



Identity and Diversity Picture Book Collections



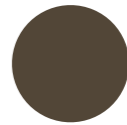


Age Group
4-6

Age Group
7-9



Age Group
10-12





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Introduction

Identity and Diversity in Picture Book Collections - IDPBC project is a transnational effort to compile an international picture book collection, approaches and activities that address three issues of great importance to contemporary students and teachers across the globe: **Identity, Diversity and Inclusion**. Forming one's identity and finding one's place in increasingly diverse communities are central preoccupations of children from the very first day of school. A strong sense of identity, which coexists with a healthy sense of belonging and acceptance, is even more important for children with disabilities or who are marginalised, or from minority and migrant backgrounds. Identifying and valuing one's self-image is crucial for a student's academic and social success. In many countries, an increasing number of picture books and visual narratives deal with these issues in innovative and engaging ways, potentially enabling children to explore and negotiate identity, diversity and inclusion in deep and productive ways. These are the picture books the IDPBC consortium collected and places into the hands of teachers and students across Europe. In them you will find powerful visual stories about young protagonists who encounter diversity and explore issues of identity, difference and inclusion.

The IDPBC project strives to empower children from disadvantaged backgrounds to see themselves in the curriculum, enable all children to function within diverse / multicultural educational environments, and prepare teachers to teach diverse learners.

IDPBC project activities and outcomes



The Annotated Bibliographic Catalogue. A collection of international picture books in a range of languages with short bibliographical information and annotations on identity, diversity, and inclusion;



The Curriculum and Guide for Practitioners. Picture book-based approaches and activities are developed to support practitioners in integrating IDPBC picture books in the curriculum;



The E-learning modules. Provide training and professional development to pre- and in-service educators;



Open Access Resources (OERs) platform. Enables pre- and in-service educators to develop networks of practitioners who integrate picture books into the curriculum.

Target groups

The IDPBC project aims to affect positively pre-primary and primary school pupils aged 4 to 12 who feel or are perceived as 'different' from the majority. Furthermore, since learning to function in diverse environments and reflecting on one's identity and one's perceptions towards difference is essential for every child growing up in contemporary societies, all pre-primary and primary school pupils in Europe and elsewhere can potentially benefit from the IDPBC picture book and visual story, activities and educational approaches.

These categories include: migrant children, Roma and children from cultural, political and religious minority backgrounds, children at risk, children in care, children with same sex parents, adopted children and displaced children, among others.

The educators, teachers and parents of all these children are intentionally targeted by the IDPBC project, as research shows how important it is for them to participate in children's education and for children to have a close relationship with their teachers and schools.

IDPBC aims to equip teachers with the necessary knowledge, attitudes and competences to successfully manage and support diversity in their classrooms, and help them make teaching and learning more inclusive and accommodating. Pre-service and in-service teachers are expected to become members of an online community of practitioners where they could collaborate, exchange experiences, resources, lesson plans, and so on. This community is welcome to use the IDPBC Picture Book Collection in schools and other informal education contexts along with other supplementary tools developed by the IDPBC consortium.

Background and Innovation

The IDPBC Catalogue builds on the approaches developed in similar intercultural and international picture book projects that preceded it, while also breaking new ground. Like the projects that have already been carried out, this new project capitalizes on the educational affordances of powerful visual narratives, by compiling a collection of carefully selected international picture books and designing relevant educational material for exploring identity and diversity from an inclusive perspective. At the same time, IDPBC differs from previous similar projects in that its emphasis is on processes of forming one's identity, finding one's place in the world, negotiating and mediating difference, and being able to make sense of the diversity of global migration and mobility of people. The globalized economy has created a world where many different peoples from diverse cultural affiliations and backgrounds intersect in common spaces and places, sometimes generating conflicts of cultural identities and difficulties in deciding on cultural affiliations. As IDPBC focuses on representations of identity and diversity in an increasingly globalized space of migrants and voluntary and involuntary mobility, IDPBC collects picture books that come from all over the world and not from specific partner countries in Europe or books that wish to represent diversity in one particular country or nation.

European Picture Book Collection I

European Picture Book Collection II (EPBC I and II)

Books and Reading for Intercultural Education (BARFIE)

New Zealand Picture Book Collection (NZPBC)

How the IDPBC Catalogue is organized

The IDPBC catalogue consists of an **introductory part which explains the context**; a list of **24 picture books** that come from all over the world and promote empowering processes of identity formation, of finding one's place in the world, of negotiating difference and engaging with diversity; and **quick reference indexes** on: authors and illustrators; languages of the books in the catalogue; and keywords.

The **introductory part** is divided into 3 sections:

- **Rationale**, which explains how picture books may be related to the themes of identity and diversity and be used for inclusive education, as well as how picture books may be used with children to promote diversity and inclusive education.
- **Methodology**, which describes the combination of desk-based state-of-the-art research on picture books used for inclusive and intercultural education with personal and online consultations to picture book experts and teachers in each of the project's partner countries. The latter offered feedback on an initial list of selection criteria and an invitation to experts (researchers, teachers, teacher trainers, librarians, authors and illustrators) in each partner country, to nominate picture books or visual narratives according to selected criteria.
- **Suggestions** to educators (parents, pre- and in-service teachers, educators) how to use the IDPBC Picture Books Catalogue and the suggested picture books for a better understanding of identity and diversity issues.

The **list of 24 picture books** includes images of the original cover from the collected picture books and bibliographic information (author, illustrator; title of the book in original language and / or English; publisher, year of original edition and ISBN number), keywords, a summary, a commentary, and suggestions on how to use the book for educators, as well as the languages in which the picture book is available and published (not only in the project partner countries' languages, but translations into several world languages, as well as braille); and information on whether the picture book can be assessed online (also partially).

The selected picture books are organized broadly in 3 age ranges by colour: for 4 to 6 year-olds, for 7 to 9 year-olds and for 10 to 12 year-olds, with books in overlapping age categories highlighted in double colours. The age range is only a recommendation. You can check books quickly by age category in **Table 1**.

Indexes of authors and illustrators, languages in which books are available; and keywords are at the end of the IDPBC Catalogue to facilitate search.

Table 1. The 24 picture books by age category

| 4-6 | 4-6 / 7-9 | 7-9 | 7-9 / 10-12 | 10- 12 |
|----------------------------|--------------------|----------------------|---|-------------------------------------|
| Agatha | Butterfly ears | The flower ball | Akim runs | Azzi in between |
| And why not you? | Chavel's red dress | Mon ami Jim | The three little wolves and the big bad pig | Peter's book (Maria from 7 to 8) |
| Last stop on market street | Migrating | My two blankets | Winged letters | The box |
| The wolves' breakfast | The bear tour | We are all born free | | The country with the strange people |
| Susan laughs | The invisible boy | | | The island |
| The mysterious eggs | | | | The opera of disaster |

Rationale

Studies of racism and prejudice demonstrate that children's attitudes about race and ethnicity are quite malleable and open to change through discussions, interaction and visualization (Aboud & Doyle, 1996a) as well as anti-bias curricular interventions (Derman-Sparks, 2004). Basic social attitudes and foundations for hatred develop in early childhood. By the age of 3, children are beginning to be aware of cultural aspects of gender and ethnic identity, racial differences (Aboud, 1988; Lasker, 1929; Phinney & Rotheram, 1987; Derman-Sparks, 1989). 3- 4 year-olds begin to expand observations of differences and seek explanations for those differences. Although children are not born with prejudice, by early childhood they have already acquired stereotypes or negative attitudes toward those that they perceive as "others". Prejudice and discrimination toward those who are different usually appear first in the middle grades. Basic education represents a wonderful window of opportunity to instil values, which will reduce prejudice and prepare students for responsible citizenship (Allen & Stevens, 1994). Values which are learned in early childhood are shaped and solidified in adolescence.

In order to understand how identity and diversity may be approached through picture books and visual narratives, one might consider the politics of power attached to picture books. The stories told to children are often part of master cultural narratives that defend the cultural homogeneity of the majority of the population or the dominant population and push the stories and worldviews of minorities, migrants, recent settlers and refugees to the margins.

In the technologically globalized multicultural world of today, where forced and voluntary mobility is increasing, more attention should be given to the education of children of the ethnic groups that hardly find space for representing their stories. This means taking their stories and their processes of identity formation into serious account.

The *Education and Migration Report* (European Commission, 2008) highlights the relative absence or distorted presentation of migrants in the school curricula, in textbooks and other materials as well as in school life, which is harmful for the self-image and self-esteem of minority children and youth groups and negatively affects their chances of school success.

Picture books have been proven to be extremely valuable educational tools, bringing multiple learning benefits to diverse groups of learners. Educationalists have repeatedly shown how reading visual narratives can enhance children's understanding of their own identities and be used to celebrate difference. Graham (1990: 27) points out that children read illustrations in much the same way as they interpret behaviour in real life, gaining insights into the ways people from different cultures live and interact. Baghban (2007: 71) asserts that picture books can help migrant children negotiate the challenges they face, such as being different, coping with great and small changes, responding to one's name, learning a new language, relating to previous generations and traditions, maintaining ties with distant relatives, and visiting their homelands. In a recent *Children's Literature in Education* article, Cotton and Nicola (2014) discuss how picture books can function as a metaphorical mirror in helping young children develop a sense of who they are.

Research on intercultural education also shows that while the reading material (a 'good' book in aesthetic and literary terms that prompts questions about the world around us and avoids simplifying and stereotyping) is important, many available reading materials may be read critically and even 'against the grain' through a number of valuable reading approaches for the development of intercultural (and critical) competences. There are a number of recent publications (see Botelho & Rudman, 2010; Roche 2015) that highlight how picture books can be used with children for critical engagement with reality and for the development of critical readers who understand and interpret books critically, rather than just as recipients of passive instruction and transmission.

Children, teachers, student teachers and parents within IDPBC activities and material will be educated and guided through activities that value diversity, combat racism and xenophobia and enhance the child's self-image and self-efficacy.

Identities are never fully conscious or static. They evolve over time and are essentially constructed through ways of seeing, thinking, speaking and interpreting experiences as well as through interacting with other, often clashing worldviews. Picture books and visual narratives are social practices that help shape each individual's ways of seeing and thinking about reality. Through picture books, children implicitly learn to classify, organize and represent the world around them. "A picture book used at school or at home occurs in the context of stories about who we (as children) are and, admittedly, in the context of a depiction of the world as it should be in the author's, parents' or teachers' opinions." (Morgado 2002:30-31).

Much can be learnt from inclusive pedagogies through picture books. In education, researchers have shown, for example, that using quality children's books which portray dynamic characters with

disabilities may be an effective teaching tool for the inclusive classroom because books can provide positive role models and promote understanding as well change realities into more inclusive places (Sotto and Ball, 2006,40). Through books, children may be more willing to talk about their feelings about disability (Inquinta and Hipsky, 2006). Thus, these strategies may be extended to discuss other types of difference.

In heterogeneous societies, intercultural education benefits not only immigrant students by creating a friendly and inclusive environment, but also native students, by educating them on diversity and tolerance. The implementation of such measures implies a more flexible curriculum and a certain degree of autonomy for schools, as they are the actual agents of intercultural policies (Public Policy and Management Institute, 2013:121). IDPBC strives to improve this situation through inclusive and supportive pre-primary and primary education that lays the foundations for inclusion, true diversity and the reduction of disparities.

Methodology

The IDPBC consortium developed the IDPBC Catalogue in a participatory manner through four stages: A Joint Report was developed, based on all project partner's state-of-the-art research; After consultation with experts in all project partner countries and based on national reports, Picture Book Selection Criteria were set;

An online survey or interview with stakeholders took place to collect nominations of picture books; A Tentative Annotated Bibliographic Catalogue was developed, including all picture book nominations, which were then narrowed to the Final Catalogue with 24 picture books, based on a reanalysis of the set criteria.

Joint Report

The IDPBC consortium developed desk-based, state-of-the-art research that presents a short overview of diverse school populations (minorities, refugees, immigrants) in all participating countries. Each partner reviewed the needs of diverse populations in education with a special emphasis on children 4-12 years old and on the use of picture books and other visual narratives to promote inclusive education in their countries. This report set the background for further activities.

