

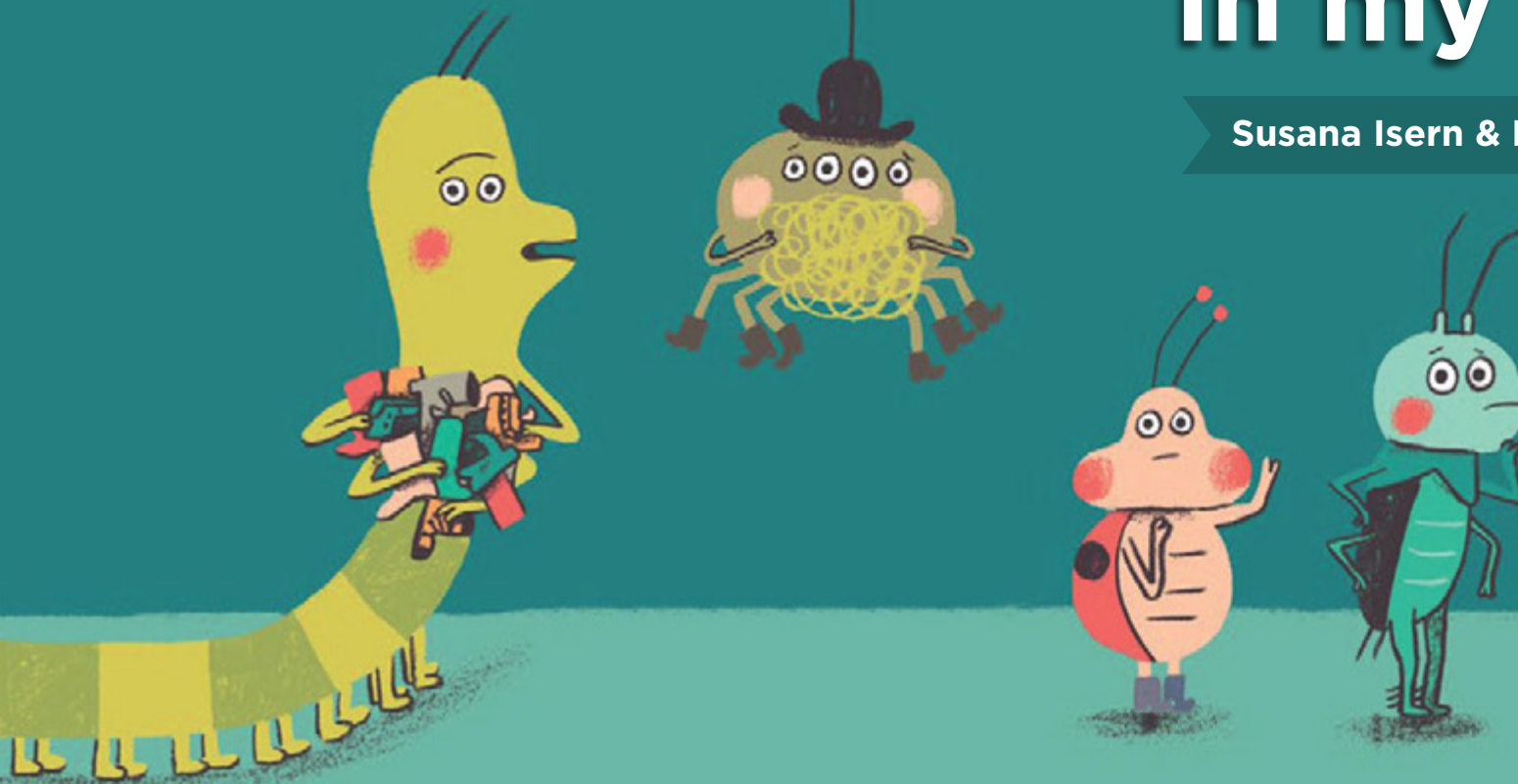


LITERATURA,
EMOCIONES Y
CREATIVIDAD



Put yourself in my shoes

Susana Isern & Mylène Rigaudie



READING GUIDE

This resource is part of the *Educación Responsable* programme, an educational initiative developed by Fundación Botín that fosters students' holistic development through emotional, social, and creative education. It also supports teachers' wellbeing and self-care, enhances the school climate, and strengthens the teacher-student relationship.

Educación Responsable resources enable the development of the following skills: emotional identification, expression, and regulation; empathy; self-esteem; communication skills; interpersonal skills; assertiveness; critical thinking; creative thinking; and decision-making.

