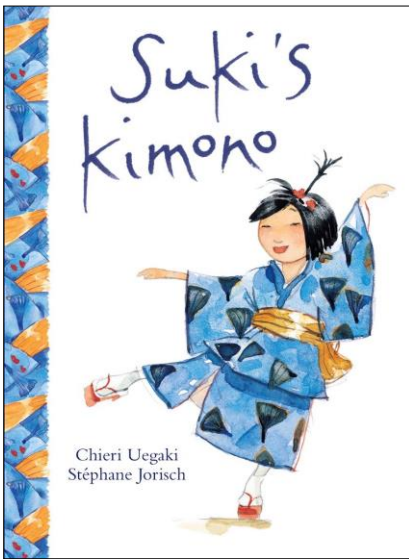


Suki's Kimono



Summary: Suki's very favorite thing is her blue cotton kimono. A gift from her obāchan, it holds special memories of her grandmothers' visit over the summer. And Suki is going to wear it on her first day back to school – no matter what anyone says.

Author: **Chieri Uegaki** is a second-generation Japanese Canadian born in Quesnel, British Columbia. She attended the University of British Columbia and earned a Bachelor of Fine Arts in Creative Writing. Chieri's first picture book, *Suki's Kimono*, was a result of losing two children's writing competitions. She took a story she had written at UBC almost a decade earlier, rewrote it as a picture book, and submitted it to a competition. *Suki's Kimono*, illustrated by Stéphane Jorisch, was released in 2003. She has since published three more picture books: *Rosie and Buttercup*; *Hana Hashimoto, Sixth Violin*; and *Ojiichan's Gift*. Chieri has won many literary prizes. For more information about the author, see <https://www.kidscanpress.com/creators/chieri-uegaki/280>

Illustrator: **Stéphane Joris** was born in Brussels, Belgium in 1956. A year later, his family moved to Québec. He grew up in Lachine, on the shores of the St. Lawrence River. Inspired by his father, a talented comic book illustrator, Stéphane started drawing at an early age. After earning a bachelor's degree in design at Concordia University and another degree in industrial design at Université de Montréal, he started working in industrial design. He soon missed his brushes and his pencils. Stéphane started to draw again to finally devote himself entirely to the publishing field in the early 90's. He has been the finalist and recipient of the General Governor Award several times.



WITS Connections: (S)Seek Help, (I)gnore, (T)alk it out

Socio-emotional learning:

- 1- Identity and positive self-affirmation
- 2- Respect and appreciation of diversity

Level: Intermediate (Grades 3 & 4)

Competencies: *Communicating verbally, Reading a variety of texts*

Lesson plan: 4 sessions (2h40) and 1 optional sessions (1h)

Timing	Activity and teaching intentions	Material	Time
Before reading	Activity 1: What do you do if someone laughs at your differences? Intention(s): Identify how to react when someone laughs at you because you are different.	None	20 minutes
During reading	Activity 2: Big sisters who are afraid of other people's opinions because of Suki's choice of clothing Intention(s): To identify risk factors for victimization.	List of questions	15 to 20 minutes
	Activity 3: Suki's Courage ! Intention(s): Recognize criteria for identifying bullying situations.	List of questions	60 minutes
	Activity 4: I learn Japanese words (optional activity) Intention(s): Learn the meanings of Japanese words in the story	List of words	15 to 20 minutes
After reading	Activity 5: An ice cream cone topped with qualities Intention(s): Being able to name qualities that I value in myself and in others	Text: Suki's Cone for the Teacher Sheet: One ice cream cone for every student Color pencils	60 minutes

Before reading

Activity 1: What do you do if someone laughs at your differences?

Overview	
Intention(s)	Identify how to react when someone laughs at you because you are different.
Necessary material	None
Time for activity	15 to 20 minutes depending on class participation
Sequence of activity	<p>Read the questions and discuss the answers with the students.</p> <ul style="list-style-type: none"> - If you enjoyed wearing an item of clothing, but other students made fun of you when you wore it, how would you react? Would you continue to wear it despite being made fun of by other students? - What do you do if students do not respect your difference? <i>I use WITS strategies: I walk away from these students, ignore what they are saying, ask a friend or adult for help and tell them about it.</i> - If at lunchtime you ate something different from the other students and one of the students started making fun of you with comments like "Ew, that smells funny!" or "What's that?" how would you respond? <i>I could ignore what they say. I could sit at another table. I could give them information about the food (where it comes from, how it tastes, how to prepare it, etc.) If possible, I could invite them to taste it, and if they do not want to, I could let another student taste it and be respectful.</i>

