGuide* consists of three main parts, **Part 1: Theoretical Underpinnings**; **Part 2: ICEKits in Action**; and **Part 3: The ICEPro Professional Development Course**.

## Part 1: Theoretical Underpinnings

Part 1 has six chapters and provides the theoretical underpinnings for the ICEPELL project. It opens with **Chapter 1.1 From Culture to Intercultural Citizenship Education** by Sandie Mourão, Nathalie Kik and Ana Gonçalves Matos. This chapter examines the concepts of culture, intercultural competence, citizenship and intercultural citizenship, key concepts in understanding the *how* and *why* of the ICEPELL Project. **Chapter 1.2 eTwinning** by Silvana Rampone and Fabrizio Ferrari introduces the *eTwinning* platform and highlights the opportunities it offers for developing collaborative school partnerships. Furthermore, this chapter discusses the benefits of *eTwinning* for intercultural learning and citizenship education. **Chapter 1.3 Picturebooks and Reading Aloud in the Early English Language Classroom** by Sandie Mourão presents the vehicle for intercultural citizenship, the picturebook as aesthetic object. It then discusses the read-aloud event and the role of mediation. **Chapter 1.4 Picturebook Selection** by Nayr Ibrahim, Carmen Becker and Sandie Mourão presents the Picturebook Selection Guide, which was developed as a tool to help teachers identify suitable picturebooks for intercultural citizenship in early English language learning. **Chapter 1.5 Reflecting and Reviewing** by Nayr Ibrahim and Marieke Alferink introduces and defines reflecting and reviewing and illustrates their importance in and relevance to the ICEPro Course. Finally, **Chapter 1.6 Picturebook Materials Development** by David Valente explores the components and benefits of materials developed for using picturebooks in early English language learning for Intercultural Citizenship Education. It describes the rationales behind materials development and for the ICEKit components and discusses the action taking activities created by teachers during the ICEPro Course.

## Part 2: ICEKits in Action

Part 2 is an overview of the ICEKits developed by the participants who attended the two professional development courses. This has been collated by Nathalie Kik, Ana Nunes and Marieke Alferink. All of the ICEKits are available to download on the project website and links to these downloadable teaching packs are embedded in this section of the *ICEGuide*.

## Part 3: The ICEPro Professional Development Course

Part 3 has been written by Sandie Mourão, Sónia Ferreirinha and Jenny Jakisch. It offers a detailed overview of the ICEPro Professional Development Course, with revisions that have been made based on

the two iterations of the course in the spring and autumn of 2021. It explains the various features of the course, presents the schedule and gives insights into its implementation.

One innovative aspect of *The ICEGuide* is the way it summarises and brings together the learning, teaching and training experienced during the project. It is the result of documenting practice in situ, based on sound theoretical principles, and we hope, will support the sustained implementation of picturebooks in English to develop intercultural citizenship in early language learning in Europe and maybe beyond. Despite being part of a project developed around picturebooks in English, we hope it will also serve to support similar approaches in any foreign or additional language, and is thus easily transferable. In addition, it may serve as a sound basis for similar activities with secondary English language learners and their teachers.

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# Part 1
# **Theoretical Underpinnings**

# 1.1 From Culture to Intercultural Citizenship Education

Sandie Mourão
Nathalie Kik
Ana Gonçalves Matos

This chapter examines the concepts of culture, intercultural competence, citizenship and intercultural citizenship: key concepts in understanding the *how* and *why* of the ICEPELL project.

## Key Concepts

### 1. Characterising culture

> *"Culture" is a difficult term to define, largely because cultural groups are always internally heterogeneous and embrace a range of diverse practices and norms that are often disputed, change over time and are enacted by individuals in personalised ways.*
> (Council of Europe, 2018, p. 30)

• • •

Culture is not restricted to a particular country but is rather associated with any social group or community (e.g., teachers or doctors, dog owners or bird watchers, city folk or country folk). From this perspective, the culture of any group is a network formed from three components: **products**, **practices** and **perspectives**.

» **Products** are the tangible items produced by a cultural group or society, such as clothes, music, food, books, art and monuments; also included here are intangible items, such as laws, conventions and institutions.

» **Practices** refer to the behaviour patterns of social interactions, such as greetings and gestures, conventions, customs and daily routines.

» **Perspectives** are the philosophical outlooks and beliefs of the group, such as values and assumptions. These are intangible, invisible elements of culture that underlie both practices and products.

The way these three components intersect means that *individuals occupy a unique cultural positioning*. Besides, the meanings and feelings which people attach to particular cultures are personalised as a consequence of their own life histories, personal experiences and individual personalities.

The intersection of these three components can be illustrated in the metaphor of an iceberg, which is only partly visible on the surface; what is seen above the water is only a very small fraction of what is going on underneath. A large proportion of our own culturally shaped knowledge is invisible, under the water, and mostly subconsciously applied in our everyday interactions. Visible aspects of culture, those that can be seen above the water, are usually cultural products like art, music, literature, food, clothes, dance, holidays and gestures. Invisible aspects of culture, those hidden under the water, are more subjective, often unconscious, and usually associated with practices and, especially, with perspectives, such as religion, politics, social etiquette, work ethics, notions of time or the nature of friendship and love (see Figure 2). For each distinct cultural and social group, there are visible and invisible aspects of culture that the metaphor of the iceberg helps us visualise.

**FIGURE 2**
An Iceberg and Its Interrelated Products,
Practices and Perspectives



food

flags       festivals

language        dance

dress       music       games

**Products**
... things, tangible and
intangible, created by
members of society

rules of etiquette

concept of time

body language

**Practices**
... patterns of social
interactions accepted
by a society

ideas     values

beliefs

**Perspectives**
... meanings, attitudes,
values, ideas (often traditional)
within a society
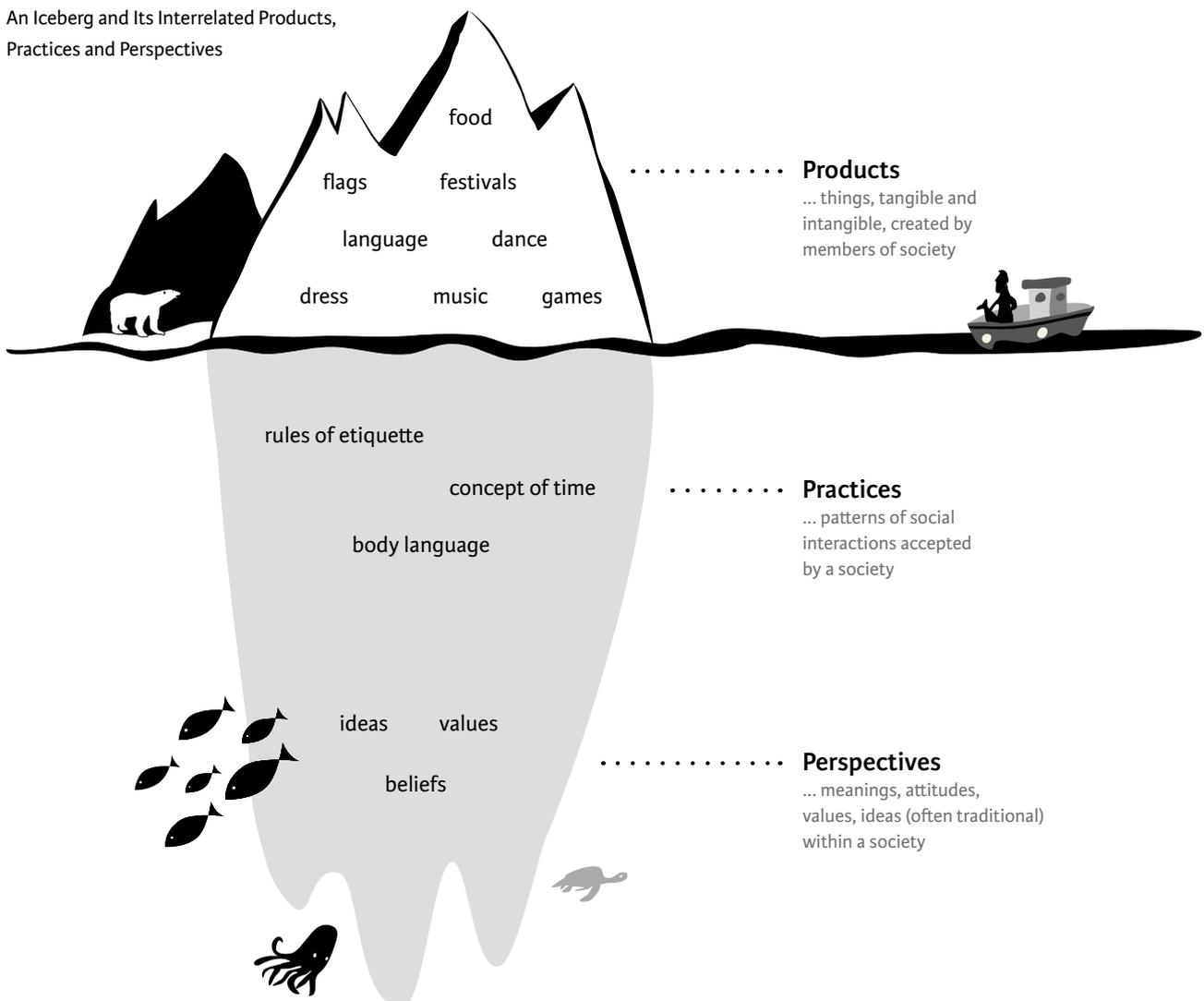
## 2. Defining Intercultural Competence

Learning a language to communicate with others should not just be about learning vocabulary and grammar, but should also involve learning how to interact with others in a socially and culturally appropriate manner. In other words, language learners need to develop intercultural competence as well as linguistic competence.

The intercultural dimension of language learning contributes to learners becoming intercultural speakers, engaging in communication and interaction with others through intercultural dialogue. To develop intercultural competence and become intercultural speakers, Byram (1997, 2021) has outlined a set of five intercultural competences, which when associated with interaction in a foreign language in an educational context contribute to Byram's model of Intercultural Communicative Competence (ICC). The competences are dimensions of **attitudes**, **knowledge** and **skills** and are interrelated, rather like the strands of a rope that are braided together to make it thick and strong (see Figure 3).



**Skills of discovery and interaction**
**Skills of interpreting and relating**
**Attitudes**
**Knowledge**
**Critical cultural awareness**

**FIGURE 3**
The Strands of Competences Interrelated Like a Thick Rope
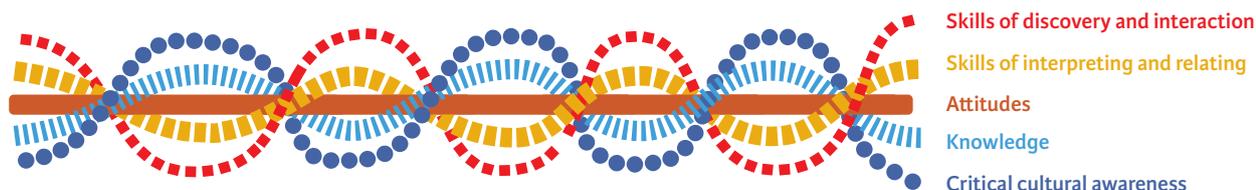
**Attitudes** are the foundation of intercultural competence and the main strand in the rope. The targeted attitudes are curiosity, openness and a readiness to suspend disbelief about other cultures and belief about one's own. Positive attitudes come naturally to younger children and should result in their increased curiosity and acceptance of difference. However, younger children may still find it difficult to place themselves in others' shoes and see something from a different perspective, i.e. to **'decentre'**.

**Knowledge** is another important competence which should move beyond acquiring information about a specific culture and instead focus on knowledge of the products and practices of certain social groups; these include one's own and those of others. This includes a knowledge of how own and other social groups and individuals interact. With their natural curiosity and interest, children are usually keen to find out about other social groups and their products and practices. They also have some awareness of their own cultural practices.

**Skills of interpreting and relating** involve helping children interpret the products and practices of other social groups, explain them and relate them to their own social group. Children's curiosity and openness make noticing similarities and differences very easy; they naturally make comparisons. However, children should first be encouraged to find out and understand why something is the way it is in their own culture. Reflecting on their own cultural practices or products will stimulate self-cultural awareness as a result. Then, they should be encouraged to observe and identify and compare and contrast what they have discovered.

**Skills of discovery and interaction** are dependent upon learners bringing together their existing knowledge of a situation and a positive and open attitude; this enables children to engage in social interaction to find out more. Early language learners can learn how to ask relevant questions as well as analyse products and practices and respond in an appropriate manner, exploiting their knowledge and skills and coping with communication flowing under real-time constraints. Additionally, children should be encouraged to tolerate ambiguity during interaction with others; some situations might be unclear or might remain open to interpretation because of different cultural premises. As a result, children may be able to successfully mediate, demonstrating an ability to empathise, decentre and cooperate with others.

**Critical cultural awareness** is the competence that brings learners' attitudes, knowledge and skills together for a purpose in language education. Language learners will observe, identify, compare, contrast and ultimately evaluate cultural products and practices, but there needs to be an awareness of the criteria they are using to do this and a need to use a similar criterion to evaluate their own products and practices (Byram & Doyé, 1999, p. 143).

This ability to look at oneself and one's social group through the discovery of others contributes to ensuring children decentre, take a different perspective and challenge what is taken for granted. This should be carefully mediated by a skilful teacher, so that children move beyond the notion of tolerating difference to developing a critical understanding of their own and other cultural products and practices (Byram & Doyé, 1999, p. 143).

An intercultural education depends upon skilled language teachers, as educators, who together with their learners develop a critical understanding of their own culture and 'cultural selves', as well as that of others, acting in a sensitively and culturally appropriate manner (Kirsch, 2008, p. 157). This also implies that intercultural competence

mobilises competences more commonly associated with the **cognitive dimension** of learning but also, very importantly, competences related to the **affective dimension**.

## 3. Defining Citizenship Education

Modern citizenship education is no longer about being able to convey information about political institutions and processes; instead, as a school subject, it should focus on developing competences leading towards 'effective and constructive interaction with others, thinking critically, acting in a socially responsible manner and acting democratically' (European Commission/EACEA/Eurydice, 2017, p. 9). In many schools in Europe, citizenship education is now part of the curriculum, seen as a cross-curricular element, with potential for integration into any subject. This includes early English language learning.

The Council of Europe (2018) has developed a *Reference Framework of Competences for Democratic Culture* to support education systems in educating children to be democratic citizens, to become more aware of the challenges they may encounter in life, to realise the implications of certain decisions and to recognise that some behaviours are unacceptable (e.g., bullying or hate speech).

These competences overlap with those of ICC. They are **knowledge and understanding**, **skills and attitudes**, together with a **values competence**, which comprises valuing human dignity and human rights; valuing cultural diversity; and valuing democracy, justice, fairness, equality and the rule of the law (Council of Europe, 2018, p. 38). The objective, then, of democratic citizenship, is to empower learners to 'act as competent and effective democratic citizens' (p. 37). Being an effective democratic citizen involves assuming an active role in society, both locally and globally, by becoming 'proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world' (UNESCO, 2014, p. 15).

## 4. Defining Intercultural Citizenship Education

In Intercultural citizenship education[1], the relevant content for purposeful language learning should focus on citizenship matters and issues. Intercultural citizenship education fuses foreign language learning and civic action in local and/or international communities based on citizenship education principles. It further develops Byram's

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[1] Michael Byram uses the acronym 'ICit', however in the ICEPELL project we use the acronym 'ICE' throughout the project, in particular when labelling the intellectual outputs (e.g. ICEKit and ICEPro Course)

dimension of critical intercultural awareness by suggesting that teachers encourage their children to reflect critically on what is happening around them and engage in socially conscious, action-taking activities together. This is done by adopting a teaching approach which is action oriented and political. By 'action oriented', we mean that teachers and their children need to take action and move beyond their classroom walls to engage with their communities. By 'political', we mean that teachers and their children should be motivated by their beliefs to become 'proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world' (UNESCO, 2014, p. 15). However, to become intercultural citizens, teachers and their learners need to engage in cross-border communication, as 'transnational communities' (Byram et al., 2017, p. xxii). In the ICEPELL project, *eTwinning* (see Chapter 1.2), a European Commission initiative, was used to connect groups of children and their teachers across Europe (see Figure 4).
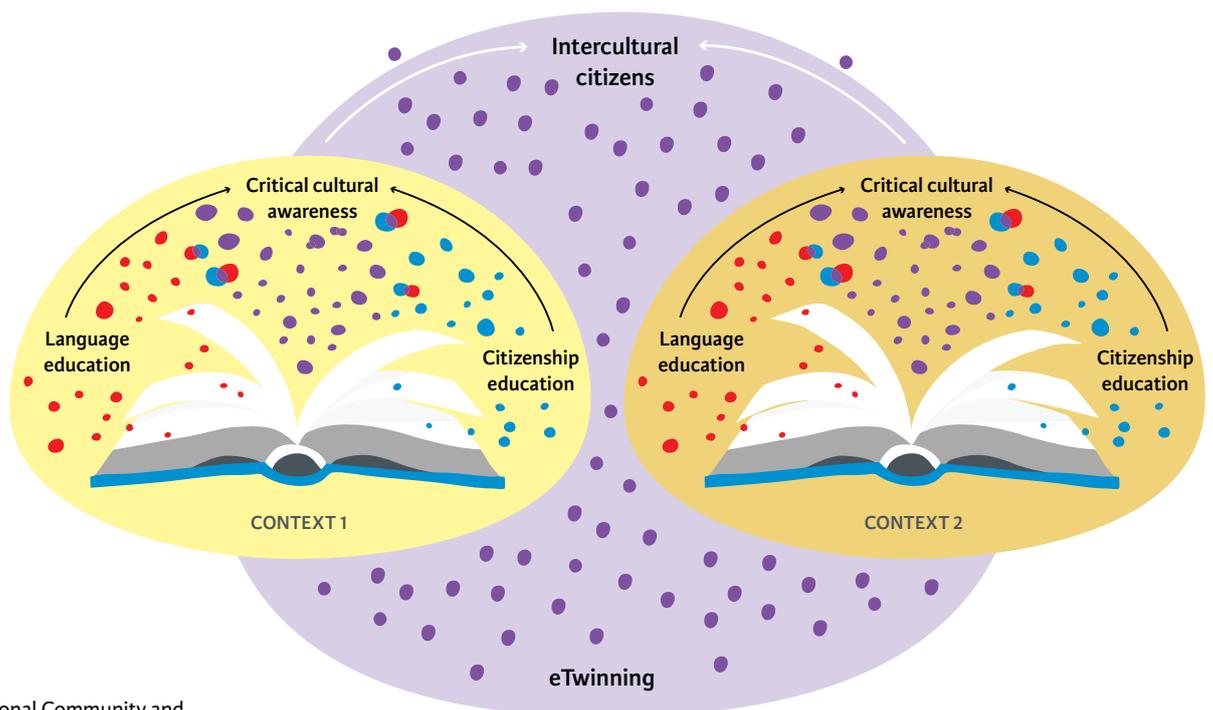


**FIGURE 4**

The Transnational Community and Intercultural Citizenship Education in the ICEPELL Project

## Relevance and Implications of Intercultural Citizenship Education for Teachers of English

In order to integrate intercultural citizenship, teachers need to plan for three sets of objectives in their early English language learning contexts: language objectives, intercultural objectives and citizenship objectives. There should be an attempt to go beyond the linguistic systems orientation of language learning and instead see language as a tool to support meaningful interaction with others, with the goal of becoming democratic citizens together. Authentic and relevant resources like the picturebook, as used in this project, are perfect stimulus for action taking when carefully mediated because they prompt children to reflect on their local and global environments, and they provide many opportunities for extension activities (i.e. after-reading and beyond-the-book activities), which encourage children to be proactive contributors to a better world (see Part 2).

In Europe, connecting with teachers and their groups of children in other countries has never been easier given the popularity of virtual platforms like *Zoom* and *Microsoft Teams*, together with support structures like *eTwinning* (see Section 1.2). However, becoming intercultural citizens through English lessons requires that teachers connect and collaborate with the school community and involve others in the resulting intercultural citizen projects. For example, consider the following:

**»** **The need to be flexible to connect with classes in other countries.** Connecting virtually with other teachers and their learners is a highly relevant activity, but it is often disregarded due to the constraints of time differences, differing teaching schedules and school internet access.

**»** **School community involvement.** When extension activities include children going into the playground to play traditional games (see ICEKit#15 Unplugged), this requires support (parents/caregivers, day care staff, etc). Some activities might require collaboration across the teaching team so that children can devote more time to certain activities, e.g., painting rocks in ICEKit#10 Say something.

**»** **Parent/caregiver involvement.** When planning for activities that take children beyond the classroom walls and into the community, parents/caregivers might, e.g., accompany children on a trip to the park for a clean-up (see ICEKit#11 Clean up!) or support children's water-saving activities (see ICEKit#6 Cyril the lonely cloud and ICEKit#12 We are water protectors).