The Joint Report summarises the main problems faced by teachers in relation to disadvantaged students and by students themselves (mainly concentrating on minority, immigrant or refugee pupils). Programmes, actions or strategies related to reading that have been implemented for their successful integration, accompanied by a short description, are reviewed along with practices and strategies in the area of reading promotion that involve picture books and visual narratives specifically. A list of picture books and visual narratives often used in partner countries is introduced at the end of this report.

Picture Book Selection Criteria

Guidelines for selection of picture books were needed in order to ensure relevance and eligibility of selected books. Selection criteria were initially proposed and discussed among project partners and subsequently debated with 20 experts in children's literature and education in all partner countries. Based on the national reports, a final list of IDPBC picture book selection criteria was eventually set in January, 2016, together with a list of keywords.

Table 2. Nominations of Picture Books

| | |
|--|----------------|
| Criteria to select picture books and other visual narratives for IDPBC | Annex 1 |
| A list of keywords | Index 2 |

Nominations of picture books for the IDPBC collection were done through invitations to experts from different backgrounds to nominate books online. The invitations primarily targeted children's literature experts, librarians, teachers, publishers and illustrators, as well as immigrant families and organizations in Europe. The online survey was opened until 21st of March 2016 and, in total, 94 experts took part in the survey, which was originally developed in English, and subsequently translated into the partners' languages (Greek, Lithuanian, Portuguese and Romanian).

The online survey invited experts to nominate one to three picture books or books with a strong visual component (comics, graphic novels, etc.), available online when possible, which responded to the specific criteria agreed upon by experts in the IDPBC consortium. In the online Survey, stakeholders were asked not only to nominate the picture book(s), mark the criteria and the keywords, but also provide a 100-word re-telling and 100-word commentaries on how the book negotiated identity and diversity.

Each national team was then invited, upon consultation of the national reports, which included all the nominated books, to provide a TOP 10 list of picture books nominated in their country.

Criteria for the top 10 national list of picture books

Development of the top 10 national IDPBC Picture Book List considered the following criteria:

Picture books...

- Do not necessarily portray specific groups of people (minorities or ethnic groups or refugees) or a specific culture;
- Allow the exploration of the themes of identity, diversity and difference from an inclusive perspective;
- Promote empowering processes of identity formation, of finding one's place in the world, of negotiating difference and celebrating diversity among children aged 4 to 12.
- Fall into the three agreed age categories: 4 to 6 year-olds, 7 – 9 year olds, 10 – 12 years old;
- Are available for use and purchase, as well as easy to access in libraries, through bookshops or online.
- Meet the maximum number of agreed criteria.

Tentative Annotated Bibliographic Catalogue

Prior to the Final IDPBC Bibliographic Catalogue, a Tentative Annotated Bibliographic Catalogue was developed by one of the partners (Instituto Politécnico de Castelo Branco), which included the 52 books that resulted from the top 10 list of each partner country. This was circulated and discussed among the consortium partners in terms of the criteria described in Annex 1: a fair distribution of books by age category; the widest range of languages covered; and the widest range of keywords covered. In the end, the catalogue was narrowed down to 24 books. The remaining books that are not part of the catalogue can be found in the national reports and used in combination with the ones selected. A list is provided at the end of this catalogue.

Suggestions to educators

This section of the catalogue includes suggestions to educators, pre-service and in-service teachers on how to use the catalogue and the suggested picture books for a better understanding of identity and diversity.

Each book described in the catalogue has a section which suggests ideas on how to explore the book pedagogically with children, taking into consideration the aims of the IDPBC project. These ideas are organized around basic competences for the 21st century, such as: relating reality to own experience (experiential learning); finding a voice in society through telling a story and expressing one's own views (democratic citizenship); understanding, exploring and creating pictures as part of a strategy of representation (understanding diversity); exploring themes, topics, ideas (creativity); developing cultural awareness by looking at different ways of organizing reality in books, using different languages, experiencing the world through other means (plurilingualism and acceptance of diversity);

as well as reacting physically to what they read as a means to understand the value of storytelling for life (lifelong reading).

Let's take as an example the picture book *Akim runs* (Dubois, 2012): Akim is put in the situation that any child in a war zone could face: violence, loss, alienation, to which the drama of being a refugee ensues. The story is predominantly visual and each written page, which describes events in a very succinct way, unfolds into a series of pages with only pictures that convey all the emotions Akim experiences: fear, loneliness, sadness, and resilience. Educators are offered the following three ideas to start exploring the book:

Invite children to talk about what they see and what they would change in the picture;
Show half the book (the war and its consequences) and invite children to create the rest of the story;
Ask children how they would you feel/react if they were the character or in the situation the character is facing.

These are starting points, to be developed further. One can find similar suggestions for all books in the collection, suggestions which are easy enough to be used by any parent, educator, social worker, librarian or teacher. However, more detailed information on the pedagogical uses of books will be developed by the IDPBC project in the IDPBC Guide for Teachers.

Agatha

AGATHA



Author - Illustrator: Anna Pignataro



Key words: being different, identity, struggle



Introducing Agatha--a unique new character whose story will remind you to always be yourself! From the time she was born, having her mother's pig ears and her father's bear nose, Agatha has always felt different. Then she starts kindergarten and finds that she just doesn't fit in with the other kids. When her teacher asks everyone why they are special, she feels nervous because everyone is better at the things she comes up with than she is, so she hides. But after they find her and all say the reasons they think she's special, Agatha begins to realize that being "different" might not be so bad after all.



Commentary

This picture book represents situations and characters that negotiate difference. It's an utterly divine tale of embracing one's special-ness and differences. It's commonplace for small children to feel as an outsider if their peers suddenly magnify insignificant differences in dramatic ways. Agatha experiences this at Kindergarten and thinks the best way to deal with the unwanted attention is to run away from it. With a little help from an understanding teacher, she is able to turn around her negative feelings into positive ones. Simple and artfully illustrated, this is a sweet tale to share with those whose sense of self needs a little bolstering.



Ideas on how to use the book

Picture walking, discussion about differences, how to accept and embrace our differences, how to turn negative feelings into positives.

Talk about ways you sometimes feel different and what can happen because of these feelings. Discuss why it is important to have lots of different kinds of people in a class and community.

Discuss ways members of your family might sometimes feel different from each other and how this diversity can help make your family stronger.



Language
English



Bibliographic Information

Pignataro, A. (2015) *Agatha*. The Five Mile Press



ISBN Number

978-176-006-726-7

Et pourquoi pas toi? And why not you?
ET POURQUOI PAS TOI?



Key words: acceptance of difference, break stereotypes and prejudices, gender equality



Author - Illustrator: Madalena Matoso



This picture flip-flop book has no words: each page is divided in a top part and a bottom part to be combined as the reader wishes. Each page displays diverse adults in: age, gender, physical aspects and ethnic origin. Each adult could do almost anything professionally or for entertainment. This is an open interactive book that invites children to imagine occupations of men and women, young and old people, of all ethnic origins: cooking, woodworking, taking care of a baby, using computers, pushing an old woman in a wheelchair, etc.



Commentary

The aim of the picture book is to raise awareness among children of gender equality. The playful way in which different people are presented, working or doing sports, sharing spaces and activities with children is an interesting way to understand social and personal relationships, to promote acceptance of difference, break stereotypes and prejudices, and promote gender equality. The pictures inspire children to create their own retellings of people and their occupations.



Ideas on how to use the book

Invite children to explore combinations of people and actions, occupations, professions, activities and to present them to others.

Invite children to represent their families through the combinations made possible in the book.

Invite children to create characters for a story by combining people with occupations.



Languages

French, English, Portuguese, Italian (title only)



Bibliographic Information

Matoso, M. (2011) *Et pourquoi pas toi?* Éditions Notari



ISBN Number

978-2-940408-37-5



Digital availability

www.diversitytales.com/books

Last stop on Market Street



Author: Matt de la Pena



Key words: diversity, community, helping each other, values, humanity



Illustrator: Christian Robinson



An African-American child and his look-on-the-bright-side grandmother take a bus. CJ wonders why they don't own a car like his friend Colby. Why doesn't he have an iPod like the boys on the bus? Each question is met with an encouraging answer from Grandma, who helps him see the beauty—and fun—in their routine and the world around them, especially in the people. The bus ride includes a conversation with a blind man and an impromptu concert by a man with a guitar. They follow a disabled man and a homeless man down the street until they reach the soup kitchen where CJ and Nana do their weekly volunteer shift serving the meal.



Commentary

Robinson's warm and colourful primitive-style illustrations of a diverse city are a great match for the simplicity of the story and for Nana's ability to find beauty in the basic humanity around them. Folk-style figures come in a rainbow of shapes and sizes, showing people with different skin colours, body types, abilities and ages. The story has enough complexity beneath the surface to reward a more literary analysis for older students and is therefore a great book for including diverse learners. It explores the difference between what's fleeting and what lasts, acknowledging inequality. This is an excellent book that highlights less popular topics such as urban life, volunteerism, and thankfulness, with people of colour as the main characters.



Ideas on how to use the book

What do people mean when they talk about "deeper beauty" or "inner beauty"? Go on an expedition to find beauty in a place not normally considered beautiful and draw these objects on a long roll of paper.

A great activity is to volunteer to help other people like CJ and his Nana did. There are a lot of places you can go to help – just with your family or maybe you can go with your whole class.

How does diversity help make your community stronger? Make a diversity book of your community.



Languages

English, Spanish, Catalan, Korean, English UK, Japanese, French, Greek, Chinese (simple), Chinese (complex)



Bibliographic Information

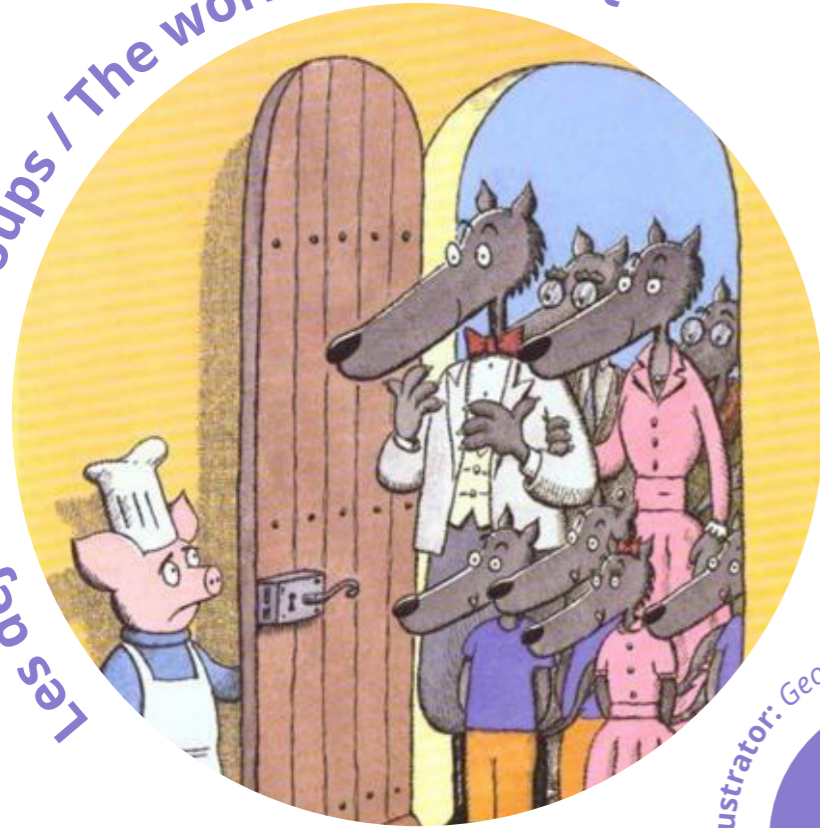
De La Pena, M. and Robinson, Ch. (Ill.) (2015). *Last stop on Market Street*. G.P. Putnam's Sons Books for Young Readers



ISBN Number

978-0399257742

Les déjeuner des loups / The wolves' breakfast



Key words: Solidarity, values, acceptance of difference, cross-cultural encounter



Author - Illustrator: Geoffroy de Pennart



Maurice, the pig, ignores his mother's warning and goes to the forest. Maurice is kidnapped by Lucas, the wolf. Lucas then invites the whole family to lunch on Sunday to eat the pig. Maurice, aware of his predicament, thinks up a plan and offers to cook for the wolf. Lucas accepts and is delighted to eat the pigs' delicious meals. Maurice does his utmost to make Lucas very comfortable. Soon Maurice and Lucas and become the best of friends; each one regrets that, by nature, they are enemies. On Sunday, Lucas admits that instead of eating Maurice, they will eat pasta with truffles. Everyone enjoyed themselves, except Lucas' dad, who finds it very unseemly that a wolf can become friends with a pig! Trembling, Maurice appears and announces that he has repaired Lucas's dad's car, which had problems on their way over to Lucas' house. Lucas's dad recognizes that Maurice is not only an extraordinary pig, but also that he is full of courage.



