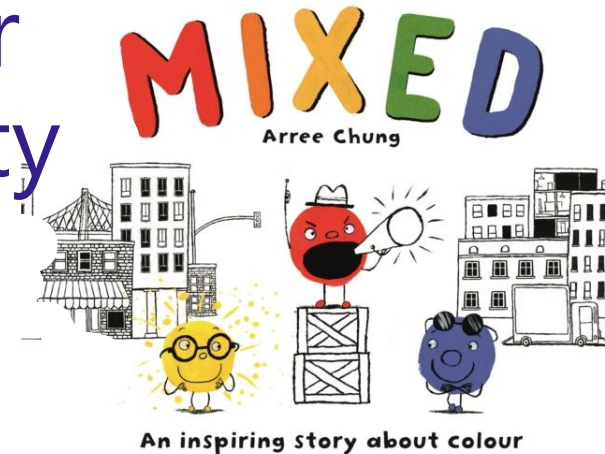


Picturebooks as a resource for exploring language and identity

Språkdagkonferanse 2023
25 September, 2023
Dr. Nayr Ibrahim,
Nord University





What is a picturebook?

Go to **Menti.com** use code **2155 6524**

What is a picturebook?

30 responses

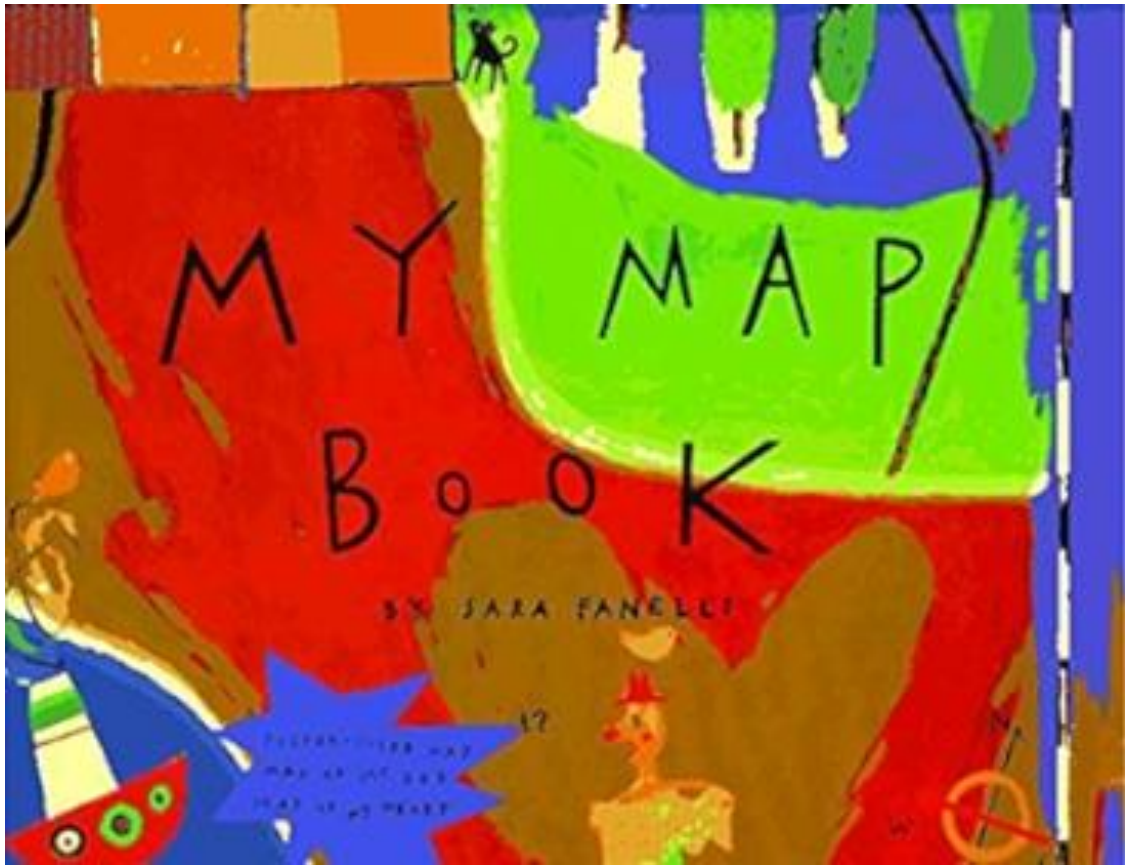


What is a picturebook?

A picture book is **text, illustrations, total design**; an item of manufacture and a commercial **product**; a social, cultural, historical **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 turning the page. On its own terms its possibilities are limitless.

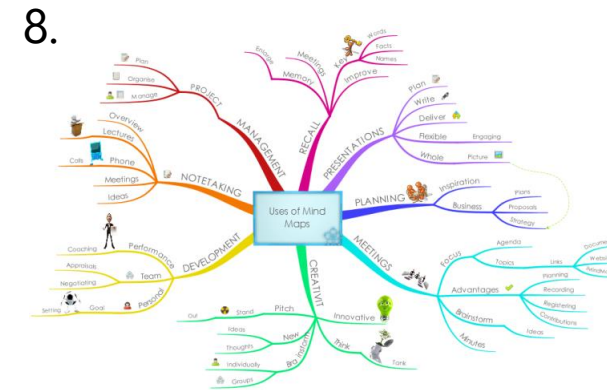
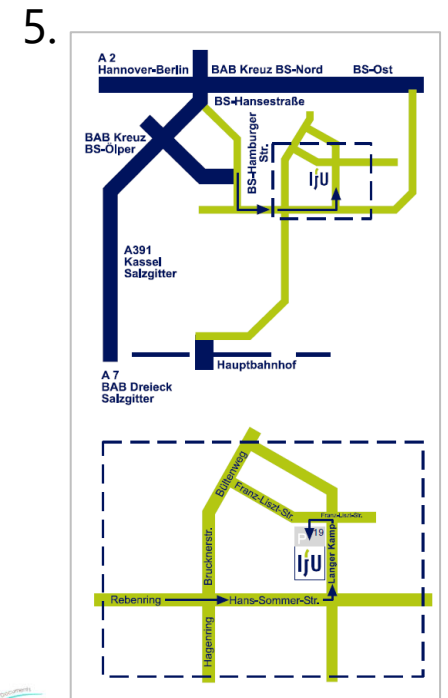
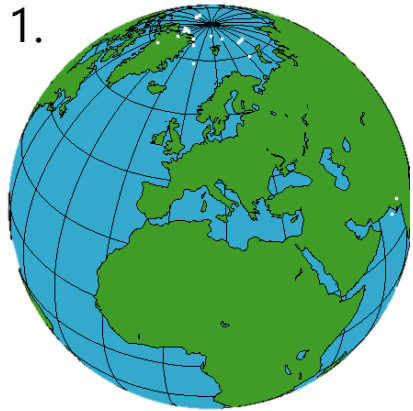
(Barbara Bader, from *American Picturebooks from Noah's Ark to the Beast Within*, 1976)