## Applying Intercultural Citizenship Education: The ICEPro Course

The ICEPro Course (see Part 3) was designed around the seven effective features of professional development, combining practice-related tasks with **reflection**, **experimentation** and **dialogue** to increase awareness of the theory-practice nexus and support the development of action plans for future practice. During the practice-related tasks, participants engaged with the theoretical background of intercultural citizenship through hands-on experiences developed around picture-books with intercultural and citizenship themes.

Specific to the ICEPro Course was the creation of 'Erasmus Groups', made up of one participant from each partner country. In their Erasmus Groups participants learned *with* and *from* each other. They also co-created a set of teacher resources, an ICEKit (see Part 2), around a selected picturebook by exchanging ideas based on their personal experiences, professional backgrounds and cultural sensitivities. As they did this, they actively engaged in intercultural dialogue and honed the competences associated with intercultural communicative competence and democratic citizenship, in particular, its affective and pragmatic dimensions.

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# 1.2 eTwinning

Silvana Rampone
Fabrizio Ferrari

This chapter introduces the *eTwinning* platform and highlights the opportunities it offers for developing collaborative school partnerships. Furthermore, this chapter discusses the benefits of *eTwinning* for intercultural citizenship and explains how it was integrated into the ICEPro Professional Development Course (ICEPro Course).

## Introduction to the eTwinning Platform

Launched in 2005, the *eTwinning* platform is the largest online learning community in Europe to promote collaboration between schools through the use of educational technologies. It is an initiative which is integrated into Erasmus+, the European programme for Education, Training, Youth and Sport. Currently, this community has around 1,000,000 teachers from 229,000 schools (all levels), based in 43 countries and speaking 28 different languages. The *eTwinning* platform can be used by teachers and teacher librarians to find partners from European countries in order to develop collaborative school partnerships, create authentic contexts for learning and share resources. The platform aims to enable teachers to be more creative in their teaching, equip young people with technological skills and raise awareness of diverse Europe.

The *eTwinning* platform offers public and private collaborative spaces. The public space provides a repository of good practice and information on how to become involved in the community. The private space, called *eTwinning Live*, functions as the teachers' interface with the community. Here, teachers can search for partners, create projects, attend professional development workshops and events and join communities of practice. Once a teacher has found a partner and has set up a collaborative project, access to a new space is given, called *TwinSpace. TwinSpace* is a password-protected, restricted, safe space where children from the partner schools can meet, exchange ideas and work together to create collaborative products. The teachers become administrators of their *TwinSpace* and choose whether they wish to

publish aspects of their project to the wider world of the internet. *TwinSpace* includes a number of useful interactive features, such as forums, messaging and chat, which can be used to help children to develop soft skills.

Interested teachers, headteachers and librarians who want to join the *eTwinning* community can find more information on this website: www.etwinning.net.

## Relevance of eTwinning and Foreign Language Learning, Culture and Citizenship

The advantages offered by collaborating with children from other European countries through *eTwinning* are plentiful. For example, *eTwinning* can promote language learning and make learning more meaningful and motivating as it offers children an opportunity to interact in the target language in an authentic, real-world setting. Camilleri (2016) maintains that *eTwinning* projects support the development of participants' communication skills, stimulate interaction with their local and international peers, encourage empathy and reduce stereotyping. In addition, in the context of foreign language learning, Akdemir (2017) highlights how *eTwinning* can facilitate an intercultural exchange and offer the possibility for 'learning [about] a foreign culture in its context' (p. 185). By doing so, *eTwinning* supports the development of language skills by creating new opportunities for peer feedback.

Further benefits of *eTwinning* are related to culture and citizenship. Here, the use of *eTwinning* raises awareness of different cultures and allows learners and teachers to share ideas on how to take action in the local and wider community on citizenship issues (see Chapter 1.1). The *eTwinning* platform also encourages democratic participation as everyone's opinions are valued and has the potential to foster all five aspects of intercultural competence (Byram, 1997) discussed in Chapter 1.1. Many of Byram's objectives for intercultural competence can be developed using *eTwinning* as participants can gain knowledge of the partner countries' diverse cultural curiosities. Participants learn to interact with individuals from other countries and cultures in a collaborative setting that requires mutual respect. Consequently, *eTwinning* cultivates an interest in engaging in discussions which include differing points of view and thus offers opportunities for participants to learn how to negotiate, mediate, accept and compromise.

This leads to the value of *eTwinning* projects in addressing topics such as the United Nations Sustainable Development Goals (SDGs), which require action at a truly international level.

For example, according to Licht et al. (2019), 'many projects on topics related to democracy, values, human and children rights, hate speech, media literacy, bullying and fake news have already been implemented through *eTwinning* in previous years' (p. 8). As mentioned above, *eTwinning* projects enable and require participants to voice their opinions, compare their ideas to those of their international partners and learn about different cultures and perspectives, thereby implicitly promoting intercultural communication and a better understanding of other cultures. All these aspects are connected to SDG 16: *Peace, Justice and Strong Institutions*. Similarly, SDG 5: *Gender Equality* can be promoted through *eTwinning* projects, as can SDG 12: *Responsible Consumption and Production* or SDG 13: *Climate Action*, where collaboration can provide opportunities for participants to take action in their local communities, thereby contributing to reaching the global goals.

## The integration of eTwinning into the ICEPro Course

During the ICEPro Course (see Part 3), participants formed Erasmus Groups of three to four colleagues and selected a picturebook to develop an ICEKit — a set of materials focusing on intercultural citizenship and early language learning. Each ICEKit includes an *eTwinning* Taking Action Cycle, with opportunities for virtual collaboration enabling authentic interaction and cooperation between the partner classes. The picturebook and its citizenship topics are taken beyond the classroom during this cycle which includes six activities (see Figure 5):

Activity 1 · **Discover in class:** The children think, discuss, discover and create materials around a topic/theme associated with the picturebook and civic action.

Activity 2 · **Share in TwinSpace and/or videocall:** Teachers and children collaborate with their partners, getting to know each other, by sharing materials and making plans.

Activity 3 · **Co-create in TwinSpace and/or videocall or in class:** Children co-create new materials or ideas to take action in their communities.
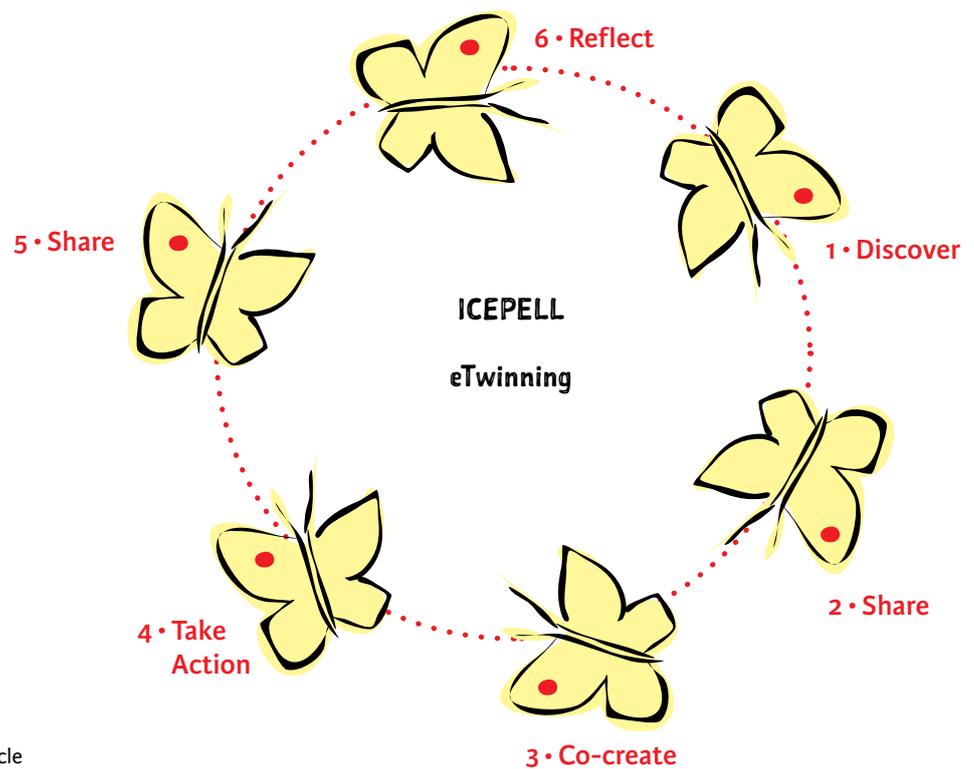
**FIGURE 5**
eTwinning Taking Action Cycle

**Activity 4 · Take Action in the community:** Children take their ideas and plans outside of the classroom. They try out their ideas and plans, engage with others and tell the community about their actions.

**Activity 5 · Share in the TwinSpace and/or videocall:** Children show their partners how their put their co-created ideas and plans into action and share the responses, feedback and results.

**Activity 6 · Reflect in class:** Children reflect on the experience, what they learned, how they feel, and what they want to continue doing and learning.

We conclude this chapter by sharing what children did in an *eTwinning* Taking Action Cycle planned as part of ICEKit#10 Say something (see Part 2) and undertaken in Italy, Norway and Portugal in 2021/2022. Children left 'Say Something Messages' with personal, positive ideas in different areas of their local communities, making their voices heard in an innovative way. In Italy and Norway, the children painted messages on rocks and left them in parks and community spaces. In Portugal, the children wrote messages on laminated leaves and hung these on the school fence for passers-by to see.

**FIGURE 6a**
Painted Rocks with Children's Messages placed in the local park in Centallo, Italy.

**FIGURE 6b**
Messages on leaf shapes which were strung onto the school fence in Lisbon, Portugal.
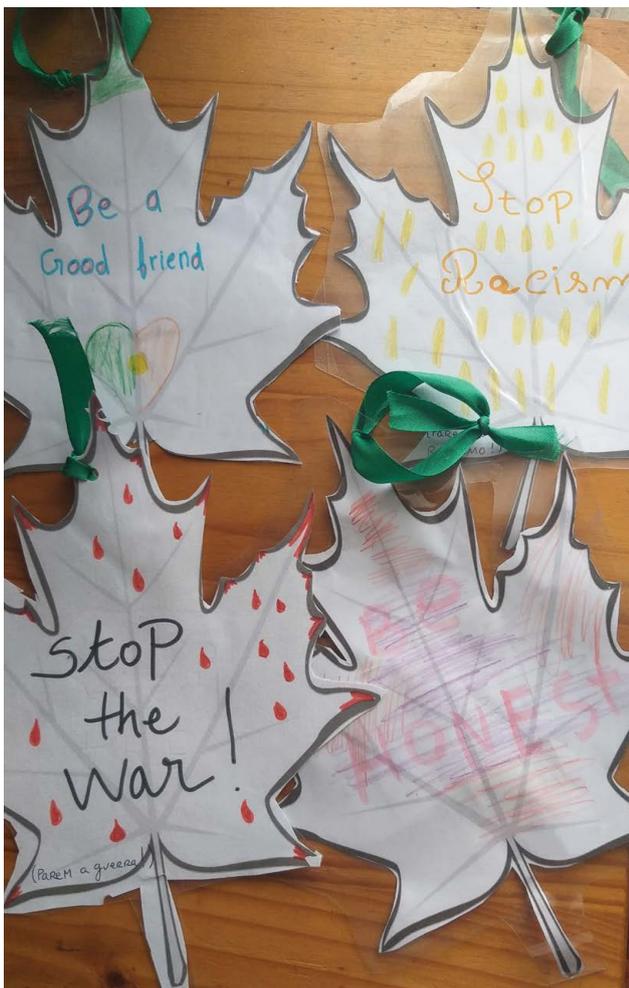


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# 1.3 Picturebooks and Reading Aloud in the Early English Language Classroom

Sandie Mourão

This chapter presents the vehicle for intercultural citizenship: the picturebook as aesthetic object. It then goes on to discuss the read-aloud and the role of mediation. Finally, it describes how picturebooks are integrated into the ICEPro Professional Development Course (ICEPro Course).

## Defining Picturebooks

The seminal definition of a picturebook we have used for the ICEPELL Project is by Barbara Bader (1976, p. 1):

> A picturebook is **text, illustrations, total design**; an item of manufacture and a commercial product; **a social, cultural, historic document**; and foremost, an experience for a child. 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. On its own terms its possibilities are limitless.

The labels 'Storybook' and 'RealBook' are sometimes also used in English language education to refer to picturebooks, which are authentic forms of literature; that is, they have not been created specifically for language learning. 'Picture book' and 'picture-book' are also ways to write 'picturebook', but the ICEPELL Consortium use the compound form, 'picturebook'. This recognises the interdependence of pictures and words, two modes of communication which interact upon each other.

A picturebook is the sum of this multimodal relationship. Pictures and words communicate information differently. Pictures show and words tell, but neither picture nor word are read in isolation; they interanimate, i.e. influence each other and work together. Pictures can mirror or clarify the words; in a symmetrical relationship, they show and tell the same information. However, pictures often do more: they can complement, extend, contradict or even replace words, which is one of the reasons picturebooks have fewer words (or none at all). When pictures go beyond the symmetrical relationship, gaps are left between

the pictures and words, which prompt personal interpretations. These picturebooks involve learners in interrogating the picture–word relationship and reaching more sophisticated understandings of what is being conveyed and shared.

Bader's definition includes design alongside pictures and words. The design of a picturebook — that is, the parts of the book considered peripheral in most literature — is deliberately made use of, so that a picturebook becomes an integrated whole. A picturebook is the result of cooperation between the creator(s), an author and/or illustrator, a designer (who may also be the illustrator) and an editor. Together they produce what we hold in our hands, 'a unique art form' (Kümmerling-Meibauer, 2018, p. 4) where all the designated parts – the peritext (front and back covers, endpapers, title page, and copyright and dedication pages), as well as the body of the book with its illustrations and typography — combine to create a unified, aesthetically pleasing end-product.

## Picturebook Read-Alouds and Their Relevance for Intercultural Citizenship in the Classroom

Picturebooks are a unique form of children's and young adult literature. They come in many genres — fiction and non-fiction, mysteries, thrillers, biographies, poetry collections, traditional stories, ABC books, and so on. They also cover a myriad of themes, which can provide a variety of socially, culturally and historically appropriate material for the classroom. The topics found in picturebooks include those that are relevant for intercultural citizenship, e.g., migration, climate change, gender equality, anti-bullying, sharing, inclusion, equality and diversity. It is often through the pictures, and careful mediation by the teacher during the read-aloud, that children access other interpretations of what might usually be taken for granted in their own social group(s). Through picturebooks, learners are equipped with tools to begin challenging social constructs and exploring the world around them. Each of the ICEKits in Part 2 of this ICEGuide is a testament to the potential of picturebooks for bringing intercultural citizenship into the early language learning classroom.

Picturebooks have been part of the early language learning classroom for decades in some contexts as they provide authentic language learning opportunities through the shared social experience of a read-aloud. Picturebooks provide a meaningful context for

natural, lexically rich language exposure, which develops and expands children's range of language. However, when supported by careful teacher mediation, picturebooks, importantly, provide authentic opportunities for language use resulting from children interpreting the pictures and words through engaging in real meaning-making and dialogue. When picturebooks are the vehicle for intercultural citizenship themes, they enable teachers to plan for language learning, intercultural and citizenship objectives, and they offer an important stepping-stone towards action taking.

Children should be encouraged to transact with the picturebook, i.e. construct meaning based on the knowledge of the world they bring with them to the picturebook read-aloud. However, this process of transaction depends on the community of readers that develops in the classroom, as each individual child and their teacher(s) will be part of the knowledge sharing and negotiation that contributes to active interpretation and meaning making. Ellis and Mourão (2021, p. 24) identify three situational factors in this transactional process:

a) the picturebook as aesthetic object — how the peritextual features and the pictures and words interanimate and contribute to meaning;

b) the children — their age, their knowledge of English, the languages they speak, their knowledge of the world, their interests, their individual and collective personalities, etc.; and

c) the teacher — the expressive techniques used during the read-aloud.

These are illustrated in Figure 7 and show how the three factors interact during the transactional process of participation, interaction and interpretation.
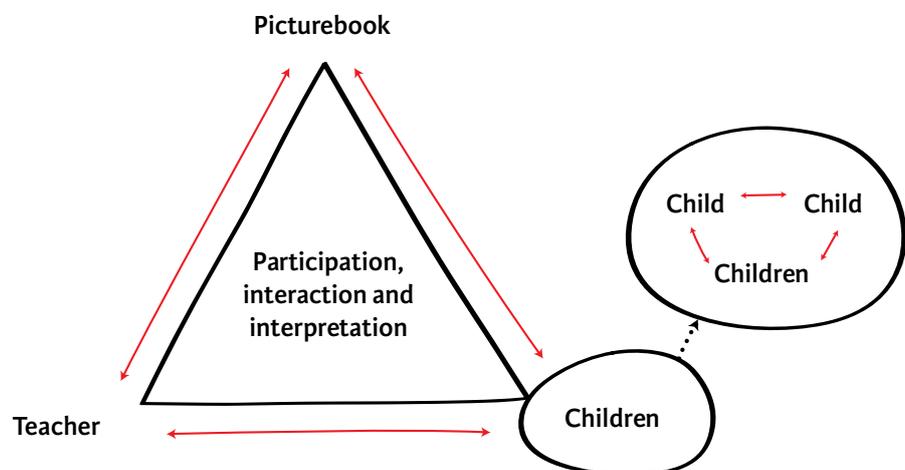


**FIGURE 7**
The Transactional Process
in the Picturebook Triangle
(Ellis & Mourão, 2021, p. 24)

When using picturebooks for intercultural citizenship, teachers are responsible for selecting picturebooks with relevant intercultural and/or citizenship themes (see Chapter 1.4) and for navigating through the picturebook, as every part is relevant and should be considered when planning for a read-aloud. This requires that they are skilled in the following:

» setting the context and activating children's schemata and curiosity around a particular topic;

» thinking about, or pondering, with the children around the peritextual features to generate predictions and further curiosity;

» planning to enable the children's transaction with the picturebook on multiple levels, taking into consideration language, intercultural and citizenship objectives;

» during the read-aloud, being able to effectively use their expressive techniques (i.e. their body, eyes and voice); and

» managing children's interactions and interpretations and scaffolding their meaning making by asking questions, clarifying and commenting on the picturebook — in essence, using what Ellis and Mourão refer to as 'read-aloud talk' (2021, p. 25), any talk which goes beyond reading the picturebook verbal text aloud.

## Picturebooks in the ICEPro Course

A description of the ICEPro Course can be found in Part 3 of this ICEGuide. It outlines the approach the ICEPELL Consortium adopted to providing effective training and development. This was with the aim of developing participants' competences to undertake a comprehensive approach to language teaching with picturebooks and develop intercultural citizens through an early English language learning curriculum.

During the face-to-face phase of the ICEPro Course, which consists of trainer-led and group work sessions supported by a mentor, picturebooks play an important role in introducing content, and in the activities and tasks the participants engage in.

### 1. Picturebooks for training content

Most of the trainer-led sessions are developed around a picturebook and begin with a picturebook read-aloud. This ensures that participants experience a variety of picturebooks, become familiar with effective

classroom practice and engage in active learning. Each picturebook was selected for its affordances to highlight a particular aspect of the training content. Examples of these selected picturebooks (◆) and their focus are listed in Table 2.

**Focus of the read-aloud:**

**Session topic:** Introductions

◆ *My Map Book*
by Sara Fanelli
(Harper Collins, 2007)

This picturebook read-aloud introduces the concept of personal identity maps. Participants are then invited to create their own identity maps and share them with their colleagues. In the next session, this concept of identity is associated to cultural practices and social groups.

**Session topic:** Culture and ICC

◆ *The Queen's Hat*
by Steve Antony
(Hachette Books, 2014)

This picturebook read-aloud represents the cultural products of one nation (see Chapter 2.1), symbolising a stereotypical perspective of culture. Activities follow which challenge this perspective and involve participants in recognising culture as a fluid concept, associated with social groups and communities.

**Session topic:** Citizenship & action taking

◆ *Welcome* by Barroux
(Egmont Press, 2016)

This picturebook read-aloud is used to represent the ICEPELL picturebook canon and supports reflection on the potential picturebooks have for citizenship education and taking action.

**Session topic:** Discovering picturebooks

◆ *The Truth about Old People*
by Elina Ellis  (The Hoots, 2019)

This picturebook read-aloud introduces participants to the picturebook peritext and is also an example of a picturebook where the pictures contradict the words.

**Session topic:** Mediating picturebooks

◆ *Bully*
by Laura Vaccaro Seeger
(Roaring Brook Press, 2013)

This picturebook read-aloud introduces participants to the importance of using the typography to guide the way they read aloud. It then leads into categorising relevant read-aloud strategies.

**Session topic:** ICEKits (all sessions)

◆ *Perfectly Norman*
by Tom Percival
(Bloomsbury, 2017)

This picturebook read-aloud introduces another picturebook and its potential for taking an intercultural perspective to citizenship education. The ICEKits developed around this picturebook and *Welcome* (Barroux, 2016) are the models for the sessions around materials development.

