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Teacher

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Trieste 1787 – Rigas Feraios

- Greek Enlightener: writer, political thinker, and revolutionary
- His writings and actions inspired the Greek War of Independence in 1821.
- Rigas Feraios was arrested in Trieste by the Austrian authorities. At the time, Austria was an ally of the Ottoman Empire, and they were concerned that the French Revolution might incite similar upheavals in their realm.







Challenging Topics

Banning challenging books to assumedly "protect" young readers - problematic

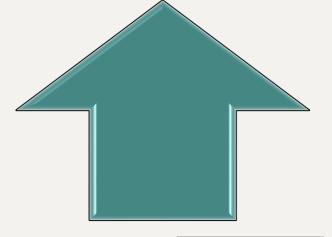
"Supporting children's intellectual freedom requires courage and commitment, yet it is one of the most important responsibilities of literacy educators"

(Hartsfield and Kimmel, 2020, p.426)



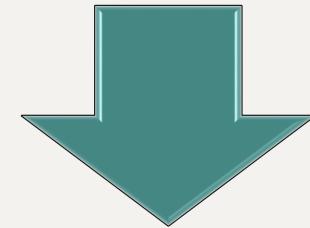
Reviewing Literature





Open and honest communication -> high selfesteem levels in children and their ability of
coming to terms with loss

(Field, Tzadikario, Pel, & Ret, 2014; Hurd, 1999)



Absence of communication -> feelings of anxiety, depression & stress for children

(Ellis, Dowrick, & Lloyd-Williams, 2013; Raveis, Siegel, & Karus, 1999; Wallin, Steineck, Nyberg, & Kreicbergs, 2016)

