



Liceul Teoretic "Petre Pandrea" Bals. Rumania
Esperino Gymnasio-Lykeiakes Taxeis, Trikalon. Greece
Escola Secundária Manuel de Arriaga, Horta. Portugal
I.E.S. Fernando III el Santo, Priego. Spain
Istituti Paritari Plateja Maritain. Taranto. Italy.



Specific objectives of the program

O1.- The creation of a preventive strategy based on social and emotional learning with impact on the social, civic, intercultural, the soft skills of the pupils from the five partner schools by the end of the project.

O2.- The improvement of pupil's well being, social and emotional.

O3.- Teacher training in social, civi and emotional learning for teachers from the five partner schools in the short-term joint staff training events by the end of the project.

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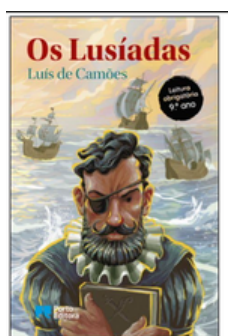


P8. Bibliotherapy education project (BEP)

I.- Bibliotherapy of literary remedies.

JANUARY 2022

The partner's school created lists of books written by the partner's countries authors. the books dealt with the themes of the project: resilience, empathy, altruism, inspiration, joy, interest, admiration, optimism, hope, pride, revelation.



CAMÕES, Luís, *Os Lusíadas*

https://www.youtube.com/watch?v=XAEwGr3_Yqo



https://archive.org/details/late-mattiapascal00pira_1/page/n71/mode/2up?ref=ol&view=theater

SARAMAGO, José,
Ensaio sobre a Cegueira

The late Mattia Pascal by
Luigi Pirandello (Il fu Mattia Pascal)

A real journey into Mattia's feelings. A beautiful novel on resilience and human relationships.

<https://www.youtube.com/watch?v=o4Fyw01Qokw>



The Baron in the trees by
Italo Calvino (Il Barone rampante)

A nice and funny novel on friendship, love, resilience, hope, joy and pride.

Liceul Teoretic „Petre Pandrea”
REPORT OF ACTIVITY
Literature – a Framework for Social and Emotional Learning
Date: January 19, 2022
1. Activity no. (P 1... Pn): P8: Bibliotherapy of Literary Remedies. Virtual Bibliotherapy Shelf
Teacher/Teachers (name, surname): Grația Loghinăș
Number of hours allocated to the activity: 6
Activity description (content, methodology, participants, results – 1 page):
I created a list with topics that address family and school relationships, cultural diversity, bullying etc., and lists with books written by the partner's countries authors. The following list will be part of the Virtual Bibliotherapy Shelf.
1. The Old Man and the Sea (animation)
<https://www.youtube.com/watch?v=xM4cKv1eM>
2. Know Your Worth Story
<https://www.youtube.com/watch?v=UR6baBwR0Mg> (pentru cei mici)
3. Luceafărul (Morning Star)
https://www.youtube.com/watch?v=gN4i5_PQI
4. Odrada (Punishment)
<https://www.youtube.com/watch?v=xM4cKv1eM>
5. Amintiri din copilărie (Selling the hoopoe – Childhood memories)
<https://www.youtube.com/watch?v=7mU6T6nMxI>
6. Harap-Alb (The White-Moor)
<https://www.youtube.com/watch?v=7mU6T6nMxI>



P9. Bibliotherapy education project (BEP) 2.- Bibliotherapy. An anti-bullying tool.

JANUARY 2022



Workshop to improve pupils' ability to sympathise, to respect the different, tolerate, learn comparing and contrasting friendly behaviours. "An encounter with a bully"

ESPERINO HIGH SCHOOL OF TRIKALA, GREECE

STAND STRONG AGAINST BULLYING

Do!

1. Speak up when you notice a bullying incident
2. use a strong voice and look the bully in the eye
3. Tell a teacher
4. Call a parent/adult you trust
5. Work hard to be a friend to others/stay with your friends

BOOK REVIEW

Erasmus+ Literature - a Framework for Social and Emotional Learning

Erasmus+

Instituto Scolastico Partitio Plateja

LITERATURE

Erasmus+

Literature - a Framework for Social and Emotional Learning

THE CROW AND THE CORSAIR

ABOUT

The crow and the corsair is an Italian comic written by Federico Pace. The story is about Alessandro, a 21-year-old boy who was bullied when he was a child.

BULLISM

It's original that, during the story, bullism episodes only appear in Ale's memories: we see how he manages with them.