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OVERVIEW

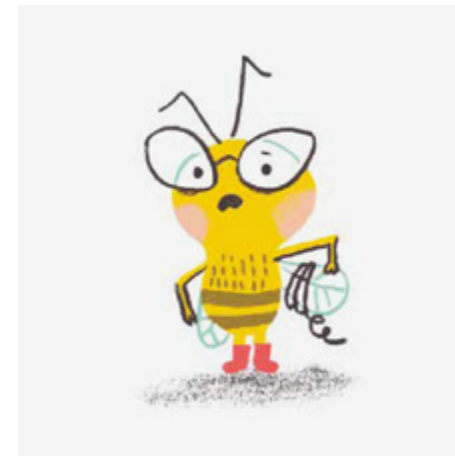
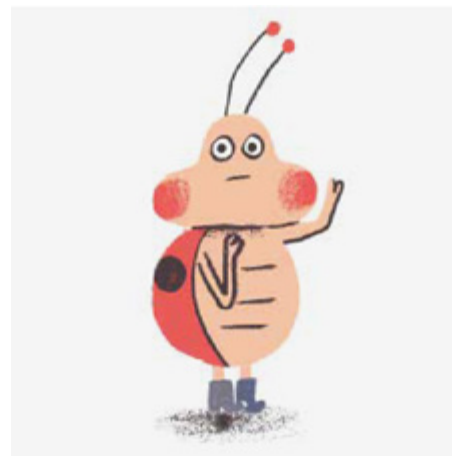
This guide is a tool designed to support the role of the mediator in their work with the reading process of “Put yourself in my shoes” by Susanna Isern. It offers a variety of activities in order to reinforce the reading of the book, as well as to develop specific objectives related to the students’ emotional, cognitive, social and creative areas.

We know that reading can awaken feelings, memories, emotions and new ideas that help readers in their personal growth. In this sense, the role of a mediator is essential to carry out different strategies to help students recognise and analyse the content of the text. The suggested activities offer opportunities for reflection and appreciation of the chosen book, as well as of the author’s life and work. The objective is to facilitate a dialogue between the reader and the text, encouraging them to think about the different ideas and feelings the book conveys and connecting them with their emotional world. The mediator’s role should be adopted with enthusiasm and responsibility, as they are the first to be interested in improving and promoting the relationship between the reader and the literary work.

The structure of this guide defines three essential moments in the teaching process. The first helps to build motivation prior to opening the book and is aimed at promoting specific personal and social competencies (self-esteem, empathy, emotional awareness/expression, decision making and social skills among others) through the suggested **Before reading** activities. Next, **During reading** activities are suggested to be carried out alongside the reading of the book. The proposals in this phase are connected to the texts and respond to the emotional, cognitive and social growth of the readers, while also helping to strengthen the habit

of reading. Furthermore, it is important to encourage the exchange of opinions and active participation in the activities, some of which should be used at the teacher’s discretion and based on the reactions and interests of the pupils. Finally, in the **After reading** section, you will find ideas to summarise the main aspects developed in the previous activities, with the main objective of reinforcing both the emotional learning and the personal and social competences worked in earlier phases, in order to facilitate their transfer into the readers’ daily lives.

The reading guide is simply a tool in the teacher’s hands to help reinforce their students’ habit of reading and help their personal, social and creative development. Ultimately, this is the aim of the proposed activities.



INTRODUCTION: *The picture book*

The picture book, as a distinct genre of children's literature, is difficult to define and classify. This is partly due to the variety of terms used to refer to children's narratives composed of both verbal and visual elements. Terms such as "*libro ilustrado*" and "*libro álbum*" are used in Spanish, sometimes interchangeably, to refer to narratives intended for children. In British English, the term "picture book" is used, while in American English "picturebook" is written as a single word.

The truth is that, regardless of the term used and the different perspectives from which the genre of picture books has been approached – from developmental psychology and its therapeutic influence on the reader, to art history, or based on its thematic and stylistic diversity – there is one essential aspect that defines it: the interdependency of text and illustration, two codes that complement each other and work together in such a way that the reading experience of the book would change dramatically if either the text or images were lacking.

Thus, the final "outcome" of a picture book is not merely the sum of the meaning of the text and the images, but arises from the interaction between the two. Indeed, today, the expansion of new technologies along with the communicative power of images and their ability to develop emotions, imagination and creativity, clearly shows that meaning is rarely constructed by spoken or written language alone.

Although education has long privileged written text over visual text, the reading of images is gradually gaining the recognition it deserves. The picture book, moreover, makes possible a genre of children's literature that requires expressive clarity, literary value, a sense of style, and balance between implicit and explicit meanings.