Commentary

'Le déjeuner des loups' shows how two natural enemies, a wolf and a pig, develop a friendship. The wolf learns to live a new life and learns to appreciate that though his enemy is different, he can learn from him. Not only does he savor the delicious meals the pig made, he experiences what it is like to be cared for and to live with someone who is different than you. This experience impacts the self-esteem and social relationships on both sides. It also has a significant influence on the broader community (the wolf's relatives, ultimately leading to multicultural acceptance. The sense of community, acceptance and self-esteem follow the relationships that were made as a result of the pig's efforts to survive. It is also a story of surviving when you know that the odds are against you.



Ideas on how to use the book

Make masks of the different characters of the book, particularly Maurice, Lucas and Lucas' dad.

Act out the dinner scene, changing voices with each character.

Talk about parallels with the classic story 'The Wolf and the Seven Little Pigs'.



Languages

French, Greek, Korean



Bibliographic Information

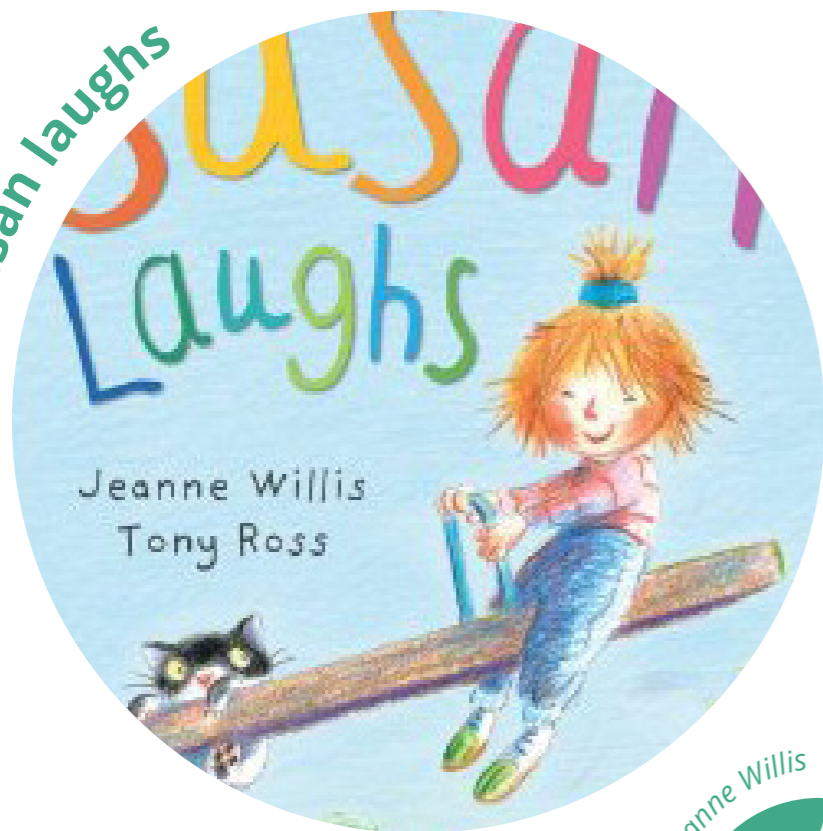
Geoffroy de Pennart, G. (1998) *Le Dejeuner des Loups*. L'École des loisirs



ISBN Number

2877672522

Susan laughs



Author: Jeanne Willis



Key words: Disability, acceptance of difference, respect, equality



Illustrator: Tony Ross



Susan is a little girl who plays, sings, rides horses, dances, swims, laughs, visits museums, draws, is afraid of the dark and needs hugs, just like any other child. Generally, she is happy doing the same things as other children. On the last page of the book, it is revealed that Susan, who has been doing all the things a normal child does, is confined to a wheelchair. When looking through the pictures that “tell” the story from another point of view, we notice that Susan never does things unassisted, but we do not realize this until it is brought to our attention in the final picture of the book.



Commentary

This story describes a range of common emotions and activities experienced by a little girl, Susan. The heroine builds her own identity just like other children. She is determined to be a part of society despite her physical disability. We see that her handicap does not deter her from doing anything a non-handicapped child would do. Told in rhyme, this story describes a little girl taking part in a series of familiar activities. The illustrations reveal a portrait of a busy, happy girl with whom younger readers will identify. A great book that shows that a physical disability should not be seen as a handicap. It is a book that easily promotes diversity.



Ideas on how to use the book

Show the book up to Susan’s bedtime and then discuss with the child why they think that the author wrote a book about a child like them. Then reveal the last page of the story. Afterwards discuss how a person can overcome impediments. Children could understand that they should be grateful for being alive and well and not take it for granted.

Talk about Susan’s handicap and ask the child if they suspected she had a handicap.

Reread the story and see if the handicap made any difference in the way Susan behaved compared to a non-handicapped child.



Languages

English, Greek, French



Bibliographic Information

Willis, J., Ross, T. (Ill.) (1999) *Susan Laughs*. Henry Holt & Company



ISBN Number

978-0805065015



Digital availability

www.diversitytales.com/books

Der Blumenball / Flowers Ball



Author: Sigrid Laube



Key words: acceptance of difference, cooperation, discrimination, integration



Illustrator: Silke Leffler



The author presents two different worlds, which at first glance have nothing in common: the world of flowers and the world of vegetables. Eventually, we see that they harmonize. After Mr. Cauliflower and Miss Carrot find out that the flowers organize a party, they decide to participate. Although the other vegetables do not agree, as they consider they should stay with those of their kind, they go to the party. When they arrive at the party, their presence displeases the flowers, as the two worlds that look and smell differently should not mix. However, Mr. Cauliflower and Miss Carrot have fun and dance, impressing everybody with their talent at dancing the bean rumba, the cucumber tango and the pepperoni cha-cha. Immediately, they get loud applause and a lot of invitations to dance.



Commentary

Sigrid Laube's story, "Flowers' Party" is an excellent opportunity for us to teach children a new lesson: acceptance of differences. The book is also a good opportunity to teach the younger children to distinguish between the different vegetables and fruit. In this subtle story with exuberant pictures, the author sends a message of tolerance and acceptance of differences. Flowers' Party is a book about tolerance, joy of life and friendship.



Ideas on how to use the book

Teachers and parents can lead children to accepting the differences and to consider the differences in a positive way.

Teach children to promote beauty with flowers.

Teach children about promoting food and vegetables.



Languages

English, Portuguese, German, Romanian



Bibliographic Information

Laube, S.; Leffler, S. (Ill.) (2005) *Der Blumenball*. Wien: Annete Belz Verlag



ISBN Number

9780964601024



Digital availability

www.diversitytales.com/books

Mon Ami Jim / Jack & Jim



Key words: Race, immigration, friendship

Author - Illustrator: Kitty Crowther

Jack, a black forest bird, yearns to explore the ocean. He ventures onto a pebbly beach where he meets Jim, a white-feathered bird wearing a sailor's blue-and-white stripes. Jim invites Jack home to his port, but Jack grows uncomfortable at the other gulls' stares and snickers. Jack endures their scowls and upturned beaks out of loyalty to his friend. Quite by change, he ultimately gains acceptance by demonstrating a skill the seagulls lack: an ability to read. Crowther's ink-and-watercolor sketches powerfully convey the volatile situation and show how the seagulls learn and benefit from the interactions between them.



Commentary

This is a children's picture book about diversity. Jack & Jim is a story about two birds who become friends. They meet on the seashore one afternoon. Jack, a blackbird, dreamt of what it would be like to leave the forest and live by the sea. Jim, a seagull, welcomed him to his town and showed him all that there was to see. The town took some time to get used to this unusual bird. At first they were rude and distant but after a while, when they saw that Jack wasn't really strange, just a little different, they welcomed him into their town.



Ideas on how to use the book

Show the book up to the time Jack finds the chest full of books and prompt an ending to the story.

Choose a scene that from the book that you like, and act it out.

Pretend you are one of the seagulls talking about the things you find strange about Jack.



Languages

French, English, Spanish, Greek, Portuguese, Italian, German, Polish, Slovenian, Russian, Dutch



Bibliographic Information

Crowther, K. (2000) *Jack and Jim*. Hyperion Books for Children



ISBN Number

ISBN: 978-2211050838



Digital availability

www.diversitytales.com/books

My two blankets



KOBALD & FREYA

Author: Irena Kobald



Key words: feeling different, home, identity



Illustrator: Freya Blackwood



On arriving in a new land, the girl in the story feels that everything is strange: the food, the animals, the plants and the wind, the words. At home, she finds comfort in a blanket made with words, things and feelings she likes; she feels warm and protected and doesn't want to leave that place. When she experiments with new words that another girl shares with her, they feel strange. The next time she meets the other girl, she learns a couple of more new words that she keeps repeating. Eventually, she learns more words, some difficult, some easy, until they don't feel cold or hard and she can communicate through them.



Commentary

This is a story of forced migration after war, which entails a sense of loss of identity for the little girl. The book focuses on the processes of identity formation in migrant children: denial, followed by acceptance and then use of the new language in parallel to her own. The girl negotiates linguistic differences and describes a situation that can be experienced by many children who migrate. There are two contrasting ways of looking at different realities, conveyed by the colours used and the animals and plants represented in the blanket(s). The book inspires children to think about how languages are acquired and learned and describes the feelings of migrant children when faced with new realities



Ideas on how to use the book

Look at the cover and invite children to talk about the title: why two blankets? What can they be symbolic of?

Explore the colours, objects and animals represented in the pictures and invite children to make associations between those colours and their feelings.

Invite children to make lists of words they would need in a new language in their everyday lives if they were to move to a different country.



Languages

English, German, Slovenian, Italian, Dutch



Bibliographic Information

Kobald, I.; Blackwood, F. (Ill.) (2014) *My two blankets*. Little Hare Book



ISBN Number

978-3-86873-757-8



Digital availability

www.diversitytales.com/books

We are all born free



Key words: Diversity, equality, human rights



Author: Amnesty International



Illustrator: Several



This is the Declaration of Human Rights illustrated by 30 reputed children's illustrators from all over the world. It draws attention to the rights that should be universally respected throughout life. The variety of illustrations catches the interest of children, who simultaneously are stimulated to be curious about and explore the human condition in different contexts and situations, promoting knowledge and consciousness of human rights.



Commentary

Not only are the stated rights, but the respective illustrations are pretexts for discussion and exploration of the reasons why people come from diverse origins, why there are groups with common characteristics, and issues of diversity and identity, as well as respect for difference.



Ideas on how to use the book

Create a similar picture book to illustrate specific rights.

Create stories around these new situations.

Role-play and simulations of diverse points of view and experiences from looking at pictures.



Languages

Portuguese, English, German, Polish, French, Italian, Turkish, Spanish, Danish, Slovakian



Bibliographic Information

Amnesty International (2015) *We are all born free*, Frances Lincoln Children's Books



ISBN Number

978184780663



Digital availability

www.diversitytales.com/books

Os ovos misteriosos / The mysterious eggs



OS OVOS MISTERIOSOS

Author: Luisa Ducla Soares



Key words: Diversity, family, inclusion



Illustrator: Manuela Bacelar



A hen runs away to the countryside because her owner took away her eggs. One day, when she comes to her nest, she sees many different eggs. She is surprised, but she decides to hatch them all. The first egg to hatch is that of a parrot, the next a serpent, then an ostrich, after that a crocodile and the last one is her own biological child, a chick. She accepts them all. One day, a boy decides to catch the chick and all the chick's siblings help him by making the most of each's very specific characteristics. To commemorate, mother hen makes a huge cake with ingredients that suit each and all of them: nails, earthworms, grains, etc. and they all feel happy.

