

NICEKit

#2

## There's a Rang-Tan in My Bedroom

Pages

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Written by James Sellick and illustrated by Frann Preston-Gannon  
(Wren & Rook, 2021.)

### NICEKit Summary

This NICEKit accompanies the picturebook *There's a Rang-Tan in My Bedroom* and enables children to explore Focal Field 1: socially responsible behaviour when interacting with others, and Focal Field 2: socially responsible behaviour in relation to local and global issues.

The activities begin by arousing children's curiosity about the story context through discussion of rainforests and endangered species. Children then explore key peritextual features of the picturebook, including the front cover, endpapers and dedication page, to support prediction-making and engagement with the story before reading aloud.

After the read-aloud, the activities invite children to make a personalised response to the story through movement or mime and to reflect on the impact of human actions on the rainforest and its inhabitants. Throughout this phase, children are supported in developing empathy and in considering responsibility towards others, both human and animal.

The NICEKit culminates in an eTwinning Taking Action Cycle, in which children work in groups to plan and carry out guided actions. These actions focus on exploring the use of palm oil in everyday products and on sharing learning to raise awareness within the school community, with opportunities to extend this learning to families and the local context.



## Target Learner

- » Ages 8 - 12 years old



## NICE Focal Fields

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

## NICE Outcomes

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

- » demonstrate fairness, mutual respect, and trust in their interactions with others
- » identify and describe ways of standing up for others who are treated unfairly
- » recognise and explain the consequences of certain actions
- » explore and give examples of advocating for social or political issues that support others (e.g. recycling, opposing child labour, using fair-trade products)
- » develop awareness of environmental issues and nature conservation
- » develop awareness of animal rights
- » explore suitable and relatable solutions to identified problems
- » work collaboratively to share ideas and solve problems
- » participate in actions at local and/or global levels
- » contribute positively to their classroom, school, neighbourhood, and wider community
- » participate in role-play or presentations about palm oil and reflect on different perspectives
- » develop emotional literacy by relating to and empathising with others, and by identifying and expressing a range of emotions
- » investigate local companies that produce or use palm oil
- » write a letter to local companies addressing the use of palm oil
- » take action within their community by initiating a campaign to promote palm-oil-free products

## Language and Skills Outcomes

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

### Grammar & Lexis

- » understand and use vocabulary related to emotions and feelings
- » understand and use vocabulary to describe places and events from different perspectives

### Reading

- » predict the plot based on peritextual features (the front cover, the blurb and the dedication/copyright page)
- » demonstrate global understanding during the first read-aloud by responding to questions

## Cross-Curricular Outcomes

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

- » develop awareness of the effects of deforestation and palm oil use through the experiences of picturebook characters

## Language and Skills Outcomes

- » demonstrate detailed understanding during the second read-aloud by responding to questions
- » infer characters' feelings and emotions in response to key events in the story

### Listening

- » demonstrate global understanding by checking predictions during the first read-aloud
- » demonstrate detailed understanding by responding to questions during the second read-aloud
- » infer characters' feelings based on the teacher's tone of voice and facial expressions

### Speaking

- » make predictions by brainstorming and sharing ideas about events in the story
- » respond personally by expressing enjoyment of the story and giving reasons for their opinions
- » discuss ways to reduce palm oil consumption and challenge organisations or companies that use it
- » present their campaign orally to other classes in their school and to the wider community and families

### Writing

- » write a letter advocating for the sustainable use of palm oil

## Preparation and materials

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

- » Audio and video equipment
- » Sample products with content labels

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

- » Internet access
- » Photos of rainforests (before/after deforestation)
- » Arts and crafts supplies (poster paper, paint, crayons, glue...)
- » Sticky notes
- » Animal toys or masks for the dramatization.



## Assumptions and Prior Knowledge

### Intercultural Citizenship Education

- » Children are interested in learning about endangered animals and their habitats.
- » Children are curious about deforestation and the use of palm oil.
- » Children are able to relate to the problems faced by animals.
- » Children show interest in environmental topics and issues.
- » Children have some awareness of the environmental crisis and understand that many animals face extinction.
- » Children can recognise that the main character's bedroom functions as a metaphor for planet Earth.

### Language and Skills

- » Children have some experience making predictions in English.
- » Children have some experience engaging with picturebooks and identifying plot and characters.
- » Children are familiar with describing characters' feelings and emotions using simple lexis.
- » Children can express simple opinions in English in response to the story's events, characters, and themes.
- » Children can participate in simple interactions with peers.