**TABLE 2**
The ICEPELL Picturebooks
and Their Training Focus

## 2. Picturebooks for book browsing

The face-to-face phase of the ICEPro Course runs over a week. Picturebooks are on display during this time, so that participants can browse at their leisure during their breaks and discover the details in their preferred picturebooks as the week progresses.

## 3. Picturebooks for activities and tasks

Participants are asked to select or use picturebooks for multiple activities and tasks over the face-to-face week. Such tasks include:

» selecting and sharing a picturebook for its intercultural citizenship potential;

» selecting a picturebook to discover and present its peritext;

» practising a picturebook read-aloud; and

» developing resources based on a picturebook.

## 4. Picturebooks as vehicles for Intercultural Citizenship

The outcome of the face-to-face phase of the ICEPro Course is a drafted teaching resource, an ICEKit (see Part 2). These teaching materials are co-created by participants from different ICEPELL partner countries and developed around a selected ICEPELL picturebook. The draft ICEKits are then taken into the classroom and tried out with a group of children in the practical implementation phase of the ICEPro Course. An ICEKit supports teachers in using a picturebook to integrate intercultural citizenship into their classes of early language learners. Picturebooks then, are the foundation of the ICEPELL project — they are the vehicles for intercultural citizenship.

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# 1.4 Picturebook Selection

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Carmen Becker
Sandie Mourão

This chapter presents the Picturebook Selection Guide, which was developed as a tool to help teachers identify suitable picturebooks for intercultural citizenship in early English language learning. Also highlighted here is the relevance of intercultural citizenship in early language learning and the integration of the Picturebook Selection Guide into the ICEPro Professional Development Course (ICEPro Course).

## Introduction to Concept and Definition

The Picturebook Selection Guide (Photocopiable 1) is a tool that provides teachers with a set of criteria for identifying the characteristics of picturebooks as related to dimensions of Intercultural Citizenship in early English language learning. It intends to encourage deeper reflection around a picturebook, its potential for intercultural citizenship and the role of the teacher in mediating intercultural and citizenship themes.

## Structure of the Selection Questions Guide

The Picturebook Selection Guide is divided into four parts:

Part 1 · **Picturebook Information** highlights general/factual information and acknowledges the creators of the picturebook, including the author(s), illustrator(s) and translator(s), as well as the publisher and any prizes the book has been awarded.

Part 2 · **Intercultural Citizenship Content** consists of four Focal Fields, which are associated with the different dimensions of intercultural citizenship (see detailed description of the Focal Fields below).

Part 3 · **The Picturebook/Aesthetic Object** acknowledges the picturebook as an aesthetic literary object and contains three topics. These three areas help teachers to consider the words and the role

of the illustrations in communicating meaning; they acknowledge the linguistic element or perspective; and they address the level of difficulty, as well as the way the picturebook might be handled and seen by children during the read-alouds.

Part 4 · **Conclusions, Justifications and Ideas** constitutes a summary of Focal Fields 1, 2 and 3 and the conclusions the teacher may have reached, based on the number of ticks in Part 2. It also takes into consideration the teacher's personal response to the picturebook and justifications for including the book to develop an intercultural citizenship theme, and it captures teachers' initial ideas of how to explore these themes or how they may need to mediate the weaker element of the book.

Part 2 constitutes the main aim of the Picturebook Selection Guide. This guide comprises, as mentioned, four Focal Fields, consisting of a total of 40 questions, spotlighting different areas of intercultural citizenship. These questions are underpinned by European policy documents associated with democratic citizenship (Council of Europe, 2018; European Commission/EACEA/Eurydice, 2017). The latest developments in education for intercultural citizenship (Byram et al., 2017); attempts to develop picturebook selection criteria (Ellis & Brewster, 2014); as well as Fitzgerald's (2007) converging values between development education and intercultural education contributed to the shaping of the Focal Fields categories.

Focal Field 1 · **Socially responsible behaviour – interaction with others** has an interpersonal dimension and concentrates on respecting differences, countering racism and discrimination, empathising with and respecting others and turning the spotlight on to the individual as they reflect on interacting with others respectfully and equally. There is also a focus on the legal dimension of the United Nations Convention of the Rights of the Child and encouraging actions for peace, for supporting those being unfairly treated and for improving individual lives. Picturebooks that support Focal Field 1 include *Say Something!* by Peter H. Reynolds and *The Suitcase* by Chris Naylor-Ballesteros.

Focal Field 2 · **Socially responsible behaviour – interaction with local and global issues** goes beyond the personal to engage, in an age-appropriate way, with worldwide problems with resonance at a local and global level. These issues include environmental problems, conflict and its repercussions, and the United Nations Sustainable Development Goals. This Focal Field includes the need to prompt curiosity in the world and foster a sense of personal and social responsibility for getting involved. Focal Field 2 is supported by, e.g., *The Day War Came* by Nicola Davies and Rebecca Cobb and *Unplugged* by Steve Antony.

Focal Field 3 · **Sense of belonging and knowing about or respecting own, other and/or heritage cultures** captures the areas of identity and belonging in the highly diverse contexts that children experience today. It tackles issues of representation, social injustice and learning to respect differences and develops a more nuanced notion of own and others' cultures. It also confronts stereotypes by explicitly focusing on these when intentionally or unintentionally present in the picturebook, e.g., the ICEKit for *Same, Same but Different* tackles the national stereotypes present in the book through teacher mediation.

Focal Field 4 · provides a **general** focus on helping children reflect on their role as engaged citizens in the local and global community. There is a strong focus on perspective shifting, where children are encouraged to adopt multiple perspectives, learn to be aware of their emotions and reflect on the interdependence of our lives. There is also a focus on action taking, which has the ultimate goal of ensuring that children become aware of the responsibility of each individual in creating a better world.

It is recommended that for a picturebook to be considered suitable for intercultural citizenship, the title should receive **a minimum of four ticks** with or without mediation for four categories in Focal Fields 1, 2 or 3 and **a minimum of three ticks** for four categories in Focal Field 4.

## Relevance for Intercultural Citizenship in Early English Language Learning

ICEPELL is embedded in a holistic and flexible approach to intercultural citizenship, blending the 'intercultural' and 'citizenship' domains, while at the same time allowing for one domain to prevail over the other, depending on the main thematic focus of the picturebook. While some picturebooks may reflect a blend of the intercultural and the citizenship domains (e.g., *My Name Is Not Refugee* by Kate Milner), some will highlight more of one than the other, and some will explicitly address only one of these domains; e.g., *The Journey Home* by Frann Preston-Gannon has an explicit environmental citizenship focus.

When one of these domains is not as evident in the picturebook, the process of completing the selection questions for the picturebook in question will bring to the fore the relevance of the picturebook for intercultural citizenship; this process will also uncover the potential for including the missing domain by exploring gaps and ambiguities

in the visual elements or by extracting and developing that domain during the read-aloud discussions and while completing the after-reading-aloud or beyond-the-book projects. For example, *Welcome* by Barroux has an evident environmental and refugee theme, which can integrate an intercultural focus with teacher mediation. This blended approach provides a more nuanced understanding of the potential intercultural citizenship themes to be explored and also allows for choosing picturebooks with more or less of a disquieting element.

The idea of a 'disquieting element' underscores the role of the picturebook in providing more than just a linguistic learning outcome in the early language learning classroom. 'Disquieting' can be defined as causing a feeling of unease, worry or concern and can be present in the main thematic content or in the visual or artefactual features of the picturebook. This is seen, for example, in *The Day War Came* by Nicola Davies and Rebecca Cobb, when the young girl is shown looking in a big black hole where her house once stood, or being turned away from a school in her new country, as there is no chair for her. These disquieting elements are especially important as a way to prompt discussion and can lead to subsequent projects of civic action and engagement. It reassures teachers that they can select books with these 'challenging' themes and reinforces the responsibility of the early English language learning classroom for engaging with problems which characterise the difficulties of our time, by integrating challenging themes, addressing global and social issues of the 21st century and developing engaged and active, as well as activist, young people. This transformative approach to ELT highlights the role of the engaged citizen in making a difference in local and global communities. Through the use of appropriately selected picturebooks, the early English language learning classroom can become a safe and engaged space for exploring these themes.

The Picturebook Selection Guide highlights opportunities for developing intercultural citizenship and helps teachers identify or extract the potential from a picturebook. Even though it is theoretically possible to 'do' intercultural citizenship with *any* picturebook, with adequately designed tasks and activities, the selection questions support the teacher in honing in on picturebooks with a clearly identified intercultural citizenship theme and support the idea that not every picturebook has the potential to explore this area in language education. However, the flexibility inherent in the questions points to the essential role of the teacher in mediating the inclusion of the intercultural and/or citizenship theme, if desired. Hence, the Picturebook Selection Guide is a flexible tool that not only identifies explicit intercultural and/or citizenship themes but also serves as a

springboard for teacher mediation of these potential themes, which then leads to taking action in the community.

In this vein, mediation is defined as the support or assistance given by the teachers before the read-aloud; during the read-aloud in the form of interaction and participation (e.g., via questions and comments) and opportunities to trigger reactions (e.g., for disquieting); and/or during after reading aloud activities in uncovering or rendering visible the intercultural citizenship themes. The document includes two columns, **Explicit** and **With Mediation**, which make this distinction between the explicit and implicit themes possible. It is also possible to tick neither column, thus leaving it blank as an indication that the book does not include that particular area either explicitly or implicitly and thereby, eliminating picturebooks from the potential list of those suitable for exploring intercultural and/or citizenship themes if they tick very few or no categories. For example, *Ketchup on Your Cornflakes?* by Nick Sharratt or *The Gruffalo* by Julia Donaldson and Axel Scheffler, albeit well-known picturebooks, do not reflect any intercultural citizenship themes when subjected to the questions in the Picturebook Selection Guide.

## Integration of the Guide into the ICEPro Course

The Picturebook Selection Guide was introduced in ICEPro Course as a training tool for selecting appropriate picturebooks, for unpacking intercultural citizenship and for helping teachers focus on the different elements of picturebook selection in the ICEPELL project such as intercultural, citizenship and linguistic elements. In addition, it shows teachers how to find ways of bridging these linguistic and intercultural citizenship elements, for example, through mediation.

The Guide was introduced to participants when they are first asked to identify intercultural citizenship themes in the ICEPELL picturebook corpus (see Chapter 4.1). The hands-on approach gave teachers practice in looking at the picturebook from an aesthetic and thematic stance, which included exploring the visuals and peritext, and identifying the picturebook's explicit and implicit intercultural citizenship themes. Later, they were given a completed Picturebook Selection Guide for *Perfectly Norman* by Tom Percival, where discussion around the choices made helps them understand the process and the questions they should be asking as they work through the different Focal

Field points. The question 'Why?' is essential here, as it focuses the teacher's attention on the rationale for their choice, whether the book really does convey the theme and/or whether the teacher is prepared to mediate the theme with a particular class in mind.

During the ICEPro Course, not only do teachers practise using the questions with different themes, they are also urged to consider their teaching context, their class and their learners. They are asked to focus first on completing Column 1 with the specific aim of highlighting explicit intercultural citizenship themes and then look at Column 2 (mediation) in order to decide whether mediation is necessary, appropriate or desired. This staged approach aims to help teachers focus on the book's theme(s).

The process of practising, working through and considering each question reassures teachers that they are capable of reflecting on the themes in the book from an intercultural citizenship perspective, evokes discussion around the potential and relevance of mediation and helps them identify the right picturebook for the right reasons.

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# 1.5 Reflecting and Reviewing

Nayr Ibrahim
Marieke Alferink

This chapter introduces and defines the concept of reflecting and reviewing and illustrates its importance and relevance in the ICEPro Professional Development Course (ICEPro Course).

## Introduction to Concept and Definition

Reflecting and reviewing is an integral part of the ICEPELL project. The systematic integration of reflection and reviewing activities enables teachers, student teachers and teacher librarians to experience the process in order to enhance the way children learn and think about learning in the different classrooms.

Reflecting on and reviewing learning is an essential step in the learning process as it helps learning to 'stick'. Research by Murre & Dros (2015) shows that over 80% of a one-hour lesson can be forgotten within 24 hours if reviewing does not take place immediately or shortly after a learning period. This enormous drop in the amount remembered can be prevented by integrating suitable reflection and reviewing techniques. These reflect and review moments need to be meaningful, frequent, regular and varied. Regular reviewing has a positively accumulative effect on all aspects of learning, thinking and remembering. It enables learners to evaluate their learning and perceive their progress or lack thereof, and it develops learners' abilities to manage their learning which contributes to supporting independent learners.

Reflecting and reviewing is embedded in the concepts of metacognition and learning to learn. This focus on reflecting develops learners' metacognitive awareness, i.e. their ability to think about 'thinking', to know about 'knowing' and to learn about 'learning'. Haukås (2018, p. 13) defines metacognitive awareness in the language learning process as 'an awareness of and reflection about one's knowledge, experiences, emotions and learning in the contexts of language learning and teaching'.

Learning to learn is an umbrella term designating a variety of activities that develop learners' learning strategies and metacognitive awareness, by reflecting on what they did and what they learnt, how they learnt and why they learnt in order to systematically review their learning. The following motto, 'we do not learn from experience — we learn from reflecting on experience', attributed to John Dewey, captures the essence of the key role that reflection plays in the experience of learning.

## Relevance of Reflecting and Reviewing for Intercultural Citizenship and Early Language Learning

Reflecting and reviewing is often neglected in the early English language classroom. Teachers feel that it is time-consuming, that children do not possess the language skills in English to express their thoughts and ideas, and that they are too young and not cognitively mature enough to engage in this practice. However, 'even very young children do possess this metacognitive ability, and their ability to reflect on and talk about their learning should not be underestimated. Children are competent, insightful and spontaneous commentators on their own learning experiences' (Ellis & Ibrahim, 2016, p. 4). Furthermore, reflection gives children a voice and recognises them as individuals and as active and capable participants in their own learning. If children are active, exploratory learners who can take responsibility as well as an active role in their learning as self-regulatory learners, then metacognitive strategies and learning to learn are teachable. Hence, the teacher plays a key role in the reflecting and reviewing process as the they plan, integrate, model and then reflect on their own practice.

The reflective process can also include a translanguaging element as children may not have the English language level to express their feelings and opinions about their learning. According to Cenoz and Gorter (2020, p. 300), pedagogical translanguaging is defined as 'the intentional instructional strategies that integrate two or more languages and aim at the development of the multilingual repertoire as well as metalinguistic and language awareness'. Hence, reflecting and reviewing can take place in the children's language(s), the language of schooling, in English or in a combination of languages. Encouraging teachers to use a flexible language policy makes reflecting and reviewing in early language learning classes more efficient, affective and inclusive. It provides the teachers with richer data and deeper

insights into children's learning progress and valorises and empowers children's voices. Most importantly, there is no loss of the learning to learn benefits if the target language is not used. On the contrary, the process of learning is enhanced and becomes more enjoyable, and as children become more acquainted with the process, they are likely to start using more English.

Reflecting and reviewing in the early language learning classroom is a cyclical process and can occur:

» at the **beginning** of a lesson to revise and make connections to previous learning;

» **during** the lesson to help learners stay focused and ensure they have understood what they are learning;

» **at the end of an activity** to consolidate learning and help learners make sense of the activities they have experienced; and

» **at the end of a lesson** to recap what has been learnt, how it has been learnt and what steps need to be taken next. This final reviewing moment often takes the form of a whole group debrief and marks the end of the lesson.

In many contexts, questions at the end of a lesson tend to focus on *what* was done in a lesson, i.e. the *product*, for example, 'We read a book.' However, it is not enough to ask only what was done; teachers need to go further and deeper and focus on what the learners learnt in the activity. So, the question 'What did you learn?' must follow. This question leads to a focus on *how* the learning happened, i.e. the processes involved in learning about the picturebook, and can include questions such as 'How did we discover the picturebook?'; 'Why did we look at the front cover first?'; and 'How did you participate in the read-alouds?' The question 'How well did you do?' gives the learners an opportunity for self-assessment. It requires them to make a judgment about their own learning, teaches them to monitor their progress and identify their strong and weak points and gives them responsibility for their own learning. Hence, for reviewing to be effective, learners need to be guided through a series of reflection questions, which include 'How?' and 'Why?' prompts to focus on both the product and processes of learning. These are the five questions:

[01] What did you do?

[02] What did you learn?

[03] How did you learn?

[04] How well did you do?

[05] What do you need to do next?

Variety is an important factor in reflecting and reviewing as it keeps learners motivated and interested in the process. Besides the systematic use of the five questions mentioned above, other activities can be integrated — examples include:

[01] **Two Stars and a Wish**, which involves the learners reflecting on two positive (star) aspects in their learning and one hopeful (wish) aspect that needs improving. can be found in Table 3 below.

[02] **A K–W–L Chart**, which supports learners in brainstorming before a topic or activity on what they **Know** (K) and What they **Want** to know (W), thus activating their knowledge and engaging in a topic. Then they reflect on what they have **Learned** (L). This highly flexible reflection tool can be used to scaffold learning.

[03] Reflection guides, which can take the form of prompts for learners to reflect on an activity. These are especially useful when doing groupwork, to help children think about how well the group worked together, how successful they were in reaching their goals, what they did most successfully/least successfully etc.

Reflect and review activities in the ICEPELL project also extended the concept of learning to learn, where the teachers are encouraged not only to ask children to reflect on learning but also to take action. This focus on action taking extends children's participatory learning beyond the classroom and into the local and global community, with the objective of empowering children as well as their teachers as intercultural citizens engaged in activism.

To accentuate and foreground the action-taking feature of ICEPELL, the **Head–Heart–Hands** (H-H-H) concept was used as a reflect and review activity. The H-H-H model is conceptualised as a transformative practice in sustainable education and relates the cognitive domain (Head) to critical reflection, the affective domain (Heart) to relational knowing and the psychomotor domain (Hands) to engagement (Singleton, 2015). In the ICEPELL project, H-H-H demonstrates a holistic approach to reflecting on and reviewing intercultural citizenship, as it relates:

» the *Head* to critical reflection and focuses on the thinking and learning processes, thus enabling learners to say what they have learnt;

» the *Heart* to the affective domain and asks learners to say how they feel about the themes or characters in the picturebook; and

» the *Hands* to taking action and encourages the learners to think of a concrete action that they can implement in response to an issue or a problem.

This is done via the *Head-Heart-Hands* (H-H-H) reflection template (see Figure 8), consisting of the following prompts, with examples from ICEKit#1 Perfectly Norman (Part 2):

» Head: *During the Perfectly Norman lessons, I learnt…*

» Heart: *Doing the activities about Norman and his friends and their differences made me feel…*

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

Figure 8 shows examples of H-H-H Handouts, completed by children in Portugal and Italy at the end of their taking action cycles. Notice how the child in Portugal wrote in English and the children from Italy, in Italian, showing how reflection is a translanguaging process.

**FIGURE 8a**
An example of a H-H-H handout from Portugal

**FIGURE 8b**
An example of a H-H-H handout from Italy
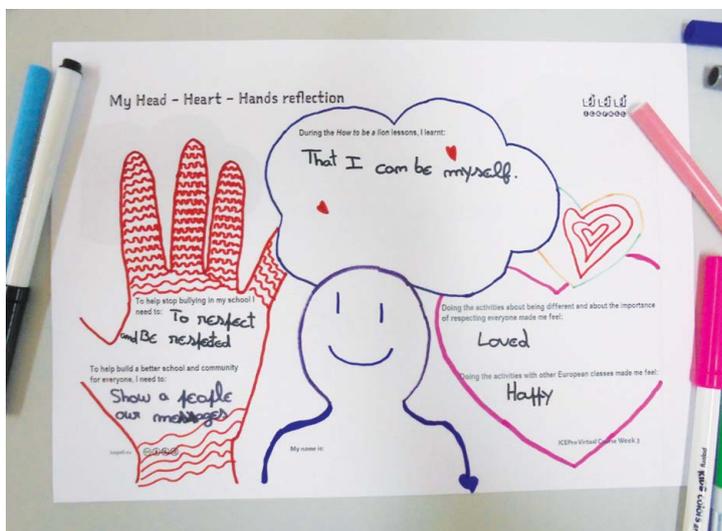


## The Integration of Reflecting and Reviewing into the ICEPro Course

A variety of reflection and reviewing activities were integrated into the ICEPro Course, so teachers could see how systematic reviewing can take place at different stages of a lesson. A **K-W-L chart** was used during the session on culture (Photocopiable 2), a variety of other reflection prompts were used at the end of sessions, which included the five questions (described above), Two Stars and a Wish after trainer-led sessions, and a Reflection Guide after their Erasmus Group work at the end of most course days. At the end of the session on reflecting and reviewing, participants also completed a H-H-H Handout focusing on their experience of reflecting and reviewing during the course (Photocopiable 3).

