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BOOKLET

Garden of Ideas

**Erasmus+ Project SILENT:
Silent books for Learning and
Entertainment**
**Co-financed by the Swedish Council for
Higher Education**



KA210-ADU - SMALL-SCALE
PARTNERSHIPS IN ADULT
EDUCATION
ID KA210-ADU-A043C860



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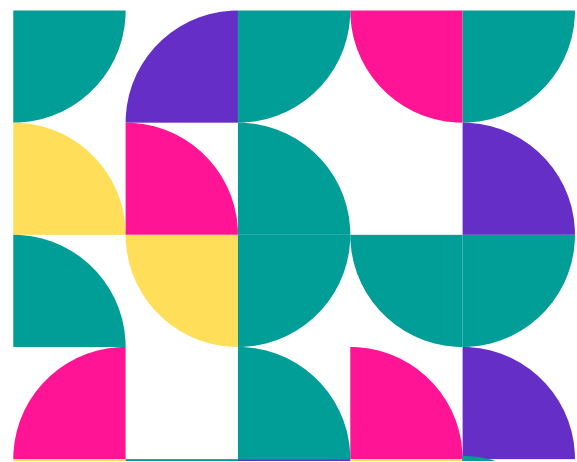
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DEVELOPMENT OF THE BOOKLET AND GRAPHIC LAYOUT:

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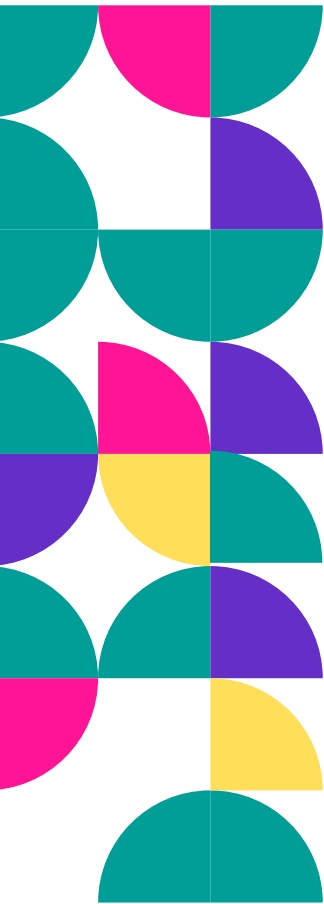


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INTRODUCTION

The SILENT project created a possibility of cooperation between educators from two organisations: STePS (Bologna, Italy) and ENHI (Malmö, Sweden), both actively involved in the promotion of **inclusion** and **diversity**; **cultivation of cultural literacy** and supporting children in development of 21 century skills & intercultural mindfulness.

Within this initiative we created a booklet "**GARDEN OF IDEAS**" composed of **16 SEEDS** (activities empowering parents/educators dialogue with children/students on their identity, values, cultural heritage, mutual understanding) facilitating cultivation of **FLOWERS** (skills with elements of intercultural mindfulness).

Inclusion and diversity in all fields of education, training, youth and sport

Common values, civic engagement and participation

Promoting Erasmus+ among all citizens and generations

Reception and integration of refugees and migrants

Inclusion, promoting equality and non-discrimination

Preventing racism and discrimination





CULTIVATING GARDEN OF IDEAS: APPROACH

Garden in the SILENT project is the synonym of diversity, coexistence of many different varieties (each one important for the other) like the modern world we (and our children) live today.

FRAMEWORK OF THE GARDEN

Wordless books - an innovative possibility for intercultural education.

Image is mediator and mirror, window and summary of the world.

Silence in wordless books also means listening to other languages, those of signs, colors, visual sequences and shapes also, in a time that slows down and in that space of solitude where multiple narrations are possible.



INTERCULTURAL MINDFULNESS

Intercultural competence is defined as the **ability of children to function at the borders between several languages/dialects/, maneuvering and negotiating cultural understanding and misunderstanding** (according to prof. Claire Kramsch).

SILENT's SEEDs (activities) are going to favor the development of Intercultural mindfulness by children, namely teach and empower:

- respect for the origins, different languages, habits, family traditions, religions, and spiritual worlds of all people
- civic engagement and participation
- inclusion, promoting equality and non-discrimination
- empathy, emotional intelligence
- critical cultural awareness
- critical thinking
- critical Visual skills.



WHY SILENT BOOKS?

John Berger in his “Ways of Seeing” wrote that “**seeing comes before words**”.

Picture wordless books are a genre of its own, with a privileged access to some poetic themes, its specific aesthetic and pedagogical possibilities.

Wordless books are metaphorical gardens, windows, mirrors and mandalas where we are invited to launch, develop and experience our visual way of being in the world in an active way.

Wordless books includes points for discussion, encourage children to talk, make children feel more confident to take part in the discussions, provide strong link between home and school experience, stimulate reflection & narration, create an intimate space for child-parent conversations, facilitate talking about emotions.

Wordless books can be seen as **small-scale worlds** that welcome and take us through the complex dynamic of reading and interpreting cultural, natural and inner images that we see.

Source: SILENT research findings collected in the first phase of the project & input from the article "Silent Books. Wonder, Silence and Other Metamorphosis in Wordless Picture Books".

SILENT BOOKS & COLLECTIVE CONSTRUCTION OF MEANING

How to "read" the silent book (wordless book)?

The method that we implemented is based on **meaning-making discussion and contribution**. In case of the SILENT project our reading community (parents & children/ educator and kids/students) will be (can be) led by facilitator (parent/educator) **calling for reflection through guiding questions**.

What is the goal of meaning-making discussion and contribution?

- focus on co-construction of meaning
- support children as thinkers who can consider different perspectives
- engage children in an active reading process not only as listeners but as **creative and critical thinkers**.

What are GUIDING QUESTIONS?

In SILENT project we proposed to apply the **"Tell me approach" by Aidan Chambers** (source: Tell Me: Children, Reading and Talk with The Reading Environment, The Thimble Press, UK, 2011). For each SEED we are going to apply **a repertoire of questions that assist readers in speaking out their reading**.

Tell me approach is structured in 4 sections:

- **I like..,**
- **I don't like..,**
- **I want to know..,**
- **It reminded me of (connections).**

The flexible structure of these sessions means that the discussion can follow the directions suggested by the children.

The flexibility of the schedule means that each facilitator can include questions that she/he thinks will be fruitful with her particular group, according to the circumstances, time available.

The Lion and the Mouse - the wordless picture book of Jerry Pinkney retells one of Aesop's best-loved fables which inspires interpretations and discussions on values and diversity

Barrier-free nature of wordless books - outside of language, culture, age.

What is the book about?

The little mouse is fleeing for its life and runs straight into the lion, but the lion chooses to let the mouse live. Later hunters capture the lion in a rope net. Now it's the mouse's turn to help the lion.

When we can use the book?