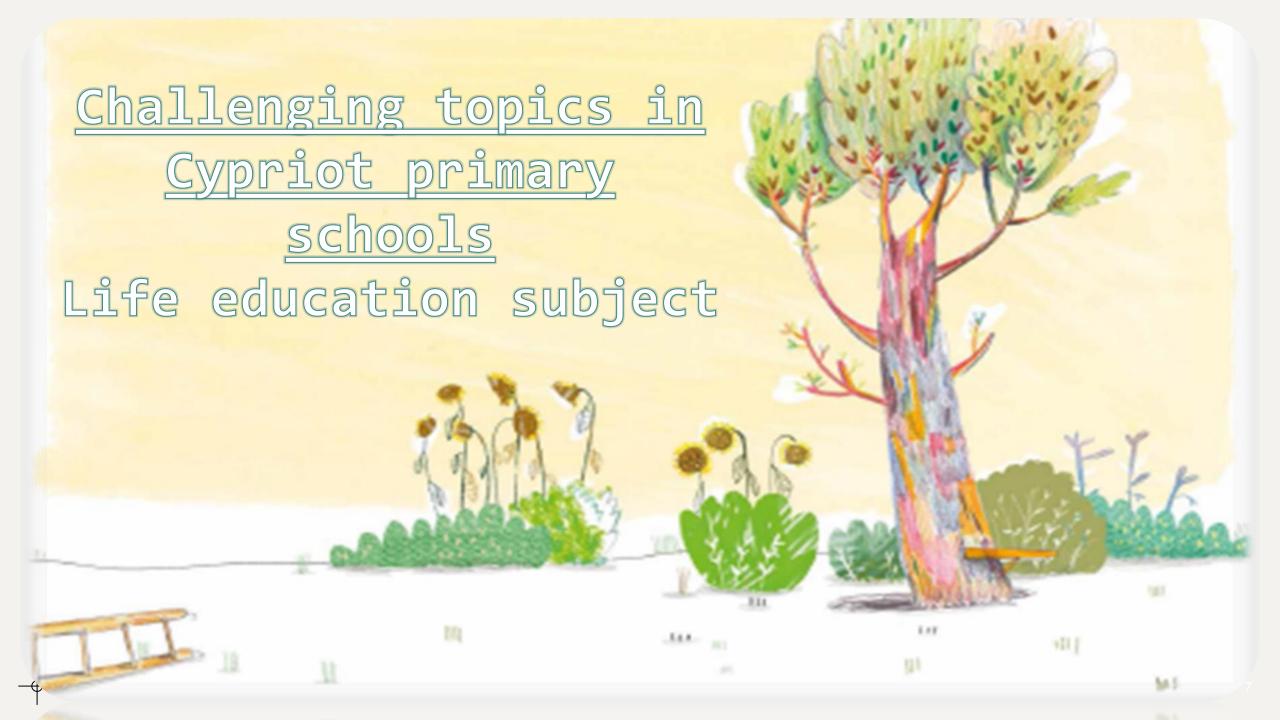
Loss and Grief

Literature Review

- Children less "protected" from information about death -> better adjustment to the process of dealing with loss, both as children and as adults (Martinčeková, et al., 2018)
- The role of a supportive teacher and the significance of being able to talk openly about loss (Holland, 2008; Lytje, 2018)
- Teachers often feel they do not possess the necessary knowledge and skills to support a grieving child

(Dyregrov, Dyregrov, & Idsoe, 2013; Holland, 2003; Papadatou, Metallinou, Hadjichristou, & Pavlidi, 2002)





"Words on Waves"

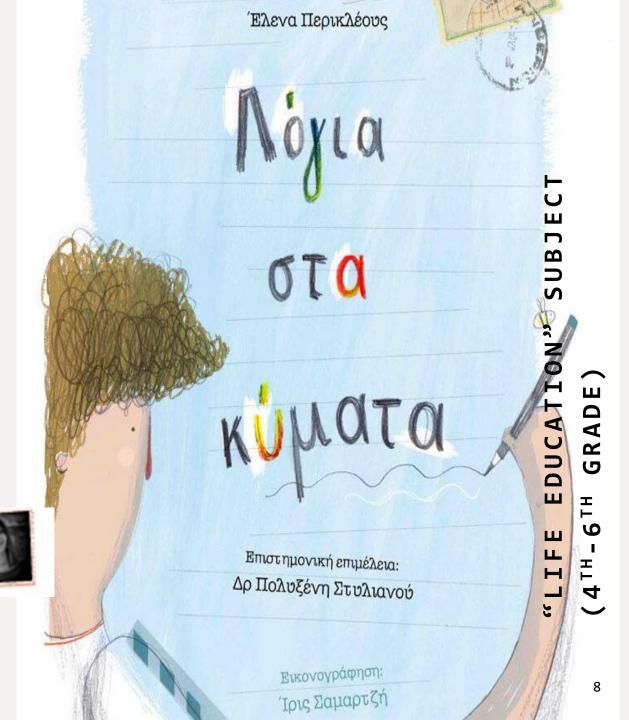
Written by <u>Elena Perikleous</u>
 Acclaimed author
 Cyprus IBBY president



Illustrations by <u>Iris Samartzi</u>
 Acclaimed illustrator
 Nominated for the H.C. Andersen
 Award 2020 and 2022



- Scientific editing by <u>Dr Polyxeni Stylianou</u>
 "Death education" expert educator
- Published by the <u>Cyprus Ministry of</u>
 <u>Education</u> (Pedagogical Institute) In every school of Cyprus.





"Words on Waves"

Approaches concepts of loss and grief through Literature

Aim:

- To introduce children to the stages of grief after a significant loss
- To discuss the importance of memories

Story:

Three letters to the child's grandfather are left as paper boats on the waves. These letters have a therapeutic function, relieving and guiding the child and adult reader to accept mourning and loss.