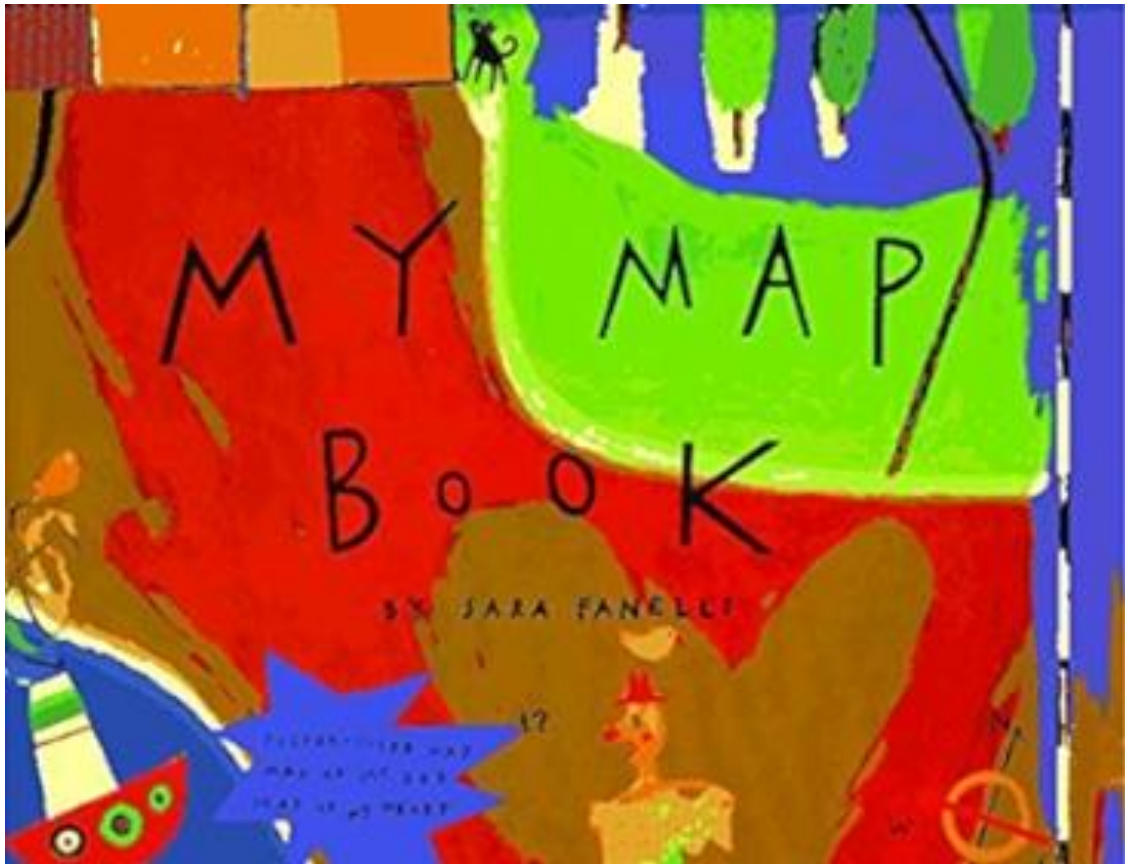
Mourão, S. (2015)



What is a map?

Different maps





What is identity?

What is **identity**?

Identity is ...

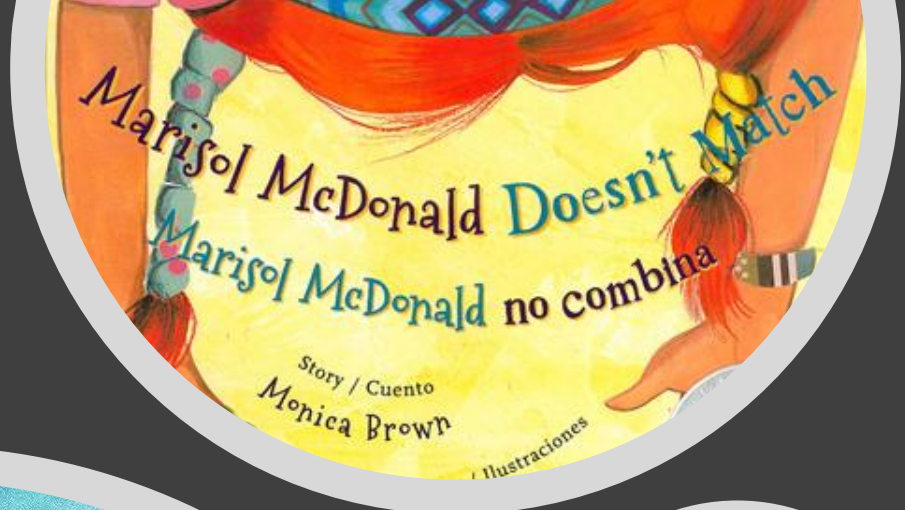
Etymology:

'idem' = sameness, continuity,
similarity, constancy

Difference:

unique, changing, multiple,
dynamic, multidimensional,
choice/agency, self-representation,
perception, imposition, positioning
and negotiating





Personal
Gender
Multilingual
Indigenous
Migration



Diversity in Children's Books 2015

Percentages of books depicting characters from diverse backgrounds. Based on the 2015 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp



0.9%
American
Indians/
First Nations

2.4%
Latinx

3.3%
Asian Pacifics/
Asian Pacific
Americans

7.6%
African/
African
Americans

12.5%*
Animals, Trucks, etc.

73.3%**
White

Illustration by David Huyck, in consultation with Sarah Park Dahlen & Molly Beth Griffin
Released under a Creative Commons BY-NC-SA license: <https://creativecommons.org/licenses/by-nc-sa/4.0/>

* About a quarter of the total children's books published in 2015 were picture books, and about half of those depict non-human characters, like animals & trucks.