Therefore, let's provide children with the necessary knowledge to read and interpret images. Undoubtedly, visual grammar and studies carried out in recent decades on multimodality and picture books, serve as an indispensable resource in the verbal and visual development of our young readers. Some of its most meaningful features have been used to design the activities compiled in this guide, which will help educators read this picture book with their students - a book that has been read and celebrated by hundreds of thousands of young people around the world.



	ACTIVITY	VARIABLES	CURRICULUM AREAS	SCHOOL SETTINGS
BEFORE	1. A line of bugs	<ul style="list-style-type: none"> Creative thinking Interpersonal skills Communication skills 	<ul style="list-style-type: none"> English as a Second Language 	<ul style="list-style-type: none"> Inclusion and Diversity Whole-School Reading Programme
	2. Put yourself in my shoes	<ul style="list-style-type: none"> Emotional awareness, expression and regulation Decision-making Empathy 	<ul style="list-style-type: none"> Citizenship and Ethics Education Physical Education English as a Second Language 	<ul style="list-style-type: none"> Positive Behaviour and Relationships Healthy Habits Promotion Inclusion and Diversity
	3. Bugs also go to school	<ul style="list-style-type: none"> Self-esteem Communication skills Emotional awareness, expression and regulation 	<ul style="list-style-type: none"> Natural Sciences English as a Second Language 	<ul style="list-style-type: none"> Environmental Education Bilingual Education
	4. The magic in stories	<ul style="list-style-type: none"> Self-esteem Empathy Emotional awareness, expression and regulation Communication skills Creative thinking Critical thinking 	<ul style="list-style-type: none"> English as a Second Language Art and Design 	<ul style="list-style-type: none"> Positive Behaviour and Relationships Whole-School Reading Programme
	5. Getting started	<ul style="list-style-type: none"> Creative thinking Communication skills Decision-making Emotional awareness, expression and regulation Empathy 	<ul style="list-style-type: none"> English as a Second Language 	<ul style="list-style-type: none"> Whole-School Reading Programme Whole-School Language Policy Positive Behaviour and Relationships
	6. In the Pyrenees	<ul style="list-style-type: none"> Creative thinking Communication skills Decision-making Emotional awareness, expression and regulation Empathy 	<ul style="list-style-type: none"> English as a Second Language Natural Sciences Social Sciences 	<ul style="list-style-type: none"> Whole-School Reading Programme Positive Behaviour and Relationships Environmental Education
DURING	7. Nature detectives	<ul style="list-style-type: none"> Creative thinking Communication skills Decision-making Emotional awareness, expression and regulation 	<ul style="list-style-type: none"> English as a Second Language Natural Sciences Physical Education 	<ul style="list-style-type: none"> Environmental Education Positive Behaviour and Relationships
	8. 1,2,3 winter mode	<ul style="list-style-type: none"> Creative thinking Decision-making Emotional awareness, expression and regulation Empathy 	<ul style="list-style-type: none"> English as a Second Language Natural Sciences 	<ul style="list-style-type: none"> Healthy Habits Promotion Environmental Education