The book's <u>illustrations</u> enhance the story and, at the same time, tell a series of other stories that the children can "read"



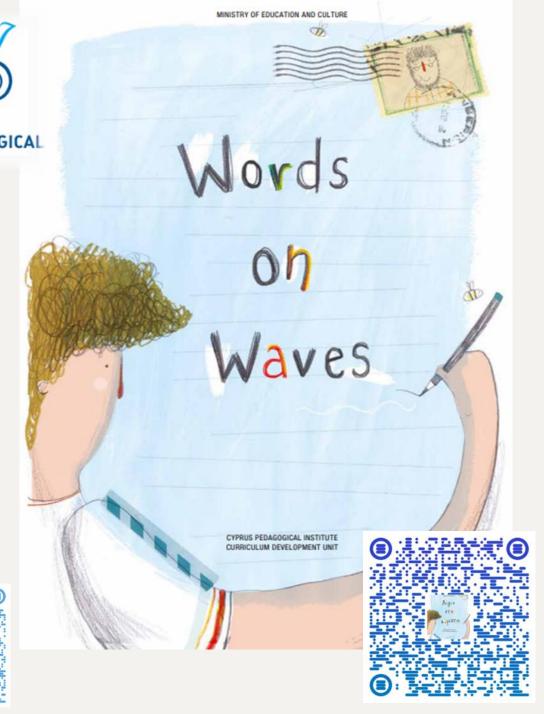


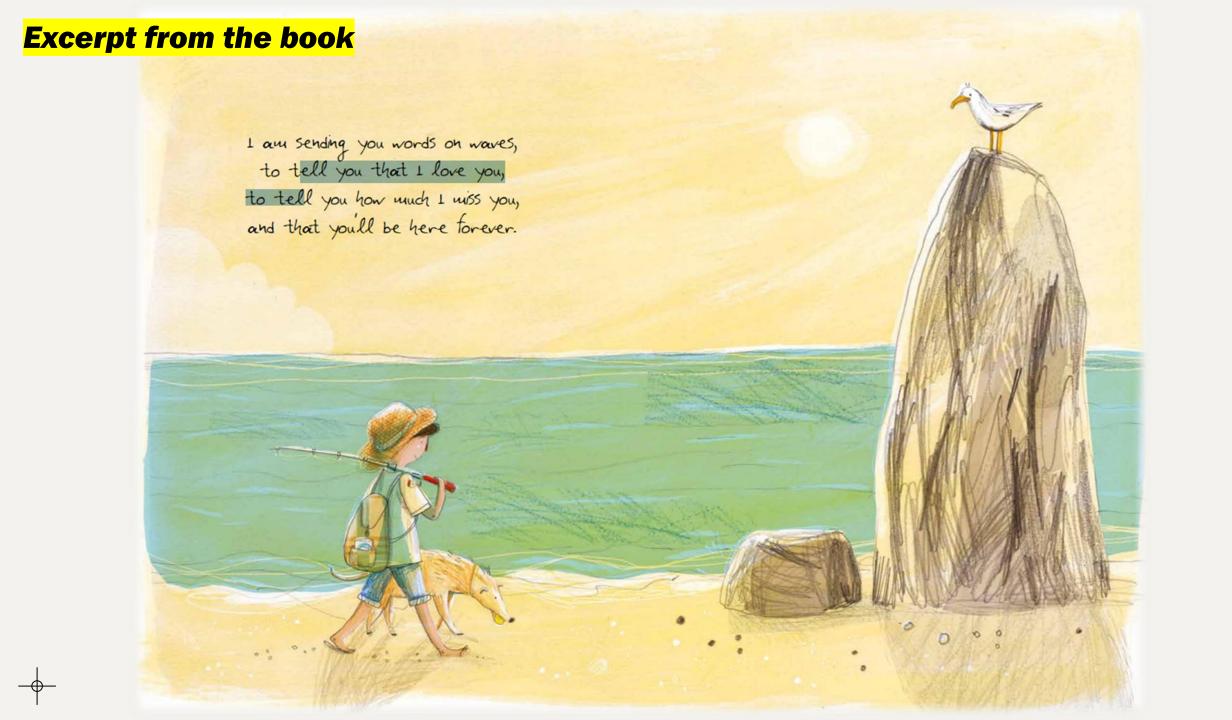
Lesson Plan for Teachers

Implemented several times, and research results were presented at international conferences about Death Education.

International scholars' interest prompted Cyprus Pedagogical Institute to translate and publish the book and lesson plan in English







Activity example - Paper Boats



 Children are asked to make paper boats and to write on them a poem, a letter or to draw something for a loved one that they have lost (a human or animal, by death or other type of separation).