** The remainder depict white characters.

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp



23 BOOKS **1%**

**American Indians/
First Nations**

170 BOOKS **5%**

Latinx

218 BOOKS **7%**

**Asian Pacific
Islander/Asian
Pacific American**

301 BOOKS **10%**

**African/
African
American**

884 BOOKS **27%**

Animals/Other

1558 BOOKS **50%**

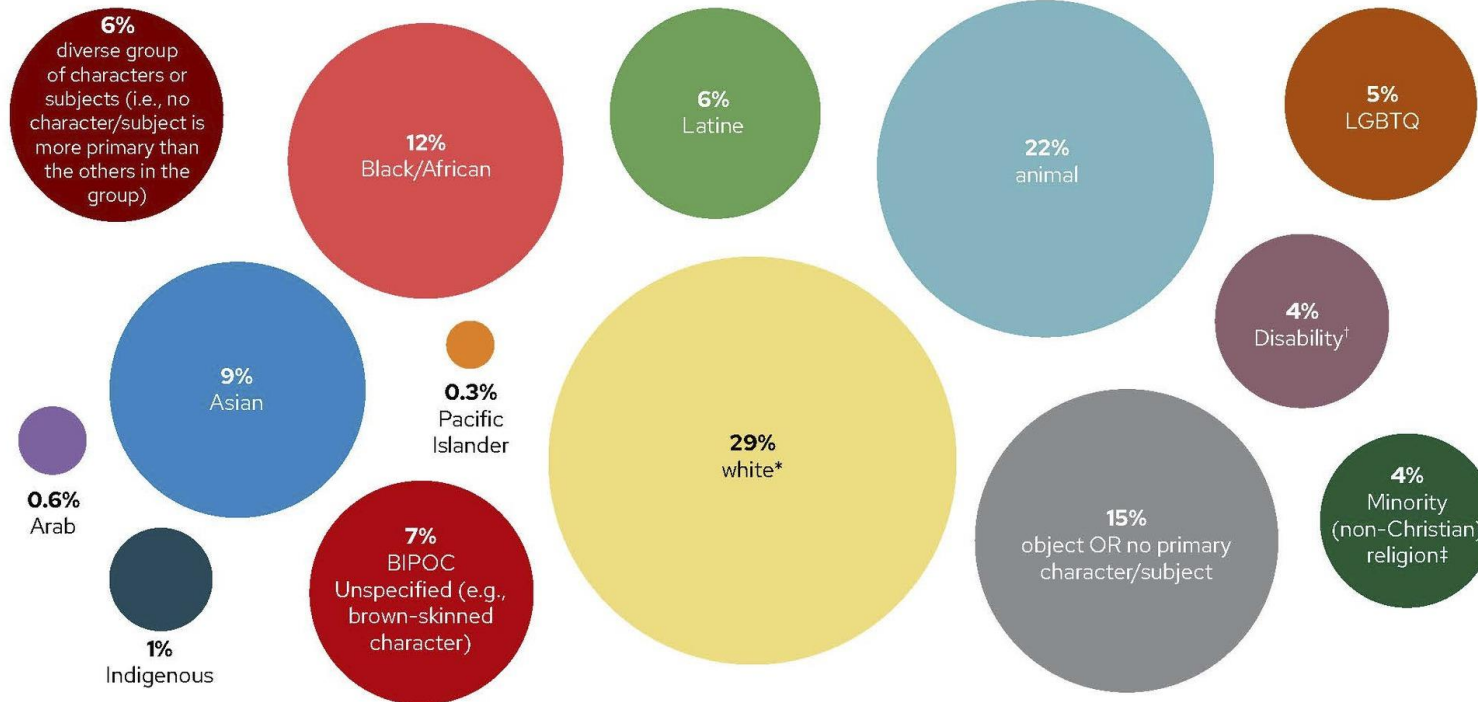
White

Illustration by David Huyck, in consultation with Sarah Park Dahlen
Released under a Creative Commons BY-SA license: <https://creativecommons.org/licenses/by-sa/4.0/>

The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

2022 CCBC Diversity Statistics: PRIMARY CHARACTER/SUBJECT

Race/Ethnicity, Disability, LGBTQ, Religion



39% of total books (3,451) received have at least one BIPOC primary character (fiction) or human subject (nonfiction).

Last updated: 08/02/2023

Individual books with multiple primary characters/subjects or primary characters/subjects with multiracial or intersectional identities will be counted in all applicable categories. Percentages are not mutually exclusive and cannot be combined to calculate a total of the whole.

* "White" is not counted for multiracial characters/subjects so as not to misrepresent a BIPOC individual as white.



©2023 Cooperative Children's Book Center

Please see our media kit to access the most recent version of this image, and for additional information about our work documenting diversity. The most recent version of this image available can be used without permission as long as it is reproduced in its entirety.

† "Disability" includes physical, cognitive, neurological, and psychiatric disabilities.

‡ 2% Jewish, 1% Muslim, 0.5% other minority religion

Picturebook metalanguage

Peritext Author / illustrator / picturebook creator

Copyright page / dedication page Opening

Award Front cover / back cover

Front endpapers / back endpapers Blurb

Title page Prologue illustration

Hardback / softback

Questions to guide exploration of peritext

1. What do the front and back covers show you? Are they one whole illustration or not? How does this help you in picturebook read-aloud?
2. How many people are involved in the creation of the picturebook? An author and an illustrator or a picturebook creator?
3. Has the book won an award? How will you talk about this during the read-aloud?
4. Are there any endpapers? If yes, what are they like? Are they important to the visual narrative? Can you refer to them during the read-aloud? When? Before or after the read-aloud event?
5. Who is the picturebook dedicated to and is it suitable to reference during the read-aloud?
6. What about the title page, how does it fit into the visual narrative, if at all? Could you refer to the title page during the read-aloud?
7. Are there any additional pages / openings? Do they have any prologue or epilogue illustrations which you should show the children? What questions might you ask?