- We can use the book as a tool for discussion about what being big and strong means: **"Do you think that is the mouse able to help the lion?"**. To talk about stories in which someone small does something that helps others in a big way. The Lion and the Mouse is a fable that illustrates this concept through the actions of animals. After we read this story, we are going to come up with ideas of things young people can do to make a **difference to others.**"
- The book shows that a kind deed is never wasted - "who knows but what I may be able to do you a turn some of these days?"

Which Method we use?

Collective construction of meaning: based on meaning-making discussion and contribution from all participants. Our group will be led by facilitator calling for reflection through guiding questions. The goal is to:

- focus on co-construction of meaning;
- support children as thinkers who can consider different perspectives;
- facilitate engagement of children in an active reading process not only listeners but creative thinkers.

"Tell me approach " by Aidan Chambers

Questions that assist readers in speaking out their reading:

- What do you like..,
- What you don't like..,
- What would you like to know..,
- What it reminds you of (connections).



You will find 2 activities:

- A1: addressing up to 3 years old children
- A2: addressing up to 7 years old children

Which skills we make flourish?

- thinking out of the box
- creativity
- active reading
- social justice
- active citizenship



The Lion and the Mouse by
Jerry Pinkney

A1: Activity - let's put it into practice applying "Tell me approach"

Structure

Duration: 30 min

To work well,
keep your group
small, max 5
children

1. Before you start, make sure that children are comfortable and relaxed. Propose to sit in a circle. If you don't know the children you are working with, start the workshop by presenting yourself and get to know the children.
2. Present the book to the children, show the cover and last page of the book and invite children to speculate about the main characters, what seem to be happening, what the book might be about. Example of questions:

- What do you think the book is about?
- What do you think about the cover page? is it possible to discover the topic of the book from the cover?

3. We go through the whole book together, show the illustrations and stop to hear and exchange reflections.

4. After that children are invited to share their thoughts and feelings about the book.

You can ask more detailed questions, following Arizpe & Styles "Children reading picturebook" (2015):

- What is going through your head when you see this picture?
- Why do you think the author decided to draw his picture in this way? Does it remind you of anything you have seen before?
- How do you read a picture? is it difficult? how it is different from reading a text book?
- Why do you think the author did not put any words in this book?

5. Pass the book around, give a copy of the book to each child (or child - parent copy) and invite children to browse the book by their own for several minutes in silence. In the final part of the session reflect together on:

- What choices did the mouse make?
- What choices did the lion make?
- Why do you think they each chose to help one another, and what difference did their kindnesses make?
- What is the main idea or lesson this story tells?

6. Conclude the 30 min session, this is the end of the journey with the lion and the mouse :) Ask children if they liked the workshop. How did they feel? **Thank everyone who participated in the reading.**

NOTE: The flexible structure of these sessions means that the discussion can follow the directions suggested by the children.

Each facilitator can include questions that she/he thinks will be fruitful with their particular group, according to the circumstances, time available.



The Lion and the Mouse by
Jerry Pinkney

A2: Activity - create an Identikit of a good citizen

Worksheet

Copy for each student

What is your name?

How old are you?

*e.g. a good citizen helps people
in need...*



How much did you
like the activity?



“Kłopot” (“The Trouble”) – an amazing picture book of a polish famous book illustrator and writer Iwona Chmielewska

Iwona Chmielewska defines a picture books “guest books”: you can go inside and just hang out with your experiences.



You will find activities:

A1: 1a, 1b; A3 addressing 3-6 years old children
A1: 1b; A2; A3 addressing 7-12 years old children

What is the book about?

“The Trouble” is ... about building bridges between adult and child, between words and images, building bridges within yourself, about emotions, anxiety and tension, and about dealing with them. The book also talks about the bond between the generations of three women: grandmother, mother and daughter. The artist emphasizes that it is possible to talk about complex feelings in simple words. By choosing one color and shape we are able to explore the depths of thoughts, feelings, emotions.

When we can use the book?



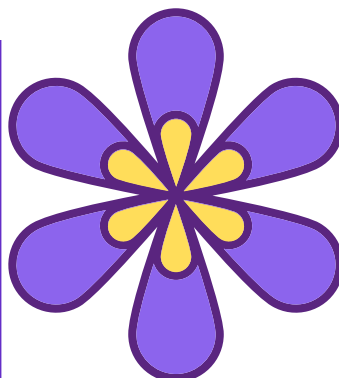
We can use the book as a tool facilitating discussion about emotions, difficulties, challenges, stressful situations (stress connected to family life, school mates, events happening in our daily lives, overwhelming news heard from media) faced by our children. It helps to understand emotions they feel at the moment, without neglecting their importance.



A pleasant way to explain that the night is always making way to the day light, that there is always a solution, that a “trouble” can turn to be an opportunity, we just need to be able to see it. Going to the books you discover how the “Kłopot” reveals to be a positive a funny adventure.

Which skills we make flourish?

- empathy
- resilience
- problem-solving
- creativity



Which Method we use?

- Collective reading
- Meaning making
discussion and reflection
- Creative expression

“Kłopot” (“The Trouble”) – an amazing picture book of a polish famous book illustrator and writer Iwona Chmielewska.

Activity - let's put it into practice!

Visual narratives in picture books can be seen as small-scale worlds that welcome and take us through the complex dynamic of reading and interpreting cultural, natural and inner images that we see.

Duration: 30-45 min

Structure



Collective reading

Before you start, make sure that children are comfortable and relaxed. Invite all to sit in a circle. If you don't know the children you are working with, start the workshop by presenting yourself and get to know the children. Present the book, start from the cover page. Pass the book around and invited children to browse the book for several minutes in silence.

After that make some introductory questions:

- What do you think the book is about?
- What do you think about the cover page? Is it possible to discover the topic of the book from the cover?



Meaning making discussion and reflection

Remember: There are no wrong or right answers :)

We go through the whole book together and stop to hear and exchange reflections

After reading the book we can ask more focused questions:

- Have you ever been in trouble?
- How did you feel? – you can share with children the [worksheet 1a/1b](#) with “emotions” they can find the face presenting how they felt when facing the difficulty and after once the obstacle was overcome.
- Was it difficult to find a solution? etc.



Creative expression

How would you solve the “Kłopot”? – share with children the [worksheet 2](#) “iron shape” and ask them to draw on it their own solution based on the ironshape. Let them unleash their imagination :)



Do you know that...

The country where the book was first published is...

- a) Poland
- b) Korea (right answer, in Poland the book arrived 2 years later).

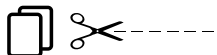
Do you know where those countries are located?

