



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

This eBook can be used during literature classes, languages, optional classes of civics and social sciences as an instrument for the promotion of civic, social and intercultural skills and competences.

It is a final result of the Erasmus+ project with the title:

**Literature – a Framework for
Social and Emotional Learning**

Bibliotherapy

Didactic Resources for Mind and Soul



LITERATURE
a Framework for Social and Emotional Learning

Nr. 2019-1-RO01-KA229-063933_1

Bibliotherapy.

Didactic Resources for Mind and Soul

This OER is a new approach of teaching-learning-evaluation process in the form of a collection of texts from the literature of the partner countries with lesson plans, videos, and non-formal methods and examples of good practice for the acquisition of social, civic, intercultural and emotional skills and competences through literature and as a prevention strategy for risky behaviours, inadaptability and social exclusion, as describe in objectives of the project Erasmus+, KA229, "Literature – a Framework for Social and Emotional Learning".

A more interactive form of this educational resource and other educational resources can be found at <https://socioemotionalliterature.ro/>

Other lesson plans and educational materials can be asked for free, sending an email to interactive.in.education@gmail.com or access them on eTwinning platform of the project

Summary

Lesson Plans	3
Materials for non-formal and informal lessons	25

LESSON PLAN 1

created by Nicolae Loghinaş

Issue: resilience, racism, physical violence and isolation, ways of healing

Title of the Book/Film: *Holy Angels*

Video link: <https://www.nfb.ca/film/holy-angels/>

Description of the film:

In 1963, Lena Wandering Spirit became one of the more than 150,000 Indigenous children who were removed from their families and sent to residential school. Jay Cardinal Villeneuve's short documentary *Holy Angels* powerfully recaptures Canada's colonialist history through impressionistic images and the fragmented language of a child. Villeneuve met Lena through his work as a videographer with the Truth and Reconciliation Commission. Filmed with a fierce determination to not only uncover history but move past it, *Holy Angels* speaks of the resilience of a people who have found ways of healing—and of coming home again.

Applied to grades 11B, 10C

Learning Objective

The students will watch and analyse the film for cause and effect relationships, make connections and comparisons, write essays or letters on resilience.

Introducing the story

The students brainstorm ideas about resilience, ways of healing.

Causes and consequences

Discussion

- How do you feel watching this film?
- Do you remember the name of the character?
- Where does Lena live? How do you know that?
- Could you establish the ethnicity of Lena?
- "We are going to civilize these savages"
- How could you describe Lena's attitude regarding the whole story. Why do you consider she laughs when she tells the story?
- Characterize Lena's attitude regarding her culture.
- Why do you think she is dancing dressed in those specific clothes?

Writing activities:

1. Write an opinion essay supporting the point of view with reason and information from the story.
2. Describe in depth a character taking into account words as resilience, happiness, courage, empathy, cooperation, joy.

LESSON PLAN 2

created by Regina Pinto

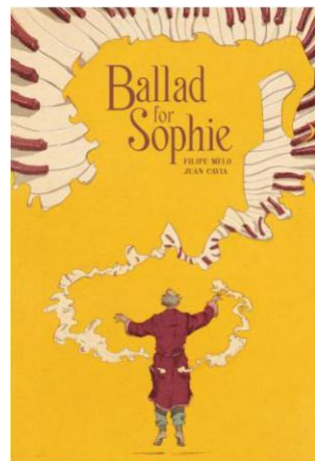
Issue: Resilience, Respect, Sympathy, Tolerance, Sensitivity

Title: Ballad for Sophie, Filipe Melo and Juan Cavia

Read online: <https://www.youtube.com/watch?v=4WPRBGHp4dI>

Description of the book:

A young journalist prompts a reclusive piano superstar to open up, resulting in this stunning graphic sonata exploring a lifetime of rivalry, regret, and redemption. The poetic flow of the story is like a musical score of human emotion building up to its highest possible point. Ballad of Sophie is a melancholic melody of a painful journey of a youthful musician growing up in a confusing time during wartime WW2 in Europe till his death in the late 20th century.



Learning Objective

The pupils will learn about the impact music has in one's lives in terms of expressing emotions and as a universal way to communicate.

They will understand the result of being resilient and the consequences it may bring in terms of success.

They will also think about the relation between success and happiness: through the life story of the famous musician pupils may elaborate on the lives of artists they know and understand how

Introducing the story

Pre-Reading

Getting to know your emotions:

The pupils will listen to different pieces of music (classical, jazz, rock & roll) and express their emotions

The pupils will describe their feelings according to the music they are listening to.

While-reading

Understanding and managing emotions

Students learn how to read others' emotions and how to effectively understand, manage, and express their own emotions.

They will be given the first pages of the graphic novel with the speech bubbles in blank.

They will focus on the two characters, the interviewer and the interviewee and define their personalities.

They will complete the blank speech bubbles, according to their perception of the story <https://drive.google.com/file/d/19JEe8QRI5WfYrBtN-Egb7iGEZ9mYnTgO/view?usp=sharing> (this exercise will be done by the sound of the music *Ballad for Sophie* <https://www.youtube.com/watch?v=RbJ4wDJ0y4A>).

After they have presented their version of the story, they will compare it to the original one.

They will be asked questions such as:

- How would you feel if you were in the same situation as the reporter? Why?
- How did she get the interview?
- What does the man look like?
- Why do you think he first refuses the interview?

LESSON PLAN 3

created by María Luisa Montes Bermúdez and Ana Raquel Galán Mendoza

Issue: Bullying.

Title of the book: **Invisible** by Eloy Moreno.

Video link: Video created by students at teacher training school 9-001 in San Martín (Mendoza, Argentina), which was awarded a prize in a local short film contest.
<https://www.youtube.com/watch?v=Mp-8gRAWWqI>

Description of the book: This is the story of a boy, with no name, and the situations he experiences in school. The school could be located anywhere in the world and the situations he experiences are just situations experienced in any school in the world.