**Commentary**

The tale negotiates difference in a positive way. It shows how the most unpredictable relationships can be a success if there is solidarity and respect. It presents also the importance of family as a social cohesive structure that could help to solve many problems. Family is not only the biological relationship, but also where everybody feels there is affection, despite different identities.

**Ideas on how to use the book**

Draw different types of family (animals or people) after discussing about the situations encountered. Role-play the situation. Rewrite the story as a role-play - children could think about more ideas to share among characters of the story, and offer rich dialogue situations.

Reread the story and see if the handicap made any difference in the way Susan behaved compared to a non-handicapped child.

**Languages**

Portuguese, French

**Bibliographic Information**

Soares, L. D.; Bacelar, M. (Ill.) (1994) *Os Ovos Misteriosos*. Afrontamento

**ISBN Number**

9789723603385

**Digital availability**

www.diversitytales.com/books

Orejas de Mariposa / Butterfly Ears



Author: Luisa Aguilar



Key words: Discrimination, prejudice, exclusion



Illustrator: André Neves



Mara is a little girl who feels excluded at school because the others tell her she has big ears, her hair is like wired wool, her dress has a tablecloth design, the socks have holes and she learns from used book copies. Her mother shows her that she has reasons to feel happy with her "butterfly ears" and Mara learns to find beautiful reasons to justify for the way she looks or for what she possesses until she feels self-confident.



Commentary

The illustrations are very rich in diversity. There are children from many ethnic origins among the group of children that exclude Mara. Exclusion appears in several contexts; it's not a case of simple opposition between those who are similar and the one that is different. Eventually, the protagonist ends up claiming her difference. She is resilient and therefore manages to accept and affirm her own singular identity. The 'different' child solves conflicts through humour and imagination. She re-describes the world for others, avoids feeling humiliated or bullied by others, by pointing toward different and novel ways to seeing reality.



Ideas on how to use the book

Discuss difference not only through the main character of the story but by inviting children to discover that children in the pictures are very different from one another.

Ask children what they think about the change of Mara's attitude.

Talk about other differences that are not represented in the pictures (diverse physical and cognitive disabilities, e.g.) – could we exclude all those children? What could they teach us?



Languages

Arabic, Basque, Catalan, English, Galician, Italian, Portuguese, Spanish



Bibliographic Information

Aguilar, L.; Neves, A. (Ill.) (2008) *Butterfly Ears*. Pontevedra Kalandraka



ISBN Number

978-972-8781-83-5



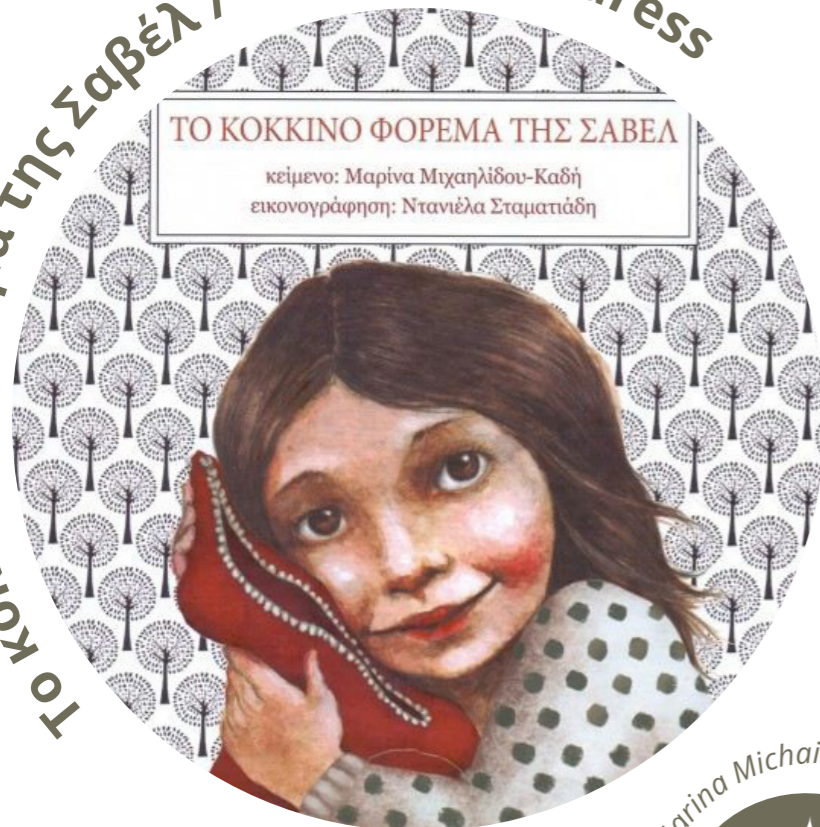
Digital availability

www.diversitytales.com/books

Το κόκκινο φόρεμα της Σαβέλ / Chavel's red dress

ΤΟ ΚΟΚΚΙΝΟ ΦΟΡΕΜΑ ΤΗΣ ΣΑΒΕΛ

κείμενο: Μαρίνα Μιχαηλίδου-Καδή
εικονογράφηση: Ντανιέλα Σταματιάδη



Author: Marina Michailidou-Kadi



Key words: war, forced displacement, refugees, identity, integration



Illustrator: Daniela Stamatiadis



Chavel must flee to a foreign land. Everything the girl loves will be left behind. Her mother tells her she is allowed to take only one thing. Without a second thought, Chavel finds the red dress that Grandma had given her. Once settled in their new home, her mother tries in vain to persuade Chavel to wear something else. Every day the dress is washed, dried, and worn again.



Commentary

The story, in a very simple, abstract and poetic way, presents the experience of being a refugee through the eyes of a child. Chavel's refusal to leave her red dress – the only item she brought from her homeland – reflects the need of each human being to keep alive parts of his or her origin, even when the circumstances force him or her to do the opposite.



Ideas on how to use the book

Thinking about the protagonist's feelings. Survey concerning the refugee families in Cyprus. Feeling, dramatising, drawing.

Teachers can "play" with the illustrations and encourage children to give another ending to the story, to talk about the change in Chavel's behaviour and to express their feelings through dialogue and drawing.

Short stories, like this one, can speak to children of all ages in a direct and emotional way.



Language

Greek



Bibliographic Information

Michailidou-Kadi, M., Stamatiadis, D. (Ill.) (2014) *Chavel's red dress*. Parga



ISBN Number

978-9963-714-19-3

Migrando / Migrating



Key words: Migration, diversity, travel

Author - Illustrator: Mariana Chiesa Mateos

The book deals sensitively with the voluntary and involuntary migration that characterizes contemporary societies. Migration is presented through the emotions of those who leave and those who stay; those who witness the arrival of newcomers and those who discover new worlds and ways of life. The migration theme is presented through journeys across continents. Reflections are invited on the historical intercontinental directions of migration in the past and present. It is a book about different types of feelings: feeling different, feeling lonely, integration, leaving home and arriving at other places.



Commentary

Using only images, the book deals with the consequences of globalization. It addresses the issue of voluntary and forced human migration and mobility across different regions of the world. The picture book offers two reading directions which emulate the change of migration in the past and in the present. Each double spread opens to the exploration of identity and diversity. There are two space-time frameworks of migration, which literally converge in the middle of the book, inviting readers to adopt different points of view on migration, experienced as rejection, loss, and marginalization. Migrating birds are also a constant feature which mimics human migrations.



Ideas on how to use the book

Compare the 2 covers of the book and discuss why we could read it in 2 different directions.

Ask children what they could do for those people that migrate to their own land.

Collect or narrate current and real migration trends and human experiences for a better understanding of human mobility.



Languages

Spanish, Portuguese, Italian, French



Bibliographic Information

Mateos, M.C. (2010) *Migrando*. Orecchio Acerbo



ISBN Number

978-8889025888



Digital availability

www.diversitytales.com/books

Meškelionė / The bear trip



Key words: Multi-cultural, travel, friendship, family/families, home

Author - Illustrator: Kęstutis Kasparavičius

The winter holidays are a time for visiting family and friends and the Bear family is lucky to have friends and family all over the world. Everyone in the Bear family wants to visit somewhere different for Christmas, so they come up with the solution of flying around the world in their balloon house. First they visit the Polar bears in the far north who are fishing through the ice. Then it's off to sunny Peru to visit the Spectacled Bears. As their travels continue, the family sees how different bears around the world prepare for the coming of Christmas. Finally they return home in time for a visit from Santa Bear.

**Commentary**

Kasparavičius's intricate and imaginative illustrations that represent different characters with unusual details, encourage children's imagination. It describes diversity of bears – different countries, cultures, religions, families. There are different types of bears in this book – brown bears, polar bears, pandas, koalas. Children can explore different looks, colours, houses, daily routines, ways of life, holidays and celebrations.

**Ideas on how to use the book**

Look at the pictures and find visible similarities and visible differences between the bear families.

Ask the children to find and discuss similarities and differences that cannot be seen such as likes, dislikes, fears, or values.

Discuss if all families in your community celebrate the same holidays. If all families celebrate the holiday, do they do so in the same way?

**Languages**

Lithuanian, English, German, Greek, Korean, Russian, Ukrainian, Spanish

**Bibliographic Information**

Kasparavičius, K. (2010). *Meškelionė*. Baltos lankos

**ISBN Number**

978-9955-23-410-4

The invisible boy



Author: Trudy Ludwig



Key words: exclusion, inclusion, acceptance, helping each other



Illustrator: Patrice Barton



Meet Brian, the invisible boy. He isn't the loud kid, the whiney kid, or the super athletic kid. He is just a quiet kid waiting to get noticed. Nobody ever seems to notice him or think to include him in their group, games, or birthday parties until, that is, a new kid comes to class. When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine. Brian and Justin encourage each other and soon discover that small acts of kindness can help others feel good and help you feel better about yourself.

**Commentary**

Captivatingly illustrated by Patrice Barton, Brian's story is so powerful because it's so very real. Many kids go unnoticed day in and day out. The main character, Brian, faces various situations that the children could experience. This gentle story shows how small acts of kindness can help children feel included and allow them to flourish. Any parent, teacher, or counsellor looking for material that sensitively addresses the needs of quieter children will find *The Invisible Boy* a valuable and important resource. The book includes material in the back with discussion questions and resources for further reading.

**Ideas on how to use the book**

Talk about whether there are children in your school who feel invisible, just like Brian. Role-play relevant scenarios with your class.

Make a list of what students can do to encourage 'invisible' children and help them to not feel so invisible. Write out a plan and then try it out.

Talk about the first time you see any color in Brian's picture. Discuss what the author is trying to show us with the use of color?

**Languages**

English, Greek, Japanese, German, Chinese (Simplified Characters), Korean

**Bibliographic Information**

Ludwig, T. and Barton, P. (Ill.) (2013). *The invisible boy*. Knopf Books for Young Readers

**ISBN Number**

978-1582464503

Age Group

10-12

Azzi in between



Key words: war, refugees, conflict, home

Author - Illustrator: Sarah Garland

Azzi and her parents are in danger. They have to leave their home and escape to another country on a frightening journey by car and boat. In the new country, they must learn to speak a new language, find a new home and Azzi must start a new school. With a kind helper at the school, Azzi begins to learn English and understand that she is not the only one who has had to flee her home. She makes a new friend, and with courage and resourcefulness, begins to adapt to her new life. Drawing on her own experience of working among refugee families, renowned author and illustrator Sarah Garland tells, with tenderness and humour, an exciting adventure story to be enjoyed by readers.



Commentary

A powerful graphic novel filled with drama and tension. It shows just how dangerous some people's home lives can be and the difficult decisions needed to reach a place of safety. This book presents a child and his family faced with new social reality – a new country and a new home. It encourages emotional response from children, experiencing and expressing different emotions. This is a story about fear, separation and loss, as well as hope and new beginnings. It is not only a strong narrative but also an artistic presentation of powerful emotions through lines, colours and shadows.



Ideas on how to use the book

Look at the pictures and describe how Azzi feels in different situations.

Plot a simple line graph to show how she feels throughout the story.

How could you make Azzi feel welcome if she came into your class?