Words on waves.

Professor Neimeyer (2006) refers to this activity as a therapeutic technique for both children and adults to navigate their way through the grief process.

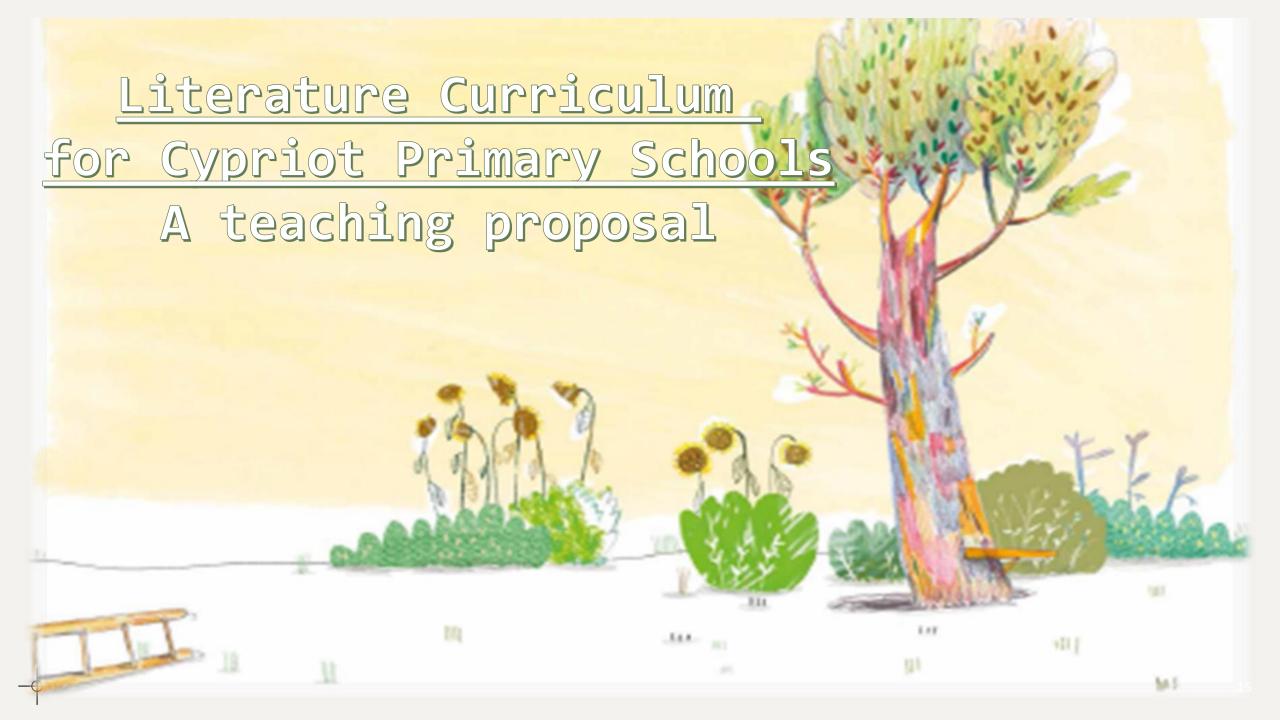












... "Therefore, literature enables students to perceive various versions of reality from multifaceted aspects. It encourages them to take a critical stance on personal and social issues.

Additionally, its subversive character makes it a

Additionally, its *subversive character* makes it a suitable subject for children and adolescents within the context of a school that respects youth and fosters *curiosity* and *inquiry*" (Literature for Primary Schools Homepage)

"We can make a space for healthy controversy in the classroom, despite the -sometimes-contentious relationship among 'stakeholders' -students, teachers, administrators, parents and community"

(Susan Fanetti, 2012)



Το Αναλυτικό Πρόγραμμα Λογοτεχνίας υλοποιείται στο μάθημα των Ελληνικών, με την εφαρμογή διδακτικών ενοτήτων Λογοτεχνίας. Συγκεκριμένα, ποσοστό 5% - 10% του διδακτικού χρόνου του μαθήματος

και Δ τάξεις και 16-32 περιόδους στις Ε και Στ τάξεις.