Dimitra

"No one should be ashamed of being fat or chubby. Body shaming is bullying of the worst kinds"

Resistant bullying

Joos Martensson

OUR THOUGHTS

LORENA:

This comic made me think about how we often don't consider how a small action can influence the future, work and social life of the people we talk to, even if we did it just once. It's strange to think how something so small could change so much, and yet it does, and it's important to acknowledge that. Even if our life goes on, and we forget about what we said the day after, we could be remembered forever by the people we hurt. Therefore it's very important to think, before we talk.

Students' thoughts and opinions

Maria

"A girl should never be sexually harassed because of her sexy appearance or clothing"

Panagiota

life can be good if we try to have sincere relationships with others, if we honour our friends and stand by them. Only then, this dark world can become a wonderful world.

VS.

STOP BULLYING

Joos Martensson



PII.Ebook: Bibliotherapy. Didactic resources for mind and souls (an OER)

FEBRUARY 2022

Collection of lesson plans for the acquisition of social, civi, intercultural and emotional skills and competences through literature. It will be used as a prevention strategy for risky behaviour, inadaptability and social exclusion as described in the specific objectives.

LESSON PLAN

Created by Regina Pinto

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

Title of the Book: Blindness, José Saramago



Listen online:

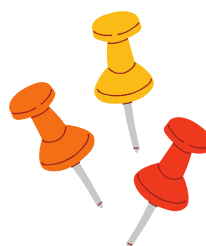
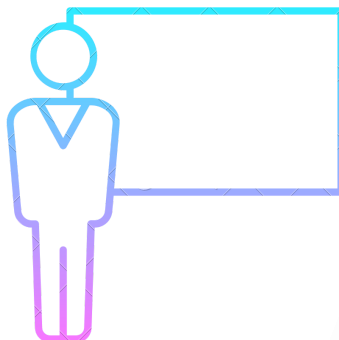
[Blindness by José Saramago \(Audiobook Excerpt\) on Vimeo](#)

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.



LESSON PLAN

Issue: Bullying

Title of the Book: Go Ask Alice by Anonymous

Book link: https://online.readfree.novel.com/beatrice-sparks/35031-go_ask_alice.html

Description of the book:

Go ask Alice tells the story of a teenage highschool girl who does not feel capable of socializing 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?
- Has something similar to the events in the story happened to you or to a friend?
- 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

Created by Regina Pinto

Issue: Resilience, Respect, Sympathy, Solidarity, Cooperation

Title of the Book: The Climate Change, Bruno Pinto



Read online:

<https://www.eviki.de/en/eviki-salvations/beacon-comix/>

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 colorist Nuno Duarte. The book was made possible by Guidehouse as part of the BEACON project.



LESSON PLAN
Created by Maria Luisa Montes Bermúdez

Issue: Uncovering domestic violence.

Title of the Book: Freaky green eyes, Joyce C. Oates



Video link

Description of the book:

Franky is fourteen years old and she lives in an apparently perfect family. The father gets all the attention. He is a popular and handsome sports journalist. However, this fake harmony is hiding the real truth which nobody seems to be seeing and which little by little undermines family ties to lead to a dead end situation.

Franky is the narrative voice of the story and is showing us the psychological process she is suffering inside and which is leading her to accept a reality she was hiding to herself and was hiding to everybody else, but which will come up to light eventually.

Learning Objective: Making our students aware of the process a teenager has to deal with to realise she is living under domestic violence although she tries to deny it.

Introducing the story: This fragment can be introduced to our students on the commemoration of the day against domestic violence, 25th November. Schools carry out many activities around this topic and the text can encourage further discussion.



P12. *The Living Story of Cultural Identity*

APRIL 2022

The pupils from the partners' schools contribute to the creation of a five chapter book as a common product. Romanians pupils write the first chapter, followed by Greek, Italian, Spanish and Portuguese pupils.

The main character of the story is a teenager, María, who is an immigrant. We don't know where she is from. She travels in the partner countries accumulating experience. Her journey through many cultural contexts helps her to observe people of different nationalities to become aware of the differences and similarities of cultural heritage and national values. She will understand if she must go back to her country where she will try to change her life or if she decides to stay in a country where she feels very well and can do something with her life.

The Living Story of Cultural Identity

Chapter 1 – Romania

I am Maria and I lived there for my whole life and everything seemed to be perfect till one day when everything changed... I still remember the call I received from my mother that day. I remember all the words she said, I remember the fear that I felt down in my bones, and I remember all the details from that day.

Every time I close my eyes I think of that day over and over again as if I were stuck in a completely different dimension forever, and I can't do anything to escape, because it's a dimension that is constantly feeding out of my fear.