Practical Tip

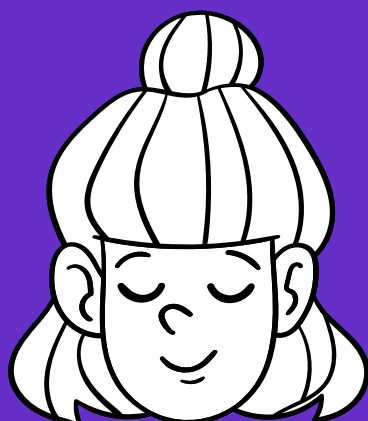
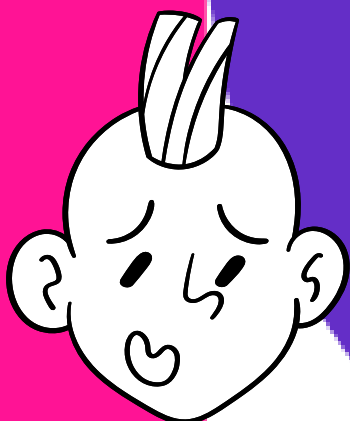
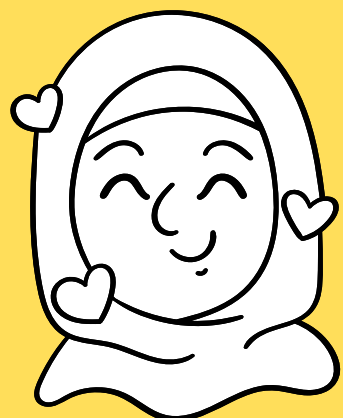
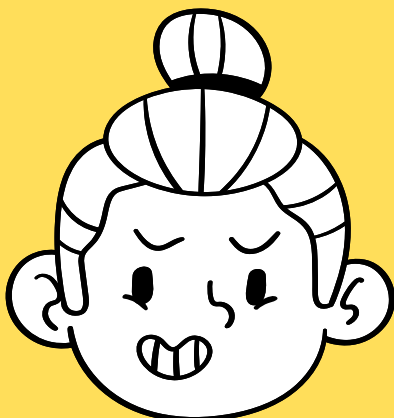
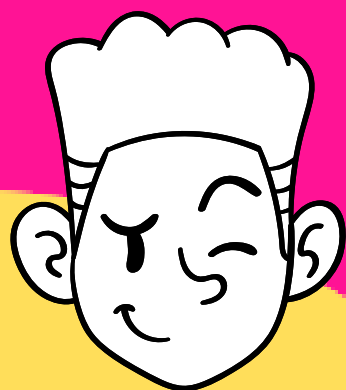
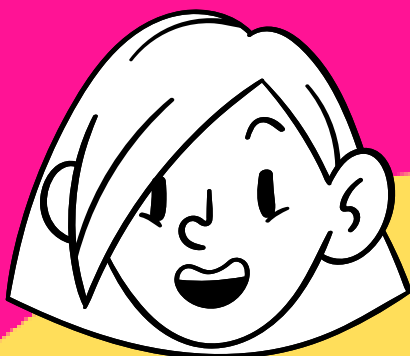
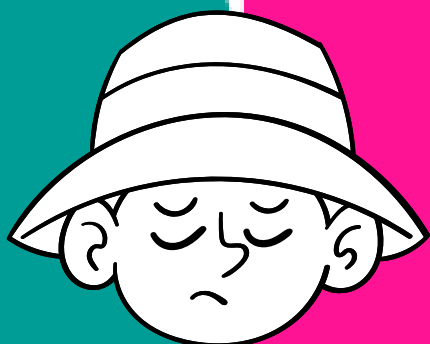
Having the book is essential for this activity, what if in my country the “Kłopot” is not available?

You can watch a presentation of the book available on [YouTube](#) (start watching from minute 7:26) presented by the National Museum in Poznan.





EMOTIONS

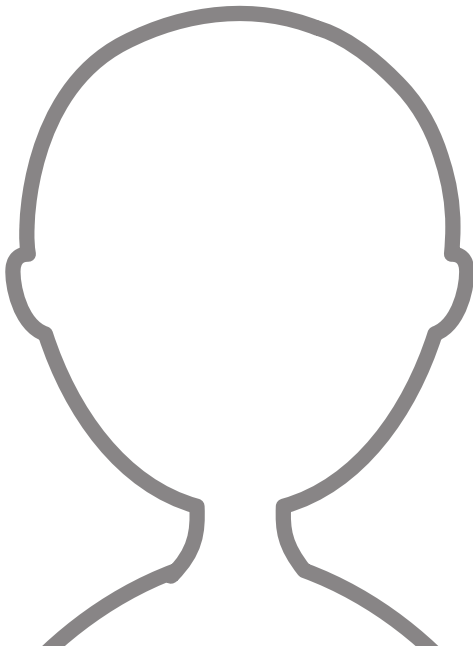




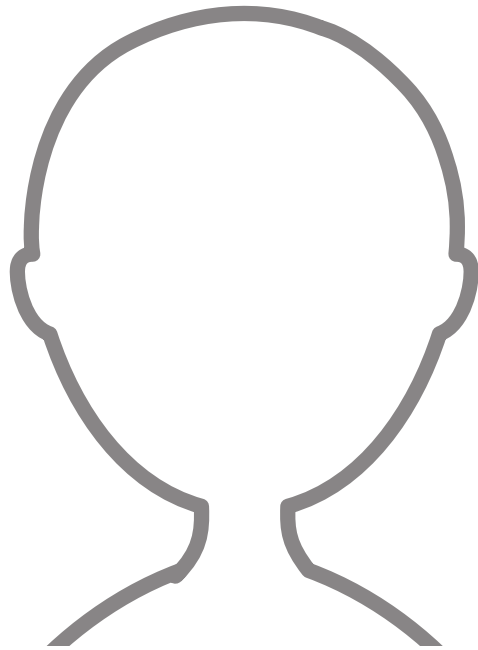
Name: _____

My emotions

Complete your expressions according to how you felt when facing the difficulty and after once the obstacle was overcome.



before

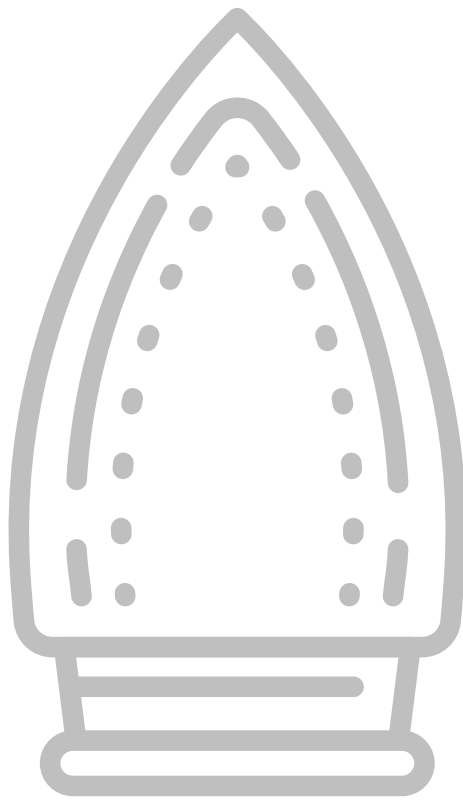


after

How much did you like the activity?



A2: Worksheet 2: "iron shape" - How would you solve the trouble ("Kłopot")?
In what would you transform the iron burn hole?



How much did you like the activity?