## Language toolbox

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

### **Making predictions about the plot using:**

*I think ...; Maybe ...; I think this story is about ...*

### **Describing feelings and emotions:**

» Adjectives to describe feelings (e.g., *happy, sad, scared, worried, angry, surprised, safe, unsafe*)

» Sentence frames: *He / She feels ... because ...; This makes me feel ...*

### **Describing settings and contrast:**

» Vocabulary for familiar and comforting settings (e.g., *bedroom, toys, bed, books, pets*)

» Vocabulary for unexpected or unsettling situations (e.g., *an orangutan in the bedroom, mess, machines, forest destruction*)

» Sentence frames: *This place looks ...; This place feels ...*

### **Describing products and ingredients**

» Naming products: *This is a ... (chocolate bar / shampoo / biscuit / soap); We use this product for ...*

» Talking about ingredients: *It contains ...; It has palm oil in it; Palm oil is on the label*

» Comparing products: *This product has / does not have palm oil*

» Linking products to everyday life: *People buy this product in ... (the supermarket / the shop); Many people use this every day*

» Associating products with manufacturers  
**Associating products with manufacturers:**

» Identifying the company: *This product is made by ...; The company's name is ...*

» Linking products and companies:  
*This company makes ...; This product comes from ...; This company uses palm oil*

### **Expressing cause and effect:**

*because ...; so ...; This happens because ...; If people ..., then ...*

### **Giving opinions and evaluating:**

*I think this is ...; In my opinion ...; This is good / bad because ...; I agree / I don't agree*

**Justifying opinions:** *I think this is important because ... I don't agree with this because ...*

### » **Talking about problems and responsibility:**

*This is a problem because ...; This is not fair because ...; People should not ... because ...*

### **Language for asking questions:**

*Why do you use ... ? Can you tell us why ... ? Is it possible to use something else?*

### **Talking about action and responsibility:**

*We can ...; We should ...; We need to ...; I can help by ...; One small thing I can do is ...; We would like companies to ...; We want you to know that ...* ♦

## Picturebook summary

**Story**

In *There's a Rang-Tan in My Bedroom*, a young girl discovers an unexpected visitor in her bedroom: a playful and mischievous orangutan named Rang-Tan. At first, Rang-Tan's behaviour is confusing and disruptive as she throws away chocolate, reacts angrily to shampoo and creates chaos in the girl's familiar, comforting space. When the girl asks Rang-Tan why she is behaving this way, the orangutan explains that humans are destroying the rainforest, her home, to produce palm oil.

Palm oil is shown to be a common ingredient in many everyday products, such as chocolate, shampoo and toothpaste. The young girl learns that the demand for these products has led to widespread deforestation, resulting in the loss of habitat for orangutans and other rainforest animals.

Motivated by this new understanding, the girl decides to take action. She writes to a chocolate company to express her concerns and shares what she has learned with others at her school. The book ends on a hopeful note, emphasising that small, informed actions can make a positive difference. The backmatter provides factual information about orangutans and palm oil, along with suggestions for how children can help protect rainforests.

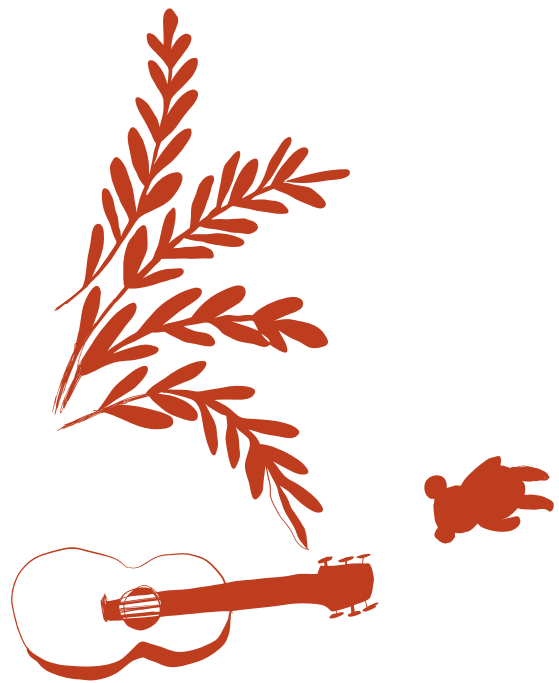
**Beyond Words**

The illustrations play a central role in communicating the story's message. The warm colours and cosy details of the bedroom scenes contrast sharply with the darker tones and mechanical imagery used to depict rainforest destruction. This visual contrast helps children grasp the emotional impact of environmental damage without relying solely on written explanation.