For teachers, the H–H–H concept enhanced the reflecting and reviewing aspect of their learning and and provided an experiential opportunity to engage with learning to learn in the classroom. For children, the H–H–H concept associates this learning with the ICEKits and their learning to learn beyond the classroom, as it:

» gives learners voices and choices;

» makes learning more efficient and effective;

» improves learners' understanding of their own learning;

» makes learners aware of successes in learning;

» helps monitor and evaluate progress in learning;

» increases motivation and positive attitudes towards language learning; and

» leads to transformative action.

In conclusion, quality reflecting and reviewing regards learners (children or their teachers as learners) as 'experts' and active participants in their own learning and relates to their concrete learning experiences so it is personal, relevant, meaningful and transformative.

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# 1.6 Picturebook Materials Development

David Valente

This chapter explores the components and benefits of materials developed for using picturebooks in early English language learning (ELL) for intercultural citizenship education. It starts by unpacking what an ICEKit comprises and provides rationales for the creation of the three parts. The chapter then considers the affordances of materials creation based on picturebooks for professional development, particularly when working as intercultural communities of practice. Finally, examples are provided of materials created *for* teachers *by* teachers during the ICEPro Professional Development Course (ICEPro Course), which are intended to offer ideas and inspiration for teachers interested in developing their own materials in these domains.

## What Is an ICEKit?

One of the key ICEPro Course outputs was the co-creation of sets of teaching materials, each based on a picturebook. These freely downloadable resources, available on the ICEPELL website, have been created by the ICEPro participants (i.e. English language teachers, student teachers and teacher-librarians) for their own classes as well as for use by ELL teachers around the world. As the materials aim to contribute to English language learners' intercultural citizenship education, each set is known as an ICEKit. Each ICEKit consists of three parts, offering teacher educators a flexible blueprint for helping ELL teachers to create their own intercultural citizenship-themed materials based on picturebooks. The structure and components of the ICEKit are outlined in Table 3:

| PART 1 Information | 1. Target age group |
| --- | --- |
| | 2. Language, intercultural citizenship and cross curricular outcomes |
| | 3. Preparation, materials and a language tool box |

| PART 2 Story sharing | 1. Setting the story context | 3. While reading aloud |
| --- | --- | --- |
| | 2. Before reading aloud | 4. After reading aloud |
| | | 5. Reflect and review |

| PART 3 eTwinning Taking Action Cycle | 1. Discover | 4. Take action |
| --- | --- | --- |
| | 2. Share | 5. Share |
| | 3. Co-Create | 6. Reflect and review |

**TABLE 3**
The ICEKit Structure and Components

**Part 1** summarises the contents of the ICEKit and specifies the learning outcomes within the domains of intercultural citizenship, language and skills, and cross-curricular topics. Assumptions are also included based on children's prior knowledge of picturebooks and the world, as well as any previously encountered language they are bringing to their English language lessons. Lastly, a language toolbox lists useful task-related, process language with speaking and/or writing stems to help teachers scaffold the Part 2 and Part 3 activities and, in turn, maximise the children's use of English.

**Part 2** comprises a five-stage pedagogical framework for sharing the picturebook in the English language classroom with children of the target age range: either 5–8 or 9–12 years old.

> » **Stage 1** provides activity options for setting the context to the picturebook's themes, thereby activating their schemata and raising children's curiosity about the characters, plots (if the book is a narrative) and settings.

> » **Stage 2** explores peritextual features which are salient to the particular picturebook, such as the covers, the title page, the end papers, the blurb, etc. Pondering or contemplating the peritext in this way helps to trigger the children's predictions and engage their interests and gives them an invested reason to listen actively and participate during the subsequent read-alouds.

> » **Stage 3** outlines step by step how to share the picturebook, beginning with an initial read-aloud, and connecting ideas from the previous two stages. This progresses to a more detailed or 'deeper' read-aloud, which gives children several opportunities to interpret the visual and verbal text as well as the (inter)cultural aspects. Skilful use of questions is linked to the picturebook openings (which could also be completed in pairs or groups) to foreground the intercultural and/or citizenship themes. The stage ends with a reflect and review activity to enable children to formulate a personalised response to the picturebook in English.

> » **Stage 4** extends this response by providing three creative follow-up activities to select from; each activity option is active and learner-centred, and each works towards the ICEKit outcomes. This stage also lays the foundations for collaboration, communication and co-creation across borders (or different contexts) in Part 3.

» During **Stage 5**, the children respond to five reflect and review questions, which adds a systematic, metacognitive dimension to the materials by making the learning that the children have experienced more visible.

**Part 3** builds on the children's work on the intercultural citizenship themes during Part 2 using a six-step activity cycle to facilitate civic action taking in the English language learning context. This cycle was designed to be carried out via the Erasmus+ *eTwinning* platform (see Chapter 1.2 for details). For schools without access to this particular platform, it is still possible to implement Part 3, so the children are empowered to go beyond the book. They can readily collaborate virtually across contexts using a combination of asynchronous and synchronous tools, provided relevant online safeguarding measures are in place.

Finally, each ICEKit ends with the Head-Hands-Heart template handout (see Chapter 1.5). Reflecting on their work with the picturebook in Part 3, the children complete the template by considering their learning (Head), their feelings about this (Heart) and, importantly, any future actions they may want to take (Hands).

## Relevance of Materials Co-creation in the ICEPro Course

The ICEPro Course encourages the discovery of diversities through an intercultural lens (Pérez Berbain et al., 2021), which has tended to be minimally embraced in ELL due to the current challenges facing English language pedagogy. In numerous educational systems, including several in Europe, this includes the frequent requirement for teachers to use highly prescriptive learning materials (Tomlinson, 2014), which position the teacher as the active participant and the learners as passive objects.

In order to address the above lacuna through the incorporation of picturebooks in ELL, Narančić Kovač (2016) recommends that teacher education programmes provide far greater focus on selecting picturebooks for pedagogical purposes as well as more practice for participants to design learner-centred tasks and activities based on the selected titles. However, creating tasks and activities linked

to a picturebook with intercultural citizenship themes requires practitioners to have sufficiently enhanced intercultural and citizenship knowledge, skills and attitudes as well as materials design competence. The ICEPELL partners believe that these areas can be readily fostered by incorporating a robust materials development component within ELL professional development (Tomlinson, 2014) and, crucially, by applying cooperative learning approaches to the materials creation process itself.

By forming groups of teachers and student teachers from different countries and/or contexts in Erasmus Groups, they can collaborate (either face-to-face or virtually) on co-creating materials based on their jointly selected picturebook, which was also the case for the ICEKit creation process outlined in the previous section. Furthermore, this approach to picturebook materials creation fosters communities of practice, which are both dialogic and experiential, and places particular emphasis on active engagement with the content from the teacher development course as well as the social construction of pedagogical knowledge and understanding (Rich, 2019). Experiential immersion in materials creation during a teacher education programme can also have long-term benefits because participants can become empowered to gradually apply their learning when crafting their own picturebook-based materials for intercultural citizenship in the future.

In addition, working in their Erasmus Groups to co-create materials across borders/contexts during a teacher development course provides loop input in that it helps to connect classroom-based and the more real-world dimensions of language education for intercultural citizenship. This is because having experienced the learning (Head), feelings (Heart) and actions (Hands) involved when cooperating on picturebook materials, there is greater potential for deep resonance when teachers move to providing children with experiences which similarly transcend the classroom walls (Vasquez, Janks, & Comber, 2019). This hands-on approach to both materials design and use of picturebooks further raises practitioners' awareness of pedagogies of discomfort and solidarity and, ultimately, maximises the possibilities for intercultural citizenship through English.

Another professional development opportunity which the co-creation process offers is the possibility to conduct a thorough evaluation of the materials. According to Tomlinson and Masuhara (2018), when evaluating materials, it is important to undertake both an analysis and an evaluation. Analysis questions require a factual 'Yes' or 'No' answer and are based on a checklist of essential components, for example, 'Is there a description of the picturebook?'

or 'Are the ICE-related objectives specified?' Tomlinson and Masuhara (p. 59) divide a materials evaluation into sets of 'universal' and 'local' evaluation questions. Universal evaluation questions should be developed based on up-to-date best practice principles for ELL and, in the case of the ICEKits, aim to subjectively evaluate the potential and/or actual impact of the picturebook-related materials on young learners of English. Local evaluation questions, on the other hand, are context-specific, and relate directly to evaluating the potential and/or actual impact of the picturebook materials on a *particular group* of learners.

Based on the distinctions above, a materials evaluation template (see Photocopiable 4) was developed specifically for use by participants who have co-created their own ICEKits. The template includes 40 questions, catergorised as four universal evaluation focus areas: Intercultural Citizenship Education, English language skills, wider educational development and critical visual literacy. There is also space in the local evaluation questions section for practitioners to add some of their own questions to those already stipulated. This materials evaluation tool can, therefore, be used to help shape and refine an ICEKit following classroom experimentation with a group of young English language learners.

## The ICEKits and Taking Action

As described above, Part 3 of the ICEKit materials crafted during the ICEPro courses is developed around the *eTwinning* Taking Action Cycle. After an analysis of the ICEKits from the two ICEPro Courses run during the ICEPELL project, two types of action-taking have been identified:

Type 1 · Planning for and undertaking hands-on, tangible action taking, where children engage in activities which have an immediate, direct impact for them to experience. For example, co-planning concrete actions to help refugees / migrant communities through chosen NGOs (see ICEKit#8 The day war came) or co-creating slogans, posters and a schedule to work in clean-up crews (see ICEKit#11 Clean up!)

Type 2 · Planning for and undertaking a beyond-the-classroom product which involves preparing a product with more indirect interaction with the local community while still making meaningful connections.

For example, writing personal messages for justice on rocks and leaving them outside to be read by the local community (see ICEKit#10 Say something!) or designing a mini booklet to share practical ways to overcome fears (see ICEKit#12 Me and my fear).

For Type 2, it is crucial that the children collect some evidence from the community about their interaction with the product. In this way, the children can become aware of the impact their actions may have had. This needs to be included in the planning and therefore in the *eTwinning* Taking Action Cycle (activity 3 or 4), and the results should be shared with partner schools via *eTwinning* (or a similar schools-based platform).

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Part 2
# ICEKits in Action

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Part 2 presents the ICEKits created during the two ICEPro Professional Development Courses (ICEPro Courses) held in the spring and autumn of 2021. During these ICEPro Courses, participants worked in Erasmus Groups, mentored by one of the ICEPELL partners. Participants reported working in Erasmus Groups to be highly valuable, since they experienced different cultures and language skills within their groups and learnt from each other's varied professional experience.

Participants were asked to choose a picturebook from the ICEPELL picturebook collection (see Chapter 4.2), a selection made by the ICEPELL partners of picturebooks suitable for developing intercultural citizenship in the early English language learning classroom. Each participant first selected one picturebook they found suitable for developing intercultural citizenship in their particular contexts. Then, in their Erasmus Groups, they agreed on one picturebook for the development of their ICEKit, a teaching pack with

resources (see Chapter 1.6). The ICEKit is an easy-to-use guide to develop intercultural citizenship through the vehicle of a picturebook.

Participants made use of a template that helped them in the creation of their ICEKit. These templates evolved into the ICEKits shown in this chapter. The first two ICEKits (ICEKit#1 Perfectly Norman and ICEKit#2 Whoever you are) were created by ICEPELL project partners and used as models during the ICEPro Courses. The last ICEKit (ICEKit#18 Welcome) was also created by the partners and is based on a picturebook used during the ICEPro Courses. The ICEPro Course participants created the remaining 15 ICEKits while working in their Erasmus Groups.

The rest of Part 2 presents the ICEKits. It starts with a list of the ICEKits and their target age groups, and then continues with one-page overviews with a summary and a link to the ICEKit,available to freely download from the ICEPELL website [https://icepell.eu/].

**ICEKit#2** Whoever you are
is suitable for developing children's curiosity about, appreciation of and respect for differences.

**ICEKit#4** The suitcase
is suitable for raising children's awareness of migration and refugee stories, engaging in peaceful and respectful communication and interaction.

**ICEKit#6** Cyril the lonely cloud
is suitable for igniting children's interest and curiosity in local and global issues as well as highlighting the importance of water as a resource.

**ICEKit#9** One
is suitable for helping children stand up for others who are treated unfairly, and experience examples of peaceful and respectful communication and interaction.

**ICEKit#1** Perfectly Norman
is suitable for enabling children to explore ways to treat others with fairness, mutual respect and trust.

**ICEKit#3** Strictly no elephants
is suitable for standing up for others who are treated unfairly, and helping children relate to and empathise with others' experiences.

**ICEKit#5** Here we are
is suitable for raising children's awareness of and developing curiosity, appreciation and respect for others' experiences.

**ICEKit#7** How to be a lion
is suitable for helping children recognise that everyone needs to take responsibility for making a positive difference in the world.

**ICEKit#8** The day the war came
is suitable for reflecting on the effects of war and conflict for refugee children and their families and all children's right to quality education.

**ICEKit#10** Say something!
is suitable for fostering children's personal and social responsibility for addressing local and global issues affecting their communities.

**ICEKit#11** Clean up!
is suitable for developing children's awareness of environmental issues and/or nature conservation and helping them to consider possible solutions.

**ICEKit#12** Me and my fear
is suitable for increasing children's awareness of their own fears, developing a set of coping strategies and raising their self-esteem.

**ICEKit#13** Same, same but different
is suitable for enabling children to relate to and empathise with others and consider issues from multiple perspectives.

**ICEKit#14** Be kind
is suitable for children to explore ways to be kind, and consider the varied consequences of kind and unkind actions.

**ICEKit#15** Unplugged
is suitable for fostering children's awareness of and/or questioning certain values i.e., nature and outdoor life, online or offline time and friendship.

**ICEKit#16** Hug me
is suitable for helping children relate to and empathise with others and encouraging them to treat others with fairness, mutual respect and trust.

**ICEKit#17** We are water protectors
is suitable for developing children's curiosity about environmental issues and/or Indigenous people's rights and consider ways to save water.

**ICEKit#18** Welcome
is suitable for helping children to address issues related to migration, asylum, refugee stories and climate change.

ICEKits online

This ICEKit was co-created by Tatia Gruenbaum (Avans), Ana Nunes (APPI) and David Valente (Nord).

Age 9 – 12

# ICEKit

icepell.eu

# ICEPELL

**Can Norman find the courage to be himself?**

A BIG BRIGHT FEELINGS book

## PERFECTLY NORMAN

TOM PERCIVAL
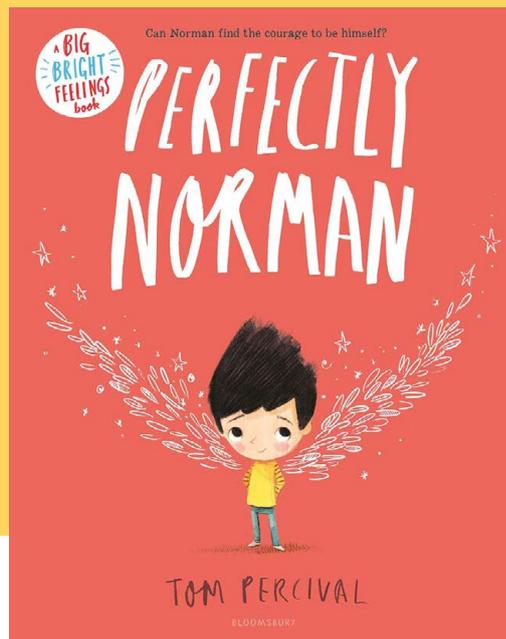
BLOOMSBURY

ICEKit

**#1**

Pages

**1 / 12**

# Perfectly Norman

by Tom Percival (Bloomsbury, 2017)
Kindle version available

**ICEKit Summary**

This ICEKit accompanies the picturebook, *Perfectly Norman* and enables children to explore focal field 1: socially responsible behaviour when interacting with others and focal field 3: a sense of belonging for those who are different. The activities start by arousing children's curiosity in the story context (using feely bags or book trailer), leading to a series of peritextual ponderings about the play on words in the title (i.e. *perfectly normal*) as well as contextual clues about the setting in the first opening (pictures of the four characters) and on the back cover (Norman and his pet dog). These visual triggers help children predict the story plot (Norman grows a pair of wings one day and all the emotions he experiences) and gives them a real reason to listen during the read-aloud. After reading aloud, the activities enable children to make a personalised response to the story (feather ratings), interpret the visual symbols (the wings and the coat) and creatively explore differences in their own school contexts (making a feather mural or a welcome mat). The ICEKit culminates in the eTwinning cycle where they co-create welcome posters for new children who might join their schools.

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

This ICEKit was co-created by Silvana Rampone (USR Piemonte) and Sandie Mourão (NOVA).

Age 5 – 8

# ICEKit

icepell.eu

## ICEPELL

MEM FOX

WHOEVER YOU ARE

ILLUSTRATED BY LESLIE STAUB
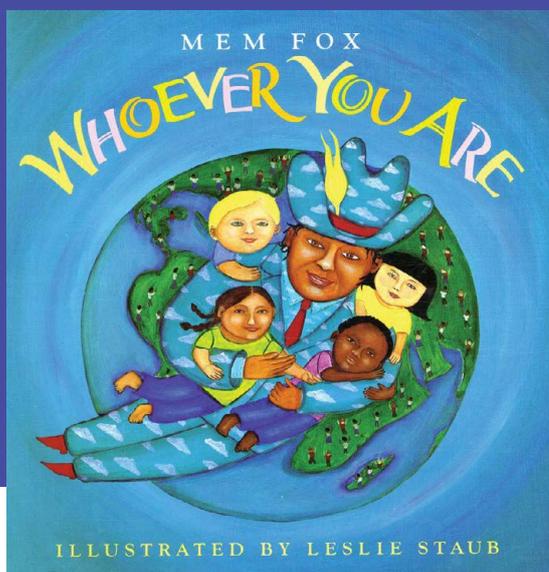
ICEKit

**#2**

Pages

**1 / 13**

# Whoever you are

Mem Fox and Leslie Staub
(Scholastic, 1997)

## ICEKit Summary

This ICEKit accompanies the picturebook, *Whoever you are* by Mem Fox and Leslie Staub (Scholastic, 1997) and enables children to explore focal field 3: a sense of belonging for those who are different.

The activities start by arousing children's curiosity by talking about their similarities and differences. The peritextual ponderings focus on questions around the characters on the covers and the dedications. After reading aloud, the activities include ideas to support personalised responses to the story and opportunities to share their ideas about the picturebook's message through drawings. Other activities include children describing themselves and finding out about others to encounter similarities and differences, as well as learn a poem about being unique. The ICEKit culminates in the Taking Action eTwinning cycle where children co-create a manifesto poster for their school community to ensure new children feel welcomed into their schools.

This ICEKit was co-created by Indie Braat (Avans), Lidia Pautasso (USR Piemonte) Elsa Vasconcelos (APPI) and Katja Wennrick (TUBS).

Age 9 – 12

# ICEKit

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## ICEPELL
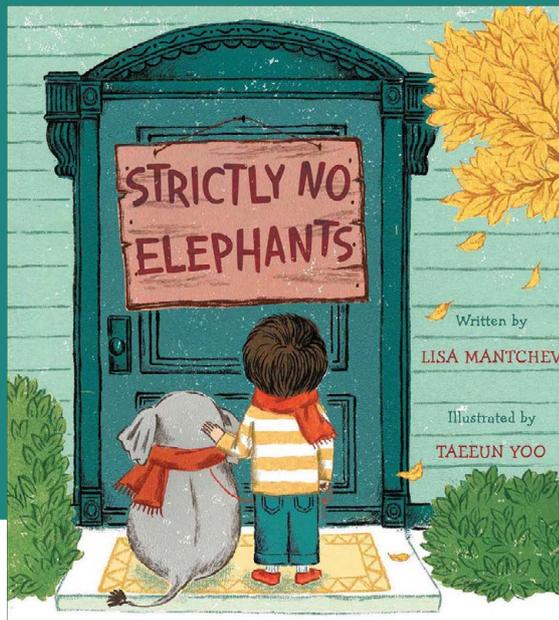
**ICEKit**

**#3**

**Pages**

**1 / 12**

# Strictly No Elephants

Lisa Mantchev and Taeeun Yoo
(Simon & Schuster, 2015)

**ICEKit Summary**

This ICEKit accompanies the picturebook *Strictly No Elephants* by Lisa Mantchev and Taeeun Yoo (Simon & Schuster, 2015) and enables children to explore Focal Field 1: Socially responsible behaviour – interacting with others.

The activities start by arousing children's curiosity in the story context by raising awareness for the meaning of signs. Alternatively, the topic of pets/animals can be used to introduce the story setting and get the children thinking about differences between animals and pets and their typical characteristics.

Analysing peritextual elements such as the interplay of colours and the representation of the "Strictly No Elephants" sign helps the children predict the story plot and raises their interest in finding out what really happens to the boy and his special pet.

After reading aloud, the activities support children in making a personalised response to the story, empathizing with the characters, and exploring the topic of friendship. The ICEKit culminates in the *eTwinning Taking Action cycle* where children take their ideas about being a good friend into the school community and collect responses to share on *eTwinning*.