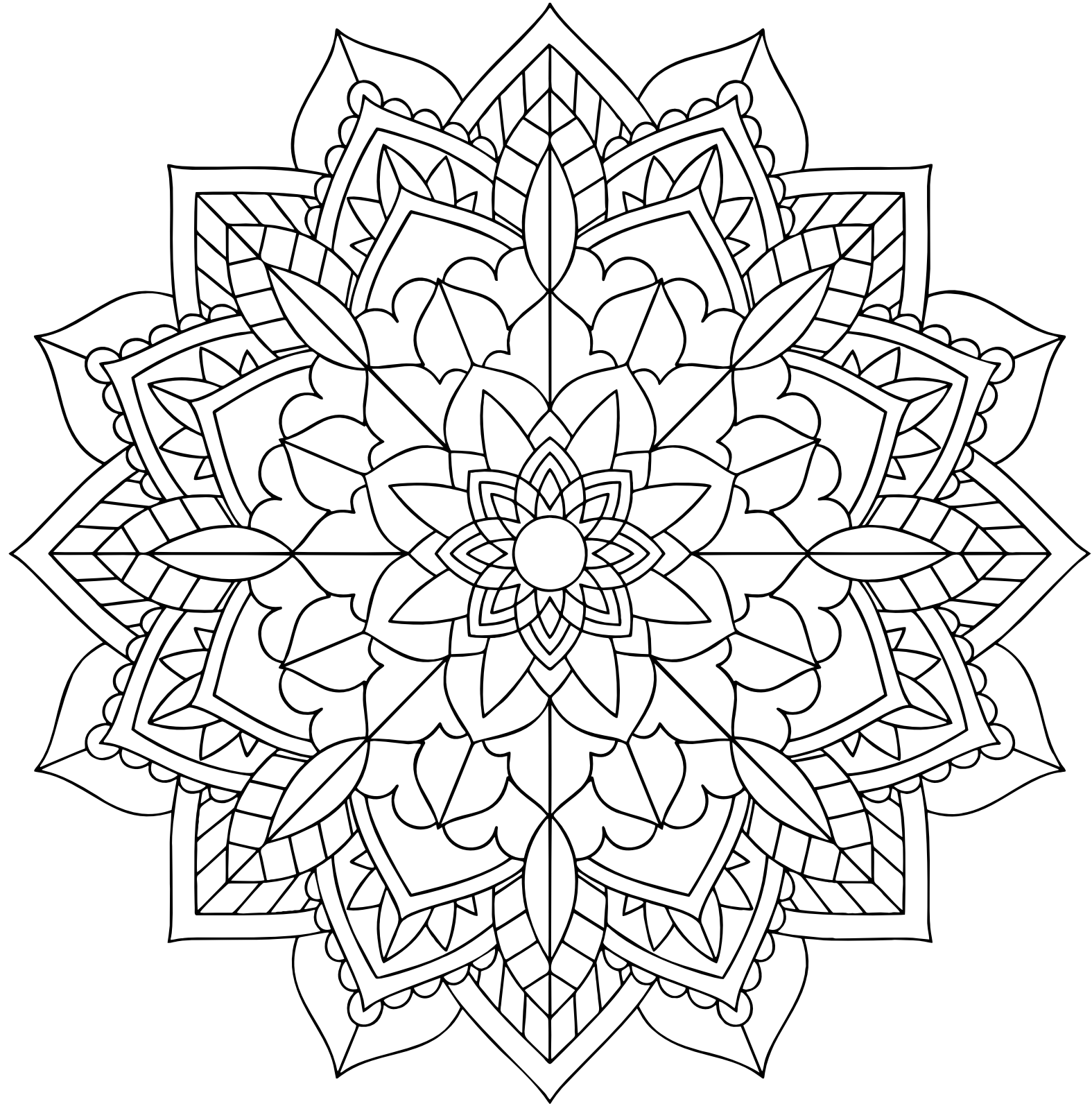
Follow up worksheet 3: "mandala" (as a gift after the session give a copy for each participant)

ages
3 - 6

Coloring mandalas promotes well-being at all ages. For children is an activity that helps develop hand-eye coordination, trains the mind to recognize shapes, develops creativity, stimulates the sense of patience and attention, helps the development of intelligence and reasoning.

ages
7 - 11

Mandala



“La valigia” (“The suitcase”) – an amazing picture book of Angelo Ruta

The book invites us to walk in another’s shoes for a while...and to contemplate our own shoes

What is the book about?

The story told through Angelo Ruta’s images is about a dream stored inside a large suitcase, which a child laboriously carries away from a desolate world destroyed by violence and war. Outside the suitcase he finds only rubble and pain. Inside is the dream of a happy life and family, to which the child keeps firmly attached.

When we can use the book?



We can use the book as a tool facilitating discussion about emotions, state of mind, difficulties, it helps to understand emotions children feel at the moment, without neglecting their importance.



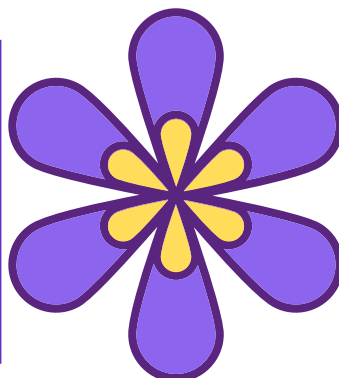
The book emphasizes the importance of life for which hope should never be lost, toward the affections that color life and which should be cultivated every day.



A pleasant way to create activities building emotional intelligence and children’s skill and ability in recognizing their own emotions and reading other’s emotions. The book can help all children understand the experience of new arrivals in the classroom.

Which skills we make flourish?

- empathy
- emotional intelligence
- intercultural awareness
- critical visual skills
- respect, equality and non-discrimination



Which Method we use?

- Collective reading
- Meaning making discussion and reflection
- Creative expression



You will find activities:
addressing 7-11 years old children

“La valigia” (“The suitcase”) –
an amazing picture book of
Angelo Ruta

Activity - let's put it into practice!

Visual narratives in picture books can be seen as small-scale worlds that welcome and take us through the complex dynamic of reading and interpreting cultural, natural and inner images that we see.

Duration: 45 min

Structure



Collective
reading

Before you start, make sure that children are comfortable and relaxed. Invite all to sit in a circle. If you don't know the children you are working with, start the workshop by presenting yourself and get to know the children. Present the book, start from the cover page.

Make some introductory questions:

- What do you think the book is about?
- What do you think about the cover page? Is it possible to discover the topic of the book from the cover?



Meaning
making
discussion
and
reflection

Remember: There are no wrong or right answers :)

We go through the whole book together and stop to hear and exchange reflections

After reading the book we can ask more focused questions:

- Why do people move?
- What makes a place home?
- What is my place in the world?



Creative
expression

CREATIVE EXPRESSION ACTIVITY: **DEPARTURE**

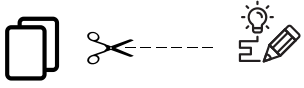
Ask students **imagine one item they would pack with them to take on a journey** (this might be of value, have sentimental meaning, bring comfort or be for practical purposes).