Languages

English, Korean, Dutch, Swedish, Italian, Brazilian, Irish



Bibliographic Information

Garland, S. (2012). *Azzi in Between*. Frances Lincoln Children's Books



ISBN Number

978-1847802613



While Maria prepares Christmas dinner, she reads the books illustrated by one of her parents, Pedro, for the 73rd time to her daughter. The book was written by Pedro when he was unemployed. It tells of Maria's life when she was between 7 and 8 years old. She had two fathers, Pedro and Paulo. When Christmas dinner is ready, Maria and her daughter set the table for five, for Pedro and Paulo are joining them, to look after their granddaughter, until Maria and her companion come back from hospital with their new-born baby boy.



Commentary

The book displays a balanced display of gender identities in non-stereotypical ways that may be explored for acceptance of diversity, since it involves children engaged in daily routines. The picture book presents types of families and children that are different from one another. Difference is displayed in happy contexts of emotionally stable childhoods. The picture book also subverts stereotypical gender roles: girls doing things that are generally associated with boys and men in caring roles. The positive representation of a homosexual parenting structure may create a mirror and an opportunity for homosexual identities.



Ideas on how to use the book

Invite children to talk about different types of family and explore the similarities and differences between their family and the family represented in the book.

Explore gender stereotypes regarding social roles.

Invite children to perform a role-play that continues the story of Maria (from 15 to 30).



Language

Portuguese



Bibliographic Information

Bacelar, M. (2008) O Livro do Pedro (Maria dos 7 aos 8). Edições Afrontamento



ISBN Number

978-972-36-0938-7

To Kouτί / The Box



Author: Konstantinos Patsaros

Key words: Human Rights, acceptance of diversity, religion, minority, identity

Illustrator: Vilmas Narecionis

Arif is an 11-year old boy living in Greece and of Pakistani origin. Because of his background, he feels like a stranger, different than his friends at school, despite the fact that he doesn't look like an alien from outer space. It's difficult to be eleven and feel like you don't belong. This situation leads Arif to have nightmares. His nights are more difficult than his days. Sometimes he dreams that he becomes very small and lives in a small box among all objects his classmates have lost. However, a new friend from Africa, Rasid, soon becomes his best friend. The events unfold when Arif loses his pencil and finds it in the box.



Commentary

Arif feels lost and, in his dreams, he lives in the box along with the objects lost by his classmates. "Recently, I feel like an alien," Arif says. Through the lost objects in the classroom box, Arif, the foreigner, eventually finds his way among the other children in his school and even assumes a role among his peers. The story wins the reader over predominantly through its humor and through the perspective in which it is written. It has a straightforward and sincere tone, teaching the reader but without using judgment. It speaks of the elements of adjustment, friendship and respect. The illustrations accompany the story harmoniously.



Ideas on how to use the book

Teacher or parent Read aloud.

Use concept of the box with the lost/forgotten items to role-play and feel how lonely it is to be among the unclaimed objects, and contrast that to the joy you feel when you are found and claimed by someone.

Pretend you are Arif's pencil in the box. Describe your feelings.



Language

Greek



Bibliographic Information

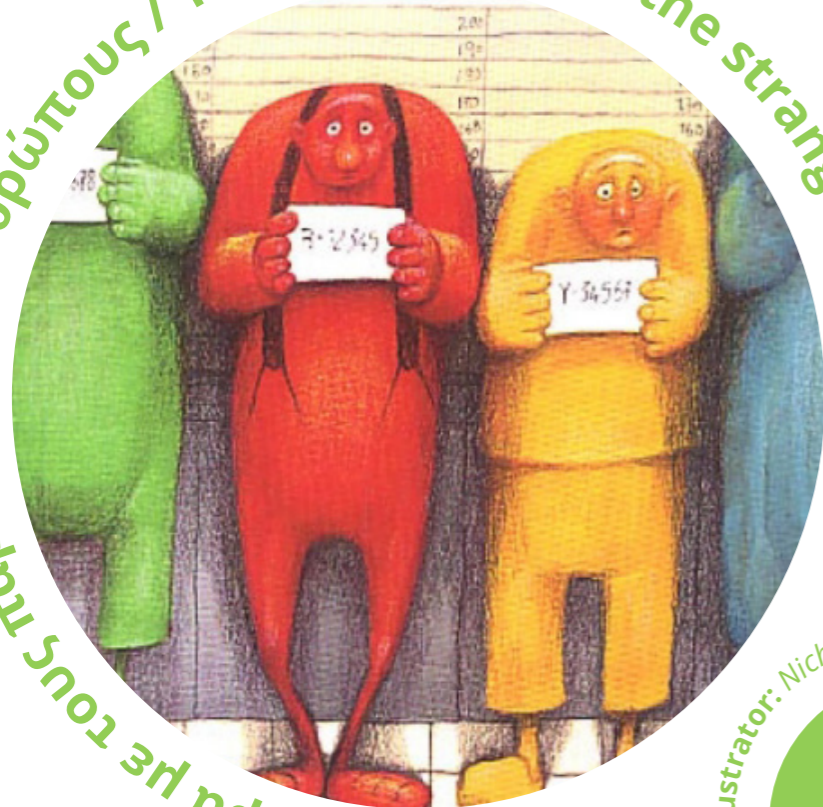
Leonardo da Vinci and Narecionis, V. (Ill.) (2015). *Sparnuotosios raidés*. Verslas ir menas



ISBN Number

978-960-566-770-2

Η Χώρα με τους Παράξενους ανθρώπους / The country with the strange people



Author - *Illustrator: Nicholas Andrikopoulos*



Key words: *difference, exclusion, racism, acceptance, inclusion*



Red lives in the White country, but nobody accepted him there. His life was becoming more and more difficult day after day. He is fired from his job because he is different. He is not allowed access in shops because he is different. His friends stopped going out with him because they were embarrassed. He was asking himself why it took them so long to notice that he was different. He wondered if he had to become the same as them. After a trip he took, he realised that he is not the only different one in White country. A brave act turned him into a hero.



Commentary

This is an anti-racist tale about the right to being different and to diversity. Such issues can be communicated to children through this story in a very simple way. This picture book offers to parents and practitioners the opportunity to discuss with their children issues of racism, difference and diversity.



Ideas on how to use the book

Look at expressions on characters' faces, the setting and use of colours. Explore emotions.

Connect the plot/space to reader's experience.

How would a child feel/react if he/she were the main character or in the different situations the main character faced?



Language

Greek



Bibliographic Information

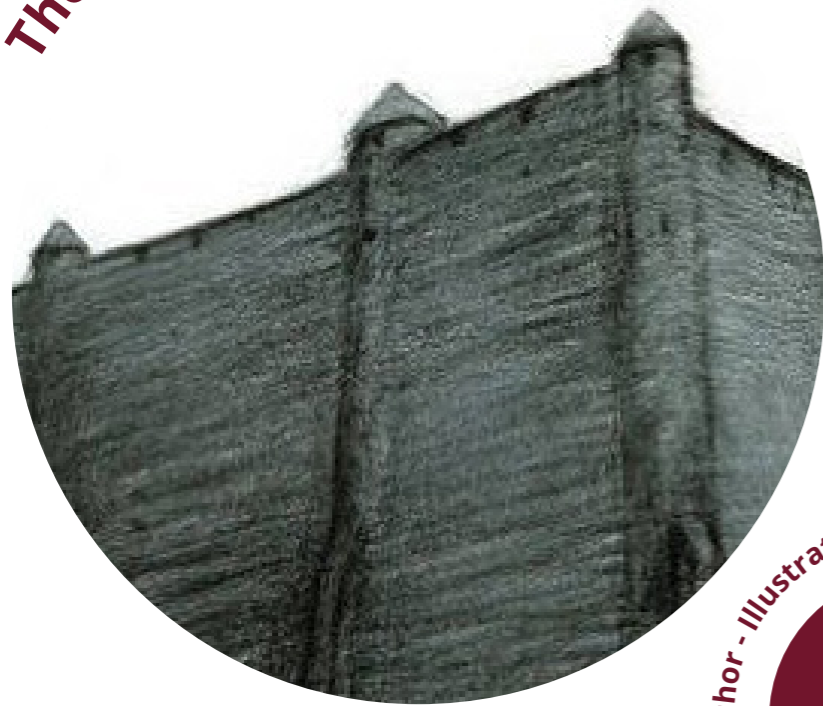
Andrikopoulos, N. (2006) *The country with the strange people*. Kalendis



ISBN Number

978-960-219-187-3

The island



Key words: Acceptance of others, alienation, conflict, exclusion, hostility

Author - Illustrator: Armin Greder

One morning the islanders find a man washed ashore from the sea. They are afraid of him and thus discuss whether to send him back or accept him on the island. Eventually they let him stay, but treat him with little dignity. Then, the islanders build great walls around the island so that nobody could invade them anymore. This also excludes them from the rest of the world. In a very high quality of combining text and image, the picture book depicts how fear can lead people to discriminate and hate others that are also human beings like us.



Commentary

This picture book addresses important moral issues and the relativity of values. It invites readers to engage in discussing social justice, fairness, acceptance of the others. The picture book presents social conflicts caused by the arrival of a refugee on the island and the intolerance of the islanders. It speaks about exclusion, barriers, xenophobia, lack of knowledge about the other, fear of acceptance, prejudice, conflict and the consequences of all this for human beings in dire conditions. It is a dark and important book to discuss the issue of refugees, migrants and newcomers.



Ideas on how to use the book

Invite readers to focus on several emotions that run through the book (fear, sadness, anger, solitude) and to engage with the book and 'feel' like the characters.

Discuss how people are threatened by difference and how stereotypes and prejudices can give origin to unfounded fears. These fears lead people to exclude strangers, although they are intrinsically a reflection of people's own insecurities.

Invite different endings by not disclosing the end.



Languages

English, Spanish, German, Japanese, French, Catalan



Bibliographic Information

Greder, A. (2008) *The Island*. Allen & Unwin



ISBN Number

9781741752663



Digital availability

www.diversitytales.com/books

Η όπερα της μαντάρας / The Opera of disaster



Author - Illustrator: Frixos Michaelides



Key words: diversity, difference, conflict, acceptance, coexistence



The fish create a choir, the octopus forms a violin orchestra and Piggy, the Maestro, puts together the "Group of Animals and the Friends of Music." The opera begins with its protagonists fighting on stage, falling in love backstage and gossiping at the cafeteria. Is it possible for Dona Ninia, the cat and Don Poua, the dog, to become a couple? Or is it possible for Roua, the horse, to marry the big-eyed donkey? Notis Melodakis, the journalist, writes his article for a musical journal even though he knows nothing at all about operas! Will the opera finally be ready for the stage of the Mantara (disaster) forest or is everything going to turn into a real disaster?



Commentary

Each protagonist has his/her own character and personality causing them to disagree and come into conflict. They have difficulty cooperating with each other. Through the rehearsals, they are forced to coexist, and they eventually manage to accept each other and to respect each other's peculiarities. As a result, they achieve their common goal, which is to stage an opera. Through the book's protagonists (which are different animals), children can realise that diversity does not prevent them from coexisting and from achieving their common goal. Children can transfer this lesson into their own lives. It is a remarkable book that deals with diversity in clever ways. Its language and illustrations make it attractive for children and it is easy to read.



Ideas on how to use the book

Show half the book and prompt an ending.

Change the ending, thereby creating a different ending.

What was your favourite part/character of the story?



Language

Greek



Bibliographic Information

Michaelides, F. (2014) *The Opera of disaster*. Parga



ISBN Number

978-9963-714-18-6

Akim court / Akim runs



Key words: War, refugee, humanity

Author - Illustrator: Claude K. Dubois

Akim is playing with other children when war breaks out in his small village; everybody starts running wildly and when Akim seeks refuge in his home, his house is not there anymore, neither is his family. Akim runs and, while he is running, he loses contact with the adults who are leading him away. He comes across dead people on the ground, wounded people and he searches for his mother amongst the other refugees. After three long days sheltered by a woman with a baby child, he is made a prisoner with other children. He brings water from the well to those who have caught him. One day during a fight, he runs away. He hides, until he joins a group of other people who are running away. They get to a river which is also a frontier; they are carried over on a boat to the other bank of the river, where they get some food and a place to sleep and bathe. Akim cannot play with other children anymore: he misses his family. In the end his mother is found.