Learning objective: Raising awareness about bullying and its consequences for those who are suffering it. Getting to know that a bully is any person who insults, ill-treats or bothers somebody else, but also the people who watch how others are bullied and do nothing.

Introducing the story: The students will read this excerpt from the book:
(Pages 124-127)

I went out to the yard with Zaro, Kiri and two other girls from the class. We sat down in the same place as usual, one of the corners next to the water fountain.

That day, I tried to place myself in the center of everybody else, as if they could form a shield to protect me.

On some occasions, we cannot avoid the unavoidable and the unavoidable happened. We had not finished unwrapping our sandwiches when MM and the other two boys came up to us. He addressed me directly.

"So... no, right?", he said angrily.

"What?", I just dared say.

"You know what I am talking about, the exam you wouldn't pass on to me... you idiot – And that "idiot" came out of his mouth even more angrily."

"The thing is... we were going to get caught" - I tried to excuse myself.

"No, we weren't going to get caught. You didn't want to give it to me, you moron."

"No, no, that is not it. We were going to get caught..."

"You are going to get caught... by me. - and in that moment of frustration," MM pushed me.

It wasn't a hard push. It only moved me a little, but that was enough for both of us.

For me, because something I could not stop had started and for him because, as he didn't see me fight back, he realised that he could go on.

"Eh, listen! What did you think you were doing?" – Kiri yelled.

"So, you have somebody to defend you, a girl." He said, addressing me.

After that, he reached out his arm and without me noticing, grabbed my sandwich.

"Let me see, let me see what is in here?" – he said, grinning while he walked some metres away.

We were all waiting.

"Yuck, tuna, I don't like it." – he said as he threw the sandwich on the ground.

We looked me in the eyes. I think it was to check my reaction. But when he realised I wouldn't react he raised his foot and stepped on it with all his weight. He stayed there, by me, laughing. I stayed there staring at the state of the sandwich on the floor.

And, some seconds later, something happened in my body which I could not control.

The sandwich.

And just at that moment, the frightened kid that is looking at his sandwich on the floor has just discovered that real violence exists. Not the violence he is used to watching every day on television. That violence that is so distant, that happens to somebody else, somewhere else... but the one that has just affected him directly.

He has just discovered the other side of violence, the one that is never mentioned. The violence of those who watch but do nothing. That of others who came closer to see the show but decided not to intervene. Those who, when they see a fight, can only take out their phone to brag about the moment. Those who, when witnessing an accident, would rather do anything but help. Those who turn their heads away from injustice, to a place where there is nothing to see.

After discovering these two sides of injustice he has a better look at the floor where there lies not only a shattered sandwich but much more besides. His world, his whole world, is in that sandwich. It is his father getting home tired so late after work. It is also his mother waking up early because she has to clean other people's houses to make ends meet. In that sandwich lie some of the field trips he has not been able to go on. The trendy sneakers he could not buy himself. The trip to the amusement park he could not go on. All the movies he could not go and see. Over there, on the floor, is part of his life. There lies the effort made by a family to keep going.

Over there, on that piece of bread and tuna.

This might be the reason for someone who has never used violence to be willing to become the Hulk. He is full of anger and hate. He feels like attacking, beating, destroying his enemy. He can feel his blood scratching him inside, as if a current of glass were running through his body.

The problem is that he doesn't know how to expel all this violence, how to take out the fire that is burning him inside. ... and not knowing how to drain away his revenge affects his own body.

Just like an infection that cannot find its way out, his skin starts to go red, some veins in his face swell, his hands turn purple through clenching them.

He cannot see himself, although he can feel all these changes inside him. This is why he feels like this: he is turning into the Hulk.

The problem is that from outside ... outside, the reality is a different one.

Reading and Discussion

Students will read the preceding excerpt

Why do you think the main character has no name?

Why are there people who keep quiet in the face of this situation and don't help him?

Do you think he has good friends? How many of them help him?

Why do you think he wants to become the Hulk?

Do you know people who behave like MM?

After MM throws the sandwich on the ground, many ideas come to his mind. This has happened to him all his life: why do all these ideas occur now, at this very moment?

Have you witnessed a similar situation to this one? Can you describe it? What did you do? If somebody just told you, what was your reaction?

What do you think happens later? What kind of reality was there in the real world, not inside him?

Can you think of any other questions that need answering? Please write them here:

Writing activities:

“There were monsters everywhere, I started wishing I could disappear from that place. I focussed and I curled up... Suddenly, when I opened my eyes I realised that the monsters had stopped looking at me.” This quotation from the book explains its title, Invisible, and helps us introduce the writing activity.

Students will be given cards with situations. They will have to create a context to explain that situation. The need to develop a character and explain how she/he feels due to the situation she/he has been given.

Once the short stories have been written, the students will have to act them out in front of their partners.

Here we have the situations:

“I don’t like the way I look” “I don’t fit in any group” “I feel different” “I feel everybody is cleverer than me” “Nobody picks me to sit with them” “Everybody makes fun of my way of talking” “Everybody thinks I am clumsy”

“I don’t want to be the best student in the class” “I am afraid of people laughing at me.”

LESSON PLAN 4

Issue: Bullying, resilience, human relationship.

Title of the Book: **Rosso Malpelo** by Giovanni Verga

Book link: <https://www.shortstoryproject.com/stories/rosso-malpelo/>

Description of the book:

Rosso Malpelo is a short story and the title, the main character's nickname, is Italian for "evil redhead", as Sicilians believed people with red hair had an evil disposition. It is a story about bullying, human relationships and resilience.



Learning Objective:

The students will read the text, analysing the main character's personality and the society in which he lives, his background. Then they will discuss some important aspects of the novel, focusing their attention on society and its ignorance.