Close-up illustrations of Rang-Tan's facial expressions and body language invite children to notice her vulnerability and empathise with her situation. Changes in colour, perspective and scale across

the illustrations guide readers through moments of humour, sadness and concern, supporting emotional engagement with the narrative.

The picturebook's endpapers further reinforce the theme of change over time. The front endpapers show deforestation and danger to the animals' habitat, while the back endpapers present a calmer, more hopeful forest scene. Together, the visual and verbal elements encourage reflection on responsibility, cause and effect, and the possibility of positive change.



## Story sharing

### Stage 1: Setting the Story Context

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

#### Activity 1:

- » Show images of rainforests before and after deforestation. Ask: *What do you see? Where is this place? What animals live here?*
- » Ask the same questions for both sets of images to encourage comparison.

OR

#### Activity 2:

- » Show images of endangered species in local contexts (e.g., lynx, wolf, donkey, eagle).
- » Ask: *Do you know these animals? Why are they special? Why are they endangered?*
- » Encourage learners to predict or recall human-made causes of extinction.

#### Homework:

- » Ask learners to research other endangered species worldwide and share their findings in the next lesson (see whether they discover information about orangutans).

### Stage 2: Before reading aloud

Choose from the following peritextual features to explore with the children (ideally, explore all of them). Children may respond in their home languages; where appropriate, rephrase or model responses in English.

#### Peritextual ponderings 1: The Front Cover

- » Show the cover and read the title. Ask about the title, illustrations, and authors.
- » Ask: *Who are the characters? Can a little girl and an orangutan be friends? How are they different? Do they have anything in common?*
- » Ask: *Why do you think there is an orangutan in the girl's bedroom? Is this usual?*
- » Draw attention to the Greenpeace collaboration and ask: *Why do you think Greenpeace is involved in this book?*

#### Peritextual ponderings 2: The Front Endpapers

- » Show the first endpaper and ask: *How does the orangutan feel?* (e.g. sad, frightened, scared)
- » Ask: *Do you notice anything human-made in the picture?* (e.g. the digger)

#### Peritextual Ponderings 3: The Dedication Page

- » Comment on the inclusion of the two dedications. Read them aloud and ask learners what they think the letters J.S. and F.P-G. refer to [they are the initials of the author and illustrator]. If you wish, you can return to the first dedication after the read-aloud and ask the children if they think orangutans still need 'our help'?

## Stage 3: While reading aloud

### The first read-aloud

- » Opening 1: Ask *Where are they? What is happening? How does the girl feel? How does the orangutan feel?*
- » As the story continues, draw attention to details in the illustrations that highlight the chaos in the bedroom and the girl's reaction. Ask: *What can you see? Where is the Rang-Tan? What is she doing?*
- » Stop after the girl tells "the naughty Rang-Tan that she had to go away" and ask: *What do you think the Rang-Tan is going to do next?*
- » At the next opening, ask: *Why do you think the Rang-Tan is in the girl's bedroom?*
- » When the Rang-Tan finishes her explanation ("...so I thought I'd stay with you"), ask: *How do you think the Rang-Tan feels now? How do you think the girl is feeling?*

### The second read-aloud

- » Linking the girl's bedroom and the forest
- » **Openings 2 and 3:** *What objects can you see? Do you think these objects are connected to the forest? How? What message do you think the pictures are showing us?*

Encourage learners to interpret facial expressions, body language, and visual details (e.g. machines, forest scenes) and explain what these suggest about each character's feelings.