What we need? An old, vintage-inspired suitcase, cards (or small pieces of paper / card), a pen.

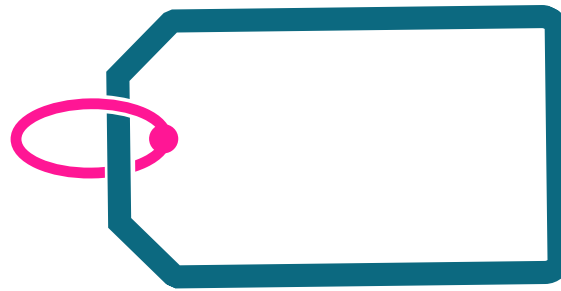
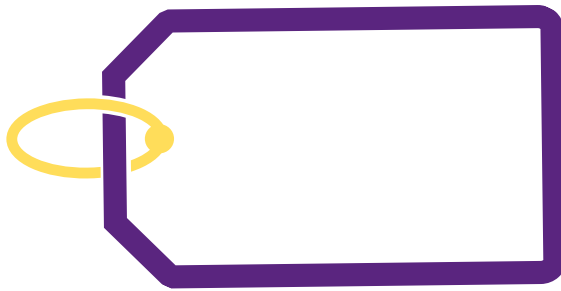
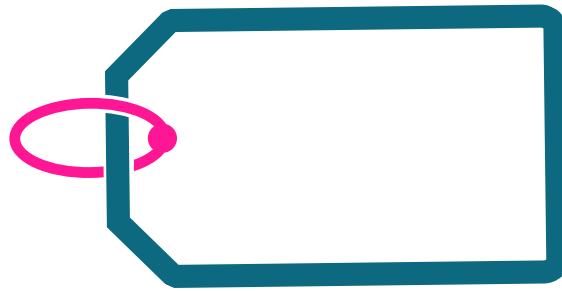
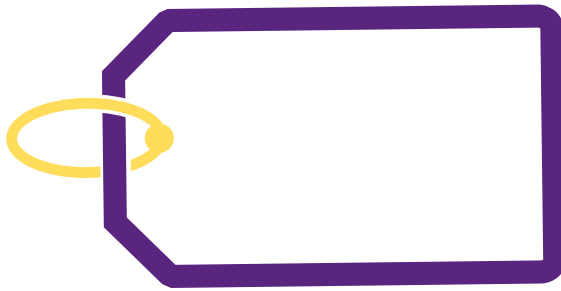
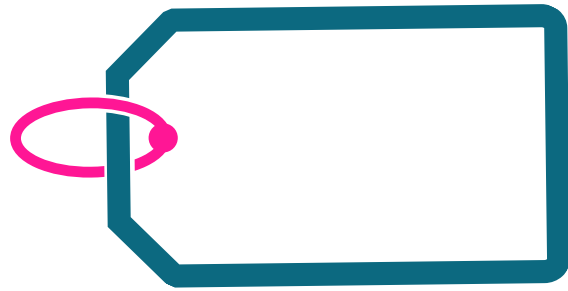
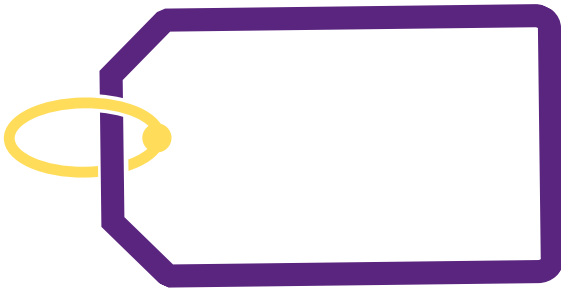
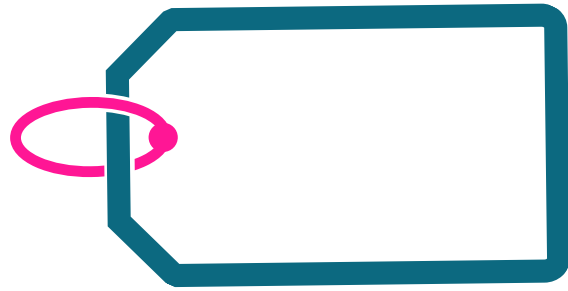
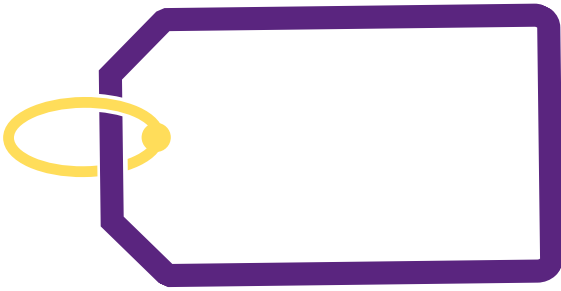
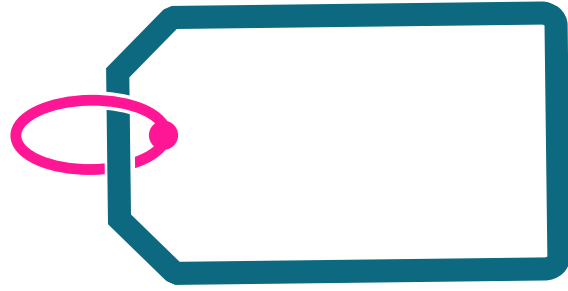
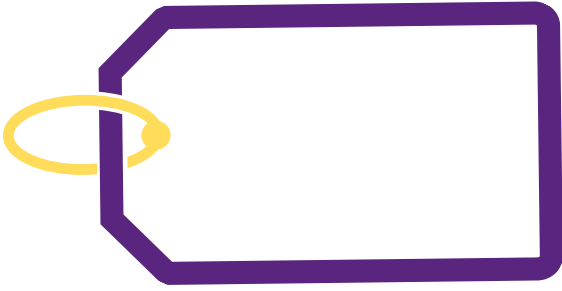
- Using the visual symbol of the suitcase which features throughout the book, students imagine one item they would pack with them to take on a journey.
- Students are to visualise this item and describe it aloud to their peers, using skills of mime and imagination, before placing the imagined object in the suitcase (use cards to write down the name of the item). You can use the worksheet 1 "card template" for the activity.



Activity DEPARTURE: Worksheet 1: "card template" - Imagine one item you would pack in the suitcase to take on a journey. Which object would you bring to remind you of home?



ages
7 - 11



How much did you like the activity?



“The Arrival” – an amazing picture book of Shaun Tan

Narrative power of the images bridging cultural and linguistic barriers

Wordless books are a genre of its own, with a privileged access to some poetic themes, its specific aesthetic and pedagogical possibilities.

What is the book about?

A man leaves his wife and child in a poor town, seeking something better in an unknown land on the other side of a large ocean. He soon finds himself in a confusing city of strange customs, remarkable animals, curious floating objects and unreadable languages. A book about the migration in the world, then, now and in the future. A story about the common problems that refugees have, whatever their nationality. It is about language, about being understood and understanding, about homesickness, poverty and separation from your family.

When we can use the book?