During reading

Activity 2: Big sisters who are afraid of other people's opinions because of Suki's choice of clothing

Overview	
Intention(s)	To help students to understand what makes Suki different from her sisters. To understand the causes of Suki's exclusion.
Necessary material	List of questions
Time for activity	15 to 20 minutes depending on class participation
Sequence of activity	<p>Read aloud pages 1 to 4 of the book.</p> <p>As a discussion, ask the following questions related to the first three pages of the book. Let the students volunteer to express themselves, with each person's words facilitating the group's understanding of the story and accompanying inferences. Feel free to modify the questions and suggest sub-questions if the students do not seem to understand the first few pages. You may also want to reread the first three pages and make links to the images to gain the understanding needed to continue the story.</p> <p><i>Suki's sisters:</i></p> <ul style="list-style-type: none"> - Why do Suki's two older sisters disagree with Suki's choice of clothing? - In your opinion, are Suki's sisters afraid of other people's opinions? Are they afraid of being rejected? - What will Suki's reaction be? Refer to the text or image of Suki walking down the stairs. <i>She ignores what her sisters are saying.</i> - Do you think her reaction is what a WITS Special Agent should have? <i>Yes, ignoring hurtful words is one way to protect yourself.</i>

Activity 3 : Suki's Courage !

Overview	
Intention(s)	Recognize criteria for identifying bullying situations.
Necessary material	Liste of questions
Time for activity	60 minutes
Sequence of activity	<p>A. Continue reading to the page where Suki swings. (double page 15-16)</p> <p>B. Use the following questions to facilitate a discussion. The purpose here is to get students to share their ideas with others.</p> <p>On the way to school and meeting Penny:</p> <ul style="list-style-type: none"> - On the way to school, Mari and Yumi are several steps ahead of Suki, and they pretend not to know her. Do you think her sisters' behaviour is bullying? <i>It may look like bullying. Rejecting someone by pretending not to know them and therefore not talking to them and therefore excluding them from the group can become bullying. However, bullying occurs when the act is repeated over a period of time. This is not what we see in the story.</i> - How do you recognize bullying? Let the students discuss the topic. <i>Intimidation is said to occur when the following 3 criteria are met: intention (intention to deliberately harm or injure), repetition (of behaviour or words) and the balance of power (which is unequal between the two parties).</i> - How does Suki feel about the behavior of her sisters? Find the sentence in the text that expresses how she feels. <i>"But Suki didn't mind." In fact, she ignores their comments and is "...feeling very pleased in her fan-patterned blue kimono."</i> - If the situation worsened and some students, for example, took or broke Suki's umbrella, should she continue to ignore their actions? <i>No, she should seek help from an adult (her mother, a teacher) and talk about it.</i> - If there were kids a few meters away from you, but you could not hear their conversation, how would you know if some of them were making fun of another person? <i>Like in Suki's Kimono, if they put their hand</i>

over their mouth when they laugh, point with their index finger at them with a scornful look, talk closely to each other while looking at them funny, or turn their backs on them with occasional uninviting glances. The targeted person is not smiling, maybe looking sad or even angry, shoulders are lowered and head down.

C. Continue reading until the end of the book.

Class entry and presentation by Suki:

- What does Penny do when she enters the class? Refer both to the text and the illustration.
- Does Suki seem happy with Penny's gesture? Why does she seem happy?
- What are the two boys sitting in front of Suki doing? Why do you think they are doing this?
- How do you think Suki reacts to the two boys' attitude? *She feels her cheeks burning, but she does not react.*
- Is it better for her to control her anger or to express it by reacting violently to the boys? *It is best if she does not react violently even if she's angry. It is better for her to calm down and think about problem solving and strategies to use instead of hurting back the boys who hurt her.*
- Suki is always ignoring the teasing of children, but what more could she do to finally stop the teasing? *Suki should seek help from an adult or friend and talk to them about it.*
- At the time of her presentation, "a laugh breaks out somewhere in the classroom. What does she do to calm down and continue her presentation? *She takes a deep breath.*
- Suki tells the whole class about her participation in the festival with her obāchan, her grandmother. Do you think she is proud of her difference? Please explain.
- How are you different from others? Explain why you are proud of it, or not.
- When her presentation is over, Suki sat down again. Everyone was looking at her. Suki wondered if she was in trouble. Look at the expressions of the students sitting at their desks, what do you think they are thinking? Is Suki right to worry?
- What qualities does Suki have? *Courage, perseverance, boldness, proudness, etc.*
- Name one experience that has required courage from you.
- How did it make you feel afterwards?
- Why was Suki right to persevere despite the snickering and teasing?