(Based on ICEPro course, ICEPELL)

Picturebook Selection Questions Guide



Intercultural Citizenship Education through Picturebooks
in early English Language Learning



Part 1: PICTUREBOOK INFORMATION

Name of picturebook		Publisher	
Creator(s) (author + illustrator + translator)		Prize(s)	
		Possible age range	

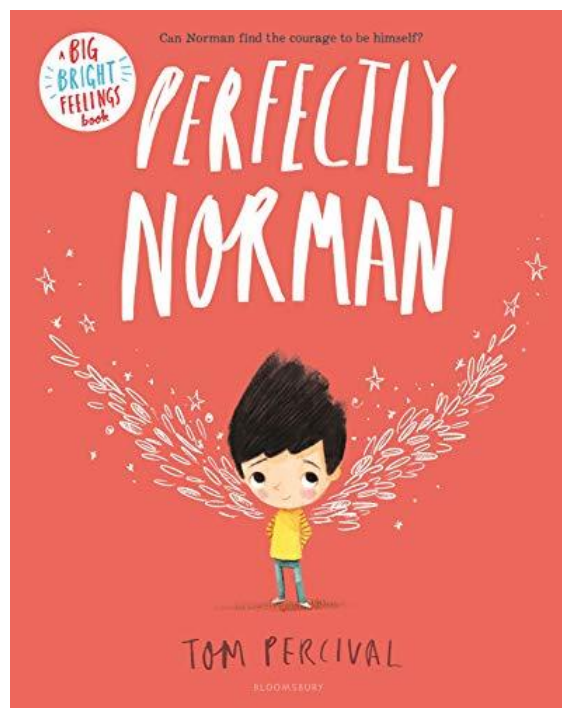
Part 2: ICE CONTENT

Focal field 1: Socially responsible behaviour - interaction with others		Explicit	With mediation#
Does the picturebook...			
1	... provide examples of relating to and empathizing with others?		
2	... provide examples of treating others with fairness, mutual respect and trust?		
3	... provide opportunities to counter racism, prejudice and discrimination? *		
4	... provide examples of standing up for others who are treated unfairly?		
5	... provide examples of children's rights in action as per UNCRC 1989?		
6	... provide examples of peaceful / respectful communication and interaction?		
7	... provide examples of solidarity i.e., service to others (volunteering, animal shelters, food banks etc.)?		
8	... help children become aware of and or question certain values?		
9	... highlight the consequences of certain actions?		
10	... provide examples of advocating for political or social issues that can help others e.g., recycling, advocating against child labour, use of fair-trade products?		
Focal field 2: Socially responsible behaviour - interaction with local and global issues		Explicit	With mediation#
Does the picturebook provide suitable / age-appropriate access to worldwide problems that include ...			
1	... migration, asylum and refugee stories?		
2	... environmental issues and or nature conservation?		

(Becker, Ibrahim & Mourão, 2022)

Picturebook Selection Questions Guide

(Becker, Ibrahim & Mourão, 2022)



Focal field 3: Sense of belonging and knowing about or respecting own, other and

Does the picturebook ...

1	... allow children to find reflections of themselves and their way of living?
2	... allow children to appreciate their own culture and language?
3	... help children come to a better understanding of themselves (identity) and of others?
4	... provide opportunities to develop curiosity about, appreciate and respect of other cultures and ways of living?
5	... increase the visibility/identity of underrepresented or marginalised groups?
6	... challenge stereotypes? *
7	... provide a nuanced depiction of cultures beyond stereotypical representation?
8	... allow for deeper learning in relation to own, other and or heritage cultures?

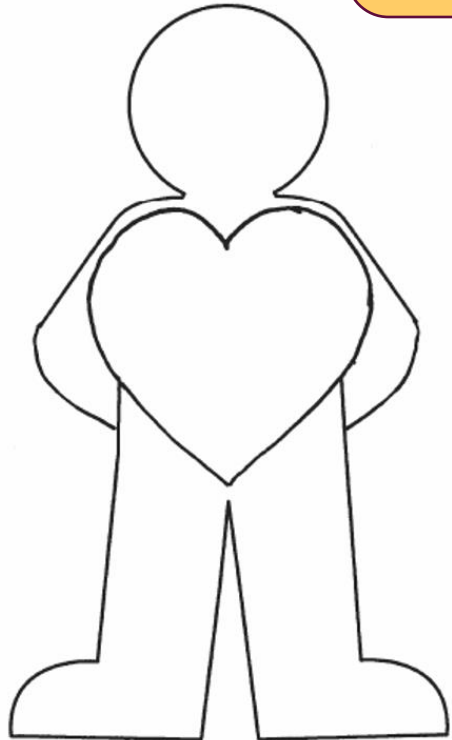
ICEKit Summary
This ICEKit accompanies the picturebook, *Perfectly Norman* and enables children to explore focal field 1: socially responsible behaviour when interacting with others and focal field 3: a sense of belonging for those who are different. The activities start by arousing children's curiosity 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.

Cultural/character X-ray

Cultural x-rays help students recognize their many cultural identities, develop understandings of culture, and raise awareness of how and why culture matters to them. (Short, 2009)

Examples of character cultural X-rays of Omar by student teachers

On the outside, students create labels to describe the behaviour, appearance, and aspects of their identities that others can observe or easily determine (age, family, gender, language, religion, family composition, places they have lived).



On the heart shape inside the x-ray, students place their values and beliefs that they hold in their hearts that may not be evident to others around them. Questions students can ask: What values have I gotten from my family? What are my beliefs?