- » **Opening 4:** Ask, *How would you feel if a Rang-Tan was in your bedroom?*
- » **Openings 5:** *What is different in these pictures? Look at the colours. Are they the same as before? What is happening to the forest? How do you think the Rang-Tan feels now? Why?*

- » **Openings 6 and 7:** *What machines can you see? What are they doing to the trees? Is this good or bad for the animals? Why? How would you feel if this was your home?*
- » **Opening 9:** *After the girl says "... now I do know what to do!". How does the Rang-Tan feel now? How can you tell? How does the child feel? What would you say to the Rang-Tan?*
- » **Back endpapers:** *What is different in this endpaper? Is the ending happy, sad, or hopeful? Why? What do you think the book wants us to do?*

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

### Reflect and review

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

#### Activity 1: Miming emotions

- » Arrange children in two circles, with each child facing a partner.
- » Ask children in the inner circle to mime how they would feel if:
  - they found a wild animal in their bedroom
  - a wild animal took their toys or video games
  - an animal threw away their favourite chocolate or biscuits
- » Ask children in the outer circle to mime how they would feel if:
  - someone destroyed their home
  - someone took away their family
  - their house, street, or town was burned
- » Discuss how the children felt during the activity.

## Story sharing

OR

### Activity 2: Star ratings

- » Explain a one-to-five-star rating system.
- » Ask learners to draw and display their star rating for the picturebook, then explain what they liked or did not like.

OR

### Activity 3: My favourite part

- » Ask learners to draw their favourite part of the story.
- » Create a wall display and invite children to walk around the “exhibition,” explaining their drawings and why they chose that scene.

OR

### Activity 4: The animated trailer

- » Show the animated trailer narrated by Emma Thompson and invite children to reflect on how the message and emotions are conveyed through images, music, and voice.
- » Children may respond in their home languages; where appropriate, rephrase or model responses in English.

## Stage 4: After reading aloud

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

*Optional: Activities may be carried out through a virtual exchange with partner schools to enhance intercultural learning.*

### Activity 1: Creating a song

- » Explain that the picturebook is written in rhyming couplets.
- » Invite children to explore rhythm and musical patterns in groups or as a whole class.
- » With support from the music teacher, create a simple melody to accompany the text.
- » Perform the song for other classes in the school.

OR

### Activity 2: Preparing a performance

- » Use the picturebook as a shared drama script.
- » Divide the learners into groups to represent the characters (e.g. the orangutan and the girl).
- » Ask each group to chorus the character’s lines together, repeating the reading while gradually improving intonation, volume, and dramatic expression.
- » Encourage learners to mime the characters’ actions and emotions as they speak the lines.
- » In Arts lessons, create simple scenery or props to support the performance.
- » Present the performance to parents and the wider school community.

OR

### Activity 3: Writing activity

- » Provide a KWL chart about orangutans (*What I Know / What I Want to Know / What I Learned*).
- » Ask learners to complete the first two columns of the KWL chart (*What I Know / What I Want to Know*).
- » Briefly explain the purpose of note-taking and model how to write short words or draw simple pictures while watching.
- » Watch DIY Orangutans with David Attenborough. <https://youtu.be/IFACrIx5SZo?si=DC9r8IG--ppeErHh> While watching, learners take notes. View the video at least twice.
- » Pause the video at key moments to check understanding and allow time for note-taking.
- » In pairs, complete the third column (*What I Learned*) and share findings with another pair.
- » In groups of four, select key facts to create a “*Did you know?*” leaflet or poster (at least three facts).
- » Provide sentence starters if needed (e.g. *Did you know that...? Orangutans live in...*).
- » Display the work in the classroom or school library.

## Reflect and review

### 1. What did I do?

Use a *thumbs up / thumbs down* game to revisit activities (e.g. *We learned about rainforests; We talked about how humans destroy orangutans' homes*).

### 2. What did I learn?

Use a think–pair–share activity, then ask children to write or draw three things they learned.

### 3. How did I learn?

Complete the sentence stems:

- » *I learned about the impact of human actions on rainforests by...*
- » *I learned how to help endangered animals by...*