**Commentary**

Akim is put in the situation that any child in a war zone could face: violence, loss, alienation, to which the drama of being a refugee ensues. Family bonds are crucial for Akim's sense of identity: even though he is protected by several other women with children, it is only when he finds his mother at the end, that he seems to be whole again. The story is predominantly visual and each written page, which describes events in a very succinct way, unfolds into a series of pages with pictures only that convey all the emotions Akim experiences: fear, loneliness, sadness, resilience, etc.

**Ideas on how to use the book**

Invite children to talk about what they see and what they would change in the picture.

Show half the book (the war and its consequences) and invite children to create the rest of the story.

Ask children: How would you feel/react if he were the character or in the situation?

**Languages**

French, German, Spanish, Basque, Italian, Japanese

**Bibliographic Information**

Dubois, C. K. (2012) *Akim court*. L'école des loisirs

**ISBN Number**

9782211207249

Τα τρία μικρά λύκκια / The three little wolves and the big bad pig



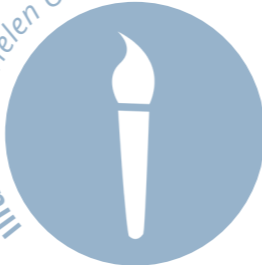
Author: Eugene Trivizas



Key words: stereotypes, discrimination, acceptance, tolerance, friendship



Illustrator: Helen Oxenbury



It was time for the three little wolves to go out into the world, so off they went and built themselves a splendid brick house. But they hadn't reckoned on the big bad pig, who soon came along and knocked their house down. The little wolves built a stronger house of concrete, in which they were certain of their safety. But that didn't stop the big bad pig, who made short work of it with a pneumatic drill. Even a house made of armor plates could not protect them. It was only a chance encounter with a flamingo bird that solved their dilemma in an entirely unexpected and satisfactory way.



Commentary

In this alternative story, the roles have changed. If you were brought up with the traditional story where the wolf is always bad and the pigs are sweet and defenceless, then you find it difficult to understand that there is another side to the coin. The book maintains several elements of the traditional tale in order for the readers to see their connection. However, it has a happy ending where nobody is bad and altogether, they live happily and peacefully ever after.



Ideas on how to use the book

Look at cover and talk about the title. Predict what book is about.

Show half the book and prompt an ending.

Read and discuss with the children. Talk about their feelings and reactions after reading this alternative story.



Languages

Greek, English, Spanish, Chinese, Dutch, Japanese, Korean, Welsh, Esperanto, Portuguese, Finnish, Afrikaans, Braille



Bibliographic Information

Trivizas, E., Oxenbury, H. (Ill.) (1993) *The three little wolves and the big bad pig*. MINOAS



ISBN Number

978-960-240-239-9



Digital availability

www.diversitytales.com/books

Sparnuotos raidės / Winged Letters



Author: Leonardo da Vinci



Key words: disability, inclusion, stereotypes



Illustrator: Vilmas Narecionis



The book, made by professional illustrators, designers, Braille and tactile illustration specialists is intended for sighted and visually impaired people. The book is based on four fairy tales about birds which explains the title of the book. The fairy tales highlights social values. It is written by Leonardo da Vinci.



Commentary

The real value in the book is the message it presents about blindness. This book is unique because you can read it using three senses: sight, hearing and touch. The sighted readers can imitate blind people by trying to read with closed eyes, using their fingers. The blind readers can enhance their tactile sense, and use that to explore the diversity of birds. This book encourages acceptance of different people, empathy and understanding. It changes the reader's attitude towards people with disabilities.



Ideas on how to use the book

Try to understand how Braille works and brainstorm with the class about how people accomplish various tasks without vision.

Set up role-play situations in which one child closes his/her eyes and tries to play different games with a partner: tactile games, name that sound, taste, smell, blind walking.

Try brainstorming how to integrate opposite and unusual things (as shown in the illustrations).



Languages

Lithuanian, Braille



Bibliographic Information

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Annex 1

Criteria to select picture books and other visual narratives

Content Topic

- Picture book / visual narrative represents several diverse processes of identity formation, e.g., social, regional, national, gender, religious, cultural identities, in non-biased ways.
- Picture book / visual narrative represents situations & characters that negotiate social, gender, religious, ethnic or cultural difference.
- Picture book / visual narrative describes diversity and living harmoniously together, e.g., presents situations that are specific to some groups with a view to understanding their specificity; or presents some situations which involve common activities of all children and thus encourage children to accept each other.
- Picture book / visual narrative portrays difference as a positive feature, e.g., as a means of being authentic, as a means for self-realisation, as a means to finding one's place in the world.
- Picture book / visual narrative confronts readers with moral issues and their cultural relativism, inviting readers to discuss what is fair.
- Picture book / visual narrative offers two or more different (even conflicting) ways of looking at the same reality (e.g., polyphony or dual human nature of characters).
- Picture book / visual narrative portrays social conflicts caused by intolerance, exclusion, barriers and lack of knowledge of the 'other', with multiple and often conflicting consequences, and offers:
 - positive conflict resolutions for the younger readers;
 - open (unsolved) conflicts for mature readers.
- Picture book / visual narrative portrays respect and correctness towards oneself and others (both close and distant in terms of social and physical distance).
- Picture book / visual narrative portrays tolerance towards others and towards different ways of doing things and thinking.
- Picture book / visual narrative is about other children that are just like the readers, in spite of being from different cultures (they go to school, have families, friends, like playing...).
- Picture book / visual narrative focuses on living in complex multicultural societies

Visual Features

- Interaction of text, picture and design; use of blank space, picture and text in an effective way, e.g., picture enriches / contradicts / shows new perspective in relation to text.
- Pictures are clear, detailed, understandable, and not too abstract.
- Illustration styles (techniques, colours, light and shadow) address several needs of children, e.g., black and white pictures for colour-blind children, Braille for blind children.
- Pictures and illustrations are able to show (multiple and often conflicting) emotions in characters.
- Balanced visual depiction of genders (including gender roles), disabilities and cultures in non-stereotypical ways, e.g., girls positively pictured as leaders; engaged in activities which are traditionally perceived as male activities; or boys caring, engaged in activities that traditionally are perceived as female activities.
- Pictures are able to show difference and otherness without emphasising it excessively, e.g., a disabled child among other children.
- Pictures and illustrations are able to show gender, social, cultural, ethnic diversity.
- Pictures and illustrations are able to show conflicts without aggression and fairly.

Additional Features

- Picture book / visual narrative is short.
- Picture book / visual narrative represent objects, characters and situations that translate the everyday routines of children.
- Picture book / visual narrative encourage children to use/learn new vocabulary; it includes rhyme and repetition to facilitate memorising words.
- Picture book / visual narrative presents children faced with new social realities, e.g., new types of family, social organization, etc.
- Picture book / visual narrative encourages children's imagination.
- Picture book / visual narrative encourages emotional response from children, e.g., experiencing and expressing different emotions (sadness, anger, loneliness...).
- Picture book / visual narrative inspires children to create their own stories based on their own experiences.

- The reader is able to 'feel' the atmosphere of the setting described or presented.
- Picture book / visual narrative addresses important topics and asks questions of children and adults on their social worldviews.
- Picture book / visual narrative stimulates and inspires conversations, reflections, imagination and identification around the themes, characters and situations of the book.
- Picture book / visual narrative is written by author(s)/illustrator(s) coming from minority groups.
- Picture book / visual narrative addresses the role of fictional heroes (humans, gods, civilizing heroes, superwomen and men, etc.) for children's individual, social and cultural processes of identification.

Annex 2

List of Keywords

Acceptance
 Acceptance Of Difference
 Adaptation
 Aggression
 Alienation
 Attitude
 Being Different
 Bias
 Break Stereotypes and Prejudice
 Bullying
 Citizenship
 Cohesion
 Community
 Conflict
 Cooperation
 Cross-Cultural Encounter
 Difference
 Different Types of Families
 Disability
 Discrimination
 Diversity
 Equality
 Exclusion
 Family
 Family Relationships
 Feeling Different
 Freedom
 Friendship
 Gender Equality
 Helping Each Other
 Home
 Hostility
 Human Rights
 Humanity
 Identity
 Immigration
 Inclusion
 Integration
 Intercultural
 Migration
 Minorities
 Multicultural
 Oppression

Peace
Prejudice
Racism
Refugees
Religion
Respect
Responsibility
Solidarity
Stereotypes
Strangeness
Struggle
Teamwork
Tolerance
Travel
Understanding
Values
Violence
War

Annex 3

List of picture books and visual narratives often used in partner countries

LITHUANIA

- *Opa pa!* - The complete preschool learning kit provides a variety of tools and activities to reinforce early educational objectives. Content designed to practice communication, math, writing, reading, colours and shapes. Includes posters, group and activities books, CD and interactive activities, designed with national curriculum standards in mind.
- *Pratybos ir žaidimai vaikų darželyje / (Kindergarten learning games and activities)* - A colourful book features a wide variety of activities, themes, games and riddles. The book offers topics of friendship, living together, different cultures and places of the world.
- *Mokslo knyga. Katino dienos! / (Science book. Cat days!)* - Children work through fun and engaging activities that provide skill-and-drill in important reading, language arts, and mathematics, creative thinking and problem solving skills. This workbook is full of bold, appealing illustrations that motivate young learners. Themes "Me and my family", "My friends", "Our behaviour" and others can be used to talk about identity and diversity.
- *Kakės Makės enciklopedija / (Encyclopedia of Kake Make)* - Illustrated encyclopedia about human body, health, family, friendship, art, sports, transportation, clothes, buildings, plants, animals, Earth. This world of knowledge is communicated through charming illustrations and simple factual text.
- *Mažųjų enciklopedija / (The Kid's Encyclopedia)* - Encyclopedia provides information about the world's people, countries, buildings and cities, history, nature, animals, the Earth, the Universe. The book is full of pictures and short descriptions, activities and games for exploring all aspects of the world.

ROMANIA

- *175 de jocuri pentru preșcolari și școlari mici / (175 games for preschool and primary school children)* - The games offered give the following benefits for children:
 - provide a context for learning about social rules and how to interact with others;
 - encourage the spirit of initiative and the courage to compete;
 - make possible psychological progress of the child;
 - activate and develop relationships with peer children and adults.
- *Activități în engleză pentru timpul liber - 5 ani / (Leisure Activities in English - 5 years)* - It consists of 30 varied and fun activities, always in the company of the protagonists, organized into six thematic areas: toys, animals, food, family, the weather and the human body. It arouses the interest of children against travelling to different places and eras and offers one song for each theme.
- *Prima mea carte de limba română / (My first Romanian language book)* - Designed by experts in education to help children acquire the basic skills of learning, this collection is a work tool as useful as it is attractive to children, meant to open the way to performance.

- *Lectii pentru începători* / (First Steps in English. Lessons for beginners) - The material is divided into seven units consisting of two or three lessons. Each unit illustrates a topic of communication; every lesson shows a particular aspect of that theme. The starting point is an image suggestive of a situation of communication. Because at this age children just learning the alphabet and their teacher communication is oral, the text is minimal.

PRE-PRIMARY SCHOOL

CYPRUS

- *Ο Βάτραχος κι ο Ξένος*, by Max Velthuis / (Frog and the Stranger) - It approaches issues of xenophobia and racism with humour and sensitivity.
- *Σοφία η αγελαδίτσα τραγουδίστρια*, by Geoffroy de Pennart / (Sofia the Music-loving Cow) - This book is about difference and racism.
- *Ο μαύρος κότσυφας και ο άσπρος γλάρος*, by Kitty Crowther / (Jack and Jim) - This story is about true friendship, xenophobia and racism, but also about love for books and learning.
- *Ελμερ*, by David McKee / (Elmer the Patchwork Elephant) - It is suitable for exploring issues relating to diversity, difference, exclusion and acceptance.
- *Μπουμπού και η Μπαμπαλού*, by Voula Paragianni / (Boubou and Babalou) - It is about difference.
- *Η λευκή και η μαύρη σοκολάτα*, by Lena Christidi / (The white and black chocolate) - This book is about social racism and the importance of apologizing.
- *Ο Πολικός και η Μελένια*, by Eirini Marra / (Polar and Melenia) - It is about children coming from mixed ethnicity marriages.
- *Ο Ερυθρούλης, το κόκκινο αστέρι*, by Maria Karagianni / (Erithroulis the red star) - This book is about the fact that being different can be a traumatic experience for a child until he/she find the strength to stand up for his/her right to be different and be included.