των Ελληνικών θα αφιερώνεται για την εφαρμογή διδακτικών ενοτήτων Λογοτεχνίας, σε όλες τις τάξεις. Σύμφωνα με τον διδακτικό χρόνο του μαθήματος των Ελληνικών σε κάθε τάξη, το ποσοστό αυτό αντιστοιχεί, εποίως, σε 22-44 διδακτικές περιόδους στις Α και Β τάξεις. 18-36 διδακτικές περιόδους στις Γ΄ **Proposed Teaching Unit:**"Literature and
Society/Human Relations"

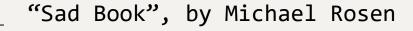
Theme: "Loss - Grief"

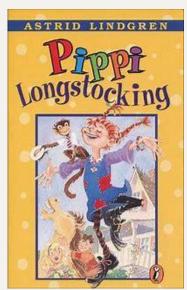


This is me, sad...

17

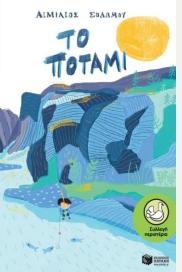


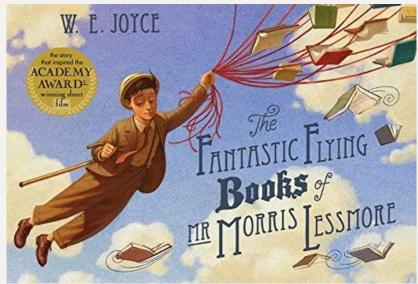






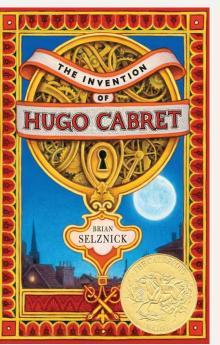


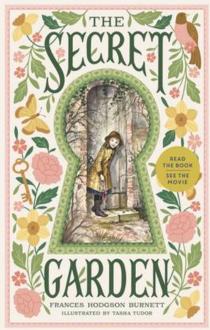


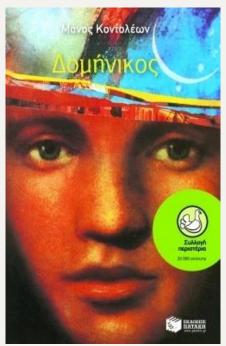










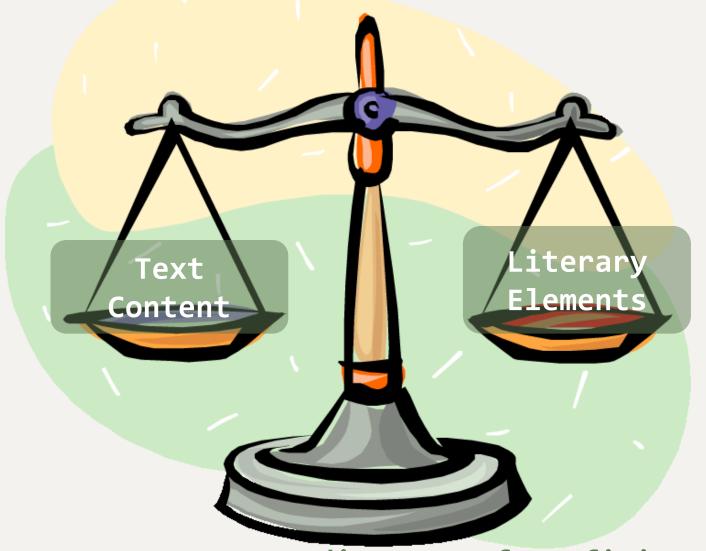


"Text Pack" - Intertextual Connections

- Comparing different/similar points of view
- Theme becomes the Link between texts
- Texts "converse" with each other
- Interaction with content of texts and literary elements (Literary literacy)



Balanced presentation



Examples

Text content:

 How do the Bontleur brothers (A series of Unfortunate events) react to the news of their parents' death and how does Mary Lenox (Secret garden)?