Introducing the story

Brainstorming – individuate most important parts of the novel

What does dehumanization mean?

Which are its consequences?

Reading and Discussion

Read the novel and then participate to a round table.

- Violence with words: bullying is not only something physical
- Using nicknames in bullying
- Discrimination and exclusion: novel and real life.
- Education system: the importance of an educated society

LESSON PLAN 5

created by Grațiela Loghinaș

Issue: resilience, courage, respect, friendship, tolerance, hope.

Title of the Book: *The White-Moor Story (Povestea lui Harap-Alb)* by Ion Creanga

Video link: <https://www.youtube.com/watch?v=fbtvxNSgBsQ>

Description of the book/film:

Harap-Alb's story is a cult fairy tale written by Ion Creanga. Starting from the folkloric model, the author updates themes of universal circulation passing them through the filter of his own vision; we thus witness a complex, ample and multi-episode narrative text, with numerous characters carrying symbolic values.

The theme of the fairy tale is the struggle of good against evil, ending with the victory of good. The world in which the action takes place is a miraculous one and fabulous reflection of reality, which does not provoke a particular reaction to the reader or the characters, who accept the embrace of different conventions than those of the real, rational world.

Applied to grades 11E, 10C

Learning Objective

The students will watch and analyse the film for cause and effect relationships, make connections and comparisons, write essays or letters on resilience, courage, friendship, respect, tolerance, hope.

Introducing the story

The students brainstorm ideas about resilience, courage, friendship, respect, tolerance, hope. Causes and consequences

Discussion

- How do you feel watching this film?
- Do you remember the name of the characters?
- Who is the White-Moor? Describe his attitude.
- Who is Glabrous? How would you describe his attitude towards the White Moor?
- Characterize the main aspects of the White-Moor behaviour.
- How did the main character received the name White-Moor and why?
- Describe the aspects regarding the friendship appeared in the story, taking into account those five strange characters.
- Give concrete examples of resilience, courage, friendship, respect, tolerance, hope you found in the film.

Writing activities:

3. Write an opinion essay supporting the point of view with reason and information from the story.
4. Describe in depth the main character taking into account words as resilience, courage, friendship, respect, tolerance, hope.

LESSON PLAN 6

created by Dan Dumitru

Issue: Bullying

Title of the Book: *Go Ask Alice* by Anonymous

Book link: https://onlinereadfreenovel.com/beatrice-sparks/35031-go_ask_alice.html

Description of the book:

Go ask Alice tells the story of a teenage high school girl who does not feel capable of socialising and unfortunately becomes a drug addict. Later on, when she gives up on drugs she is facing numerous bullying acts from her former addict friends.

Learning Objective

The students will read fragments in the text in order to identify and analyse the bullying acts Alice is facing and their effects. Then they will try to express their opinion on what Alice should do in order to stop the bullies.

Introducing the story

The students brainstorm ideas about bullying.

What does bullying mean?

Causes and consequences

Reading and Discussion

Read aloud the paragraphs selected from the book and answer the following questions

- What types of bullying is Alice facing?
- Who are the bullies?
- What are the causes of these acts of bullying?
- What other people are threatened to be victims of the bullies?
- Has something similar to the events in the story happened to you or to a friend?
- What did you do?
- How did you feel?
- What is your advice for the victims of bullying?

Writing activities:

1. Create a presentation that sums up the bullying acts in the fragments and express your ideas on what Alice should do in order to escape from being bullied.

LESSON PLAN 7

by Cristina Olteanu

Issue: Resilience and friendship

Title of the Book: *Tzup – IMPOSSIBLE is just a word* by Alex Donovici

Audio link: <http://povestilecristinei.ro/tup/>

English version link:

<http://povestilecristinei.ro/story2/tara-lucrurilor-care-se-pierd/#textpoveste>

(Click on: CITESTE POVESTE)

Description of the book:

By reading this book in which the whole world comes to life, full of the most fascinating characters, you will be able to meet Țup and all her fantastic friends. You will learn from them that is important never to judge by appearances, to believe in ourselves to the end, and not to lose hope even when it seems that we are in a hopeless situation.

Learning Objective

The students will read or listen and analyse the text for cause and effect relationships, make connections and comparisons, write essays or letters on resilience.

Introducing the story

What does resilience mean?

Causes and consequences

Examine and discuss similar cases of birth defects or genetic mutations in order to better understand real-life experiences of this people.

Through this activity we aim to cultivate an approach to life considers obstacles as a critical part of success.

Reading and Discussion

Listen or read the story and discuss the following questions:

- How would you react if you were Țup's mother?
- How do you think Țup felt when she realized she was alone?
- What do you think about the advice that BuHu gives to Țup? "Always look for the solution to any problem that comes your way. If you're not trying to do it, don't wait for others to help you!"
- What messages do you think this book conveys to children? What about the parents?

Writing activities:

1. Write an essay about resilience.
2. What do you think is Țup's most important character trait?
3. Write a letter to a child with a motor disability. How would you motivate him to overcome these deficiencies and find his place in society?

LESSON PLAN 8

by Cristina Olteanu & Daniela Titoveanu

Issue: Bullying/Cyberbullying, Resilience

Title of the Book: *Wonder* by R.J. Palacio

Video link: https://www.youtube.com/watch?v=fgB7_KpBDss
<https://www.youtube.com/watch?v=Ob7fPOzbmzE>

Description of the book:

August Pullman is a 10-year-old boy who likes Star Wars and Xbox, ordinary except for his jarring facial anomalies. Home-schooled all his life, August heads to public school for fifth grade and he is not the only one changed by the experience--something we learn about first-hand through the narratives of those who orbit his world. August's internal dialogue and interactions with students and family ring true, and though remarkably courageous he comes across as a sweet, funny boy who wants the same things others want: friendship, understanding, and the freedom to be himself.