GREECE

- *Ελμερ, ο παρδαλός ελέφαντας*, Εκδ. Πατάκη, by David McKee / (Elmer, the Patchwork Elephant) - Elmer is an elephant different from everybody else, because he is multicoloured. He sets a goal: to be like everybody else, to become grey. A story about identity and multiculturalism.
- *Ο πράσινος λύκος*, Εκδ. Παπαδόπουλος, by Rene Gouichoux / (The Green Wolf) - Being a green wolf in a world where all the other wolves are gray is not fun at all. Raoul has only one wish, and that is to become gray so he can play with all the other wolves. He tries all different ways, even enlisting the help of a fairy. A story about identity and self-esteem.

- *Το βιβλίο της ειρήνης*, Εκδ. Μεταίχιμο, by Todd Parr / (The Peace Book) - A book exploring the meaning of 'peace'. Every page has a different drawing and a different meaning of peace. It gives us the chance to draw as many types of peace as children understand by this word. It delivers a positive and hopeful message of peace. Uses bright colors and silly scenes. Delivers a timeless message about the importance of tolerance.
- *Η Αργυρώ γελάει*, Εκδ. Πατάκη, by Jeanne Willis, Tony Ross, Susan Laughs - A very interesting book that gives us the chance to talk with children about children with special needs. Every child realizes that, despite some difficulties, you can still live a normal life. Told with insight and without sentimentality, it is an inspiring look at one spunky little girl whose physical disability is never seen as a handicap.
- *Ο γείτονας μας το γουρούνι*, Εκδ. Ζεβρόδειλος, by Claudia Fries / (A Pig is Moving) - A pig comes to a block of flats to live next to a fox, a hare and a hen. All three animals think that the pig is dirty and they are trying to get rid of it. However, they soon realize that the pig is a great friend. A book about stereotypes and their deconstruction.

PORTUGAL

- *Todos no Sofá*, by Luísa Ducla Soares & Pedro Leitão / (Everyone on the sofa) - A picture book for the younger children, where the most different animals and a little boy are friends. Diversity is presented in a funny and spontaneous way.
- *O Patinho Feio*, by Hans Christian Andersen / (The Ugly Duckling) - The story:
 - Presents someone different from the majority
 - Encourages emotional response from children
 - enables the psychological development of the child
 - promotes finding one's place in the world
 Also online: the Walt Disney movie: <https://www.youtube.com/watch?v=qafXdmFsTbE>
- *Elmer, o Elefante Xadrez*, by David Mackee / (Elmer, the Patchwork Elephant) - An elephant with many colours lived among all the other grey elephants that love him. But he wants to be like them. However, when he disguised himself in grey, the other elephant became sad. One day, when it rained, the grey colour of the patchwork elephant disappeared. The others recognise him and everybody is happy again. They decide to paint themselves in different colours one day per year. The book presents:
 - Being different from the majority;
 - Finding one's place in the world;
 - Celebrating diversity;
 - Powerful visual narrative.
 Also online: PowerPoint with narration in Portuguese, at: <https://www.youtube.com/watch?v=2HW9T9IcHAs>
- *Somos Todos Diferentes*, by Emma Damon / (All Kinds of People: A Lift-the-Flap Book) - This book-game shows different children from the world. In the end there is a mirror from the auto-discovery and a page where each child can draw his personal characteristics. Important for:

- Celebrating diversity
 - Processes of identity formation
 - Encourages reflection on the themes of identity, diversity and difference.
- *As cores de Mateus by Marisa Lopes Soria, / (The colors of Mateus)* - Mateus is an adopted black boy, who lives with his white mother. He is not always accepted by the other children but his mother shows him that instead of fighting, he can show the others he is proud of his difference. The text shows:
 - Being different from the majority;
 - Processes of identity formation;
 - Identity, diversity and difference dilemmas faced by the protagonist;
 Also available from: <http://aqui-nas-be.wikispaces.com/file/view/as+cores+de+mateus.pdf>

ROMANIA

- *1001 activități pentru grădiniță de-a lungul unui an / (1001 activities for kindergarten over a year)* - Childhood games offer to the imagination an inexhaustible means of expression. 1001 activities for kindergarten over a year constitute an authentic solution, both for educators who want to diversify the range of activities in the classroom and for parents who want to stimulate their children's development.
- *Semne grafice / (Graphic signs)* - The games in the collection correspond to the curriculum and modern training standards and contain all the knowledge needed for early childhood education. These notebooks of graphic exercises are designed in an attractive manner respecting the particularities of children's age and the complexity of signs appears gradually.
- *Fișe de lucru amuzante / (Funny worksheets)* - Worksheets included in the book were designed based on the new programs for the preparatory class, developed according to modern concepts based on skills development. Each sheet contains funny tests in basic subjects:
 - Mathematics and exploring the environment
 - Communication in Romanian
 - Personal Development
 - Visual Arts
- *Ora de lectură / (Reading class)* - The manual contains:
 - Practical and useful ways of presenting new information;
 - Attractive and stimulating illustrations;
 - Funny highlights to identify workloads and page orientation.
- *Limba engleză / (English language)* - The auxiliary notebook, designed for preparatory class, is combining knowledge of English with games and other activities to please children (drawing, colouring etc.). The various proposed activities address also knowledge from other fields (mathematics, environmental education, art education), giving to the notebook a trans-disciplinary nature and contributing to the child's receiving of the theoretical content in a pleasant way. Even if children cannot read, the word that names the subject of the image will be saved involuntarily and, later, they will surely remember its graphic image. In this way, children will ease the transition

from the written to the spoken language.

- *Alfabetul buclucas /" (Troublemaker alphabet)* - Contains chips with printed letters, large and small, puzzles with the letters of the alphabet, common punctuation marks. Helps pre-schoolers to enter the wonderful world of letters, resulting in clear and correct perception and pronunciation of sounds, unravel the mysteries of the Romanian language and reading.

PRIMARY SCHOOL (6-10 YEARS)

GREECE

- *Τζεφ Μπριμπό, Το καπέλο της Δεσποινίδος Χάνικατ, Εκδ. Άγκυρα, by Jeff Bribo / (Miss Hunnicutt's Hat)* - Miss Hunnicutt leaves her house wearing her hat from Paris that has a chicken on it. The townsfolk are preparing for a visit by the Queen and ask her to remove the chicken. She stands up for her choice and the stereotypes are deconstructed. When the Queen's arrival prompts a surprising turn of events, the townspeople learn to celebrate the silly eccentricities that make life interesting.
- *Ούρτζελ Σέφλερ, Ο άνθρωπος με την κόκκινη μύτη, Εκδ. Μίνωας, by Ursel Scheffler / (The Stranger)* - An unfortunate man nicknamed Tomato, is taunted about the size and color of his nose. When covers up his nose with his scarf, the mocking children decide that he must be a robber. Assumed to be dishonest by the entire town, he runs away and is forced to steal food to keep from starving. Arrested for theft, he is set free for lack of evidence. The mayor finds him work in an orphanage. There, he finds acceptance from the children.
- *Φυλλιώ Νικολούδη, Καλημέρα, φίλε, Εκδ. Δίπτυχο, by Filio Nikoloudi / (Goodmorning, Friend)* - A picture book with only a few words written both in Greek and in Albanian. The major theme is the acceptance of diversity. There's a conversation between a bottle of white milk and some cocoa. They talk about how good it feels to be in the same bottle and how silly it was that they always avoided talking to each other simply because they had been told not to by their own.
- *Κίτυ Κρόουθερ, Ο μαύρος κότσυφας κι ο άσπρος γλάρος, Εκδ. Σύγχρονοι Ορίζοντες, by Kitty Crowther / (Jack & Jim: Picture Book)* - A wonderful book about diversity. Jack is a blackbird willing to travel around the world. Only Jim, a seagull, accepts him and they become friends. When they visit Jim's village, they are met with stares and rude remarks. The other seagulls don't like Jack because he looks different. Then Jim discovers that Jack can do something no other seagull can -- he can read! That eventually opens the minds and changes the hearts of the village seagulls.
- *Η Μιμή με τα μεγάλα αυτιά, εκδ. Σύγχρονοι Ορίζοντες, by Kester Schlenz / (Little Mouse, I love you)* - Mimi is a mouse with long ears. She is sad because everybody teases her. When she meets a green frog, she learns to love herself and she starts feeling happy about her personality. She discovers she can do things with her ears that other mice can't even imagine.

LITHUANIA

- *Žaiskime lietuvų kalbą. Lietuvių kalbos pradžiamokslis / (Let's play Lithuanian. Elementary of Lithuanian language)* - This workbook is perfect for children who learn Lithuanian as a second language.

Words are represented not only in Lithuanian language, but in Russian, Polish and English too. Pictures and illustrations help to practice the use of Lithuanian through writing, reading and vocabulary-related activities.

- *Pasaulio pažinimo atlasas pradinukams/ (World atlas for primary school)* - World atlas developed by Primary Education curriculum. It includes beautiful illustrations, interesting texts and activities for social and language learning. Children can explore different cultures, traditions and customs.
- *Elmeris, by David McKee / (Elmer)* - Elmer the elephant, a colorful character because of his patchwork skin and sense of humor, tries to blend in with the herd, but soon realizes that he's happiest just being himself. This book is useful to improve reading skills, language arts, for integrated learning.
- *Plakatai „Aš esu žmogus“/ (I am a human)* - Posters to develop social, cognitive, communication competence. 10 different topics (Boys and girls, human are similar and different, emotions, I am special, my needs) can be used to teach about identity.
- *Lithuanian language picture dictionary, by Z.Babickienė, A.Bareikytė-Čižikienė.* - This book is for everyone who wants to learn Lithuanian: beginners, those who learned a little Lithuanian earlier and would like to extend their knowledge, children of various ages and adults. The dictionary is aimed at helping to learn lexical bases of Lithuanian. Such themes as hobbies, human age, gender, features, Lithuanian traditions and national holidays can be used to talk about diversity and identity.
- *Aš ir pasaulis, by D.Kandrotienė / (I and the world)* - Encyclopedia about people in different countries, schools in the world and Lithuania, world's cultures, Lithuanian history, traditions.
- *Iliustruotas pasaulio atlasas vaikams / (The children's pictorial atlas of the world)* - Beautifully illustrated picture atlas takes children on a journey around the world. Atlas displays fourteen handsome full-colour maps showing all regions of the world. Every map is enhanced with attractive locator illustrations. Kids can use these maps to find each country's major landmarks and cities, as well as cultural and economic features. Detailed pictorial maps reveal the richness and diversity of human and animal life around the world.
- *Meškelionė, by K.Kasparavičius. / (The Bear Family's World Tour)* - Award-winning illustrator Kestutis Kasparavičius introduces a large family of bears who decide to take a world tour to celebrate Christmas. They attach their entire house to a huge hot-air balloon, and with the musical accompaniment of a band of angel bears, they float off to visit polar bears in the far north, spectacled bears in Peru, koalas in Australia, sun bears in Sri Lanka, pandas in China, and a concluding holiday visit to their relatives, Mr. and Mrs. Teddy and their children.
- *Šuniuko Vinco kelionė aplink pasaulį, by B.Jovaišienė / (Puppy Dog Vincas Travel around the World)* - Based on real travel experiences and photographs by Marius Jovaisa, the author of 'Unseen Lithuania', this book for children presents a curious puppy dog, Vincas. who sets on his first journey around the world. The book opens a marvellous world of distant lands, unknown animals, plants, cultures, colours and smells. Traveling with Vincas, children will meet his merry friends, learn lots of important things, experience unfamiliar traditions and unique adventures, and discover how beautiful and great our world is. This book is illustrated by Daniel Howarth, one of the most talented artists of Great Britain.