Representation of identity: personal & translingual

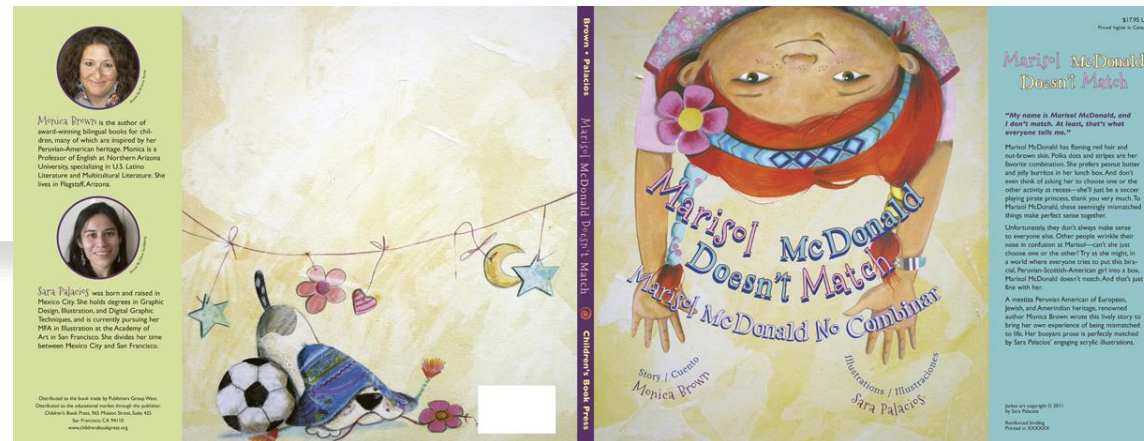
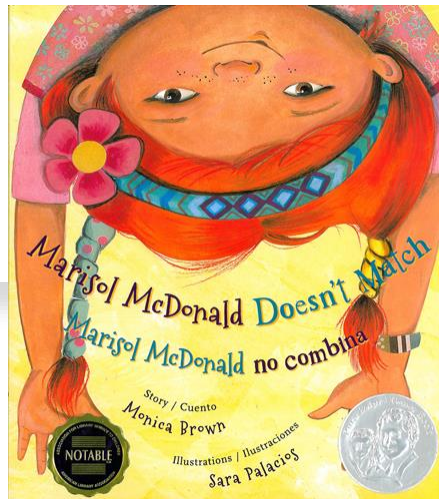
But I love green polka dots and purple stripes
speaking Spanish, English and sometimes both
she has brown skin with hair the 'colour of fire'
peanut butter and jelly burrito

(Excerpt from
Brown, 2011)

But I like the way *Marisol McDonald* looks.

soccer-playing pirates

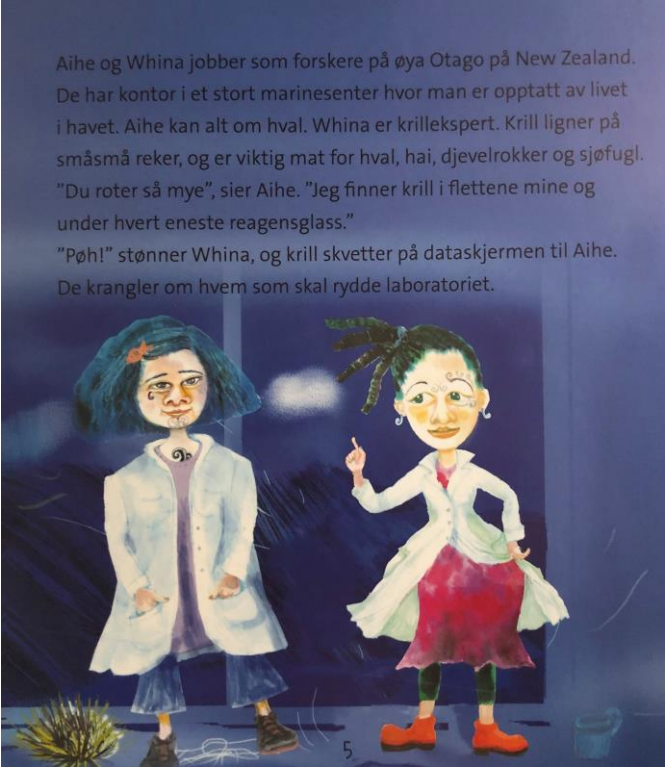
(Ibrahim, 2020)



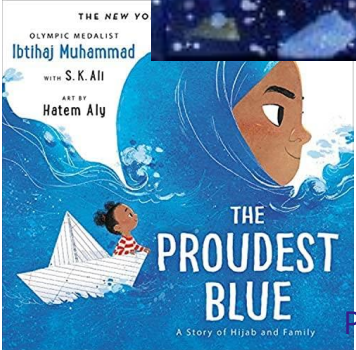
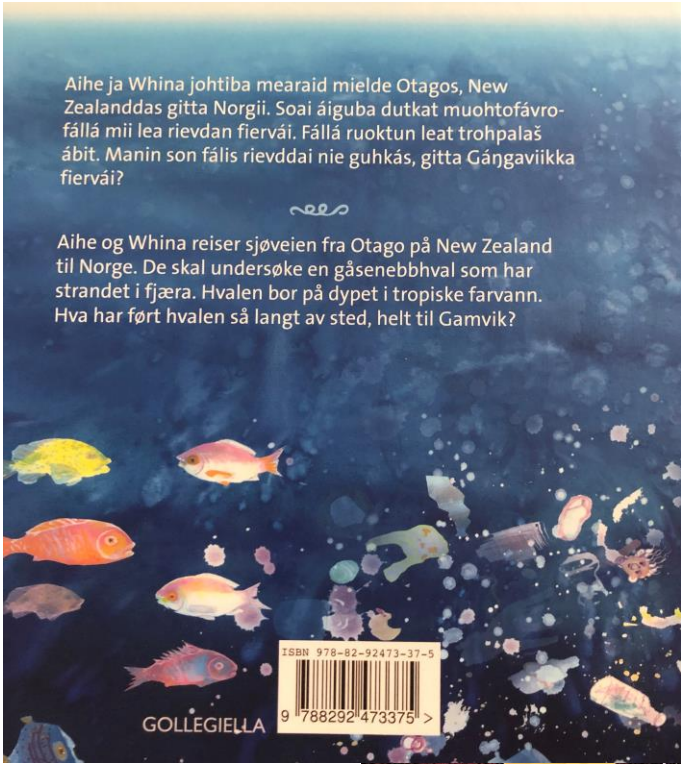
Representation of identity: personal & transcultural