**ICEKit#4** The suitcase

This ICEKit was co-created by Gianluigi Bastile (USR Piemonte),
Lena Hopmann (TUBS) and Evelien van Osta (Avans).

Age 5 – 8

# ICEKit
icepell.eu

ICEPELL
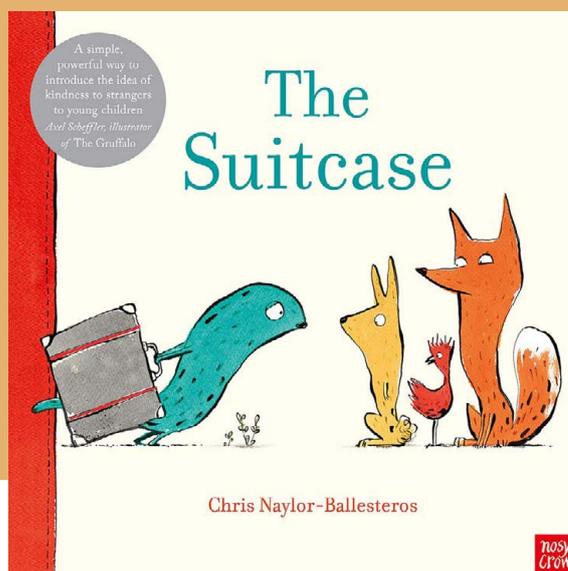
## The Suitcase

Chris Naylor-Ballesteros

ICEKit

**#4**

Pages

**1 / 12**

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 around 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 presenting short performance sketches around 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 Action Taking 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 helped to feel welcome.

**ICEKit#5** Here we are

This ICEKit was co-created by Sofia Aragão (APPI),
Paul Joseph Baumann (TUBS), Lucia Guino (USR Piemonte)
and Isabel Karadag (Avans).

Age 9 – 12

# ICEKit

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## ICEPELL
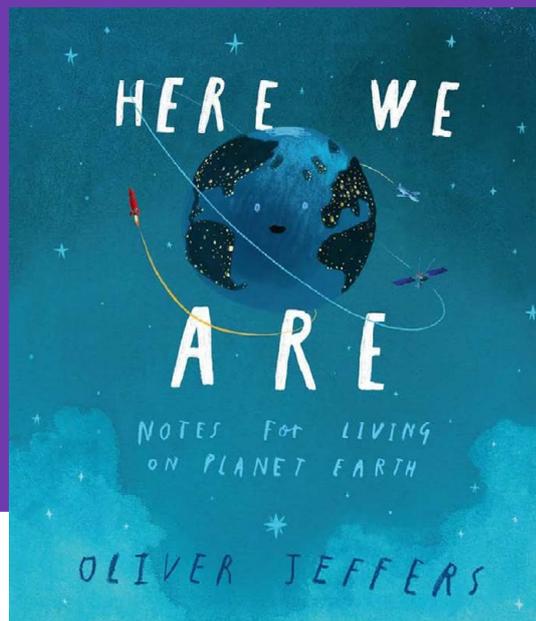
ICEKit **#5**

Pages **1 / 13**

## Here We Are

Oliver Jeffers
(HarperCollins, 2017)

### ICEKit Summary

This ICEKit accompanies the picturebook, *Here We Are* by Oliver Jeffers (HarperCollins, 2017). It enables children to explore Focal Field 1: socially responsible behaviour when interacting with others as well as Focal Field 3: generating a sense of belonging and appreciating one's own as well as others' heritage cultures.

The activities start by arousing children's curiosity to the story context using a 3D globe or the book trailer. The peritextual ponderings focus on questions around the visual triggers which help children predict the story plot – learning about planet Earth, its landscapes, its inhabitants and their differences and similarities – and gives them a real reason to listen during the read-aloud.

After reading aloud, the activities enable children to make a personalised response to the story and include ideas to support opportunities to share their views about the picturebook's message through drawings. Other activities include children describing differences between children in their school and community while focusing on similarities in the classroom, school and community, as well as creating a picture dictionary of planet Earth to introduce it to an alien or creating a short dialogue and acting it out. The ICEkit culminates in the Taking Action *eTwinning* cycle where children co-create a flyer with a poem or song and useful tips for preserving the planet through simple actions at home, at school and in the wider community.

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

This ICEKit was co-created by Fabrizio Ferarri (USR Piemonte), Antero de Freitas (APPI), Margot Nefs (Avans) and Darlin Stolz (TUBS).

Age 5 – 8

# ICEKit
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**ICEPELL**

# Cyril the lonely cloud

**ICEKit** #6

**Pages** 1 / 14

by Tim Hopgood
(Oxford University Press, 2019)

## ICEKit Summary
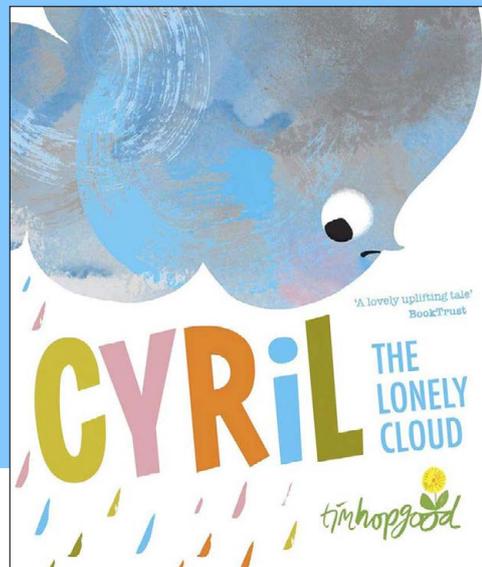
This ICEKit accompanies the picturebook *Cyril the lonely cloud* by Tim Hopgood (Oxford University Press, 2019) and enables children to explore Focal Field 2: Interaction with local and global issues. It also touches on the field of emotions. The kit opens with activities to help children think about weather conditions, these include activities that involve moving around.

The book is presented through peritextual ponderings to create a link between the story and the everyday life of the children and arouse their curiosity. The textual ponderings focus on questions around the main character on the cover and the back cover and title page. The focus lies on the mismatch of sad feelings and cloudy and rainy weather. The read aloud guides the children through Cyril's thoughts and feelings, highlighting children's feelings on rainy days and highlights the importance of rain and water for the environment.

Activities encourage children to be active and experimental. They include reflecting around rain, and weather in general; focussing on feelings related to different weather conditions; singing a song about Cyril, considering the necessity of rain for the planet and, finally a focus on the water-cycle. Through the *Reflect and Review* activities children discover the meaning and message of the story and link it to their own life.

Finally, the ICEKit proposes an *eTwinning* Taking Action Cycle where children can cooperate with others to discuss the importance of saving water, brainstorming ideas for doing so and taking action in their school community.

This ICEKit was co-created by Michela Beoletto
(USR Piedmonte), Sagine Croes (Avans),
Desiree Halves (TUBS) and Sandra Santos (APPI).

Age 9 – 12

# ICEKit

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HOW TO BE A
LION

ICEKit

## #7
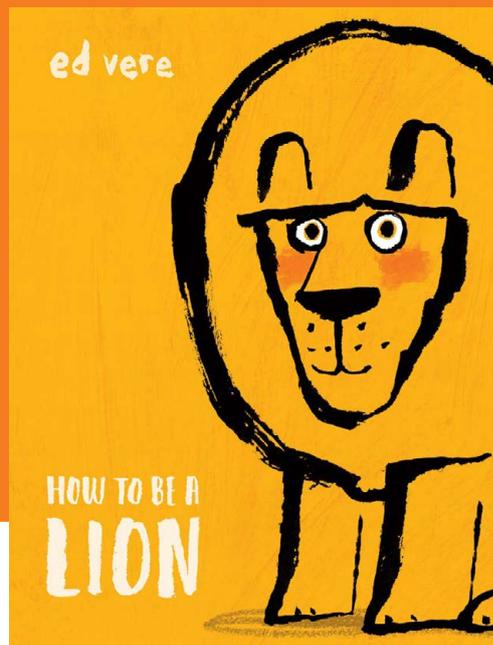
# How to be a lion

by Ed Vere (Puffin Books, 2018)

Pages

## 1 / 14

### ICEKit Summary

This ICEKit accompanies the picturebook *How to be a lion*, by Ed Vere, and enables children to explore Focal Field 1: Socially responsible behaviour – interaction with others and Focal Field 3: Sense of belonging and knowing about or respecting own, other and or heritage cultures.

The activities start by arousing children's curiosity regarding the story context, the setting and the characters and by exploring the peritextual elements. These focus on questions related to the characters' description, their similarities and their differences, and the connection children can make with the real world. While reading aloud, children can verify if their predictions.

Other activities allow children to connect to the book by finding out about themselves and others and by identifying similarities and differences and reflecting on the importance of being tolerant and showing empathy. Self-respect, self-confidence, empathy towards others and acceptance of difference are also explored in activities related to the poem shared by Leonard, the lion, and his friend Marianne, the duck. By learning to play with words and by writing other poems, children are encouraged to open their minds and think of experiences that connect them to others in the local or broader community.

The ICEKit culminates in the Taking Action *eTwinning* cycle where children co-organise a 'Let me be me' parade with slogans and posters, which culminates in a creative finale highlighting the importance of being treated with fairness and respect and recognizing that together we can contribute to building a better world.

This ICEKit was co-created by Alexandra Bittel (TUBS), Ana Nunes (APPI), Bruna Ricca (USR Piemonte) and Fleur van Buuren (Avans).

Age 9 – 12

# ICEKit

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## ICEPELL

ICEKit

# #8

Pages

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# The Day War Came

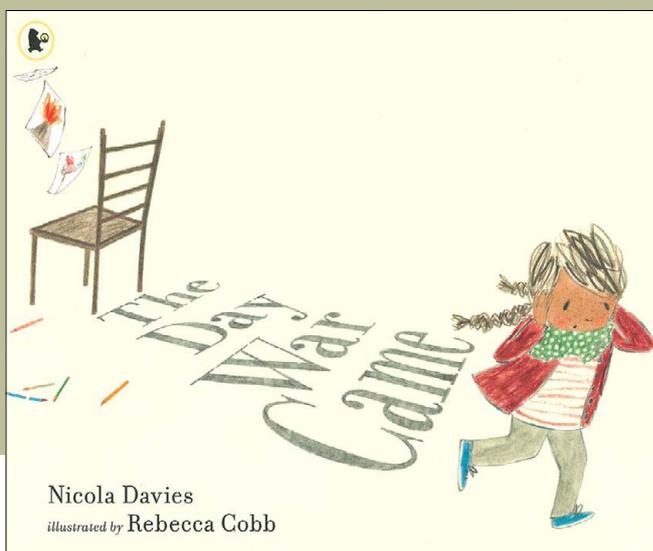by Nicola Davies and Rebecca Cobb
(Walker Books, 2019)

## ICEKit Summary

This ICEKit accompanies the picturebook *The Day War Came* and enables children to explore Focal Field 1: socially responsible behaviour when interacting with others, Focal Field 2: socially responsible behaviour – interaction with local and global issues and Focal Field 3: a sense of belonging for those who are different.

The activities start by arousing children's curiosity in the story's context (playing musical chairs or using a picture of a well-known sculpture), and then pondering on some peritextual features, including the picturebook's dedication and blurb, to help the children predict the story plot. After reading aloud, the activities enable children to make a personalised response to the story through movement or mime, reflect on the impact of war on people's lives and what makes us feel safe/at home, while learning to empathise and putting themselves in someone else's shoes.

The ICEKit culminates in the Taking Action Cycle where children in their *eTwinning* groups co-plan concrete actions to help refugees/migrant communities through chosen organizations.

# ICEKit

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# ICEPELL

| ICEKit | Pages |
|---|---|
| **#9** | **1 / 13** |

# One

Kathryn Otoshi
(KO Kids Books, 2008)

### ICEKit Summary

This ICEKit accompanies the picturebook *One* by Kathryn Otoshi (KO Kids Books, 2008) and enables children to explore Focal Field 1: Socially responsible behaviour.

The activities start with arousing children's curiosity by associating colours with emotions through classical music. The peritextual ponderings focus on questions on the award referred to along with the illustration on the front cover. After reading aloud, the activities support personalised responses to the story and opportunities to share ideas related to the picturebook's message about bullying through an apple experiment. Other activities include children re-creating the narrative using plasticine and performing a role play of the story, as well as singing a song about bullying using the strap line "It just takes ONE and everyONE counts". The ICEKit culminates in the *eTwinning* Taking Action Cycle where children share a strategy to tackle bullying in their school community.

This ICEKit was co-created by Carina Flengstad (Nord), Donatella Pastura (USR Piemonte), Lúcia Santos (APPI) and Fleur Brockhus (Avans).

Age 9 – 12

# ICEKit

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## ICEPELL
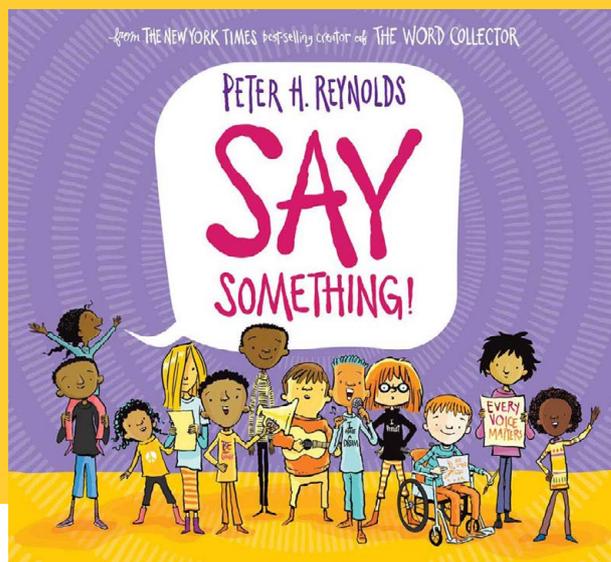


**ICEKit**

**#10**

**Pages**

**1 / 13**

# Say Something!

Peter H. Reynolds
(Orchard Books, 2019)

## ICEKit Summary

This ICEKit accompanies the picturebook *Say Something!* by Peter H. Reynolds and enables children to explore Focal Field 1: Socially responsible behaviour – interaction with others and Focal Field 3: Sense of belonging and knowing about or respecting own, others and/or heritage cultures.

The activities start by helping children raise their awareness of the impact words and actions can have. The peritextual ponderings focus on questions about the characters on the front and back covers and in the endpapers. This helps children to think about their ability to be assertive when facing challenges or taking a stand and speaking their mind. After reading aloud, the activities encourage children to think about what they might like to say to make a difference or who makes a difference. The ICEKit culminates in the *eTwinning* Taking Action cycle where the children leave *'Say Something Messages'* with personal and positive ideas in different areas of their local community.

This ICEKit was co-created by Monica Finotto (USR Piemonte), Sónia Silva (APPI), Alara Hoffman (TUBS) and Nina van Vugt (Avans).

Age 9 – 12

# ICEKit

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**ICEPELL**

**Nathan Bryon** • **Dapo Adeola**

| ICEKit | | Pages |
|---|---|---|
| **#11** | **Clean Up!** | **1 / 14** |

Nathan Bryon & Dapo Adeola
(Puffin, 2020)

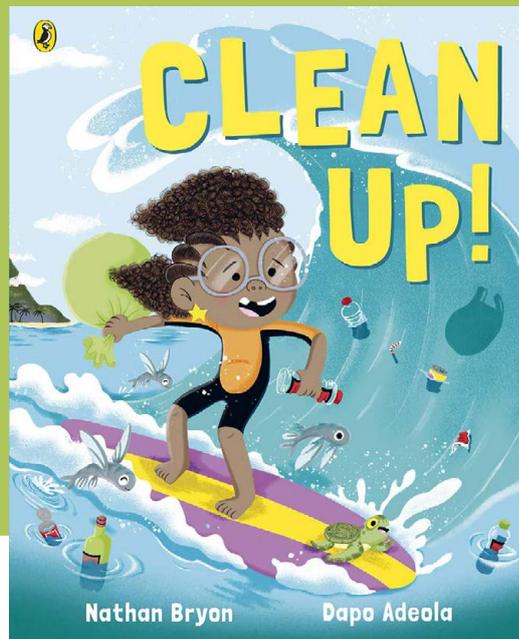**ICEKit Summary**

This ICEKit accompanies the picturebook *Clean up!* and enables children to explore Focal Field 1: Socially responsible behaviour when interacting with others and Focal Field 2: Socially responsible behaviour – interaction with local and global issues.

The activities start by stimulating the children's curiosity in the story context by doing activities (sorting waste materials or pictures of polluted/non-polluted places), then exploring some peritextual ponderings (the title page, the front and back covers), which contribute to children predicting the environmental problem clearly depicted and the prompt for action taking in this picturebook. After reading aloud, the activities support children to give a personalised response and to investigate litter bins in their school; learning about different types of pollution and how they can Reduce, Reuse and Recycle to contribute to a greener lifestyle. In the *eTwinning* Taking Action Cycle children are engaged in finding out, planning for and taking action as clean-up crews to improve the environment in their local communities.

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

**ICEKit#12** Me and my fear

This ICEKit was co-created by Emanuela Boffa Ballaran (USR Piemonte), Karianne Kristensen (Nord), Helena Soares (APPI), Vanessa Gelbke (TUBS) and Fleur Hamelink (Avans).

Age 9 – 12

# ICEKit

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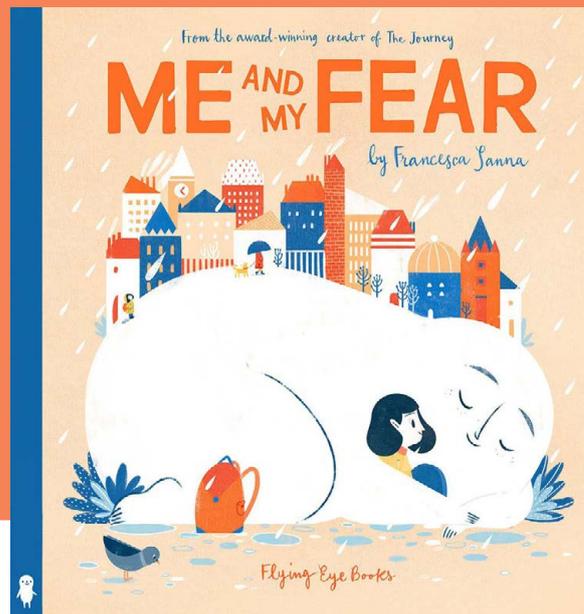
ICEKit

**#12**

Pages

**1 / 14**

# Me and my fear

Francesca Sanna
(Flying Eye Books, 2018)

## ICEKit Summary

This ICEKit accompanies the picturebook *Me and my fear*, by Francesca Sanna (Flying Eye Books, 2018), and enables children to explore Focal Field 1: Socially responsible behaviour when interacting with others and Focal Field 3: Sense of belonging for those who are different. Children will be encouraged to look at fear from different perspectives and discover coping strategies.

The activities start by raising children's awareness of their own fears, by asking them to reflect on what they are afraid. This is followed by a series of peritextual ponderings about the covers and endpapers. Such visual triggers help children predict what the story will be about and reflect on its message. After reading aloud, the activities provide ideas for children to express their emotions through arts, write a poem, better understand their own fears using a fear scale and do a survey about fears. The ICEKit culminates in the *eTwinning* Taking Action Cycle, encouraging children to share coping strategies for dealing with fears among the school community.

## ICEKit#13

### Same, same but different

This ICEKit was co-created by Beate Leugsand (Nord), Raffaella Mascagni (USR Piemonte), Mónica Santos (APPI), Sina Gebhard (TUBS) and Job Gerritsen (Avans).

Age 9 – 12

# ICEKit
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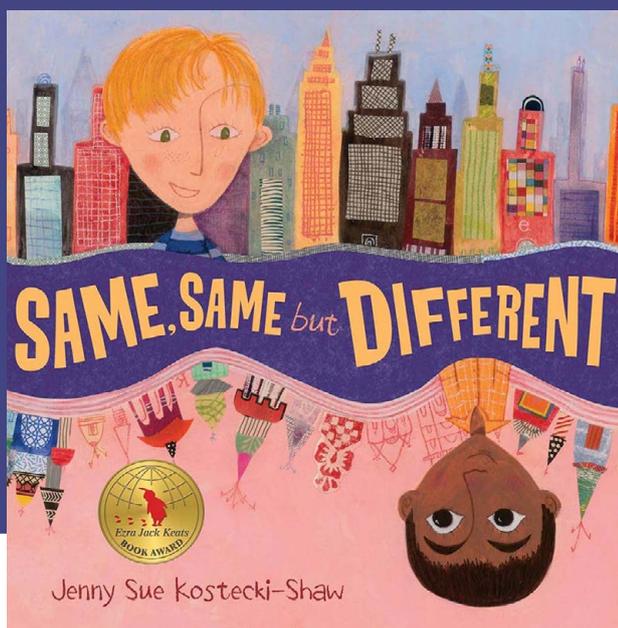
| ICEKit | | Pages |
|---|---|---|
| #13 | **Same, Same but Different**<br>Jenny Sue Kostecki-Shaw<br>(Christy Ottaviano Books, 2011) | 1 / 15 |

### ICEKit Summary

This ICEKit accompanies the picturebook *Same, Same but Different*, by Jenny Sue Kostecki-Shaw. The title, also used as a refrain throughout the book, is a popular saying in India and Nepal, heard by the author when she travelled there. The ICEKit enables children to explore Focal Field 1: Socially responsible behavior – interaction with others and Focal Field 3: Sense of belonging and knowing about or respecting one's own, other and/or heritage cultures.