Learning Objective

The students will read or listen and analyze the text for cause and effect relationships, make connections and comparisons, write essays or letters on bullying or friendship.

Introducing the story

What does bullying mean?

Causes and consequences

Examine and discuss similar cases of birth defects or genetic mutations similar to Auggie's in order to better understand real-life experiences of people with similar conditions to his.

Reading and Discussion

Watch the videos pausing throughout the story to discuss the following questions

- Has something similar to the events in the story happened to you or to a friend?
- What did you do?
- How did you feel?
- What is your advice for the victims of bullying?
- The author has explained that she was inspired to write WONDER after an experience at a local ice-cream parlour, very similar to the scene described in the chapter 'Carvel', where Jack sees Auggie for the first time. In this scene, Jack's babysitter Veronica chooses to get up and quickly walk Jack and his little brother Jamie away from Auggie, rather than risk Jamie saying something rude or hurtful. What do you think you would have done, if put in that position?
- When Julian calls Auggie a 'freak', Jack punches him in the mouth. Who do you think behaved most badly in this situation: Julian or Jack? Is Jack justified in the action he takes against Julian?
- How do Auggie's parents, teachers and other adults affect his life? Do you think they really understand what it feels like to be Auggie?

Writing activities:

1. Describe what you think about the policy: "No tolerance for bullying."
2. Write a letter to a new student in your class.
3. WONDER is told from the point of view of six different characters: Auggie, Via, Summer, Jack, Justin and Miranda. Why do you think the author chose to do this? What limitations would the author have had if she had only told the story from Auggie's point of view?

4. Auggie's teacher, Mr Browne, gives his class a new precept to write an essay on every month, such as 'YOUR DEEDS ARE YOUR MONUMENTS', or 'FORTUNE FAVORS THE BOLD'. Why do you think the author chose to include this in the story? What effect do you think the precepts have on Auggie and his friends?

LESSON PLAN 9

created by Claudia Pîrvu

Issue: Bullying/Cyberbullying

Title of the Book: *Bully* by Patricia Polacco

Video link: <https://www.youtube.com/watch?v=82NwsZ9-0Oc>

Description of the book:

“Bully” by Patricia Polacco is a book for counsellors and teachers. It deals with bullying/cyber bullying, cliques, internet safety and welcoming new students to school.

Learning Objective

The students will read or listen and analyze the text for cause and effect relationships, make connections and comparisons, write essays or letters on bullying.

Introducing the story

The students brainstorm ideas about bullying.

What does bullying mean?

Causes and consequences

Reading and Discussion

Listen to „Bully” pausing throughout the story to discuss the following questions

- Where does Lyla live? How do you know that? What do Lyla and Jamie have in common?
- Why the cafeteria table is called the 'celebrity table'?
- Why is Gage jealous of Lyla?
- How does Lyla convince her parents to get her a cell phone and a laptop? How do you convince your parents to buy you something?
- How does Lyla change when she starts sitting at the 'celebrity table'?
- Why does everyone feel sorry for Gage?
- What happens that changes the way people in school treat Lyla?
- What does Gage do to make up for what she has done?
- Has something similar to the events in the story happened to you or to a friend?
- What did you do?
- How did you feel?
- What is your advice for the victims of bullying?

Writing activities:

1. Write an opinion essay supporting the point of view with reason and information from the story.
2. Compare and contrast two characters in the story, drawing on specific details from the text.
3. Describe in depth a character in the story drawing on specific details in the text. For example: character's thoughts, words or actions.
4. Compare him/her with a person that you know who experienced a similar situation.
5. Write a letter to bully/cyberbully from the text convincing him/her to stop bullying.

LESSON PLAN 10

by Tina Moraret

Issue: Resilience and friendship

Title of the Book: *The Boy in the Striped Pajamas* by John Boyne

Video link : <https://www.imdb.com/title/tt0914798/>

Book link : [https://www.beasleyac.org/ourpages/auto/2011/9/7/53584980/The Boy in the Striped Pajamas.pdf](https://www.beasleyac.org/ourpages/auto/2011/9/7/53584980/The%20Boy%20in%20the%20Striped%20Pajamas.pdf)

Description of the book:

During World War II, 9-year-old Bruno and his family leave Berlin to take up residence near the concentration camp where his father has just become commandant. Unhappy and lonely, he wanders out behind his house one day and finds Shmuel, a Jewish boy of his age. Though the barbed-wire fence of the camp separates them, the boys begin a forbidden friendship, oblivious to the real nature of their surroundings. Through the innocent eyes of Bruno, a forbidden friendship with a Jewish boy on the other side of the camp fence has startling and unexpected consequences.

Learning Objective

The students will read or listen and analyze the text for cause and effect relationships, make connections and comparisons, write essays or letters on resilience and friendship.

Introducing the story

What does resilience mean?

Causes and consequences.

Examine and discuss similar cases of Jewish prisoners in Nazi camps to better understand real-life experiences of this people.

Through this activity we aim to cultivate an approach to life that considers obstacles as a critical part of success.

Reading and Discussion:

Listen or read the story and discuss the following questions:

- How would you react if you were Bruno's mother?
- How do you think Bruno felt when she realized he was alone?
- What do you think about the advice that Bruno gives to Shmuel?
- What messages do you think this book conveys to children? What about the parents?

Writing activities:

1. Mind map: the type of narrator, the time and space (chronoscope), the type of conflict, the characters (what they are called, what role they play in the book), why we integrate the book in a certain theme (they chose friendship and resilience).
2. Write an essay about resilience and friendship.
3. What do you think is Bruno's most important character trait?
4. Write a letter to Shmuel. How would you motivate him to resist in those inhuman conditions?