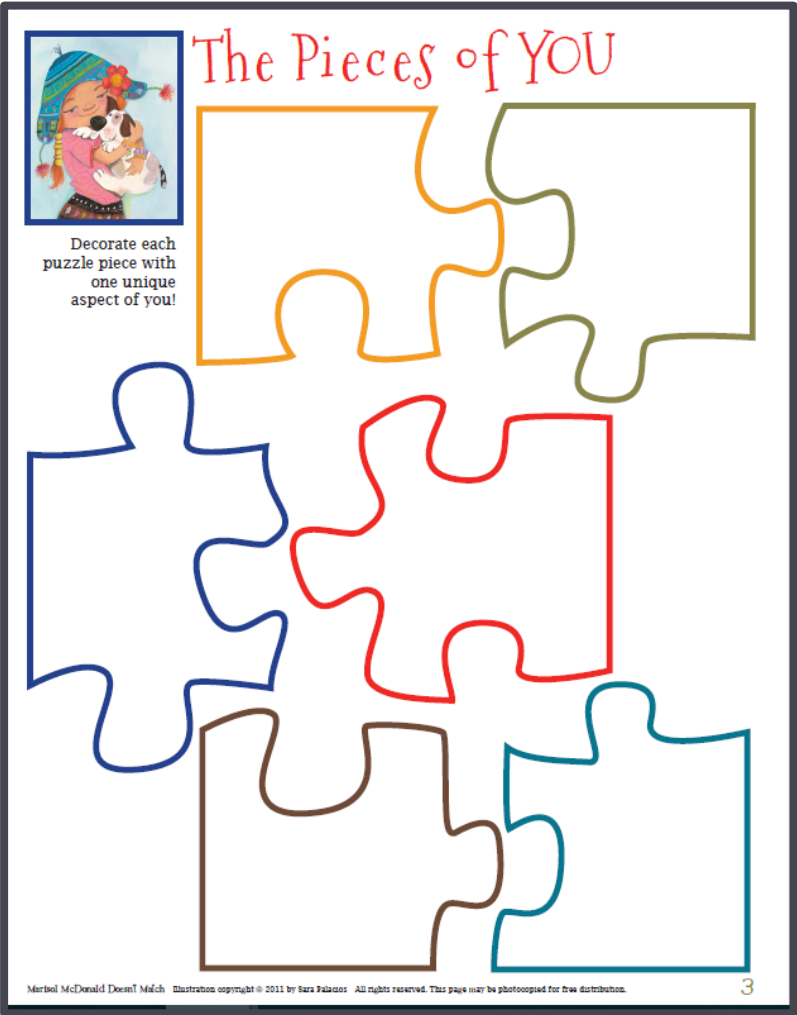
(Ibrahim, 2022)



(Ibrahim, 2022)



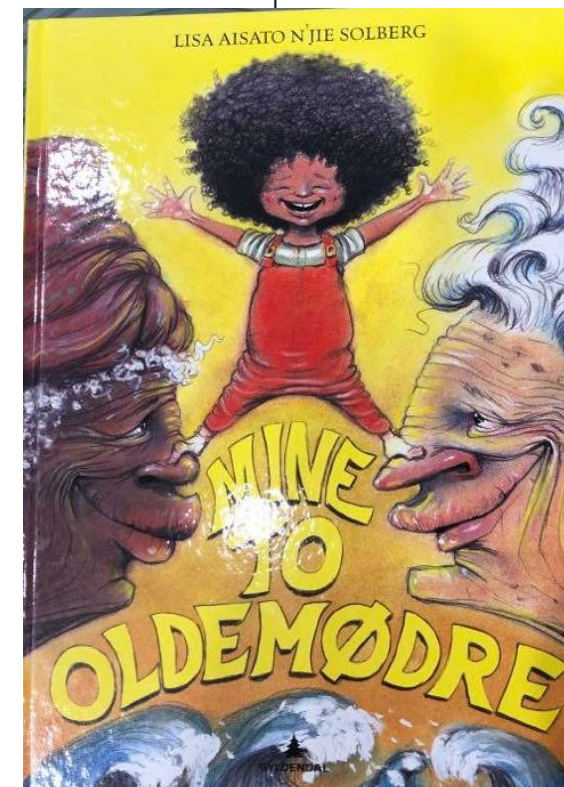
Exploring a multilingual identity



(Courtney (2015) in Ibrahim, 2020)

Tangled translations: multilingual activities

English version	Tangled translation	Norwegian version
<p>A little girl, who lives in Norway, has two great grandmothers, one from Norway and one from Gambia. The Norwegian great grandmother is eccentric likes cigarettes and worked in the sea. The girl has never met her other great grandmother, who lives over the sea in Gambia. She is only a strict lady in a picture in the living room. One day, her father came from Gambia with a conch shell, and the girl can hear the mystical sounds from Gambia's beaches.</p> <p>In this way, she meets her Gambian great grandmother, who likes tea and has a warm voice. One day, the Gambian great grandmother dies and they visit the Norwegian great grandmother a little more often. In the end, this great grandmother also dies. But, the little girl will always remember her two great grandmothers, drinking tea and talking about the sea.</p>	<p>A little girl, who lives in Norway, <u>har to oldemødre</u>, one from Norway <u>og en fra Gambia</u>. The Norwegian great grandmother <u>er eksentrisk</u> likes <u>sigaretter</u> and worked in the sea. <u>Jenta</u> has never met her other great grandmother, who lives <u>over havet</u> in Gambia. She is only a <u>streng dame på et bilde i stuen</u>. <u>En dag</u>, her father <u>kommer fra</u> Gambia with <u>en konkylie</u>, and the girl can hear <u>det mystiske suset fra Gambias strander</u>. In this way, she meets her Gambian <u>oldemødre</u>, who likes <u>te og har lun stemme</u>. One day, the Gambian great grandmother dies and they visit <u>den norske oldemoren litt oftere</u>. In the end <u>blir også denne oldemoren borte</u>. But, the little girl will always remember her <u>to oldemødre</u>, drinking tea and talking <u>om havet</u>.</p>	<p><u>Jenta fra Norge har to oldemødre, en fra Norge or en fra Gambia. Den norske oldemoren ...</u></p>



Reflect and review

(Ibrahim & Alferink, 2022)

My Head - Heart - Hands reflection



During the Reflect & Review tasks I learnt:

To help me integrate reflecting and reviewing activities on a regular basis in my classes I have to :

Learning about how reflecting and reviewing enhances learning made me feel:

Icepell.eu



My name is:

ICEPro Virtual Course Week 3



Reflect and Review: Head-Heart-Hands

My Head - Heart - Hands reflection

During the Reflect & Review tasks I learnt:
It is important for me as a teacher to (know how to) reflect and review on the tasks and activities myself before I asked the children to do it.
If I reflect & review first, I will better understand which tasks & activities work well / don't work well and how/why.

To help me integrate reflecting and reviewing activities on a regular basis in my classes I have to:
I have always keep in mind how important reflection and review is, plan it and incorporate it regularly in my lessons so my students get used to it.