The activities start by arousing children's curiosity in the story context by reflecting on communication and the concepts of different and similar. Peritextual ponderings involve the dustjacket, the front covers, the endpapers and the dedication page. These visual triggers help children predict the story plot as Elliot, an American boy, and Kailash, an Indian boy, become picture pals. After reading aloud, the activities enable children to make a personal response to the story by designing their own stamps, a symbol of communication across borders, writing an email to a group of children elsewhere, and finding out and sharing information about their place of birth and languages spoken by family members at home. These responses prepare them for the *eTwinning* Taking Action Cycle where the children co-create a map of their multilingual repertoires. This culminates in children investigating how many languages exist in their school communities and taking action to ensure they become more visible in and around the school.

This ICEKit was co-created by Marta Pinho (APPI), Lisa Robbak Mathisen (Nord), Laura Tallone (USR Piemonte), Rufina Trehub (TUBS) and Aniek van Schendel (Avans).

Age 9 – 12

# ICEKit

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## ICEPELL

**BE KIND**

Pat Zietlow Miller — Illustrated by Jen Hill
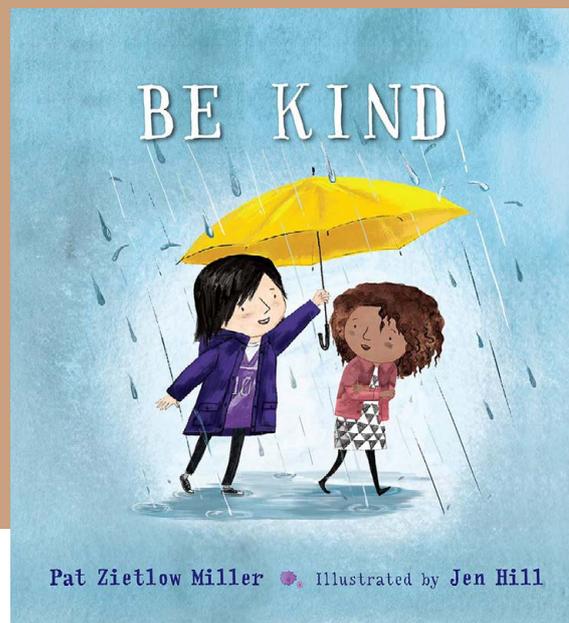
ICEKit

**#14**

Pages

**1 / 15**

# Be Kind

Pat Zietlow Miller & Jen Hill
(Roaring Brook Press, 2018)

**ICEKit Summary**

This ICEKit accompanies the picturebook *Be Kind* and enables children to explore Focal Field 1: Socially responsible behaviour when interacting with others. The activities start by activating the children's schemata of being kind and doing kind acts using either a book trailer or a song about kindness. This leads to children engaging in peritextual ponderings where they explore the dedication, title and/or blurb to predict what might happen in the picturebook. These predictions also help the children to reflect more deeply on kind actions and think about kind people.

After the read-alouds, the creative activities enable the children to consider the kind actions they might also like to take in the future. These include the options of creating a kindness mission map and/or a dramatised freeze of a kind opening from the picturebook and/or a kindness calendar. The ICEKit culminates in the *eTwinning* cycle where the children create a pop-up Helpdesk focused on kind acts and invite members of the community to take away the children's suggestions of kind acts and incorporate these reminders in their own lives.

**ICEKit#15** Unplugged

This ICEKit was co-created by Cristina Denicola (USR Piemonte), Sandra Fontes (APPI), Carolin Nicolai (TUBS) and Iris Thyssen (Avans).

Age 9 – 12

# ICEKit

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## ICEPELL

#15
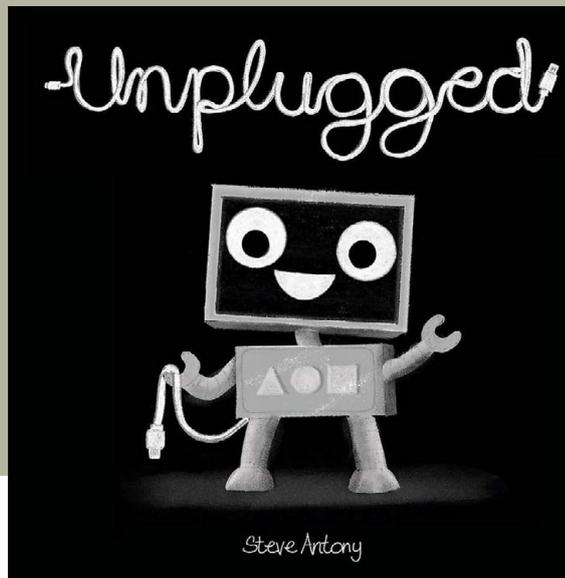
## Unplugged

Steve Antony (Hodder and Stoughton, 2017)
Kindle version available

ICEKit

**#15**

Pages

**1 / 14**

### ICEKit Summary

This ICEKit accompanies the picturebook, *Unplugged* and enables children to explore Focal Field 1: Socially responsible behaviour – interaction with others and Focal Field 3: Sense of belonging and knowing about or respecting one's own, other and or heritage cultures.

The activities start by arousing children's curiosity in the story context, leading to a series of peritextual ponderings about the front cover, as well as contextual clues about the storyline in the endpapers and the back cover. These visual triggers help children predict the story plot, (i.e., *Blip gets unplugged and experiences life in the outside world*) and gives them a real reason

to listen during the read-aloud. After reading aloud, the activities enable children to make a personalised response to the story and share their opinions on the most important message. Activities include reflecting on their spare-time activities using a class survey, measuring the time they are plugged in, performing a role play, creating a poster and comparing information between different partner countries or contexts.

The ICEKit culminates in the *eTwinning* Taking Action Cycle where children co-create traditional game booklets or tear off posters for people in the community to '*unplug*' and do things together more often.

**ICEKit#16** Hug me

This ICEKit was co-created by Renata Berrino (USR Piemonte), Mónica Guedes (APPI), Lilly Kalies (TUBS) and Cammy Engelen (Avans).

Age 9 – 12

# ICEKit

icepell.eu

# ICEPELL

| ICEKit | | Pages |
|---|---|---|
| #16 | | 1 / 14 |

# Hug me

Simona Ciraolo
(Flying Eye Books, 2014)

**ICEKit Summary**

This ICEKit accompanies the picturebook *Hug me* by Simona Ciraolo (Flying Eye Books, 2014) and enables children to explore Focal Field 1: responsible interaction with others and Focal Field 3: a sense of belonging for those who are different. The activities guide the children into the story by talking about similarities and differences in physical appearance, as well as individual needs. The activities aim to help the children review emotions and feelings lexis as well as learn about cacti and their habitats. The peritextual ponderings focus on questions about the illustrations of the characters and set the scene for the first read aloud. The second read-aloud enables the children to engage in the story, identify with the main character and discuss the picturebook's message. After the read-aloud stage, the activities focus on creating a multilingual emotions dictionary, writing and dramatising a script based on some of the picturebook scenes and preparing *Proud to be me!* descriptions. The ICEKit culminates in the *eTwinning* Taking Action Cycle, where children co-create 'You are unique and special' statements and/or slogans which are either displayed around the school or given to other children to promote respect for difference and social harmony.

This ICEKit was co-created by Cristina Bento (APPI), Martina Bonelli (USR Piemonte), Antonia Neufeldt (TUBS) and Tessa Sprenkels (Avans).

Age 9 – 12

# ICEKit

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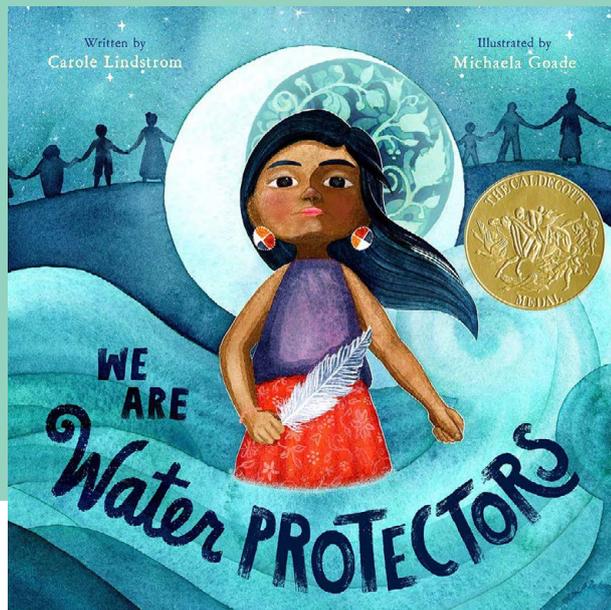
**ICEKit** #17

**Pages** 1 / 17

## We Are Water Protectors

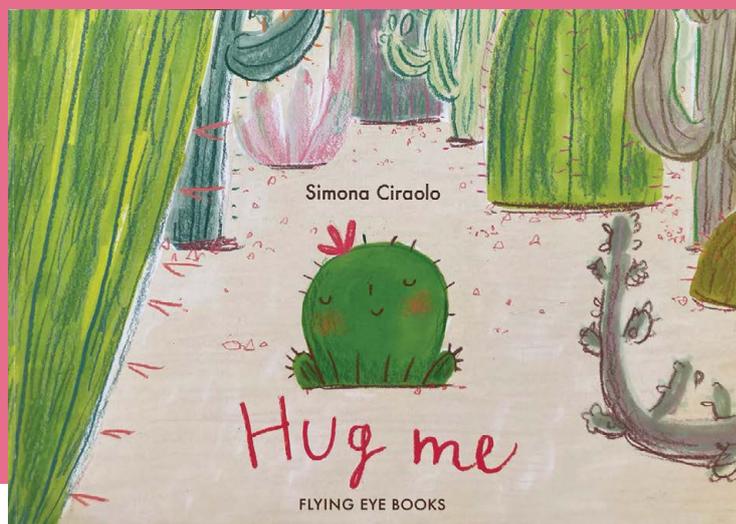Carole Lindstrom & Micheala Goade
(Roaring Brook Press, 2020)

### ICEKit Summary

This ICEKit accompanies the picturebook, *We Are Water Protectors* and enables children to explore Focal Field 2: Socially responsible behaviour – interaction with local and global issues.

The activities start by arousing children's curiosity in the story context using water bottles and visuals, leading to a series of peritextual ponderings about the picturebook title and/or the illustrations on the front cover as well as contextual clues about the setting, the characters and their possible connections to the title. These visual triggers help children to predict the story plot (an Indigenous girl stands up to fight against the companies that pose a threat to the local water resource for her community) and gives them a real reason to listen during the read-aloud. After reading aloud, the activities enable children to make a personalised response to the story (Earth ratings), interpret the visual symbols (such as the snake) and creatively explore differences in their own school contexts (writing their own pledges to protect water and become Earth stewards). The ICEKit culminates with the *eTwinning* Taking Action cycle where children co-create flyers to distribute in the community, with the aim of bringing people together to take action and help save water.

This ICEKit was co-created by Sónia Ferreirinha (APPI), Ana Nunes (APPI) and David Valente (Nord).

Age 9 – 12

# ICEKit
icepell.eu

ICEPELL



ICEKit

**#18**

Pages

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# Welcome

Barroux
(Egmont, 2016)

### ICEKit Summary

This ICEKit accompanies the picturebook, *Welcome* by Barroux. At the outset, the children are engaged in a series of embodied activities to set the context, such as an *I spy* game or a TPR activity to show and convey the meaning of a lexical set of animals and their actions linked to the picturebook plot. They then participate in several peritextual ponderings including exploration of the front and back covers as well as the front endpapers to trigger predictions about the characters, plot, setting and ICE-related themes. The read-alouds facilitate children's initial understanding of this compelling story and include thought-provoking questions to enable deep interpretations of the plight of the characters affected by climate change and rejected place after place. After reading aloud, there are a variety of creative response options for the children to experiment, including inventing additional openings, acting out scenes and arts-based ideas. These responses prepare for the *eTwinning* Taking Action Cycle where the children co-create a welcoming scene with a partner school in another context. This culminates in a community screening of short films of their co-creations and the sharing the audience's feedback.

Part 3

# The ICEPro Professional Development Course

Sandie Mourão
Sónia Ferreirinha
Jenny Jakisch

Part 3 offers a detailed overview of the ICEPro Professional Development Course (ICEPro Course). It explains the various features, presents the schedule and gives insights into how it was implemented.

## Overview of the ICEPro Course

The ICEPro Course was crafted for practicing teachers of English, although it also has potential for pre-service teacher education and others involved in intercultural and citizenship education training (e.g., librarians, school staff). It consists of a 30-hour face-to-face (f2f) phase (Phase 1) followed by a mentor-supported, practical implementation phase over a period of three to four months (Phase 2) and optional participation in dissemination activities (Phase 3) as shown in Table 4.

| **Phases** of continuing professional development | **Venue** |
|---|---|
| **PHASE 1** 30-hour face-to-face course | » Training centre |
| **PHASE 2** 3 to 4 months of classroom implementation and engagement in international community of practice | » Participant's school<br>» eTwinning platform<br>» Virtual meeting platforms |
| **PHASE 3** Optional: disseminating learning through sharing | » Participant's school<br>» Local networks<br>» National networks |

**TABLE 4**
The ICEPro Course Phases

By combining these professional development phases, the ICEPro Course provides a unique opportunity to connect theory and research-based input with practical strategies for classroom implementation. Participants collaborate across cultures, put their learning into practice and, ideally, feed their developing knowledge and awareness back into their local teacher communities. In this way, the course can have a sustainable impact on teachers professional development with regard to language learning and intercultural and democratic citizenship education.

Effective continuing professional development (CPD) combines practice-related tasks with reflection, experimentation and dialogue. This facilitates an increased awareness of the way theory and practice are interrelated. The ICEPro Course incorporates the seven features of effective CPD outlined by Darling-Hammond and colleagues (2017).

## Feature 1: The ICEPro Course is content focused

Content-focused CPD is subject-specific content, which can be meaningfully situated in the teachers' classrooms.

The 30-hour f2f phase focuses on developing key competences and skills associated with introducing intercultural citizenship through picturebooks when teaching English:

» **Intercultural Citizenship** through sessions developed around the concepts of culture, intercultural communicative competence and citizenship education.

» **Picturebooks as aesthetic objects** through sessions which focus on understanding what a picturebook is and how the pictures, words and design support the meaning-making process.

» **Picturebook read-alouds and mediation** through a session which highlights strategies and approaches for giving picturebook read-alouds that enable interaction and discussion, key to the mediation process.

» **Picturebook selection** through a session which involves using a set of questions developed by the partners for prompting reflection around the potential certain picturebooks might have for intercultural citizenship.

» **Creating resources** through sessions which involve participants looking closely at a model ICEKit to support their understanding of how to develop a set of principled materials based on a selected picturebook for intercultural citizenship.

» **Reflecting and reviewing** through a session which contributes to participants' understanding of the reflecting and reviewing process to support intercultural citizenship in their classrooms.

## Feature 2: The ICEPro Course incorporates active learning

Active learning recognises the knowledge and experience that participants bring with them as a resource for their new learning. It engages participants through the inclusion of artifacts and interactive activities. It uses reflection and inquiry to make connections between this new learning and participants' teaching contexts.

The 30-hour f2f phase involves practical, hands-on and interactive activities, which are developed around examples and models of resources and picturebooks. This includes an array of picturebooks on display for book browsing as well as experiencing picturebooks as vehicles for learning in the different sessions.

This active, experiential learning involves participants in engaging with activities as their learners might, giving them an opportunity to experience what their learners experience and reflecting on and dialoguing about this experience. It also involves opportunities for individual contemplation and whole-group discussion.

### Feature 3: The ICEPro Course uses models of effective practice

Providing access to pedagogical frameworks together with modelling approaches and practices imparts a vision of the possible. Models serve as anchors for future learning, for imitation and for active reflection. This contributes to improved learner achievement.

The 30-hour f2f phase provides access to an instructional model for critical cultural awareness through picturebooks. The models of instructional delivery include picturebook read-alouds, mediation strategies, and reflecting and reviewing activities. Additionally, there are opportunities to interact with models of classroom and teacher resources, which include the picturebooks, but also resources such as a specially developed Picturebook Selection Guide, model ICEKits and reflecting and reviewing handouts.

### Feature 4: The ICEPro Course supports collaboration

Collaboration between colleagues usually involves the need to think together and share human resources to succeed in a common goal. Collaboration presumes non-hierarchical trust, shared decision-making, and shared responsibility for outcomes. Collaboration is ultimately aimed at achieving specific results or change (Kochhar-Bryant, 2010).

Collaboration within the ICEPro Course engages participants in intercultural dialogue for real, and ensures they experience inter-cultural communicative competence in action. This is achieved by creating Erasmus Groups, groups made up of one participant from each partner country. Erasmus Groups work together to select and develop resources around a picturebook and co-create an ICEKit. During the f2f phase of the ICEPro Course, a third of the time is dedicated to Erasmus Group work, in preparation for the implementation phase in schools. On returning to their schools, Erasmus Group participants continue to collaborate across borders through *eTwinning*. This develops what has been referred to as an 'international community of practice' (Kowalczuk-Walędziak & Underwood, 2021, p. 1), where learning partnerships are formed across borders to learn from and with each other.

## Feature 5: The ICEPro Course provides mentoring and expert support

Mentoring is the guiding and facilitation of teachers' learning in the context of their practice. A mentor is usually an experienced and trusted adviser who can provide expert support.

The ICEPro Course involves teacher educators and classroom practitioners as mentors for the Erasmus Groups. Each Erasmus Group is allocated a mentor, who guides and facilitates learning and interaction during the f2f phase of the ICEPro Course and continues to provide support during the classroom implementation phase.

## Feature 6: The ICEPro Course offers opportunities for reflection

Built-in time for reflection is one of the critical components of adult learning theory and effective CPD (Darling-Hammond, et al., 2017).

The 30-hour f2f phase of the ICEPro Course involves reflection and review at regular intervals, prompting participants to think about what they have experienced and consider its implications for their future practice. Reflection serves not only as a tool for participant learning, but also as a model of effective practice. It is done individually but is also facilitated by the teacher educator in whole-group discussion.

The classroom implementation and engagement phase, as part of their Erasmus Group international community of practice, affords additional opportunities for reflection as the practitioners try out their ideas, share with their colleagues, and reflect on the experience as they do so.

Finally, as an additional opportunity for reflection, participants are encouraged to share their learning with others in their schools, local teacher networks and national teacher associations. The process of sharing with others who have not yet experienced the ICEPro Course provides a renewed opportunity for renewed reflection and further development.

## Feature 7: The ICEPro Course is of sustained duration

Traditional one-off workshops do not allow for thorough and accrued learning. Sustained CPD, on the other hand, affords an ongoing engagement in learning that targets a particular set of concepts and practices.

The ICEPro Course combines a 30-hour f2f phase followed by a mentor-supported, practical implementation phase over a period of three to four months. Here participants can apply their new learning, try out their co-created resources, engage in their international communities of practice and benefit from their mentor's support and guidance.