LESSON PLAN 11

created by Regina Pinto

Issue: Resilience, Respect, Sympathy, Solidarity, Leadership, Cooperation

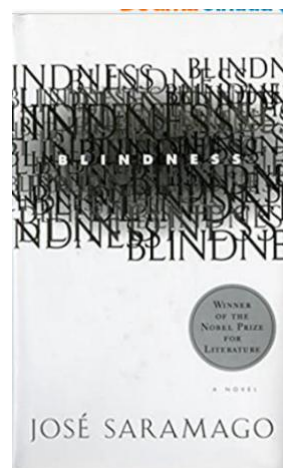
Title of the Book: *Blindness*, José Saramago

Listen online:

[Blindness by José Saramago \(Audiobook Excerpt\) on Vimeo](#)

Description of the book:

The story of *Blindness* begins on a morning in an unnamed city during rush-hour traffic. As the traffic lights change, a young man is suddenly struck blind for no apparent reason and blocks all the traffic behind his car. With the honking horns of the other frustrated drivers causing a commotion, the man is approached by a few concerned people, one of whom offers to drive him home. As they proceed to drive away, the blinded man describes his sudden affliction: an expanse of dazzling white, as though he is "swimming in milk."



Learning Objective

The pupils will read the first chapter and relate it to the real world in terms of their conception of the pandemic reality. They will study concepts like solidarity, peace, leadership, resilience, sympathy, respect.

Introducing the story

Pre-Reading

Brainstorming on the topic emotions related to blindness

Getting to know your emotions:

Firstly the pupils are invited to hear sounds and watch images of a hectic city (with crowds, traffic, hurry etc.). They will answer questions, such as:

- How are people feeling?
 - What are they thinking about?
 - How about you? How did you feel this morning, while you were coming to school?
- Then, they will make a list on the emotions highlighted.

While - reading

Managing Emotions

Students learn how to read others' emotions and how to effectively understand, manage, and express their own emotions.

While reading the first chapter, they will analyse the importance of the colours and their meaning and emotions, namely: -red (blood, danger, passion,...)

- green (freedom, hope, allowance,...)

- white (absence of colour, peace, light- different from the narrative (fear, despair)

- amber (anxiety, wait,...)

Analysing Influences

Students learn how people can influence others with their opinion and how to cope with peer pressure.

The pupils will analyse the emotional impact the blind man has on other people's lives and vice versa.

They will analyse the apparent solidarity among the characters or the attempt to take advantage of a dramatic situation.

LESSON PLAN 12

Issue: Bullying, resilience, human relationship, love.

Title of the Book: *The crow and the corsair* by Federico Pace

Book link: https://www.webtoons.com/en/challenge/the-crow-and-the-corsair/out-of-the-den/viewer?title_no=536458&episode_no=1

Description of the book:

An Italian comic about bullying. The main character, Alessandro, has to face every day physical and psychological bullying. He will find peace only with his childhood friend, Gabriele. It is a beautiful story about friendship, resilience, human relationship and love.



Learning Objective:

The students will read the text in order to analyse the main character's life and the bullying acts he has to face. Then they will discuss on what Alessandro should do in order to stop the bullies. They will try to put themselves in Ale's shoes.

Introducing the story

Students will find some key words about bullying.

What does bullying mean?

Which are its consequences?

Reading and Discussion

Read the comic and prepare some sketches on the story. Then try to indicate different types of bullying that we can find in the story.

Identify the bullies.

Explain the causes of these acts of bullying.

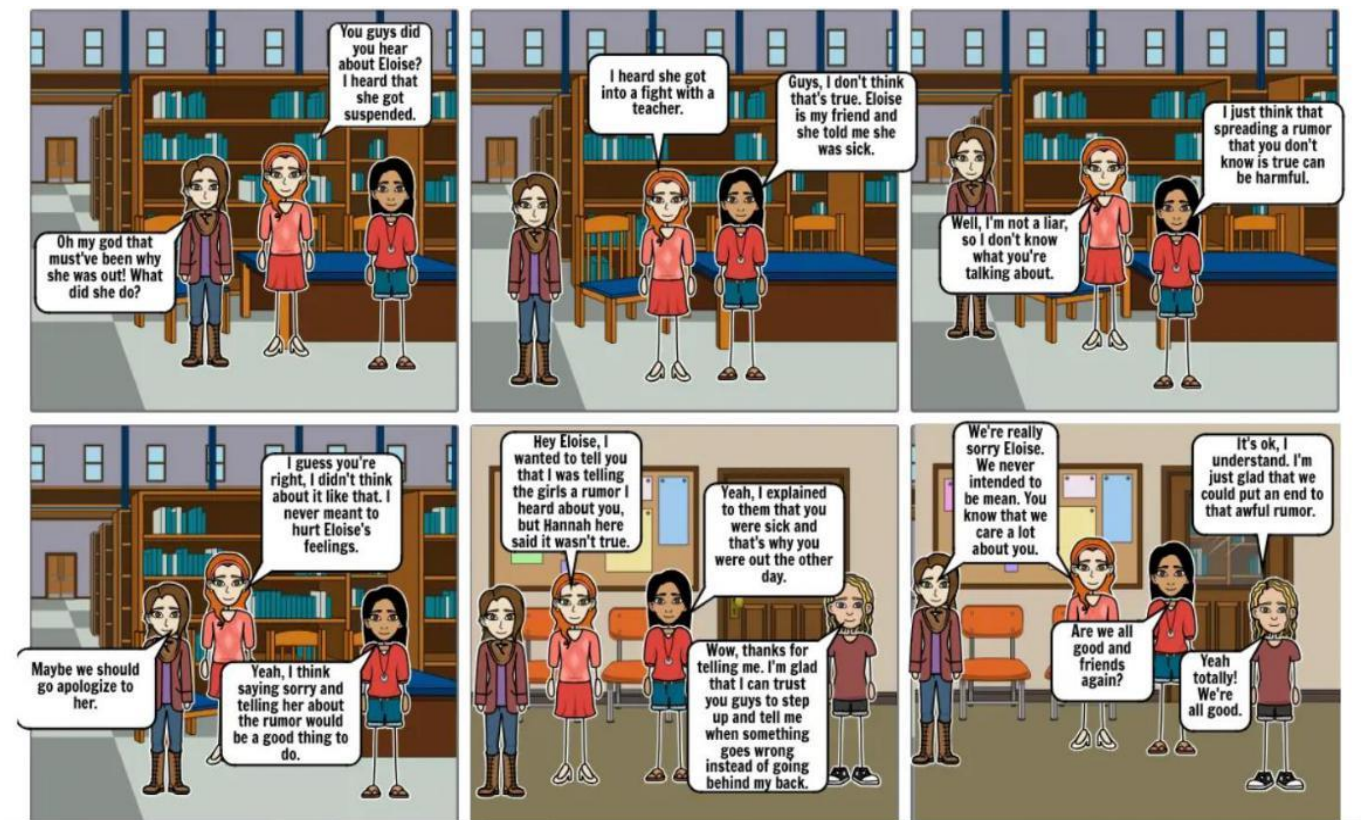
Have you ever faced something like that? If yes, what did you do?