Learning about how reflecting and reviewing enhances learning made me feel:
- smarter* about learning-processes and progresses
* more aware
- more confident of implementing it in my lessons

My name is: Katja Wennrich

icepell.eu ©130 © ICEPro Virtual Course Week 3

During the Reflect & Review tasks I learnt:
- the importance of reflect and review moments
- the use of different types of reflection templates and their purposes

To help me integrate reflecting and reviewing activities on a regular basis in my classes I have to:
- plan^{the} activities carefully
- integrate children's feelings, emotions and interests
- allow children to stop and think
- manage time

Learning about how reflecting and reviewing enhances learning made me feel:
- more confident about using
- aware of its importance

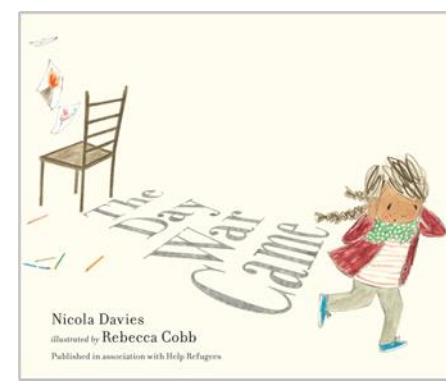
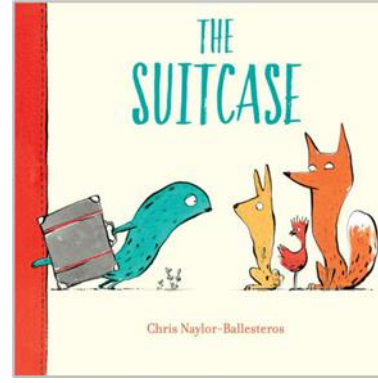
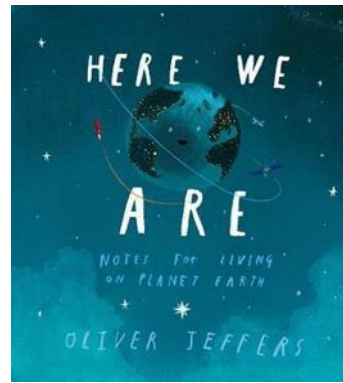
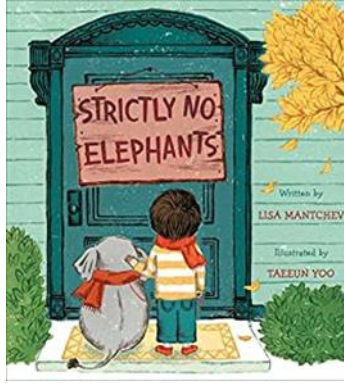
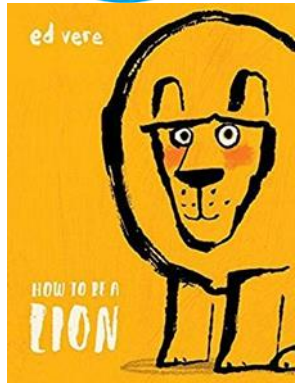
My name is:

icepell.eu ©130 © ICEPro Virtual Course Week 3

ICEPELL consortium, 2022)



Picturebooks and accompanying materials (ICEKits) co-created during pilot course



Type of publication		Author	Illustrator
Illustrated (author + illustrator)	Picture		
Possible age range			

Part 2: CEI CONTENT	Source	ICEI	ICEI
Focus Field 1: Socially responsible behaviour - interaction with others			
1.1 provide examples of relating to and empathising with others?			
1.2 provide examples of relating with fairness, mutual respect and trust?			
1.3 provide examples of respect for others (e.g. respect for diversity)?			
1.4 provide examples of children's rights to action as per UNICEF 1989?			
1.5 provide examples of socially responsible citizenship and behaviour?			
1.6 provide examples of solidarity (e.g. action to others' wellbeing, ethical debates, food banks etc)?			
1.7 provide examples of action to others' wellbeing (e.g. action to help others)?			
1.8 highlight the consequences of certain actions?			
1.9 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
Focus Field 2: Socially responsible behaviour - interaction with local and global issues			
2.1 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.2 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.3 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.4 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.5 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.6 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.7 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.8 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.9 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.10 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.11 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.12 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.13 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.14 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.15 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.16 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.17 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.18 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.19 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.20 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.21 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.22 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.23 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.24 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.25 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.26 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.27 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.28 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.29 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.30 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.31 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.32 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.33 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.34 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.35 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.36 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.37 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.38 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.39 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.40 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.41 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.42 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.43 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.44 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.45 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.46 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.47 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.48 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.49 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			
2.50 provide examples of advocating for public or social issues that can help others (e.g. recycling, advocating against child labour, use of fair-trade products)?			

ICEKit

#7 **How to be a lion** Page 1/14

by Lisa Mantchev and Tazewoo

ICEKit Summary

This ICEKit accompanies the picturebook *How to be a lion*, by Lisa Mantchev and Tazewoo. It enables children to explore focal field 1: Socially responsible behaviour - interaction with others and focal field 2: Socially responsible behaviour - interaction with local and global issues.

The activities start by amusing children's curiosity regarding the story context, the setting and the characters and by exploring the pictorial elements. These focus on questions related to the characters' descriptions, their similarities and their differences, and the connection children can make with the real world. While reading about children can verify 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, equality towards others and acceptance of differences 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* cycle whereby groups of children co-organise a 'Let the lion roar' parade with slogans and posters, which culminates in a creative finale highlighting the importance of being tolerant with fairness and respect and recognizing that together we can contribute to building a better world.

ICEKit

#3 **Strictly No Elephants** Page 1/12

by Lisa Mantchev and Tazewoo

ICEKit Summary

This ICEKit accompanies the picturebook *Strictly No Elephants* by Lisa Mantchev and Tazewoo. It enables children to explore focal field 1: Socially responsible behaviour - interaction with others and focal field 2: Socially responsible behaviour - interaction with local and global issues.

The activities start by amusing 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 pictorial elements such as the interplay of colour and the representation of the "Strictly No Elephants" sign helps the children predict the story plot and raise their interest in finding out what really happens in the key and his special pet.

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

ICEKit

#5 **Here We Are** Page 1/13

by Oliver Jeffers

ICEKit Summary

This ICEKit accompanies the picturebook *Here We Are* by Oliver Jeffers. It enables children to explore focal field 1: Socially responsible behaviour - interaction with others and focal field 2: Socially responsible behaviour - interaction with local and global issues.