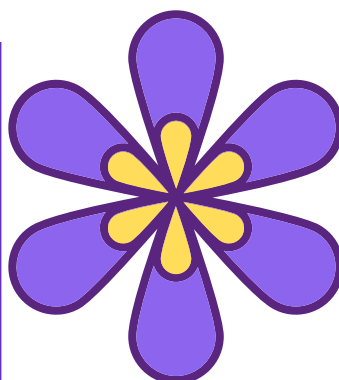
We can use the book as a an opportunity to imagine **what it might be like to live life as a stranger in a new land**. It opens up a chance to explore what it would be like to come to a new country as a foreigner. What would you do to achieve a sense of belonging? Where would you find contexts to become part of?



The Arrival asks students to explore the **power of non-verbal communication** and the body to tell stories. The Arrival also opens the door to learning through the Humanities and Social Sciences by encouraging students to question and discover more about their world, **where they come from and how this connects with the past and future, as well as with different people and places**.

Which skills we make flourish?

- empathy
- emotional intelligence
- intercultural awareness
- critical visual skills
- respect, equality and non-discrimination



Which Method we use?

- Collective reading
- Meaning making discussion and reflection
- Creative expression
- Storytelling



You will find:

- Activity 1 addressing 7-11 years old children
- Activity 2 addressing 12-15 years old students

“The Arrival” – an amazing picture book of Shaun Tan

Activity - let's put it into practice!

Picture books are metaphorical gardens, windows, mirrors and mandalas where we are invited to launch, develop and experience our visual way of being in the world in an active way.

Duration: 60 min

Structure



Collective reading

Make sure that children are comfortable and relaxed. Invite all to sit in a circle. Start the workshop by presenting yourself and get to know the children.

Before sharing this book, ask your students about their previous experiences with wordless picture books. **How do they feel about 'reading' pictures rather than words?** Can they share tips and insights?



Meaning making discussion and reflection

Once you're ready to share the book, consider projecting the pages onto a big screen, so that everyone can see each image clearly. Or sit readers in small groups, each with a copy of the book, and take your time to explore the spreads. The Arrival can be shared in a slow and detailed way, or choose a single image and ask your readers to imagine they've stepped into the world it portrays. **What can they see? Smell? What do things feel like? If they're outside, how warm is it? Is it windy? What can they hear? Are the characters talking to each other? What are they saying? How do the characters feel?**



Creative expression

ACTIVITY 1: DETECTIVE (for 7-11 & 12-15)

Ask your students to become picture detectives, on the lookout for clues. Try looking for

- Images of birds, and references to them (including egg-like objects and other suggestions of flight and fertility)
- Strange, new creatures – animals and plants
- Machines (what tasks are they accomplishing?)
- Images of dining tables (where do we see them? Why?)
- Examples of the unfamiliar language (what might each notice say?)
- Radial patterns like a sunburst (used by Shaun Tan to suggest life, energy and new possibilities).



“The Arrival” – an amazing picture book of Shaun Tan

Activity - let's put it into practice!

Picture books are metaphorical gardens, windows, mirrors and mandalas where we are invited to launch, develop and experience our visual way of being in the world in an active way.

3

Creative expression

Activity 2: Learning a new language (for 12-15 years old) - an activity to help all children understand the experience of new arrivals in the classroom (use the worksheet for the activity).

OBJECTIVES: To ease stress of refugee children adapting to new classrooms and improve interactions between refugee and host-country children.

MATERIALS NEEDED: Worksheets with an 'unintelligible' text

Bring the class into a group activity and begin speaking in nonsense or pretend words for 30 seconds. After that, hand every child a sheet with nonsense words or a nonsense paragraph on it (use material 1 from the worksheet). Ask them to translate or draw the words.



Bring the class into a group discussion about the exercise and ask them how they felt. Choose some words together that describe how they think a child who does not speak the language might feel the first days they come to school.

Ask the children what other things would be new to a child arriving from somewhere else and elicit more words of how they might feel.

Use material 2 from the worksheet and invite students to find translation of the text they got first in Korean language. Try to learn basic words in Korean. Implement this activity in a playful way :) enjoy!

How a child who does not speak the language might feel the first days they come to school?

What other things would be new to a child arriving from somewhere else?

What I can do? How can I do to help ease new children's experience?





Worksheet, material 1

안녕 여보세요
 좋은아침이에요
 어떻게 지내세요
 환영합니다



Worksheet, material 2

Hi: 안녕 (annyeong)
 Hello on the phone: 여보세요 (yeoboseyo)
 Good morning: 좋은아침이에요 (joeun achimieyo)
 How are you: 어떻게 지내세요?
 Take care: 잘가요 (jalgayo)
 Welcome (to a store or place): 환영합니다
 (hwanyeonghamnida)
 What's your name?: 이름이 뭐예요? (ireum-i mwoyeyo)
 My name is...: 제 이름은... (je ileum-eun)
 Nice to meet you: 반갑습니다 (bangapseubnida)
 Where are you from? 어디에서 왔어요? (eodieseo
 wasseoyo)
 I'm from...: ...에서 왔어요 (eseo wasseoyo)
 How old are you?: 몇 살이에요? (myeot sarieyo)
 I'm _ years old: 살이에요 (sarieyo)

(Basic Korean Phrases)

How much did you
like the activity?



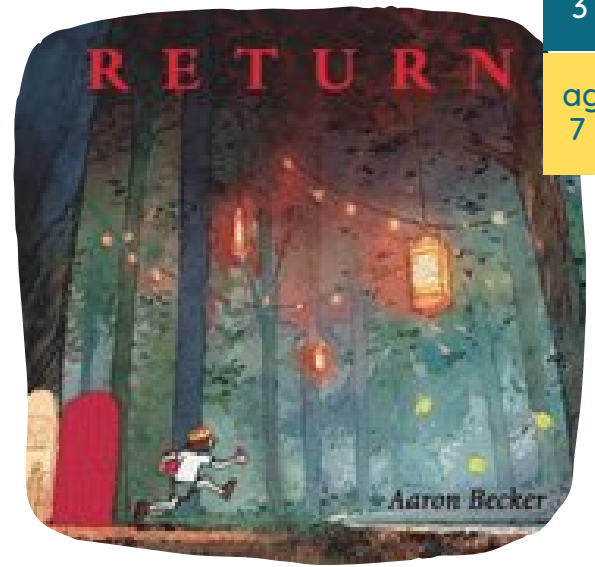
“Return to the magic
Return to the wonder
Return to The Journey”
a book by Caldecott Honor
winner Aaron Becker.

Welcome to Aaron Becker's wordless trilogy- a spectacular, emotionally satisfying story that brings its adventurer home.

What is the book about?

A lonely girl who fails to get attention from her father chooses to return to a fantasy world where friendship and adventure take place. Using her magical crayon, it's her third journey into the tempting realm of kings and emperors, canals and castles, enchanting landscapes, and exotic creatures. It is needed something powerfully to convince her this time to return home, as an exciting backstory is revealed.