LESSON PLAN 13

created by Regina Pinto

Issue: Resilience, Respect, Sympathy, Solidarity, Effective Communication, Tolerance

Title: Conflict Resolution Comic Strip, by Jagnone



Read online:

www.storyboardthat.com/storyboards/jagnone/conflict-resolution-comic-strip

Description of the graphic novel:

A group of friends try to solve a misunderstanding at school. They will attempt to solve it by talking about the subject and trying to find solutions together.

Learning Objective

The pupils will learn how to deal with conflicts and will find solutions for effective communication among peers.

Introducing the story

Pre-Reading

Getting to know your emotions:

Brainstorming on the topic Emotions related to school and relationships among pupils;
The pupils will learn and improve vocabulary related to emotions.

While - reading**Managing Emotions**

Students learn how to read others' emotions and how to effectively understand, manage, and express their own emotions.

Role-play: They will imagine they are one of the characters and express their emotions towards the situation.

Analysing Influences

Students learn how people can influence others with their opinion and how to cope with peer pressure.

They will make a list of advice on how to cope with peer pressure.

Post reading:**Communicating and stepping in**

The pupils learn how to properly communicate with others and learn how to make sound decisions.

The pupils will draw a cover for the comic strip;

The pupils will think of a similar situation in their school and draw a comic strip.

LESSON PLAN 14

created by Ana Raquel Galán Mendoza.

Issue: Coming of age and sexual impulses. Appreciating listening to others and not acting according to instinct.

Title of the book: *La Celestina*, a Spanish classic.

Comic version of La Celestina in English:

<https://drive.google.com/file/d/13JXzMx8p9V9WFCAWVh8sLKWTwF2Aofs-/view?usp=sharing>

La Celestina staged by students in Fernando III el Santo School:

https://www.instagram.com/tv/CZwiC-PoM_M/?utm_medium=copy_link

Video link: <https://www.youtube.com/watch?v=zKq2vStlIWk>

Description of the book:

“La Celestina” is a Spanish classic written by an unknown author, possibly but not definitely Fernando de Rojas, between the fifteenth and sixteenth centuries.

Learning objective:

The students will learn how to deal with the changes that they are experiencing in their adolescence. They will make use of tolerance, cooperation, gratitude, serenity, interest, hope, confidence and love. They need to think twice before acting on impulse. They need to learn about the fact that every act has consequences and appreciate that this book contains a good example of not thinking before acting.

Introducing the story:

The students will read the whole comic, which is a shortened version of the real play.

Reading and discussion:

Think of the characters in the story: Calisto, Melibea, La Celestina, Parmeno, Sempronio. Describe them, both their personality and their physical appearance. Analyse their motivation for acting as they are.

Now that you have analysed the main characters, discuss with your partners how they could have acted differently. In other words: if we bring this story into the present, how each character would act.

Writing activities:

Write an opinion essay on the topic “Life is a struggle”. Try to explain why this story has such a tragic ending and why the characters seem not to be able to control their fatal destiny.

Compare and contrast two characters in the story, drawing on specific details from the text.

Think of a different ending to the story. Create one more act with a different ending.

Write a letter to one of the characters trying to persuade them not to behave in the way they are as this will lead them to their death.

LESSON PLAN 15

created by Regina Pinto

Issue: Resilience, Respect, Sympathy, Solidarity. Cooperation

Title of the Book: *The Climate Change*, Bruno Pinto

Read online:

<https://www.euki.de/en/euki-ublications/beacon-comic/>

Description of the book:

The Climate Change Challenge comic book follows characters Sofia and her younger brother Gabriel from their home in Portugal on a train journey across Europe. Throughout their journey they learn about the impacts of climate change and how communities across Europe are coming together to combat it. From flooding and forest fires to renewable energy and resilience, the characters learn about climate action in Europe first hand and return home ready to do their part.

Inspired by actions on the ground in BEACON municipalities and schools, this book seeks to convey the spirit of European collaboration and exchange on climate change to a wider audience of school children and adults alike. The story of Sofia and Gabriel was created and brought to life by author Bruno Pinto, Illustrator Quico Nogueira and colourist Nuno Duarte. The book was made possible by Guide house as part of the BEACON project.

Learning Objective

Develop pupils' knowledge about the environmental issues and make them more active citizens, cooperating and being resilient in the quest for the solution of environmental problems. They will be provided with tools so that they can make a difference from their community.

Introducing the story

Pre-Reading

The pupils will watch videos about environmental issues and analyse the emotions they feel while watching them.

While- reading

The pupils will read the trip around Europe and learn about the solutions found in many countries towards the environmental issues.

They will characterize the actions and elaborate on the difficulties the characters encountered on their struggle due to environmental catastrophes and the solutions they found to overcome them and to avoid future replications (storms, fires, floods etc.)