- What do you take away from this story?

Activity 4: I Learn Japanese Words (Optional Activity)

Overview	
Intention(s)	Learn the meaning of words in Japanese
Necessary material	Definition of Japanese words. Kimono (traditional Japanese clothing), obi (belt), obāchan (grandmother), somen noodle (fine rice noodles), taiko drummer (kind of drum), getas (clogs) etc.
Time for activity	60 minutes
Sequence of activity	<p>A. Project the following sentences on a screen or write the sentences on the board.</p> <p>B. Ask students to look for the corresponding sentence in the book.</p> <p>C. Next, ask students about the meaning of the words with reference to the meaning of the sentence and the picture. Vocabulary :</p> <ul style="list-style-type: none"> • ...where they slurped bowls of slippery, cold <u>somen</u> noodles... • ...Suki joined her <u>obāchan</u> in a circle dance. • ...when the <u>taiko</u> drummers performed... • Mother checked Suki's <u>obi</u> one last time... • ...she clip-clopped along in her shiny red <u>geta</u>...

After reading

Activity 5: An ice cream cone topped with qualities

Overview	
Intention(s)	Being able to name qualities that I value in myself and in others
Necessary material	Text: Suki's Cone for the Teacher (p.10 of the lesson plan) Sheet: One ice cream cone for every student (p.11 of the lesson plan) Color pencils
Time for activity	60 minutes
Sequence of activity	<p>Read the text that introduces this activity: Suki's cone</p> <p>A. Work with students to develop a list of qualities they possess or value in others. The list of qualities, written on the board or presented on a screen, should be clearly visible so that students can copy certain words.</p> <p>B. Then hand out the sheet where the cone is drawn. Ask students to draw a large scoop of ice cream on the cone. Be careful not to color the inside of the ball. However, they can color the cone.</p> <p>C. Then ask students to write down two of their favourite qualities of ice cream in the ball. This can be a word or a short sentence.</p> <p>D. Next group the students in pairs. Students introduce themselves (even if they already know each other) by naming their two qualities. <i>For example: "Hi, my name is Josiane and I am a fun person who likes to help others. »</i></p> <p>E. Next, students exchange their cones and write inside the ball one or two qualities they appreciate in their partner. Before handing the cone to the owner, each student tells his or her partner what qualities he or she appreciates about him or her.</p> <p>F. Afterwards, students take the time to look at their cone. Do all these qualities that are written on your cone help you achieve things in your life? <i>For example, being funny helps Josiane make or keep friends. Liking to help</i></p>

others allows her to be of service to people who need help and who can help her in return.

G. Finally, post the drawings on the wall or ask students to stick their ice cream cone in a place where they can see it often.

Activity 5 – Suki's cone

Text to be read to students before completing the activity "An ice cream cone topped with qualities".

Suki enjoyed a cone of crushed ice cream topped with red bean syrup. The red bean syrup is the little touch that makes all the difference in making this Japanese dessert delicious. This syrup has an essential quality: it is sweet to the taste. Suki also has qualities such as self-confidence and self-esteem. Thanks to these qualities, she was able to go all the way to her desire to wear the traditional Japanese costume for her first day of school. What are your qualities or actions that make you appreciated by others in your class? What are those qualities that you value in yourself, too, and that make you feel good?

Variant for children who may have certain difficulties:

To begin, ask the students what they are able to do. For example: "I can ride a two-wheeled bicycle"; "I can write my name. "I am able to feed my little brother. "Write examples on the board. Then, after drawing their ball, students will draw a person or object related to their skill. For example: a bicycle wheel, a pencil, a little boy.

Activity 6 - An ice cream cone topped with qualities