## The ICEPro Course Schedule

In this section we provide an overview of the 30-hour schedule, with a view to showing how the trainer-led sessions, combined with Erasmus Group work supported by a mentor, provided participants with the opportunity to acquire these competences and develop their ICEKits. An overview of the schedule (see Figure 9) visually represents the division between time: two-thirds trainer-led and one third group work with a mentor.
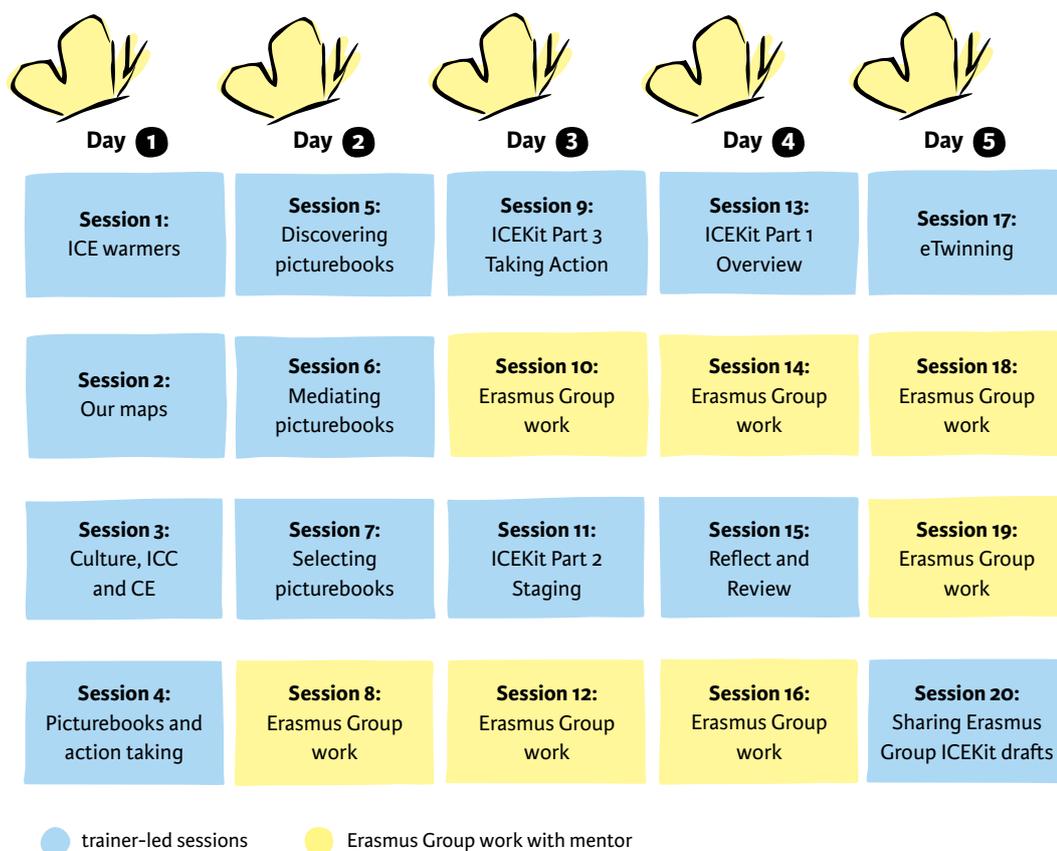
| Day ❶ | Day ❷ | Day ❸ | Day ❹ | Day ❺ |
|---|---|---|---|---|
| **Session 1:** ICE warmers | **Session 5:** Discovering picturebooks | **Session 9:** ICEKit Part 3 Taking Action | **Session 13:** ICEKit Part 1 Overview | **Session 17:** eTwinning |
| **Session 2:** Our maps | **Session 6:** Mediating picturebooks | **Session 10:** Erasmus Group work | **Session 14:** Erasmus Group work | **Session 18:** Erasmus Group work |
| **Session 3:** Culture, ICC and CE | **Session 7:** Selecting picturebooks | **Session 11:** ICEKit Part 2 Staging | **Session 15:** Reflect and Review | **Session 19:** Erasmus Group work |
| **Session 4:** Picturebooks and action taking | **Session 8:** Erasmus Group work | **Session 12:** Erasmus Group work | **Session 16:** Erasmus Group work | **Session 20:** Sharing Erasmus Group ICEKit drafts |

🔵 trainer-led sessions   🟡 Erasmus Group work with mentor

**FIGURE 9**
Overview of ICEPro Course 30-Hour f2f Phase Schedule

An overview of each session can be found in Appendix 1. It provides a short list of objectives and summaries for the trainer-led sessions, together with the titles of the picturebooks on which the sessions are developed. We hope that by providing this template, interested colleagues might consider delivering their own professional development course around Intercultural Citizenship Education through picturebooks in early English language learning.

The main objective of this 30-hour f2f ICEPro Course schedule is to equip practitioners with the competences to adopt a comprehensive approach to language teaching and learning with picturebooks to

develop intercultural citizens through an early EFL curricula. Thus, at the end of the course participants will be able to:

» select picturebooks for intercultural citizenship in early English language learning;

» share and mediate picturebooks in English;

» plan, implement and evaluate intercultural citizenship–related activities based on picturebooks in English;

» assess the intercultural domain and democratic citizenship values in early English language learning classes; and

» reflect on the teaching and learning context.

## ICEPro Course Classroom Implementation

This next step of the ICEPro Course involves taking the ICEKits back to school and trialling them with groups of children. By taking the picturebook into the classroom, experimenting with their newly acquired competences and putting the different ideas and activities developed in their ICEKits into practice, participants are applying their new learning and gaining in confidence to consider sharing with others or even creating additional ICEKits. It ensures that there is a real, sustainable impact on the participants' professional development in relation to language learning and intercultural and democratic citizenship education.

For this phase to be successful, we have identified two important aspects which are decisive for the practitioner:

a) Perseverance to ensure time is allocated to trying out the ICEKit and putting each of its parts into practice, in particular the *eTwinning* Taking Action Cycle. Children very much enjoy meeting the partner schools through virtual meetings, and planning for these virtual encounters requires time and flexibility.

b) The ability to actively engage the school community and parents/caregivers in the ICEKit endeavour. Experience from the ICEPELL project has demonstrated that for specialist English teachers who visit groups of children a couple of times a week, support from the mainstream teacher or educator has been essential for the success of the planned activities, and to enabling the children to take action beyond their classroom walls. As a result, the picturebooks and their ICEKits have prompted whole-school projects involving children, teachers and educators, auxiliary staff and parents/caregivers.

In addition, the continued support of the mentor is crucial, as they maintain the role of guide and facilitator, checking in regularly, clarifying any doubts or misunderstandings and scheduling virtual meetings to encourage the sharing of experiences and refinement of the ICEKit. For the practitioner, the sharing of experiences in these virtual meetings (i.e. talking about what went well and what went less well) provides opportunities for reflection on practice and the potential for mutual support and encouragement. These meetings are therefore safe spaces for sharing real classroom experiences.

The final step of the ICEPro Course promotes diffusion through dissemination, which is essential for innovative practices to spread and become a sustained part of practitioners' teaching repertoires. This phase encourages practitioners to share their experience more widely with colleagues locally and through national teacher networks. It not only ensures further opportunities for renewed reflection, but also gives practitioners an opportunity to take on the role of the knowledgeable other, to mentor or coach peers and to support them to try out their ideas. It is hopefully the beginning of a renewed cycle of learning and conceivably, the spread of new practices.

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# Appendix 1

ICEPro Course: The 30-Hour Face-to-Face
Course Session Aims and Summaries

## Session 1: Introductions and ICEWarmers

**DAY 1**

An introduction session where participants meet the ICEPro Course trainers and participants, are given the procedures involved in attending the face-to-face phase of the ICEPro Course and its related bureaucracy and begin their Erasmus Group experience with ICEMelting activities.

## Session 2: Our Maps

### Session aims

» To identify the cultural influences in own and others' lives

» To begin interpreting the personal and cultural identities of the course colleagues

» To recognise the potential of a picturebook read-aloud

### Session abstract

In this session participants discover a picturebook and begin to recognize the potential of picturebooks. They create a personal identity map and use this to share information about themselves and get to know their colleagues a little better. As well as interpreting the personal and cultural identities of the group, participants will also begin to identify the characteristics of being intercultural.

### Picturebook

*My Map Book* by Sara Fanelli
(HarperCollins, 2007)

## Session 3: Culture, ICC and CE

### Session aims

» To identify the characteristics of being intercultural and implications for language learning

» To diagnose the potential of a picturebook for developing an intercultural awareness

» To read against the text and identify strategies to help children become critical readers

### Session abstract

In this session participants experience a picturebook which represents the cultural products of one nation, symbolising a stereotypical perspective of culture. Activities follow where they (re)consider their definitions of culture, discover three models of culture and (re)interpret their personal identity maps. Finally, participants relate this to the Intercultural Communicative Competence model and identify the skills, attitudes and values of being intercultural.

### Picturebook

*The Queen's Hat* by Steve Antony (Hachette Books, 2014)

## Session 4: Picturebooks and action-taking

### Session aims

» To analyse a picturebook for its action-taking potential

» To identify intercultural and citizenship themes in a range of picturebooks

» To relate citizenship themes with a set of picturebook selection questions

### Session abstract

In this session participants analyse a picturebook according to its catalytic potential for taking civic action. They discuss the concept of citizenship education and determine its place in their curriculum. Then examine the ICEPELL picturebook corpus and classify the themes that emerge and their affordances for citizenship education. Participants then relate their categories with a set of ICEPELL picturebook selection questions.

### Picturebook

*Welcome* by Barroux (Egmont Press, 2016)

## Session 5: Discovering picturebooks

**DAY 2**

### Session aims

» To recognise and identify the main characteristics of a picturebook

» To begin confidently using picturebook metalanguage

» To begin constructing a set read-aloud strategies

### Session abstract

In this session participants experience a picturebook read-aloud with a focus on the picturebook as an aesthetic object. They begin to recognise and identify read-aloud strategies and picturebook metalanguage. Participants interpret the variety of picture-word dynamics in the picturebook and compile the metalanguage needed to describe the different parts of the books. Participants then practice sharing a picturebook using this metalanguage.

### Picturebook

*The Truth about Old People* by Elina Ellis
(The Hoots, 2019)

## Session 6: Mediating picturebooks

### Session aims

» To identify picturebook mediation strategies

» To practice giving a picturebook read-aloud

» To develop a set of read-aloud strategies / expressive techniques

### Session abstract

In this session participants experience a picturebook with a focus on mediation strategies associated with the typographic features. They discuss mediation strategies and expressive techniques associated with reading aloud and in groups practice giving a picturebook read-aloud. The final task is to develop a set of read-aloud strategies and techniques based on what they have noticed during the sessions.

### Picturebook

*Bully* by Laura Vaccaro Seeger
(Roaring Brook Press, 2013)

## Session 7: Selecting picturebooks

### Session aims

» To match selection questions to the intercultural and citizenship themes in a picturebook

» To apply the selection questions to a chosen picturebook

» To summarise the potential a picturebook has for developing an intercultural and or citizenship theme

### Session abstract

In this session participants experience a picturebook read-aloud with a view to matching the intercultural and citizenship topics in a Picturebook Selection Guide. They discuss the selection questions and their interpretations. Then, they apply the questions to a picturebook of their choice, taking into consideration their local contexts, and prepare a justification to share with their Erasmus Group.

### Picturebook

*Perfectly Norman* by Tom Percival
(Bloomsbury, 2017)

## Session 8: Erasmus Group work

### Session aims

» To justify individual picturebook choices

» To select one picturebook to continue working with

» To critique the selection criteria to justify this final choice

### Session abstract

In this session participants work in their Erasmus Groups and justify their individual picturebook choices to each other. Then, together, they select one picturebook which all members of the group consider suitable. They return to the selection questions and critique the document expanding on certain details, and brainstorming additional ideas for language, intercultural and citizenship objectives.

## Session 9: ICEKits and the eTwinning Taking Action Cycle

### Session aims

» To recall a picturebook read-aloud

» To identify and discuss the components of Part 3 in the ICEKit

» To determine the style of language used in Part 3

### Session abstract

In this session participants recall a picturebook and identify its potential for developing intercultural and or citizenship themes. They examine Part 3 of the ICEKit, identify the activities in the *eTwinning* Taking Action Cycle and discuss their relevance for supporting ICE. Finally, they determine the style of the written language and develop a bank of useful language for writing their own ICEKit.

### Picturebook

*Welcome* by Barroux (Egmont Press, 2016)

*Perfectly Norman* by Tom Percival (Bloomsbury, 2017)

## Session 11: ICEKits and staging activities

### Session aims

» To identify the components of Part 2 in the ICEKit

» To discuss rationales for the story sharing stages in Part 2

» To compile a set of possible activities for Part 2 in their own ICEKit

### Session abstract

In this session participants identify the four stages of Part 2 in the ICEKit. They discuss the rationale behind these stages and relate it to the story sharing framework. They determine the style of the written language and categorise useful ideas for writing this part. Finally, they collate a set of possible activities by brainstorming ideas for their own ICEKit.

### Picturebook

*Welcome* by Barroux (Egmont Press, 2016)

*Perfectly Norman* by Tom Percival (Bloomsbury, 2017)

## Session 10: Erasmus Group work

### Session aims

» To decide on a concrete outcome for the *eTwinning* Taking Action Cycle

» To establish techniques to collect evidence of community engagement and feedback

» To develop a draft of Part 3 of the ICEKit

### Session abstract

In this Erasmus Group work participants discuss the possibilities for taking action beyond their classroom walls and decide on an activity for their ICEKit. They determine what techniques could be used to collect evidence of community engagement and feedback and establish the language support the children in their contexts will need to share this. Finally, they develop a draft of Part 3.

### Picturebook

Selected picturebooks

## Session 12: Erasmus Group work

### Session aims

» To decide on a set of activities to engage the children's interest

» To compile a set of peritextual pondering questions

» To develop three activities to prepare children to go beyond the picturebook

### Session abstract

In this Erasmus Group work participants discuss and agree on activities to set the story context. Then they identify the significant peritextual features in their picturebook and compile a set of questions and prompts for use during the read-alouds. Finally, they brainstorm and develop three personalised response activities to help children explore the intercultural citizenship themes in the picturebook in preparation for taking action.

### Picturebook

Selected picturebooks

**DAY 4**

### Session 13: ICEKit outline and overview of outcomes

#### Session aims

» To identify the components of Part 1 in the ICEKit

» To relate intercultural citizenship objectives with the outcomes in Part 1

» To determine the style of language used in Part 1

#### Session abstract

In this session participants identify the different components of Part 1 of the ICEKit. They relate the outcomes with the three intercultural citizenship objectives and compare the list of assumptions with those their own learners and discuss the implications. Finally, they determine the style of the written language and develop a bank of useful language and ideas for writing their own ICEKit.

#### Picturebook

*Welcome* by Barroux (Egmont Press, 2016)

*Perfectly Norman* by Tom Percival (Bloomsbury, 2017)

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### Session 14: Erasmus Group work

#### Session aims

» To recall ideas for the other parts of the ICEKit

» To determine the set of learning outcomes and assumptions

» To organise the language toolbox

#### Session abstract

In this Erasmus Group work participants recall their ideas and plans for Parts 2 and 3 and list the materials and equipment needed. Then they match the selection questions to the intercultural citizenship outcomes, determine the remaining learning outcomes and outline their assumptions based on the children in their contexts. Finally, they collate the language needs and organise these into the language toolbox.

#### Picturebook

Selected picturebooks

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### Session 15: Reflecting and reviewing

#### Session aims

» To identify personal experiences of reflect and review in the different sessions

» To classify and discuss learning to learn and metacognitive opportunities

» To evaluate own learning

#### Session abstract

In this session participants will identify the opportunities for reflect and review provided during the course so far. They will classify these opportunities and discuss the benefits of reflect and review in the learning process. They will then locate the reflect and review moments in the ICEKits and critique their use. Finally, they evaluate their own learning by completing a Head-Heart-Hands review.

#### Picturebook

*Welcome* by Barroux (Egmont Press, 2016)

*Perfectly Norman* by Tom Percival (Bloomsbury, 2017)

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### Session 16: Erasmus Group work

#### Session aims

» To apply learning from the previous session into the ICEKit

» To design reflect and review activities for the ICEKit

» To develop a set of meaningful reflecting and reviewing activities

#### Session abstract

In this Erasmus Group work participants apply their understanding of learning to learn and metacognition to their ICEKit. They identify the key places for their reflect and review activities. Then, they discuss and design two activities to use after the read-alouds. Then, following the model, they develop their five questions and finally, they critique their ICEKit and construct their Head-Heart-Hands worksheet.

#### Picturebook

Selected picturebooks

**DAY 5**

## Session 17: eTwinning

### Session aims

» To relate the objectives of intercultural citizenship with the *eTwinning* platform

» To identify the different virtual spaces and tools on *eTwinning*

» To discuss the implications of using *eTwinning* in future practices

### Session abstract

In this session participants are given an overview of *eTwinning*, which relates it to the objectives of the ICEPELL Project. Participants are guided through the designated *TwinSpace* and supported in identifying the key features of the virtual platform. They are given the opportunity to ask questions and discuss the implications of using *eTwinning* to foster border-crossing in their future practices.

## Session 18: Erasmus Group work

### Session aims

» To evaluate the ICEKit ideas for Parts 2 and 3 and list the materials and equipment needed

» To compile a list of intercultural citizenship outcomes, then language and skills outcomes

» To determine the language needed and create a language toolbox

### Session abstract

In this Erasmus Group work participants review and evaluate their ICEKit ideas so far and list the materials and equipment that is needed. They return to their selection question documents and compile their intercultural citizenship outcomes, as well as the language and skills outcomes. Finally, they review the language needed by the children to complete the different tasks and create the language tool-box.

### Picturebook

Selected picturebooks

## Session 19: Erasmus Group work

### Session aims

» To critique the ICEKit drafts

» To compose a summary of the ICEKit

» To prepare a presentation about the ICEKit

### Session abstract

In this Erasmus Group work participants critique their ICEKit, checking that all the parts have been drafted, and the sequence of activities is coherent and meaningful. They complete the description of the picturebook and its illustrations and compose a summary of the activities and tasks in the ICEKit. Finally, they prepare a short presentation of their ICEKit to share with the other participants.

### Picturebook

Selected picturebooks

## Session 20: Sharing ICEKit drafts and making plans

In this final session, each Erasmus Group presents their draft ICEKit in the style of an elevator pitch. Then, participants make provisional plans for putting their ICEKit into practice when they return to their schools. The session continues with an opportunity to reflect on the day's activities, complete a course evaluation form and say farewell to everyone.

# Part 4
# Additional Resources

# 4.1 Recommended Reading List

## Intercultural Citizenship Education

**ALRED, G., BYRAM, M. & FLEMING, M.** (Eds.), (2006). *Education for intercultural citizenship.* Multilingual Matters.

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**KOLB, A., & SCHOCKER, M.** (2021). *Teaching English in the primary school. A task-based introduction for pre-service and in-service teachers*. Klett/Kallmeyer.

**MCCONACHY, T., GOLUBEVA, I. & WAGNER, M.** (Eds.), (2022). *Intercultural learning in language education and beyond. Evolving concepts, perspectives and practices*. Multilingual Matters.

**UNESCO** (2014). *Global citizenship education: Preparing learners for the challenges of the twenty-first century*. UNESCO.

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## Picturebooks and Reading Aloud

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**BANG, M.** (1991). *Picture this: Perception and composition*. Little, Brown and Company.

**DOWD LAMBERT, M.** (2015). *Reading picture books with children*. Charlesbridge.

**ELLIS, G., & BREWSTER, J.** (2014). *Tell it again! The storytelling handbook for primary English language teachers*. British Council. https://www.teachingenglish.org.uk/sites/teacheng/files/pub_D467_Storytelling_handbook_FINAL_web.pdf

**ELLIS, G., & MOURÃO, S.** (2021). Demystifying the read-aloud. *English Teaching Professional*, 36, 22–25.

**FOX, M.** (2008). *Reading magic. Why reading aloud to our children will change their lives forever*. Harcourt Publishing.

**GENETTE, G.** (1997). *Paratexts: Thresholds of interpretation*. Cambridge University Press.

**KÜMMERLING MEIBAUER, B.** (Ed.), (2018). *The Routledge companion to Picturebooks*. Routledge.

**MOURÃO, S.** (2016). Picturebooks in the primary EFL classroom: Authentic literature for an authentic response. *Children's Literature in English Language Education Journal*, 4(1), 25–43.

**NIKOLAJEVA, M., & SCOTT, C.** (2006). *How picturebooks work*. Routledge.

**ROCHE, M.** (2015). *Developing children's critical thinking through picturebooks. A guide for primary and early years students and teachers*. Routledge.

**SALISBURY, M., & STYLES, M.** (2019). *Children's picturebooks. The art of visual storytelling* (2nd ed.). Lawrence King.

**SERAFINI, F.** (2013). *Reading the visual: An introduction to teaching multimodal literacy*. Teachers College Press.

**SERAFINI, F., & GIORGI, C.** (2003). *Reading aloud and beyond. Fostering the intellectual life with older readers.* Heinemann.

**SIPE, L.** (2008). *Storytime: Young children's literary understanding in the classroom.* New Teachers College Press.

**WISEMAN, A.** (2011). Interactive read alouds: Teachers and students constructing knowledge and literacy together. *Early Childhood Education Journal*, 38(6), 431–438. https://doi.org/10.1007/s10643-010-0426-9

## Material Design and Evaluation

**BAO, D.** (Ed.), (2018). *Creativity and innovations in ELT materials development: looking beyond the current design.* Multilingual Matters.

**BECKER, C., & ROOS, J.** (2016). An approach to creative speaking activities in the young learners' classroom. *Education Inquiry*, 7(1), pp. 10–26. https://doi.org/10.3402/edui.v7.27613

**CLANDFIELD, L., & HUGHES, J.** (2017). *ELTpedia materials writing: 500 ideas for creating English language materials.* Pavilion Publishing.

**ELLIS, G., & GRUENBAUM, T.** (Forthcoming). Reimagining picturebook pedagogy for online primary English language education. In Valente, D. & Xerri, S. (Eds). *Innovative practices in early English language education.* Palgrave Macmillan.

**KRANTZ, C., CUNNINGHAM, S., ROBERTS, R., KERR, P., DUMMET, P., & HUGHES, J.** (2016). *How to write excellent ELT materials: The skills series.* ELT Teacher 2 Writer.