Post reading:

The pupils will be divided in groups and do a research work on the environmental issues which affect their community and how they can intervene.

Then they will write formal letters to local institutions in order to persuade them to join in solving the issues they perceived as needing to be changed. While working on this project they will not only develop their English language knowledge, but also develop their communication skills and their own perception of their role as active citizens, by learning how to properly communicate with others and how to make sound decisions.

Once they get their responses from their correspondents, they will analyse how they feel towards the feedback given. They will understand that they need to be resilient and continue to fight for what they believe is the correct thing to do. If the answer is positive, there will be work to be done; if the answer is negative, the teacher may help them to be resilient and continue their struggle.

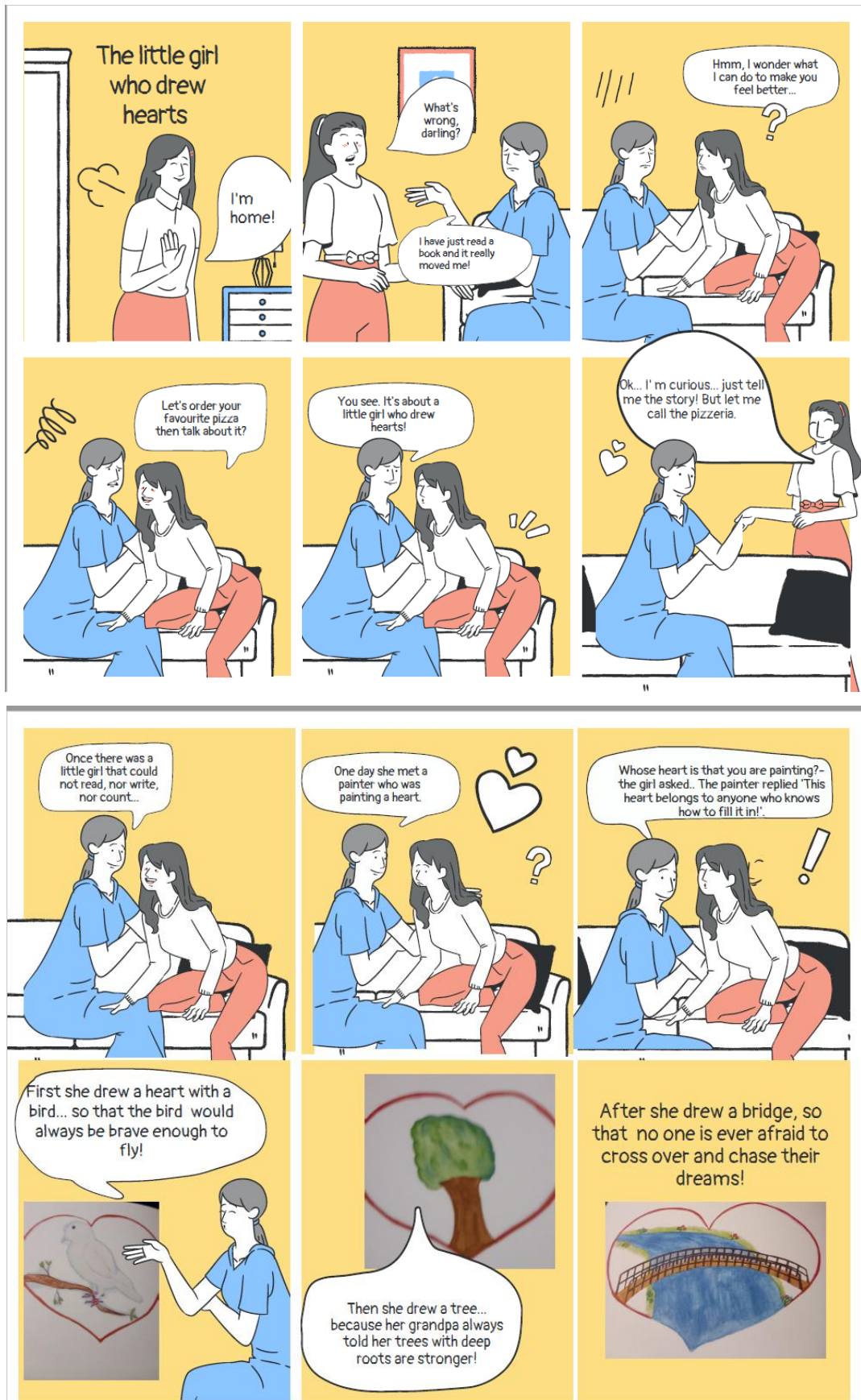
Graphic novels

Mariana in an Equal World





The Little Girl Who Drew Hearts

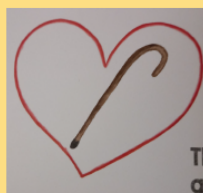


Then she drew a house, so that everyone can feel safe!



She also drew a hug, so that no one feels lonely!

Then the sea, so that everyone can watch the magic of the horizon.



After, she drew a cane, so that everyone can feel supported on their path.

In another heart, she drew a bench, so that everyone can rest.



She also drew the planet Earth, so that everyone has the chance to know the world and find out love in differences.

A quilt... so that no one has ever to feel cold!



She drew a round moon, so that no one ever feels afraid of the dark of the night!

At last...the Sun... to brighten up well the colours of the world!



That's so lovely! But... why were you so moved?



Because it made me think that with such simple gestures, we can make a difference!

You are absolutely right! But... who was the girl who drew hearts?



I really do believe that by the infinity of hearts she drew, someone must have taught her how magical it is to have a special heart! Thanks mum for your time!

LESSON PLAN 16

created by Anastasia Patera

BOOK TITLE: A MONSTER CALLS, by Patrick Ness.

VIDEO LINK: <https://www.youtube.com/watch?v=iEX5g6c7ueE>.