PORTUGAL

- *Meninos de todas as cores, by Luísa Ducla Soares/ (Kids of every color)* - A boy decided to travel and met ethnically-diverse people and new social realities that he faces in a positive way. The picture book is important to:
 - Describe diversity and accepting diversity to live harmoniously;
 - Encourage emotional response from children.
- *A Girafa que Comia Estrelas by José Eduardo Agualusa / (The Giraffe that Ate Stars)* - A Girafa que Comia Estrelas by José Eduardo Agualusa / (The Giraffe that Ate Stars) - The story of an unexpected friendship between a giraffe and a chicken that results in helping all the animals of the jungle. It contributes to personal development and to understanding that when we join efforts, we can find a solution for difficulties. The pictures, by Henrique Cayatte, are really funny and poetic, promoting creativity and imagination. We can see and hear the story online at:
 - <https://www.youtube.com/watch?v=Wl563enbmtc> or in
 - <https://www.youtube.com/watch?v=2akHuAudd2A>
- *O Elefante Cor-de-rosa by Luísa Dacosta / (The Pink Elephant)* - There was a planet with little pink elephants, and they lived happy there but pollution began to kill everything, even the elephants. Only one survives, takes a ride from a comet and travels to Earth. But on Earth there is a danger, because men hunt elephants and men are unable to accept a pink elephant, so the comet leaves him inside a child's imagination and that's where he continues to live. There is an implicit critical perspective of adult behaviour that can be analysed in a more or less deep way, because the verbal text is written in two different sequences. Pictures (by F. Santarém) are a rich content source.
- *Poemas da Mentira e da Verdade by Luísa Ducla Soares, / (Poems of lies and truth)* - The playful dimension of language and the message are a good starting point to develop the reader's sense of humor and increase the facility of articulating difficult sounds. Pictures (by Ana C. Inácio) are not very interesting, but they present also funny characters or situations.
- *O Gato e o Escuro by Mia Couto / (The Cat and the dark)* - A cat is the main character, with whom children can identify. He is curious and naughty and he learns by himself how important it is to discover new things, but also how care is important to accept diversity. He returns changed from his travels, but his mother loves him enough to accept that difference. Adventure, care and inclusion are topics in the book. Aesthetically pleasant and richly illustrated (by Danuta Wojciechowska), text and pictures interact. The story, text and pictures require metaphorical interpretation.

ROMANIA

- *Abecedar în limba rromani / (Speller in Romany)* - The manual contains interesting illustrations that convey suggestive information of the life of students, but outside their living environment. The text inserted at the bottom of the page supports teachers and parents (words, phrases, short sentences and lyrics in Romanian) and is designed to complement the suggested vocabulary of images.

- *Arte vizuale și abilități practice / (Visual arts and practical abilities)* - The manual aims at the key competence of training to raise awareness and cultural expression, as recommended at the European level by:
 - development of the sensibility of students;
 - appreciation of diversity;
 - development of creative abilities of students and practicing them in different contexts.

The learning process was designed like a kaleidoscope, multifaceted, with an integrated approach that allows students to explore fields of knowledge from multiple perspectives.

- *Să dezlegăm tainele comunicării / (To unravel the mysteries of communication)* - Learning reading-writing is made progressively based on active and participative methods. The variety of exercises and games and suggested headings - on familiar issues for children - stimulates creativity and logical thinking for small pupils. It also trains them to communicate properly, teaching them to express their opinion, to justify their choices, to carry an organized dialogue, to draw clear and simple messages, to understand the read or heard text.
- *Manual de comunicare în limba română pentru minorități / (Communication Manual in Romanian for minorities)* - A very suggestive manual for the minorities learning the Romanian language. A collection of images representing usual objects to ease the learning of the words.

LOWER SECONDARY (10 - 12 YEARS: 5TH AND 6TH SCHOOL YEARS)

CYPRUS

- *Η Σαββίνα, η Μοένια και τα χρώματα, by Vissaria Zorba-Rammopoulos / (Savvina, Moenia and the colours)* - It approaches themes related to exclusion and racism in schools.
- *Δώσε την αγάπη, by Angeliki Varella (Give love)* - This book is about students accepting their peers from foreign countries and learning to love them.
- *Η τελευταία μαύρη γάτα, by Eugene Trivizas / (The last black cat)* - It is about racism and our moral obligation to fight against it.
- *Ο ρατσισμός όπως τον εξήγησα στην κόρη μου, by Tahar Ben Jelloun / (Racism Explained to My Daughter)* - The book's intention is to explain racism to children.
- *Ο Ναβίντ δεν ήρθε για διακοπές, by Panos Christodoulou (David did not come for holidays)* - It is about refugees, racism and xenophobia. There is also a computer game based on this book.

GREECE

- *Τζεφ Μπριμπό, Το δώρο της Παπλωματούς, Εκδ. Άγκυρα, by Jeff Bribo / (The Quiltmaker's Gift)* - An old lady makes wonderful quilts. The selfish king orders a quilt for himself. However, when the lady refuses to make the quilt, the king learns the value of giving, the true secret to happiness. The heart-warming, strongly moral tale supports important values.

- *Η σκιά της πριγκίπισσας, Εκδ. Κάστωρ, by Paul Thies* - Princess Cassiope buys a black child named Senegalis as a slave. One day Senegalis steals Cassiope's shadow and realizes that both shadows are black. A great book talking about tolerance.
- *Ο γίγαντας και τα πουλιά, Εκδ. Αίσωπος, by Ghislaine Biondi, / (The Giant and the Birds)* - Rudolph was a kind-hearted giant, who left his village and lived alone in the forest because the townfolk were teasing him. He found friends among the birds. One day, a little bird fell from its nest to the ground. Rudolph picked it up, fed it and took care of it. This was the beginning of a great friendship.
- *Kathryn Cave, Το Κάτι Άλλο, Εκδ. Πατάκη, by Kathryn Cave / (Something Else)* - A book that sends a strong message of acceptance, teaching us that even though we are all different, we can become best friends. Something Else is excluded from playing the same games, eating the same food or drawing the same pictures as the others because he looks different. One day Something turns up and wants to be friends. However, Something Else does not want to be friends with this creature, as he believes that they are not the same. He sends Something away and then suddenly realizes that he is acting like all the other people who always sent him away. Eventually Something Else and Something become best friends.
- *Τα παιδιά του δάσους, Εκδ. Κάστωρ, by Rudolf Herfurtner / (Children of the Forest)* - A book that talks about borders between people and the fear we all have when we confront diversity. The heroes realize that when we pass through the wall that separates us, that is when we start living.

PORTUGAL

- *Obax, by André Neves / (Obax)* - Obax is the name of a little girl who lives in Africa, has a rich imagination and decides to travel to many countries with an elephant as a friend. The story presents a variety of African landscapes (such as houses in villages, the desert, the savannah, the seaside...) and the girl develops her natural imagination to tell stories. The book presents:
 - People from different cultures interacting;
 - Two or more different ways of looking at the same reality. Powerful visual narrative;
 - Aesthetically pleasant and of good quality.
- *O Pássaro da cabeça by Manuel António Pina / (The Bird of the Head)* - A bird says he will always sing, even if it will be only inside the imagination of people. The book aims to train key competences, such as the following:
 - Development of the sensibility of students;
 - Processes of identity formation
 - Encourages emotional response from children, mainly about friendship
 - Development of children's imagination
 - Interaction of text and picture
- *Um livro para todos os dias by Isabel Minhós Martins e Bernardo Carvalho, / (A book for every day)* - Different emotions are presented and children can understand that everybody has good and bad moments. The book aims to train the following key competences:

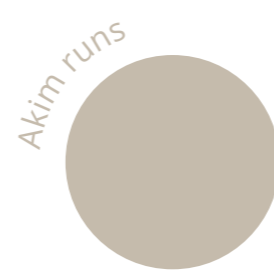
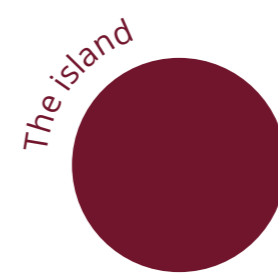
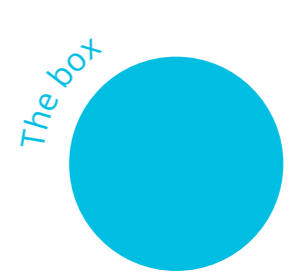
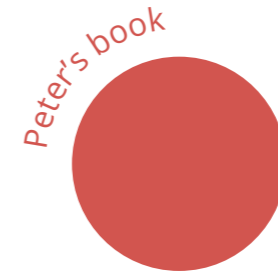
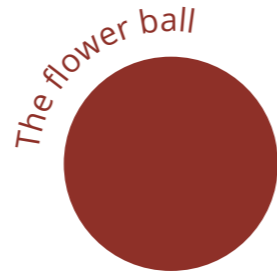
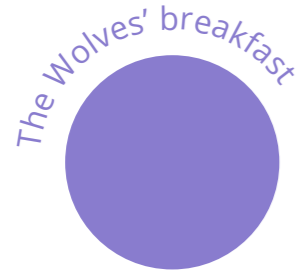
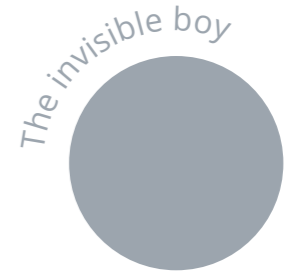
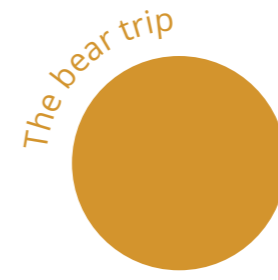
- Development of the sensibility of students;
- Processes of identity formation
- Encourages emotional response from children
- Interaction of text and picture

Also available at <http://hipopomatosnalua.blogspot.pt/2012/06/um-livro-para-todos-os-dias.html>

- *Uma questão de azul escuro* by Margarida Fonseca Santos e Sandra Serra / *A dark blue question* - A boy is a victim of bullying and a teacher helps him deal with that. Important for:
 - Processes of identity formation;
 - Identity, diversity and difference dilemmas faced by the protagonist;
 - Interaction of text and picture.

Also available at: http://glups.leya.com/_media/files/2011/Nov/uma_questao_de_azul_escuro_fmok.pdf

- *Eu Cómico: O Maior Maluco do Riso!* By James Patterson, Chris Grabenstein and Laura Park (il.) / *(I Funny: a Middle School Story)* - A boy with physical disabilities, on a wheelchair, is the main character. He faces life in a positive way, he wants to win the contest "The funniest kid in the world" and get to go to Hollywood. The aim of the book is closely related to the subject of this Project, celebrating diversity, encouraging reflection on the themes of identity, diversity and difference, with likeable characters and encouraging the emotional response from children. See also: <https://www.youtube.com/watch?v=spsTjousG0I>
- *Tom*, by André Neves - Two little brothers discover friendship, even though one is autistic and the other 'normal' (a fact that is never explicitly told to readers) in a picture book where very short text interacts with pictures. The aim of the book is to promote acceptance and understanding of disabilities by encouraging emotional responses of children.



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Index2 Language index

Key:

● - Language

⋮ - Pictures only

🗨️ - Braille

afr - Afrikaanse

alb - Albanian

ara - Arabian

baq - Basque

cat - Catalan

chi - Chinese

dan - Danish

dut - Dutch

eng - English

epo - Esperanto

fin - Finnish

fre - French

ger - German

gla - Galician

gle - Irish

glg - Gaelic

gre - Greek

ita - Italian

jpn - Japanese

kor - Korean

lit - Lithuanian

pol - Polish

por - Portuguese

rum - Romanian

rus - Russian

slo - Slovak

slv - Slovenian

spa - Spanish

swe - Swedish

tur - Turkish

ukr - Ukranian

Iso 639-2: Codes for the Representation of Names of Languages at https://www.loc.gov/standards/iso639-2/php/code_list.php

Agatha



And Why Not You?



Last Stop on Market Street



The Wolfe's Breakfast



Susan Laughs



The Flower Ball



Jack & Jim



My Two Blankets



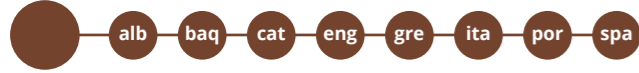
We Are All Born Free



The Mysterious Eggs



Butterfly Ears



Chavel's Red Dress



Migrating



The Bear Trip



The Invisible Boy



Azzi in Between



Peter's Book



The Box



The Country with te Strange People



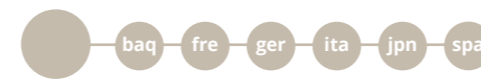
The Island



The Opera of Disaster



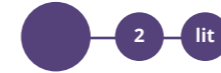
Akim Runs



The Three Little Wolves and the Big Bad Pig



Winged Letters



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