**RISAGER, K.** (2022). Culture and materials development. In Norton, J. & Buchanan, H. (Eds) *The Routledge handbook of materials development for language teaching.* Routledge.

**SPIRO, J.** (2022). Making the materials writing leap: scaffolding the journey from teacher to teacher-writer. In Norton, J. & Buchanan, H. (Eds) *The Routledge handbook of materials development for language teaching.* Routledge.

**TOMLINSON, B.** (2014). Teacher growth through materials development. *The European Journal of Applied Linguistics and TEFL*, 3(2), 89–106.

**TOMLINSON, B., & MASUHARA, H.** (2018). *The complete guide to theory and practice of materials development for language learning.* Wiley Blackwell.

# 4.2 The ICEPELL Picturebook Collection

The ICEPELL picturebook collection was created by the ICEPELL partners using the Picturebook Selection Guide (Chapter 1. 4). The intention was to select picturebooks with a clear narrative and to avoid wordless picturebooks, as they require a different approach to reading aloud and mediation. It is not exhaustive, it is a possible list — to be built on and developed by others. The picturebooks on this list cover a wide range of themes and consider diversity in terms of both the content and the authorship. They also reflect the ICEPELL partners' preferences, geographical availability and affordability and access.

Please note that this list of picturebooks is an 'anti-canon', open and inclusive, and reflects our aim to encourage others to consider such titles when selecting picturebooks for early language learning.

**ADEOLA, D.** (2021). *Hey you!* Nancy Paulsen Books.

**AGEE, J.** (2019). *The wall in the middle of the book.* Scally Wag Press.

**AHMADI, A. & ABDOLLAHI, A.** (2017). *When I coloured the world.* Tiny Owl.

**AL ABDULLAH, R., DIPUCCHIO, K. & TUSA, T.** (2010). *The sandwich swap.* Hyperion.

**AMBROSE, S.** (2016). *The lonely giant.* Candlewick.

**ANDREAE, G. & PARKER-REES, G.** (2014) *Giraffes can't dance.* Orchard Books.

**ANTONY, S.** (2016). *Green lizards vs red triangles.* Hodder Children's Books.

**ANTONY, S.** (2018). *Unplugged.* Hodder Children's Books.

**ANTONY, S.** (2019). *Amazing.* Hodder Children's Books.

**BARROUX.** (2016). *Welcome.* Egmont.

**BATES, A.J.** (2018). *The big umbrella.* Simon & Schuster / Paula Wiseman Books.

**BILSTON, B. & SANABRIA, J.** (2019). *Refugees.* Palazzo.

**BOELTS, M. & JONES, N.Z.** (2009). *Those shoes.* Candlewick Press.

**BROWNE, A.** (1998). *Voices in the Park.* Corgi Childrens Books.

**BRYON, N. & DAPO, A.** (2020). *Clean up!* Puffin.

**CARTWRIGHT, A. & CARTWRIGHT, R.** (2001). *Going home.* Dorling Kindersley.

**CATCHPOLE, J. & GEORGE, K.** (2021). *What happened to you?* Faber.

**CIAROLO, S.** (2014). *Hug me.* Flying Eye Books.

**DAIRMAN, T. & SREENIVASAN, A.** (2020). *Desert girl, Monsoon boy.* G.P. Putnam's Sons.

**DANIEL, D.** (2015). *Sometimes I feel like a fox.* Groundwood.

**DAVIES, N. & COBB, R.** (2018). *The day war came.* Walker Books.

**DAVIES. N.** (2020). *Last.* Tiny Owl.

**DE LA PENA, M. & ROBERTSON. C.** (2016). *Last stop on market place.* Puffin.

**DEACON, A.** (2004). *Beegu.* Red Fox.

**DELAUNOIS, A. & FRISCHETEAU, G.** (2017). *Water's children: celebrating the resource that unites us all.* PAJAMA PR.

**DONALDSON, J. & SCHEFFLER, A.** (2003). *The snail and the whale.* Macmillan Children's Books.

**DRIESS, G.** (2019). *My culture and me.* Penguin.

**DYER, S.** (2001). *Five little fiends.* Bloomsbury.

**EGGERS, D. & HARRIS, S.** (2018). *What can a citizen do?* Chronicle Books.

**ELLIS, E.** (2020). *The truth about old people.* Two Hoots Books.

**ENGLE, M. & LOPEZ, R.** (2015). *Drum dream girl.* Houghton Mifflin Harcourt.

**FANELLI, S.** (2007). *My map book.* HarperCollins Publishers.

**FOX, M. & STAUB, L.** (2007). *Whoever you are.* Harcourt Children's Books.

**GREY, M.** (2018). *The last wolf.* Red Fox.

**HOOD, M.** (2019). *Colin and Lee, Carrot and pea.* Two Hoots Books.

**HOOD, S. & COMPORT, S.W.** (2016). *Ada's violin: The story of the recycled orchestra of Paraguay.* Simon & Schuster Books for Young Readers.

**HOPGOOD, T.** (2020). *Cyril the lonely cloud.* Oxford University Press.

**JEFFERS, O.** (2019). *The fate of Fausto.* HarperCollins Children's Books.

**JEFFERS. O.** (2017). *Here we are: notes for living on planet earth.* HarperCollins Children's Books.

**JONES, S. & SALDAÑA, C.** (2019). *The only way is BADGER.* Little Tiger.

**KILODAVIS, C. & DESIMONE, S.** (2010). *My princess boy.* Aladin.

**KOBOLD, I. & BLACKWOOD, F.** (2018). *My two blankets.* Houghton Mifflin Harcourt.

**KOSTECKI-SHAW, J.S.** (2011). *Same, same, but different.* Christy Ottaviano Books.

**KOSTECKI-SHAW. J.S.** (2015). *Luna & me.* Christy Ottaviano Books.

**KURMAN. H. & BARROUX.** (2016). *Hello! A counting book of kindnesses.* Otter-Barry Books.

**LEE, H. & FATIMAHARAN, A.** (2019). *My hair.* Faber&Faber.

**LINDSTROM, C. & GOADE, M.** (2020). *We are water protectors.* Roaring Brook Press.

**LOVE. J.** (2018). *Julian is a mermaid.* Walker Books.

**LOVE. J.** (2020). *Julian at the wedding.* Walker Books.

**MACLACHLAN, P. & SANNA, F.** (2020). *My friend Earth.* Chronicle Books.

**MANTCHEV, L. & YOO, T.** (2016). *Stricktly no elephants.* Simon & Schuster.

MARTINS, I.M. & CARVALHO, B.P. (2017). *Don't cross the line!* Gecko Press.

MCKEE, D. (1987). *Tusk tusk.* Beaver.

MCKEE, D. (2005). *Three monsters.* Andersen Press.

MILLE, P.Z & HILL, J. (2018). *Be kind.* Roaring Brook Press.

MILNER, K. (2017). *My name is not refugee.* The Bucket List.

MORA, O. (2018). *Thank you Omu.* Little, Brown and Company.

MORALES. Y. (2018). *Dreamers.* Holiday House.

MUHAMMAD, I. & ALI, S.K. (2020). *The proudest blue.* Andersen Press.

MULDROW, D. & STAAKE B. (2016). *We planted a tree.* Random House.

NAYLOR- BALLESTEROS, C. (2019). *The suitcase.* Nosy Crow.

OTOSHI, K. (2008). *One.* Kids Books.

PERCIVAL, T. (2017). *Perfectly Norman.* Bloomsbury.

PRESTON-GANNON, F. (2016). *The journey home.* Pavilion Books.

RADUNSKY, V. (2004). *What does peace feel like?* Simon & Schuster.

RASCHKA, C. (2007). *Yo! Yes?* Scholastic US.

RAWLES, C.G. (2010). *Same difference.* Artist Calida.

REYNOLDS, P.H. (2019). *Say something.* Orchard Books.

RODRIGUES, A., RIBEIRO, L., DESGUALDO, P. & MARKUN. P. (2020). *The president of the jungle.* Nancy Paulsen Books.

ROSS. T. (2006). *Is it because?* Andreson Press.

SANNA, F. (2018). *The journey.* Flying Eye Books.

SANNA, F. (2019). *Me and my fear.* Flying Eye Books.

SCHIFFER, M. & CLIFTON-BROWN, H. (2015). *Stella brings the family.* Chronicle Books

SMITH, L. (2011). *It's a book.* Macmillan Children's Books.

STRICK, A. & ANTONY, S. (2021). *You can!* Otter-Barry Books.

TORRES, L. (1997). *Subway sparrow.* Square Fish.

VACARO SEEGER, L. (2017). *Bully.* Roaring Brook Press.

VERDE, S. & REYNOLDS, P.H. (2016). *The water princess.* G.P. Puntnam's Sons.

VERE, E. (2018). *How to be a lion.* Puffin Books.

WALSH, M. (2018). *My green day.* Walker Books.

WALTON, J. & MACPHERSON, D. (2016). *Introducing Teddy.* Bloomsbury.

WELSH, C.H. & LINDSAY, A. (2019). *The tide.* Little Tiger Press.

WILLIAMS, S. & MORIUCHI, M. (2005). *Talk peace.* Hodder Children's Books.

WILLIS, J. & ROSS, T. (1999). *Susan laughs.* Andersen Press/Red Fox.

WINTER, J. (2008). *Wangari's trees of peace.* Harcourt.

WOODSON, J. & LOPEZ, R. (2018). *The day you begin.* Nancy Paulsen Books.

YOUSAFZAI, M. & KERASCOËT. (2017). *Malala's magic pencil.* Penguin.

# 4.3 The ICEPELL Glossary

The ICEPELL Glossary defines terms associated with picturebook terminology, intercultural terminology, reflect and review terminology and certain activities in language education.

## B

**Back matter, front matter, or publisher information** [picturebook]

All books contain publisher information. It is usually towards the front of a book but can also be at the back (then it becomes back matter). Front matter is the fine print — it gives information about the publisher, copyright information etc. Sometimes there is a note on the artistic medium used in the illustrations, or what font the lettering appears in. The front matter is usually found on page 4 and 5 of the picturebook and can also include illustrations.

**Barcode** [picturebook]

Barcodes represent data in a way that a machine can read it. The barcode on a picturebook usually sits on the back cover. Sometimes they look like regular barcodes, but sometimes they are camouflaged or decorated and can be quite exciting to look at and talk about.

**Blurb** [picturebook]

Blurb usually appears on the back cover of a picturebook, it might give a short summary or information about the book from the publisher. Blurb can also appear on dust jacket flaps. Blurbs might also include reviews or comments from readers. You can share blurbs with older children, and they can even write their own.

## C

**Citizenship** [intercultural citizenship]

Recent globalising trends are promoting a new form of citizenship that encourages a sense of belonging and of rights and responsibilities that transcend national and cultural boundaries.

Active citizenship involves participating in community life according to one's rights and obligations. Active citizenship can take place at the local, regional, national and trans-national level (Council of Europe, 2013).

**Covers** [picturebook]

All books have covers — front and back ones. They can be hard back covers, or soft covers.

» Hard back covers are made with thick card, cloth or leather.

» Soft covers are usually made of thin card.

The front cover may have visual information which contributes in some way to the visualnarrative — presenting characters, the setting etc. Sometimes the front and back covers make one whole illustration — that is always a treat, so ensure you open it up and show the children.

**Culture** [intercultural citizenship]

The word 'culture' is associated with products, practices, beliefs and values, with particular

ways of living and of understanding the world. Cultures can be understood as the fixed, inherited features of different national, ethnic and religious groups. […] Cultures can also be understood as dynamic and changing, continually being redefined by individuals and groups as they interact with others of different backgrounds or respond to changing circumstances. (Council of Europe, 2013, p. 3).

# D

**Dedication** [picturebook]
A dedication is usually placed in part of the front matter. It can be on the same page as the publisher information, or it can have a page all of its own — a dedication page. Some picturebooks have some interesting dedications, which children will enjoy discovering and thinking about.

**Designer** [picturebook]
A designer never has their name on the front cover, but they have a really important role in the creation of a picturebook. Designers are responsible for the picturebook's materiality — its physical appearance and the way it works as a whole — the picturebook as object. Sometimes the illustrator or author-illustrator is also the picturebook designer.

**Disquieting** [picturebook/intercultural citizenship]
Causing a feeling of unease, worry or concern when looking at a picturebook. It may be caused by the pictures or the words, or the way they come together to create meaning. The causing of a disquieting feeling can be especially important to prompt discussion and subsequent civic action.

**Double-spread/spread** [picturebook]
Picturebooks do not usually have numbered pages, so we refer to openings. These are two facing pages, the verso (left page) and the recto (right page). When an illustrator uses a whole opening (i.e. verso and recto pages

for one illustration we refer specifically to a double-page spread.

**Dust jacket / book jacket or book cover** [picturebook]
Some picturebooks, especially hard back ones, come with a detachable outer cover — this is a dust jacket. It protects the book but can also be used by illustrators and designers quite creatively. The dust jacket and the book covers may have different illustrations, so always take a look and see.

# E

**Empathy** [intercultural citizenship]
Empathy is the ability to project oneself into another person's perspective and their opinions, motives, ways of thinking and feelings. Empathetic persons are able to relate and respond in appropriate ways to the feelings, preferences and ways of thinking of others' (Council of Europe, 2013).

'Empathy involves the ability to step outside one's own psychological frame of reference (to decentre from one's own perspective) and the ability to imaginatively apprehend and understand the psychological frame of reference and perspective of another person. This skill is fundamental to imagining the cultural affiliations, world views, beliefs, interests, emotions, wishes and needs of other people' (Council of Europe, 2018, p. 48).

**Endpapers, end pages or ends** [picturebook]
Picturebooks usually have 32 pages… if it is a hard back picturebook, pages 1 and 32 will be stuck onto the inside of the front and back covers. This is a common way of ensuring a hard-back book holds itself together. It also means that pages 2 and 3 are the first pages we see when opening a picturebook, and 30 and 31 are the last pages. Picturebook illustrators may use these first pages in some way to contribute to the visual narrative or sequence. They are referred to as the endpapers, end pages or ends.

Endpapers may be white or coloured, patterned or with motifs representing the main theme of the narrative. They may be the same front and back, or different.

When a hard back book is made into a soft back one, the endpapers are no longer needed to hold the book together, but if they are visually important, they will be present. So, watch out for endpapers. Enjoy discovering with the children why they have been included.

**Epilogue / prologue illustrations** [picturebook]
Prologue illustrations are found in the front matter. Epilogue illustrations are in the back matter. They often have something to do with the visual sequence in the picturebook.

**Erasmus Group**
An Erasmus Group is a group of participants on the ICEPro Course made up of one participant from each ICEPELL partner country. These Erasmus Groups become mini communities of practice, where the participants share a common interest in using picturebooks for a common goal, to develop intercultural citizenship in their English language educational contexts.

# F

**Flaps** [picturebook]
Dust jackets have folded flaps which hold it onto the front and back covers of the picturebook. These flaps may have blurb about the picturebook, information about the author, illustrator or author-illustrator, information about prequels or sequels. You can share these with the children if they are interesting.

**Front matter, back matter, or publisher information** [picturebook]
All books contain publisher information. It is usually in the front of a book but can also be at the back (then it becomes back matter). Front matter is the fine print — it gives information about the publisher, copyright information, etc. Sometimes there is a note on the artistic medium used in the illustrations, or what font the lettering appears in. The front matter is usually found on page 4 and 5 of the picturebook and can also include illustrations.

# G

**Gutter** [picturebook]
When two pages meet (due to their binding) in the middle of a book, they create the gutter. This can be used creatively in a picturebook.

**Head-Heart-Hands** [reflect & review]
Head-Heart-Hands is an activity that enables a holistic approach to reflecting on intercultural citizenship, as it relates the head to critical reflection, the heart to the affective domain the hands to taking action and encouraging engagement.

**Intercultural competence**
[intercultural citizenship]
Intercultural competence is the ability to mobilise and deploy relevant psychological resources in order to respond appropriately and effectively to the demands, challenges and opportunities presented by intercultural situations. More specifically, it involves a combination of values, attitudes, skills, knowledge and critical understanding applied through action which enables one to:

» understand and respect people who are perceived to have different cultural affiliations from oneself;

» respond appropriately, effectively and respectfully when interacting and communicating with such people;

» establish positive and constructive relationships with such people.

Respect means that one has positive regard for, appreciates and values the other; appropriate means that all participants in the situation are equally satisfied that the interaction occurs within expected cultural norms; and effective means that all involved are able to achieve their

objectives in the interaction at least in part' (Council of Europe, 2018, p. 74).

# I

**Intercultural dialogue** [intercultural citizenship]
Intercultural dialogue is an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of the other's global perception.

# L

**Learning to learn** [reflect & review]
Learning to learn is an umbrella term that designates a variety of activities that develop learners' metacognitive awareness, by focusing on reflecting on what they did and what they learnt, how they learnt and why they learnt.

# M

**Mediation** [picturebook]
When referring to mediation in relation to picturebooks, we are referring to the support or assistance (sometimes referred to as scaffolding) given by the teachers of English/librarians.

This mediation may be provided during post-read-aloud activities, but it may also occur during the read- aloud, in the form of interaction and participation (e.g., via questions and comments) and opportunities to trigger reactions (e.g., for disquieting).

**Metacognitive awareness** [reflect & review]
Metacognitive awareness refers to all learning processes and behaviours involving any degree of reflection, learning-strategy selection, and intentional mental processes that can result in a student's improved ability to learn.

# O

**Opening** [picturebook]
Picturebooks do not usually have numbered pages, so we refer to openings. These are two facing pages, the verso (left page) and the recto (right page). Usually, when sharing picturebooks we show an opening at a time. In a 32-page picturebook, there are usually 12 or 13 openings.

# P

**Peritext** [picturebook]
Gerard Genette (1997) coined the term 'peritext' as anything that comes before (or after)the main body of a book e.g., the covers, endpapers, front and back matter, etc. In picturebooks, the illustrations in the peritext should be shown to the children you are sharing the picturebook with.

These parts of the picturebook can provide important visual information which may contribute to the narrative and also enable opportunities for prediction and meaningful talk in English.

**Prologue/epilogue illustrations** [picturebook]
Prologue illustrations are found in the front matter. Epilogue illustrations are in the back matter. They often have something to do with the visual sequence in the picturebook.

# R

**Read-aloud** [picturebook]
A picturebook read-aloud is when an adult reads a book aloud to a young child or group of children.

You can give a picturebook read-aloud in person in the classroom, or during a synchronous online lesson, or you can record a read-aloud (an asynchronous read-aloud) for children to watch by themselves.

**Read-aloud talk** [picturebook]
Read-aloud talk is the adult-generated talk which goes beyond reading the picturebook verbal text.

Read-aloud talk provides comprehensible and meaningful input, as well as support for construction and interpretation of the story

through the commentaries and questions (in both the common classroom language and in English). Read-aloud talk also successfully recreates the shared social experience of the classroom, especially when read-alouds are asynchronous.

**Recto** [picturebook]
Picturebooks don't usually have numbered pages, so we refer to openings. These are two facing pages, the verso (left page) and the recto (right page).

**Reflecting** [reflect & review]
Reflecting is the process of thinking about or exploring an experience or feelings in order to learn from that experience.

**Reflection** [intercultural citizenship]
Reflection is an individual's intellectual and affective exploration of his or her experiences in order to achieve greater understanding (Council of Europe, 2013).

**Respect** [intercultural citizenship]
Respect means that one has positive regard for, appreciates and values the other.

**Reviewing** [reflect & review]
Reviewing is to look over or look back on learning in order to revise and consolidate learning.

# S

**Self-assessment** [reflect & review]
Self-assessment is the ability to examine one's own learning to find out how much progress one has made, how well one has done, to identify weaknesses and strengths, and decide what one has to do next, in order to promote independent learning, and help learners take increasing responsibility for their own progress.

# T

**Think-Pair-Share** [language learning]
Think-Pair-Share is a collaborative learning strategy where learners work together to solve a problem or answer a question about an activity.

This strategy requires learners to **(1)** think individually about a topic or answer to a question; discuss their thoughts or ideas in **(2)** pairs and finally **(3)** share or present these ideas to their classmates.

**Title page** [picturebook]
A title page is part of the front matter and contains the title, author's, illustrator's or authorillustrator's names, and the publisher's name. It is usually illustrated as well. The illustration may contribute in some way to the visual narrative. It can introduce the main character, the setting or the theme of the picturebook. It might also be the beginning of the visual narrative, or even part of a visual sequence which began on the front cover, or the end papers. Never miss it out when sharing a picturebook with children.

# V

**Verso** [picturebook]
Picturebooks do not usually have numbered pages, so we refer to openings. These are two facing pages, the verso (left page) and the recto (right page).

# 4.4 Photocopiable Handouts

### Photocopiable 1
The ICEPELL Picturebook Selection Guide

### Photocopiable 2
The ICEPELL Picturebook Selection Guide

### Photocopiable 3
KWL: The concept of 'culture'

### Photocopiable 4
My Head–Heart–Hands reflection