Literary literacy:

- Writer (H.C. Andersen The fir Tree)
 and Recorder of a folk story
 (L. Lambrelli The voice of the sand)
- 1st person narrative vs 3rd person narrative function/differences





While Engaging with the Texts

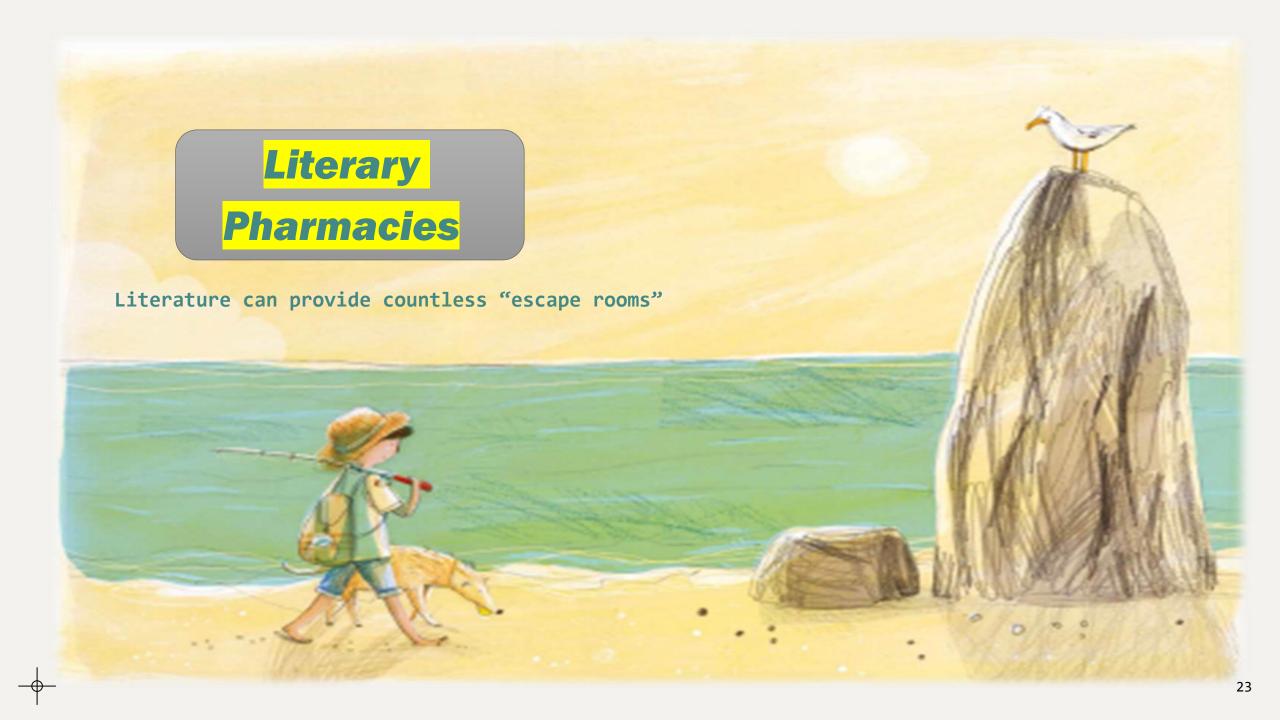
Children:

- Explore different literary genres
- Learn about the ingredients of writing
- Dive into creative writing or other expressive media
- Discover and use writing techniques
- Interact with texts and each other
- Motivated to read the entire books



The healing and relieving power of stories

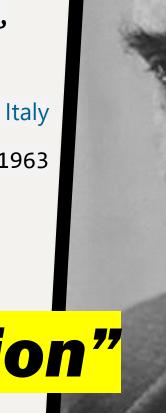




"And if I speak to you in fairy tales and parables,
it's because you hear them more sweetly,
and horror remains unspoken because it is alive,
silent, and persistent..."

Cava dei Tirreni, Salerno, Italy

George Seferis, Nobel prize 1963







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