I can't do anything but run, that's what I have been doing since then, since the nightmare began... and for those who don't know my story, I'm Maria, a teenager who was forced to flee the country where she lived all her life because the government decided that decision was the day I was as well welcomed as before. And the day they made that decision was the day I last saw my family, the last time I hugged them and all that for our protection, we had to split up, we had to learn how to live without each other, how to survive and look for support in other countries, but for how long? I don't know either... All I can do is look for support it will take us to find a place to be a family again... All I can do is hope to see them again one day and be as happy as ever, but until then I'm on my own, in a new country I know nothing about...

That's how I felt one year ago when I took the first plane to Romania. At the moment it seemed unreal, I didn't know how to feel, I was scared, nervous and even anxious. I didn't know where I was going, I didn't know if I had made a good decision to get on that plane, I just felt like I had lost a fight, a fight that left me without a family on the way to a country where I had no idea what to expect... Around me other emigrant families, either complete or divided, were in the same situation as me, some were crying, some were screaming, but I... I didn't realize it, I was still amazed at what had happened to me. When I landed in Rome even if I was put in front of



Sketch by Elena Florina Tutuianu

A Cosmopolitan Island

I left Priego de Cordoba very early in the morning by bus to Malaga so that I could fly from there to Lisbon. It was already a long trip and then I had to wait for my connecting flight to Faial island. I travelled for endless hours and I wondered what my trip to the Azores would be like. It was excruciating, but compensating, nonetheless. As we were approaching Faial and Pico islands, a mountain formed in the clouds. I was able to see the cone of the Pico volcano, the tallest point of Portugal and its only mountain. It was a staggering view.

HOME IS NOT A PLACE, BUT A PERSON

It was obvious that I had arrived at Malaga airport as soon as I touched down. The weather was warm, quite the truth. I was a bit lost, which people seemed to notice, as a girl came up to me to ask if I was okay. I explained my situation to her, and she told me to wait a moment. She came back after a few minutes with a smile from ear to ear and she told me that she had talked to her mother and that she had agreed to take me in until I found a place for me to stay.

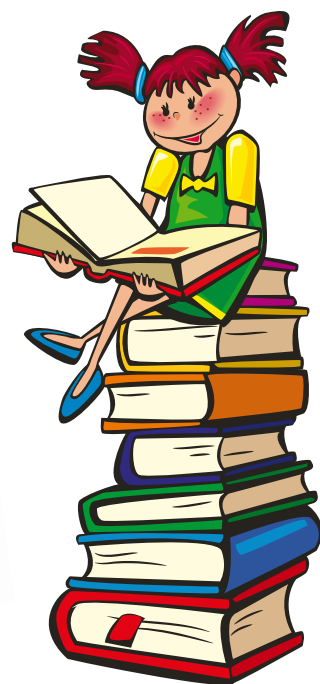
On the way to her house, she told me a little about herself. She told me that she was an only child and that her father moved to another country years ago because of her job. She only saw him a few days a year and missed him terribly. She also told me about the place where she lived. It was a town in Córdoba, where she had lived her entire life. She told me about the patios full of flowers, the churches full of statues representing the life of God, about the emblematic places and the places where she went with her friends. She seemed to me a very observant girl, not about me but about everything that surrounded her. She was very observant and she always had a gleam of hope in her eyes when she talked about anything. From that car trip, I knew that we would be very good friends with her and that it would not be easy to forget her.

When we arrived in Priego, I did not stop looking out the window as I listened to Sandra naming each place for which we were going through. He lived on a very large street with many bars, and told me that the name of this was because years ago it was a river for her and that she was now under the street. In the background there was a kind of square, with a very large source with statues, a children's park on the left and a small walk with very beautiful trees on the right.

As we unpacked our things, she kept telling me about the city and about her friends. Also, she told me about her school and what she was studying. She was in the first year of science in a high school that was almost on the outskirts of the city. She told me that every morning she would meet her friends and they would walk to school together while they talked about the work, homework or exams they had that day. She reminded me of home, when I used to do the same thing with my friends.

The next day she didn't have classes, so she suggested a tour of the entire city. The truth is that, after everything she had told me, I wanted to see all the places, so I enthusiastically agreed. We set off and the first place she showed me was 'La Fuente de la Salud'. She told me a bit about the fountain, which had 139 spouts of water. In addition, it was a representation of Neptune and Amphitheatre. In addition, it was named after

and we reached a kind of roundabout place was 'El Palenque' and that it continued down the street until we saw that the fountains here are... She told me that this was 'El



C 5. Short-term exchanges of groups of teachers. Campaign "Read a book! Write about it! Teachers attended two seminars on new approaches to teaching literature.