Addressed to: 4-9 years old
children



When we can use the book?



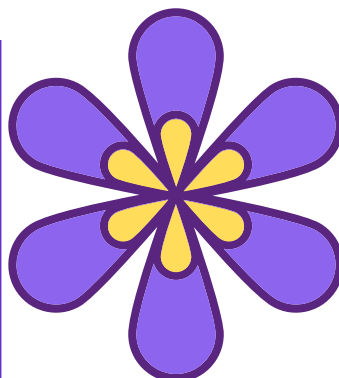
While most books' characters are male, and background characters are sometimes agender, Aaron Becker promotes gender diversity and equality. The book reflects on societal issues, where we meet, many times, a father figure who is absent or not engaged. Thus, Becker's trilogy can easily be used as a tool to address fatherhood, especially the relationship between daughter and father.



We can use this book to flourish imagination among children. The book becomes a facilitator for kids to enter an imaginary world where they can talk about their emotions, such as loneliness and lack of attention. The book will help in building the relationship between parents and kids.

Which skills we make flourish?

- imagination
- fantasy
- gender diversity
- cooperation



Which Method we use?

- Collective reading
- Meaning making
discussion and reflection
- Creative expression

“Return to the magic
Return to the wonder
Return to The Journey”
a book by Caldecott Honor
winner Aaron Becker.

Activity - let's put it into practice!

Visual narratives in picture books can be seen as small-scale worlds that welcome and take us through the complex dynamic of reading and interpreting cultural, natural and inner images that we see.

Duration: 45 min

Structure

1

Collective reading

The educator/facilitator is presenting herself/himself and the book. Pages of the book are projected or physically shown to children. The facilitator makes some introductory questions:

- What do you think the book is about?
- What may happen to this character in the story?

Remember, there are no wrong or right answers. :)

2

Meaning making discussion and reflection

We go through the book together and stop to hear and exchange reflections.

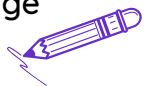
After reading it, we can ask more focused questions:

- What emotions do you think the girl has?
- Can you tell me or show me? (This question will allow the kids to show emotions with body language. Younger children might want to show you physically by copying the girl's body language and showing the expression they imagine on her face.)

3

Creative expression

The magic crayons. Give the children some paper and crayons and ask them to create their own story of a magical world by choosing their favorite color to follow. Invite them to reflect: what is the message they want to give their parents?



Do you know that...

The Caldecott Medal "shall be awarded to the artist of the most distinguished American Picture Book for Children published in the United States during the preceding year.

Practical Tip

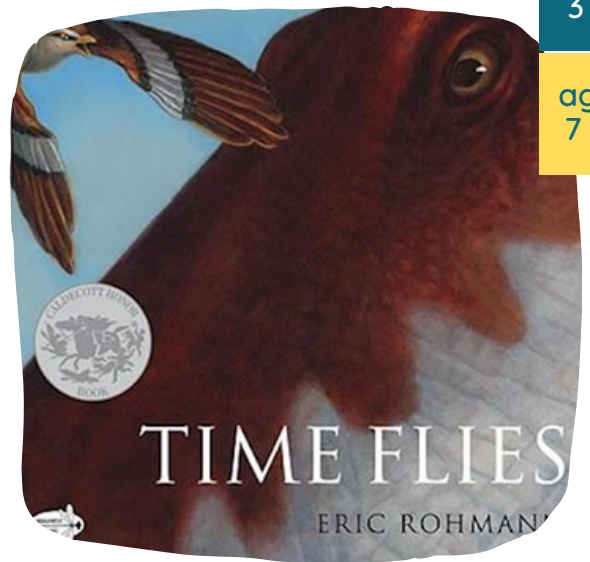
The book *Return* is the last chapter of a trilogy that Aaron Becker started. *Journey*, *Quest*, and *Return*.

You can watch the book *Return* available on [YouTube](#).



Time Flies by Eric Rohmann.

"The book began with words but I found, as I made the pictures, that the words and images were saying the same thing. So I let the pictures talk by themselves." Eric Rohmann



Addressed to 3-7 years old children

What is the book about?

A wordless time-travel adventure presenting the scientific theory that dinosaurs were the evolutionary ancestors of birds. Time Flies is the story of a bird trapped in a dinosaur exhibit. Page by page, the bird flies on, and the natural history museum transfer into real-life scenes. We follow the bird to enter a mouth of a dinosaur and escape unscathed.

When we can use the book?



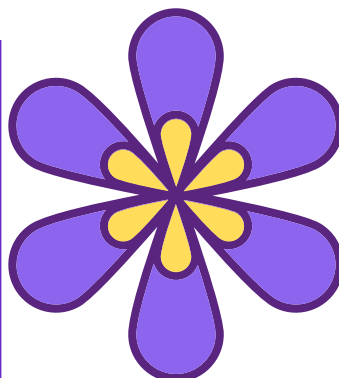
A fun way for kids to learn about dinosaurs and how the perception of their myth has changed over the years. Scientists have gone from thinking of dinosaurs as cold-blooded lizards to the winged and warm-blooded ancestors of the birds we know today. Especially, when almost all kids go through a phase where they are fascinated with dinosaurs.



A great book that can be used to infer, predict, and go for deeper meaning. The book helps in developing a critical way of thinking. It raises awareness about the time that flies, from the Mesozoic Era to today's society. How much the earth has changed? A good way to introduce and talk about societal issues such as climate change.

Which skills we make flourish?

- fantasy
- creativity
- critical thinking
- social conscience



Which Method we use?

- Collective reading
- Meaning making discussion and reflection
- Creative expression

Time Flies
by Eric Rohmann.

Activity - let's put it into practice!

Duration: 30 - 45 min

Visual narratives in picture books can be seen as small-scale worlds that welcome and take us through the complex dynamic of reading and interpreting cultural, natural and inner images that we see.

Structure



Collective reading

The educator/facilitator is presenting herself/himself and the book. Pages of the book are projected or physically shown to children. The facilitator makes some introductory questions:

- What do you think the book is about?
- What may happen to the character in the story?

Remember: There are no wrong or right answers :)



Meaning making discussion and reflection

After reading, invite the children to think more deeply by asking the following questions:

- Are dinosaurs still alive?
- What do you think happened to them?
- When did they disappear?
- Why do you think they disappeared?



Creative expression

Let's play the dinosaurs!

The kids will choose a dinosaur from a book or a slide projected onto a screen. The characteristics of each dinosaur will be introduced, so kids and parents can reflect on them. Are you finding similarities between the chosen dinosaur and your kid's personality?



Do you know that...

Eric Rohmann is the author and the illustrator. His book *Time Flies* received:

- A Caldecott Honor Book
- A New York Times Notable Book of the Year
- A New York Times Book Review Best Children's Book
- An ALA Notable

Practical Tip

We recommend some children's books that can be used to explore the various characteristics of dinosaurs:

- *Big Book of Dinosaurs* by Alex Frith (2017),
- *Lift-the-flap Questions and Answers about Dinosaurs* by Katie Daynes & Marie-Eve Tremblay (2015).