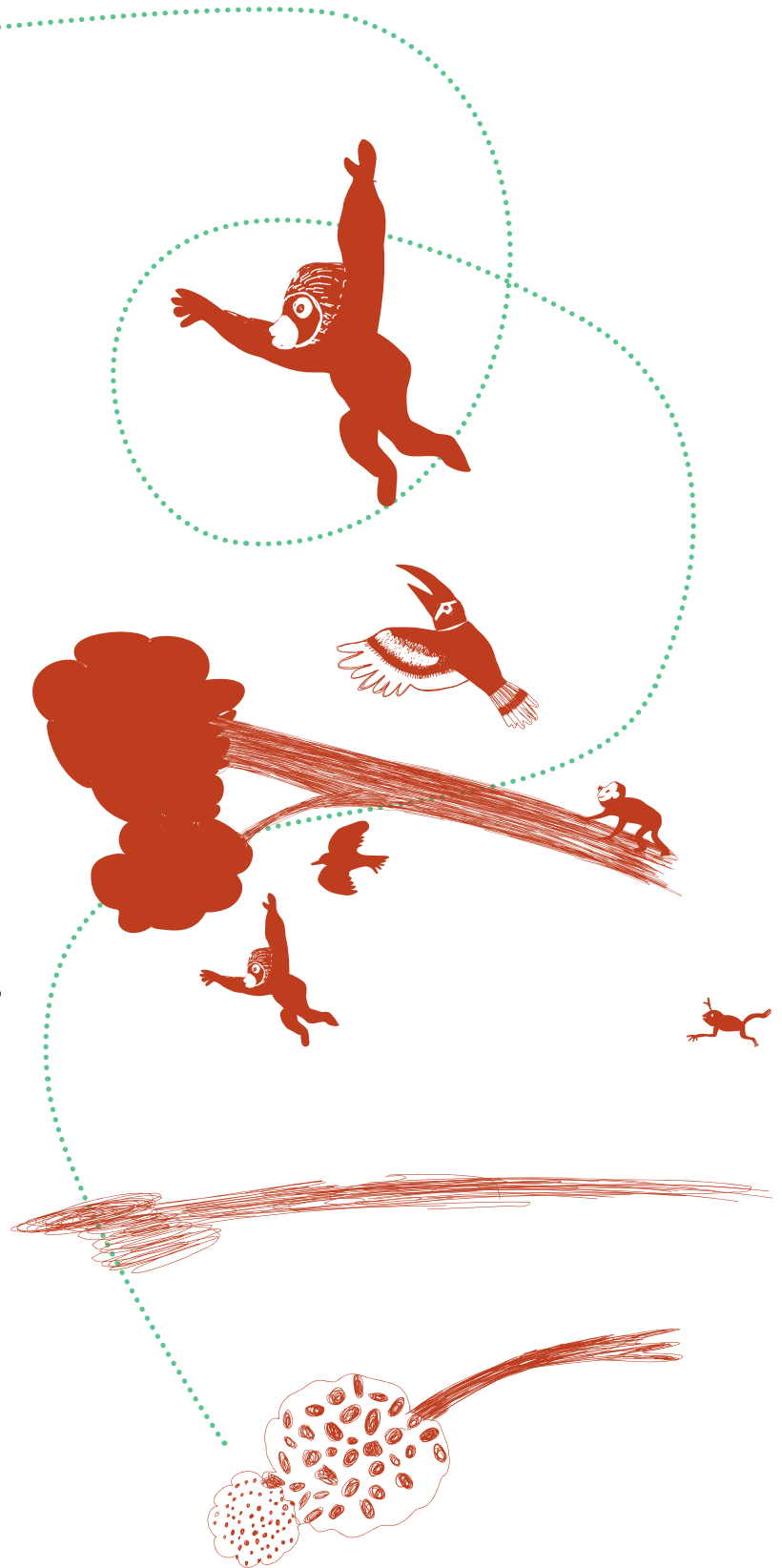
### 4. How well did I do?

Colour smiley orangutan faces to self-assess participation and learning.

### 5. What do I need to do next to improve my learning?

- » Brainstorm ideas about how the children can do better (e.g., Listen more carefully; Ask someone to help me memorise the new words ...)
- » Have them finish the sentence '*To do better in English, I can ...*' with an idea or a drawing

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



## Taking Action Cycle



*Virtual exchange should ideally be involved in the project work described below. The children can complete this activity cycle on eTwinning (or a similar virtual exchange platform). We recommend planning getting to know you and icebreaking activities for the groups of children when they first collaborate virtually.*

*If your school does not have access to eTwinning, the children can still go beyond the book using the activities to take action in their schools and/or communities.*

### From Products to Producers: Taking Action for the Rang-Tan

#### Activity 1: Discover

- » Ask the children which everyday products they think contain palm oil and which do not.
- » Show real products and ask the children to predict which ones contain palm oil.
- » Teach the children how to read labels to identify palm oil.
- » Give each child one product and ask them to place it on the correct table (one table for products containing palm oil and one table for products without palm oil).
- » Compare the results together as a whole class.