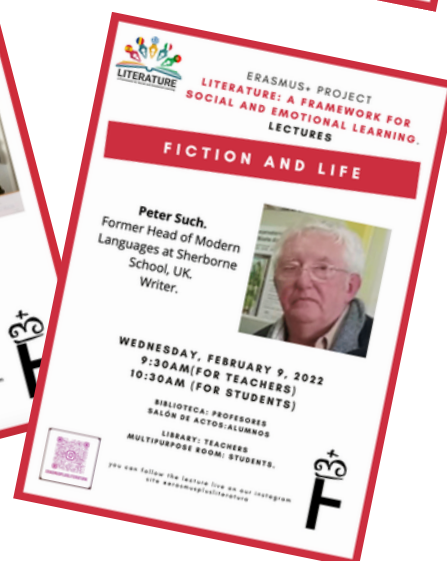
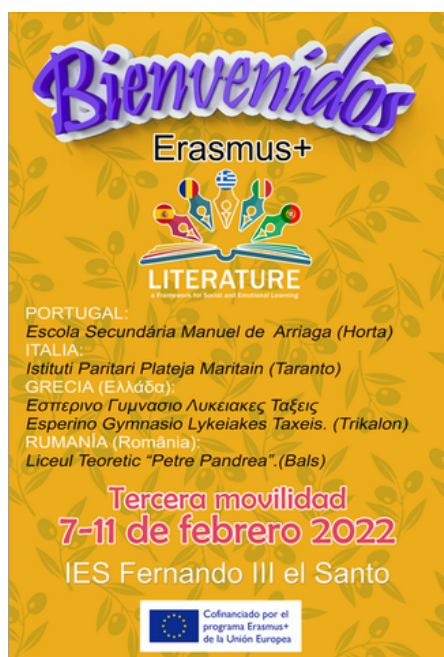
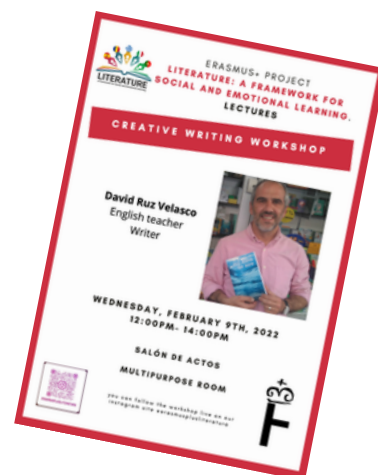
- 1.- Neuromyths in emotional learning. by María Caballero Cobos.
- 2.- Fiction and life, by Peter Such.

C 6 - Short-term exchanges of groups of pupils. Campaign "Read a book! Write about it!

Students attended two seminars and a creative workshop.

- 1.- Neuromyths in emotional learning. by María Caballero Cobos.
- 2.- Fiction and life, by Peter Such.
- 3.- The creative process by David Ruz Velasco.

Students staged *La Celestina* by Fernando de Rojas.



Equipo artístico (por orden de aparición):

Actor/actriz
Laura Vargas

Beatriz Fuentes
Javier Sánchez
Manuel Sánchez
Paula Zamora
Javier Luque
Silvia Aguilera
Clara Montes
Gema Ramírez
Raquel Calvo
Inmaculada Cáliz

Personaje
Narradora
Ganapán
Melibea
Calisto
Sempronio
Celestina
Pármeno
Lucrecia
Pleberia
Elicia
Aréusa
Sosia

La Celestina.
Fernando de Rojas.



Adaptación:

Jesús Barbero y Ana Raquel Galán

Dirección:

Jesús Barbero

3rd Mobility.

Fernando III el Santo. Priego de Córdoba.

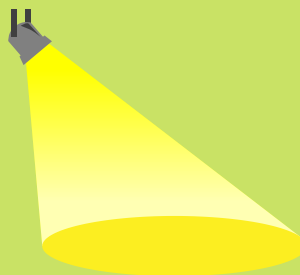
Spain.

Erasmus+ Literature a framework for social

and emotional learning.

Wednesday, 9th February, 2022.





Dissemination of the programme.

NOVEMBER 2022-MARCH 2022

The partners schools have ensured that the project is known by their communities. Articles have been written in local newspapers. Interviews have been conducted on the radio. All the activities corresponding to Mobilities C5 and C6 can be followed on the Instagram account @erasmusplusliteratura