ISSUE: FAMILY RELATIONSHIPS, ILLNESS, INTERNAL CONFLICT, BULLYING, FRIENDSHIP, RESILIENCE.

SUMMARY

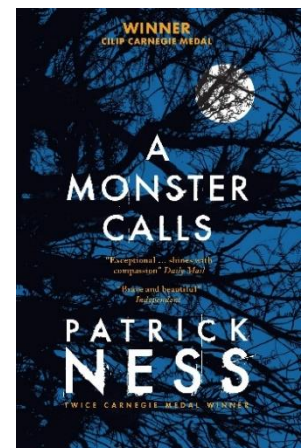
13-year-old Conor O'Malley's mom, is dying of cancer, and Conor's having nightmares. In his recurring dream a terrifying monster tries to pull his mother down into a pit, and Conor's at the edge trying to hang onto her hands. Not that we know this at the beginning. This dream is, in fact, the thing we wait the whole book to find out. Every time Conor has the dream, he wakes up at exactly seven minutes past midnight. So when he wakes up one night and there's an actual monster outside his bedroom window, you'd think he'd be terrified. However, it's not the monster Conor's been expecting, so he's kind of unimpressed.

This monster spends its days as a yew tree in the cemetery behind his house, but at night it turns into a terrifying tree-creature with skin made of leaves and slices of bark for teeth. But Conor's not scared, because the monster in his dreams is way scarier—at least until the yew tree monster demands the scariest thing of all: the truth about Conor's nightmare.

BEFORE READING: The teacher presents the book in class. Students read the title and make assumptions about the plot.

WHILE READING: As students go through the chapters the teacher gives them comprehension questions to answer so as to better understand the plot.

AFTER READING: the students point out which chapters of the book they liked more, draw pictures, role play the scenes they liked using the positive vocabulary they have learned in emotional literacy lessons, write a letter to a character, etc.



LESSON PLAN 17

created by Anastasia Patera

BOOK TITLE: A wonderful world (Iperohos Kosmos) by F. Mandilaras

Video link: <http://www.i-read.i-teen.gr/book/yperoxos-kosmos>

Chapter: “Eye for an Eye”

ISSUE: Conflict, Internal conflict, Patriarchy, Bullying, Religion, Ethical Dilemmas.

SUMMARY: Argiris is the son of a priest. He is a quiet child coming from a conservative family, brought up by the classic Christian values. Unfortunately, he is the perfect victim for bullying at school. In this chapter, he decides he had enough and he prepares his revenge against his bully at school.

BEFORE READING: The teacher and students discuss about the book characters and the problems they face. They try to make predictions and to connect the issues with their experiences.

WHILE READING: The teacher asks comprehensive questions so the students can spot the ethical dilemma created to the protagonist: Christ said “If someone hits you on one cheek, turn the other” but a boy who’s been repeatedly bullied would rather go “Eye for an Eye”.

AFTER READING: The students role play the “Corridor of Consciousness”, a drama technique where a student takes the role of the protagonist and the others form two groups which represent his consciousness trying to help him/her make a decision presenting pros and cons.



LESSON PLAN 18

created by Anastasia Patera

BOOK TITLE: THE DIARY OF A COWARD

PDF LINK: <https://vassilispapatheodorou.com/product/diary-of-a-coward/?&read-book=3929&read-book-chapter=0https://blogs.sch.gr/2gymorai/files/2020/04/%CE%92%CE%B9%CE%B2%CE%BB%CE%AF%CE%BF-%CE%A4%CE%BF-%CE%B7%CE%BC%CE%B5%CF%81%CE%BF%CE%BB%CF%8C%CE%B3%CE%B9%CE%B5%CE%BD%CF%8C%CF%82-%CE%B4%CE%B5%CE%B9%CE%BB%CE%BF%CF%8D.pdf>

ISSUES: FAMILY RELATIONSHIPS, INTERNAL CONFLICT, BULLYING, FRIENDSHIP, PUBERTY, STEREOTYPES, RACISM, RESILIENCE.

SUMMARY: Nikos and Thodoris. The perpetrator and the victim. Yesterday and today. Against the backdrop of a private school, we follow two personal narratives of victory and defeat, and joy and despair as they cross paths daily in a brutal tale of abuse and the constant torment of bullying. Classmates and friends, families and teachers sooner or later come to witness extreme behaviors. Who will react? When? And how? Is there a way out of this situation? And who is ultimately responsible for its perpetuation?

Diary of a Coward vividly illustrates everyday situations that more and more children experience. The young adult fiction novel is a dive into the psychology of adolescents, an exploration of the darker aspects of their minds and behaviors. Written with humor and bitterness, describing dreams and betrayals, friendships and abandonment, acceptance and marginalization. A book that talks about what we have all felt and thought, but are ashamed to admit.

BEFORE READING: The teacher presents the book to the students and asks questions in order to elicit responses, predictions and opinions about the title.

WHILE READING: The students are asked to choose the most rough incident according to their opinion and write a new ending. What would they do if they were at the protagonist's place?

AFTER READING: The students discuss about their feelings after reading the whole book. Who was the "coward" after all? After that they role play an imaginary meeting of the two protagonists. What would they say to each other?



Erasmus+ project
2019 – 2022

Literature – a Framework for Social and Emotional Learning
Nr. 2019-1-RO01-KA229-063933_1

This final result of the project was realized with the help of the teams of the project with the following coordinators:

Nicolae Loghinaș (Romania)
Grațîela Loghinaș (Romania)
Claudia Pîrvu (Romania)
Regina Pinto (Portugal)
Ana Raquel Mendoza (Spain)
Valentina Fiorito (Italy)
Anastasia Patera (Greece)

STICKS AND
STONES MAY
BREAK MY
BONES
BUT WORDSTM
WILL NEVER
HURT ME