#### Homework:

- » Ask the children to look for more products containing palm oil at home or in a supermarket and make a list of their findings.
- » Ask the children: *Who makes these products? Do we buy them, or do adults buy them? Can children help companies make better choices?*

- » Explain that companies decide what ingredients they use, and that people (including children) can ask questions and share concerns.



#### Activity 2: Share

Before sharing, ask: *What do we want other people to know? What message would we like companies to hear?*

- » Create a shared space online [e.g., eTwinning] with the class to share:
  - the products explored in class (including photographs of the tables)
  - additional products found at home or in the supermarket (homework)
  - the children's reactions, ideas and feelings
  - one question for a company who makes these products

### Activity 3: Co-Create

- » Remind the children that they have found products with palm oil, shared their ideas and questions, talked about what companies can do
- » Explain: Now we are going to turn our ideas into a letter so companies can hear our voices.
- » Ask the children to work in groups to identify the local company that uses palm oil they want to write to, and then write a letter.
- » Use the back matter of the picturebook to explore ideas on how to write a letter and what to include.
- » The letters should ask companies to reduce or stop using palm oil and to consider more sustainable alternatives.
- » These letters can be written in the children's common classroom language and or in English.

### Activity 4: Take Action

- » Send the letters to the selected local companies.
- » Ask the children to present the topic to other classes, families and the school community through posters and short oral presentations.

### Activity 5: Share

- » Ask the children to share the outcomes of their work (e.g., photographs, labels and letters) with a partner class and on a shared virtual space [e.g., eTwinning]
- » If companies reply, share and discuss the responses together.

### Activity 6: Reflect and Review

Use one of the following activities to help the children reflect on their learning. Children may use their own language(s).

#### Review 1: My Reflection Wheel

##### Preparation:

- » Provide each child with a sheet of paper with a large circle divided into four sections (or ask the children to draw one).

##### Instructions:

- » Explain to the children that they are going to reflect on what they learned during the activities.
- » Say that each section of the wheel helps them think about a different part of their learning.
- » The children can write, draw or use key words.

##### Reflection prompts:

##### Section 1 – What I learned

- » One new thing I learned is ...

##### Section 2 – What surprised me

- » Something that surprised me was ...

##### Section 3 – How I felt

- » When I learned about this topic, I felt ...

##### Section 4 – What I want to know or do next

- » I would like to learn more about ...

##### Sharing (optional):

- » Ask the children to share one part of their reflection wheel with a partner or small group.
- » Invite a few children to share their ideas with the whole class.



### Review 2: My Promise to the Rang-Tan

- » Ask the children to complete one sentence:
  - *I promise the Rang-Tan that I will ...*
- Children can write, draw, or dictate their promise.
- Display the promises in the classroom or near the project display.

### Review 3: One small action, one big reason

#### Instructions:

- » Ask the children to think about the actions discussed during the project (e.g. reducing palm oil use, telling others, writing letters).
- » Children may respond orally, in writing, or by drawing. They may use their own language(s), where necessary.

#### Reflection Prompts:

- » *One small thing I can do is ...*
- » *This is important because ...*

#### Sharing (optional):

- » Ask children to share their ideas in small groups.
- » Collect a few examples and display them in the classroom.