The red thread by Tord Nygren

'Den röda tråden' ('the red thread') is an expression used in Sweden which proposes a metaphorical link that brings together a series of things and expresses the essence of an experience or an idea.

What is the book about?

A visible red thread is followed by a group of children, who leads them to surreal and strange scenes. The kids will discover an exotic world with magical gardens and a forest full of trolls. While the red thread is weaving, we meet characters from art, fairy tales, and children's literature. We see paintings by Van Gogh and Leonardo da Vinci or musicians' images such as Pablo Picasso's Stravinsky.

When we can use the book?



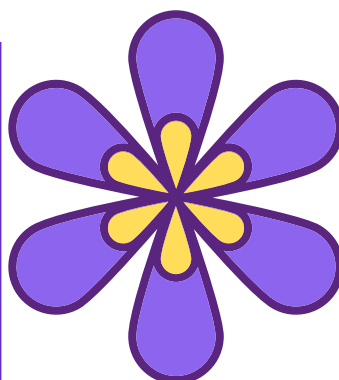
The book works as a catalyzer, where beyond the obvious identifications, there is the fascinating attraction of symbols appearing in wonderful and strange places. It works as a challenge of creating meaning, or even a narrative, from raw visual material to the imaginary spread of a small world with its own logic, rules, and dimensions.



Each reader interprets the wordless books in their way, but most possibly in this book, the red thread symbolizes the innate human need to create stories. The book is an introduction and connection to literature, art, science, and music, opening the possibility of a creative narrative.

Which skills we make flourish?

- introduction to fine arts
- fantasy
- foreseeing and solving a problem
- creative narrative



Which Method we use?

- Collective reading
- Meaning making
discussion and reflection
- Creative expression



Addressed to 5-8 years old
children

The red thread by
Tord Nygren

Activity - let's put it into practice!

Duration: 40-50 min

Visual narratives in picture books can be seen as small-scale worlds that welcome and take us through the complex dynamic of reading and interpreting cultural, natural and inner images that we see.

Structure



Collective reading

The educator/facilitator is presenting herself/himself and the book. Pages of the book are projected or physically shown to children. The facilitator makes some introductory questions:

- What do you think the book is about?
- What do you think about the cover page? Is it possible to discover the topic of the book from the cover?

Remember: There are no wrong or right answers :)



Meaning making discussion and reflection

We go through the whole book together and stop to hear and exchange reflections.

After reading the book we can ask more focused questions:

- Do you have a favourite hero? What are the strengths and weaknesses?
- Do you play an instrument and what kind? What kind of music you are usually playing or listen?
- Are you drawing? What colors are your favorite and what you usually like to draw?



Creative expression

Create your own red thread.

Magazines will be used in order for the kids to create their own collage/story, with topics they choose, and express their personalities in order to understand the essence of an idea or experience.



Do you know that...

The Swedish “red thread” gets its name from the ancient Greek legend of Theseus and the Minotaur.

Ariadne gave Theseus a red thread to trace his path in the Labyrinth a place where Minotaur lived.

Practical Tip

When you buy the book, you can find several versions:

- First published by: Rabën & Sjögren, Sweden, 1987;
- Presented edition: R&S Books, Sweden, 1988.



The Snowman by Raymond Briggs

“I remember that winter because it had brought the heaviest snow I had ever seen. Snow had fallen steadily all night long and in the morning I woke in a room filled with light and silence, the whole world seemed to be held in a dream-like stillness. It was a magical day... and it was on that day I made The Snowman.”
- Raymond Briggs



Addressed to: 1-4 years old children

What is the book about?

A winter classic wordless story with the pictures having a hazy air softness in the snow. On a wintry day, a young boy rushes out to play with the snow and build a snowman. That night in his dreams, the snowman comes alive. An experience that neither the young protagonist in the story, nor the young readers will forget.

When we can use the book?



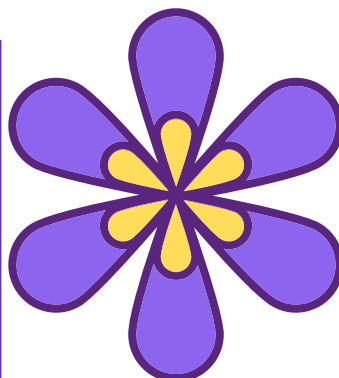
A book that can be used as a tool for kids to express their emotions. The need for having a snowman come alive may be a sign of loneliness, isolation, or problematic relationships. The child may lack a connection with friends, parents, or even siblings, and that is why he/she feels alone.



A book that awakens children's creativity and imagination. Building a snowman can also be seen as creating your own tool or an imaginary friend, which is often seen as a toy for young children at an early age, or for those kids that are introvert.

Which skills we make flourish?

- creativity
- fantasy
- sociability
- problem solving



Which Method we use?

- Collective reading
- Meaning making discussion and reflection
- Creative expression

The Snowman by Raymond
Briggs

Activity - let's put it into practice!

Duration: 30 - 45 min

Visual narratives in picture books can be seen as small-scale worlds that welcome and take us through the complex dynamic of reading and interpreting cultural, natural and inner images that we see.

Structure



Collective reading

The educator/facilitator is presenting herself/himself and the book. Pages of the book are projected or physically shown to children. The facilitator makes some introductory questions:

- What do you think the book is about?
- What may happen to the character in the story?

Remember: There are no wrong or right answers :)



Meaning making discussion and reflection

We go through the whole book together and stop to hear and exchange reflections. After reading the book we can ask more focused questions. Here, we can also present Disney's film Frozen showing a [youtube video](#) that shows the relationship between two siblings and how the creation of a snowman is the tool for their better connection. .

- If you could bring a snowman to life, who would that person be?
- What characteristics would this person have?



Creative expression

Let's build something together.

In this case, lego will be used for kids to build something together with their parents or their siblings if they are in the same room, do something creative and warm up their relationships.



Do you know that...

- The Snowman published in the UK in 1978.
- The Showman broadcasted on channel 4, in 1982, on 26th of and has been shown every Christmas since.

Practical Tip

What if "The Snowman" is not available in my country?

You can find available the animated cartoon/film of the book on [YouTube](#) with music by Howard Blake, or you can find it available featuring David Bowie's Intro, also on [YouTube](#).



OUR TEAM - AUTHORS OF THE SEEDS



Marta Tybura, educator, graduated in European Studies (UMK) in Poland, Project Manager and Researcher in Italy (STEPS). Leo's mom, who was an inspiration for this work. Speaks Polish, Italian, German and English.

Iulia Halangescu, President European Network for Holistic Integration. Experienced manager with a demonstrated history of working in the civic & social organization industry. Speaks Romanian, Swedish, English.



Paraskevi Devreli, Digital Marketing & SoMe Content Creator, Project Manager at ENHI. Speaks Greek, Swedish, English.



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Fostering intercultural mindfulness



Mission

"We're committed to helping parents/educators raise kids that are not only "not racist," but who are actively "anti-racist."