The activities start by amusing children's curiosity about the story context using a jigsaw or the book itself. The pictorial prompts focus on questions around the small figures 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 learn during the read-aloud.

After reading aloud, the activities enable children to make a personal response to the story and include them in 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 all about or creating a short dialogue and acting it out. The ICEKit culminates in the *Taking Action* cycle whereby children co-organise a 'Here we are' parade and act it up for presenting the planet through simple actions at home, at school and in the wider community.

ICEKit

#4 **The Suitcase** Page 1/12

by Chris Naylor-Ballesteros

ICEKit Summary

This ICEKit accompanies the picturebook *The Suitcase*, by Chris Naylor-Ballesteros. It enables children to explore focal field 1: Socially responsible behaviour - interaction with others and focal field 2: Socially responsible behaviour - interaction with local and global issues.

The activities start by amusing children's curiosity about the story context using the title page, 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 meaning of the story, what knowledge and trusting 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 related to know them and brainstorming different ways to help someone that someone, as well as presenting short performance sketches around welcoming a stranger. Children also think about the different ways they can welcome someone to their school and share information with their school community about the new language that can be used to welcome someone. Through the *Taking Action* cycle, children co-organise an event to decide how they can take action in their community to welcome new children to their schools, whatever their language and where they come from, to help to feel welcome.

ICEKit

#8 **The Day War Came** Page 1/13

by Nicola Davies and Rebecca Cobb

ICEKit Summary

This ICEKit accompanies the picturebook *The Day War Came* and enables children to explore focal field 1: Socially responsible behaviour - interaction with others and focal field 2: Socially responsible behaviour - interaction with local and global issues.

The activities start by amusing children's curiosity in the story context through musical chants or using a picture of a war-torn landscape, and then presenting on some pictorial 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 personal response to the story through drawing or writing, reflect on the impact of war on people's lives and what makes us feel unsafe, happy, while learning to empathise and putting ourselves in someone else's shoes.

The ICEKit culminates in the *Taking Action* cycle whereby children in their learning groups co-organise an event to help refugees/immigrants communities through church organisations.

The ICEGuide

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

erasmus+

<https://icepell.eu/>

ICEPELL
www.icepell.eu | info@icepell.eu



ELLRA

**Early Language
Learning Research
Association**

<https://ellra.org/>

Bibliography: Picturebooks

Brown, M., Palacios, S. (illus.) & Domingues, A. (trans.) (2011). *Marisol MacDonald Doesn't Match / Marisol MacDonald no combina*, New York: Children's Book Press.

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

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

Mian, Z. (2019) *Planet Omar: Accidental Travel Magnet*. London: Hodder.

Naidoo, Beverly. (2008) *Journey to Joburg*. HarperCollins

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

Solberb, L. A. N. (2008). *Min to Oldemødre*. Gyldendal.

Sørly, R., & Piotrowska, M. (2020). *Ábiid plástihkat – Plasten i havet*. Tromsø: Gollegiella.

References

Bader, Barbara (1976), *American Picturebooks from Noah's Ark to the Beast Within*, New York: Macmillan Publishing Company.

Bekker, C., Ibrahim, N. & Mourao, S. (2022). Picturebook Selection. In ICEPELL Consortium, *The ICEGuide: A handbook for Intercultural Citizenship Education through Picturebooks in early English Language Learning*. Lisbon: CETAPS, NOVA FCSH.

Brown, M., Palacios, S. (illus.) & Domingues, A. (trans.) (2011). *Marisol MacDonald Doesn't Match / Marisol MacDonald no combina*, New York: Children's Book Press.

CCBC Diversity Statistics, 2022. Diversity Statistics: PRIMARY CHARACTER/SUBJECT Race/Ethnicity, Disability, LGBTQ, Religion. Cooperative Children's Book Centre.

Courtney, L. (2015). Marisol Activity Kit. *ReaderKidz*. Available at: <https://www.readerkidz.com/2011/11/22/marisol-mcdonald-doesnt-match-by-monica-brown/>

Huyck, David, Sarah Park Dahlen, Molly Beth Griffin. (2016 September 14). Diversity in Children's Books 2015 infographic. sarahpark.com blog. Retrieved from <https://readingspark.wordpress.com/2016/09/14/picture-this-reflecting-diversity-in-childrens-book-publishing/>. Statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: <http://ccbc.education.wisc.edu/books/pcstats.asp>

Huyck, D. & Dahlen, S. P. (2019, June 19). Diversity in Children's Books 2018. Blog *sarahpark.com*. Created in consultation with E. Campbell, M. B. Griffin, K. T. Horning, D. Reese, E. E. Thomas & M. Tyner, with statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin- Madison: <https://ccbc.education.wisc.edu/literature-resources/ccbc-diversity-statistics/books-by-about-poc-fnn/>

References

ICEPELL Consortium, (2022). *The ICEGuide: A handbook for intercultural citizenship education through picturebooks in early English language learning*. Lisbon: CETAPS, NOVA FCSH.

ICEPELL - *Intercultural Citizenship Education Through Picturebooks in Early English Language Learning*, Erasmus+ Project
<https://icepell.eu/>

Ibrahim, N. (2020). The Multilingual Picturebook in English Language Teaching: Linguistic and Cultural Identity. *Children's Literature in English Language Education*, 8(2), pp. 12-38. <https://nordopen.nord.no/nord-xmlui/handle/11250/2732639>

Ibrahim, N. C. (2022). Examining a Northern Sámi-Norwegian Dual Language Picturebook in English Language Education Through a Critical Translingual-Transcultural Lens. *Intercultural Communication Education*, 5(3), 105–124.
<https://doi.org/10.29140/ice.v5n3.847>

Mourão, S. (2015). The potential of picturebooks with young learners. In Bland, J. (ed.). *Teaching English to Young Learners: Critical Issues in Language Teaching with 3-12 Year Olds*. London: Bloomsbury.

Mourão, S., Ferreirinha, S. & Jakisch, J. 2022. The ICEPro Professional Development Course. In *The ICEGuide: A handbook for intercultural citizenship education through picturebooks in early English language learning*. Lisbon: CETAPS, NOVA FCSH.

Short, K. (2009). Critically reading the word and the world: Building intercultural understanding through literature. *Bookbird: A Journal of International Children's Literature*, 47, 1–10.