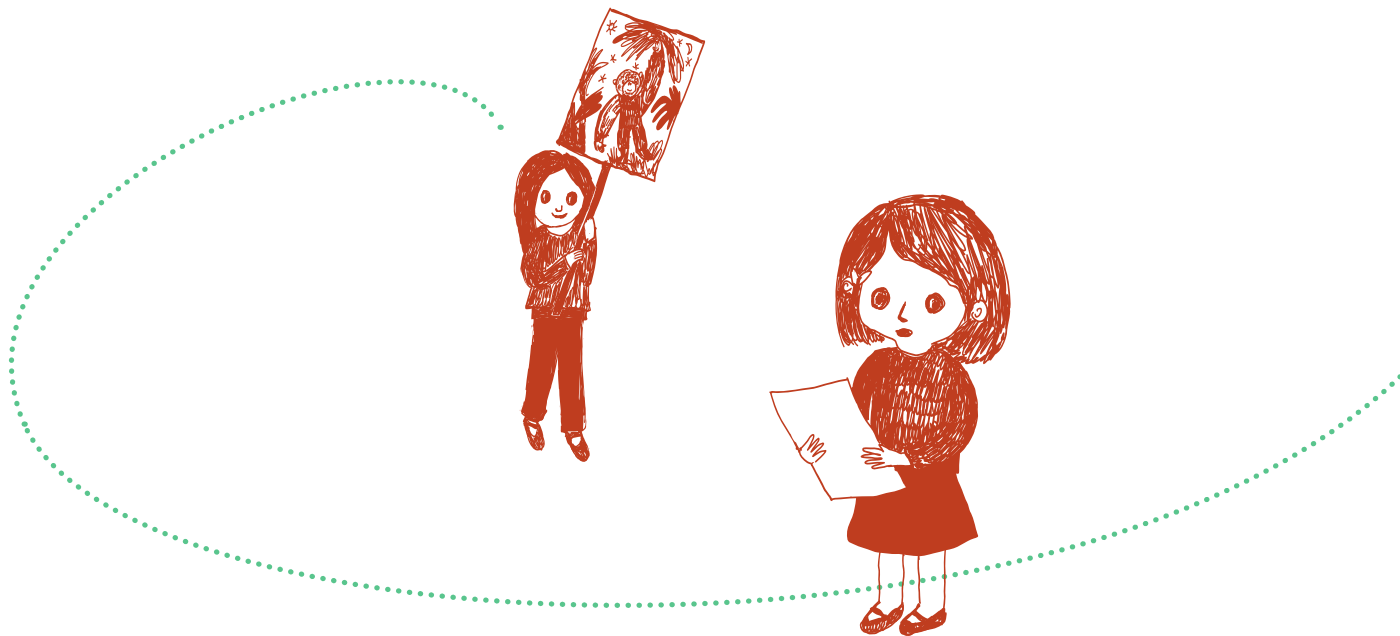
## End-of-kit

### Reflective Reviewing

#### Head-Heart-Hands

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

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



**NICEPELL** is an extension of the ICEPELL Erasmus+ Strategic Partnership project (see [icepell.eu](http://icepell.eu)) and aims to support practitioners in Portugal to confidently integrate intercultural citizenship education into English as a foreign language lessons and library sessions with children aged 5 to 12 years using picturebooks.

NICEPELL was a professional development course which began as a week-long, face-to-face workshop in Lisbon and continued as virtual collaboration with mentorship. It was coordinated and funded by APPIforma, the training center of APPI - Associação Portuguesa de Professores de Inglês in collaboration with CETAPS – Centre for English, Translation and Anglo Portuguese Studies, at Nova University of Lisbon. Teachers from geographically distant schools in Portugal took part in the course, developed and trialled a NICEKit and set up virtual exchange projects between their classes of students (aged 8 to 12 years old).

APPIforma would like to thank David Valente, Ana Nunes and Sandie Mourão for their collaboration as trainers and Ana Nunes and Sandie Mourão as mentors on the course.

**Project dates:** 2 September 2024 to 31 May 2025



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**Project website:**

<https://appi.pt/resources/nicepell>

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# My There's a Rang-tan in My Bedroom and Me Record Sheet

Name: .....

Date: .....

Let's reflect and review!



## 1. What did I learn?

Write or draw three things that you learned in the 'There's a Rang-tan in My Bedroom and Me!' activities:

**2. How did I learn?** Finish the sentences to explain how you learned or draw a picture to show what helped you learn about human actions on rainforests and endangered animals.

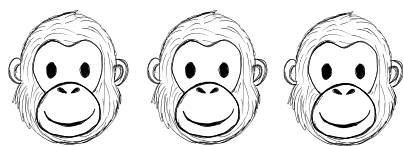
a) I learned about the impact of human actions on rainforests by .....

.....  
.....

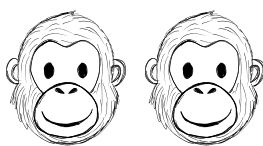
b) I learned how to help endangered animals by .....

.....

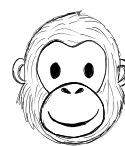
**3. How well did I do?** Colour smiley orangutan faces to show how well you did.



I did very well during the lessons!



I did well during the lessons!



I need to work harder during lessons!

## 4. What do I need to do next to improve my learning?

Finish the sentence with an idea or a drawing.

To do better in English, I can:

# My Head - Heart - Hands reflection

During the *There's a Rang-Tan in my bedroom* lessons, I learnt ...

To help share what I learned about the destruction of orangutans' forests, I can ...

Learning about orangutans and palm oil made me feel ...