	ACTIVITY	VARIABLES	CURRICULUM AREAS	SCHOOL SETTINGS
DURING	9. The first encounter	<ul style="list-style-type: none"> Empathy Emotional awareness, expression and regulation Creative thinking Critical thinking 	<ul style="list-style-type: none"> English as a Second Language Citizenship and Ethics Education 	<ul style="list-style-type: none"> Positive Behaviour and Relationships Anti-Bullying Prevention Programme Inclusion and Diversity
	10. Ladybug is worried, what could be the matter with her?	<ul style="list-style-type: none"> Empathy Decision-making Creative thinking 	<ul style="list-style-type: none"> English as a Second Language Citizenship and Ethics Education 	<ul style="list-style-type: none"> Positive Behaviour and Relationships Anti-Bullying Prevention Programme Tutor Programme Inclusion and Diversity
	11. Tangled	<ul style="list-style-type: none"> Empathy Emotional awareness, expression and regulation Decision-making 	<ul style="list-style-type: none"> Natural Sciences Physical Education 	<ul style="list-style-type: none"> Positive Behaviour and Relationships Environmental Education Collaborative Learning
	12. A mysterious surprise	<ul style="list-style-type: none"> Emotional awareness, expression and regulation 	<ul style="list-style-type: none"> English as a Second Language Music and Dance Physical Education Citizenship and Ethics Education 	<ul style="list-style-type: none"> Anti-Bullying Prevention Programme Positive Behaviour and Relationships
	13. A hundred shoes	<ul style="list-style-type: none"> Creative thinking Self-esteem 	<ul style="list-style-type: none"> English as a Second Language Art and Design 	<ul style="list-style-type: none"> Arts, Emotions and Creativity
	14. Noah's Ark	<ul style="list-style-type: none"> Empathy Emotional awareness, expression and regulation Self-esteem 	<ul style="list-style-type: none"> Physical Education English as a Second Language 	<ul style="list-style-type: none"> Positive Behaviour and Relationships Anti-Bullying Prevention Programme
	15. Sometimes I feel like Cricket	<ul style="list-style-type: none"> Emotional awareness, expression and regulation Self-esteem 	<ul style="list-style-type: none"> Art and Design English as a Second Language 	<ul style="list-style-type: none"> Personal Identity Development Positive Behaviour and Relationships Whole-School Reading Programme
	16. Bugland	<ul style="list-style-type: none"> Creative thinking Decision-making 	<ul style="list-style-type: none"> English as a Second Language Social Sciences Art and Design 	<ul style="list-style-type: none"> Project-Based Learning (PBL) Arts, Emotions and Creativity Cultural Diversity and Pluralism
	17. Together we build a perfect world	<ul style="list-style-type: none"> Self-esteem Empathy 	<ul style="list-style-type: none"> English as a Second Language Art and Design Citizenship and Ethics Education 	<ul style="list-style-type: none"> Positive Behaviour and Relationships Personal Identity Development Anti-Bullying Prevention Programme Cultural Diversity and Pluralism

	ACTIVITY	VARIABLES	CURRICULUM AREAS	SCHOOL SETTINGS
DURING	18. The sand of memories	<ul style="list-style-type: none"> Emotional awareness, expression and regulation Self-esteem Empathy 	<ul style="list-style-type: none"> Art and Design Citizenship and Ethics Education 	<ul style="list-style-type: none"> Personal Identity Development Anti-Bullying Prevention Programme Inclusion and Diversity Arts, Emotions and Creativity
	19. Bingo!	<ul style="list-style-type: none"> Interpersonal skills Communication skills 	<ul style="list-style-type: none"> English as a Second Language Citizenship and Ethics Education 	<ul style="list-style-type: none"> Positive Behaviour and Relationships Anti-Bullying Prevention Programme Tutor Programme
	20. The bug game	<ul style="list-style-type: none"> Self-esteem Decision-making Interpersonal skills 	<ul style="list-style-type: none"> English as a Second Language Citizenship and Ethics Education 	<ul style="list-style-type: none"> Personal Identity Development Anti-Bullying Prevention Programme
	21. And now, what do you think?	<ul style="list-style-type: none"> Emotional awareness, expression and regulation Empathy 	<ul style="list-style-type: none"> English as a Second Language Citizenship and Ethics Education Music and Dance 	<ul style="list-style-type: none"> Whole-School Reading Programme Anti-Bullying Prevention Programme Positive Behaviour and Relationships
	22. We're off on an adventure!	<ul style="list-style-type: none"> Decision-making Interpersonal skills Communication skills Assertiveness Creative thinking 	<ul style="list-style-type: none"> Art and Design English as a Second Language Citizenship and Ethics Education 	<ul style="list-style-type: none"> Positive Behaviour and Relationships Anti-Bullying Prevention Programme Arts, Emotions and Creativity Collaborative Learning
	23. Kintsugi	<ul style="list-style-type: none"> Self-esteem Interpersonal skills Communication skills Creative thinking 	<ul style="list-style-type: none"> English as a Second Language Social Sciences Natural Sciences 	<ul style="list-style-type: none"> Positive Behaviour and Relationships Anti-Bullying Prevention Programme Arts, Emotions and Creativity
	24. Shimabuku	<ul style="list-style-type: none"> Creative thinking Decision-making Assertiveness Interpersonal skills Communication skills 	<ul style="list-style-type: none"> Natural Sciences Social Sciences Art and Design Music and Dance 	<ul style="list-style-type: none"> Project-Based Learning (PBL) Anti-Bullying Prevention Programme STEAM Arts, Emotions and Creativity
	25. What a lovely tune	<ul style="list-style-type: none"> Emotional awareness, expression and regulation Interpersonal skills 	<ul style="list-style-type: none"> Physical Education Music and Dance Citizenship and Ethics Education 	<ul style="list-style-type: none"> Positive Behaviour and Relationships Anti-Bullying Prevention Programme
	26. A starry night	<ul style="list-style-type: none"> Emotional awareness, expression and regulation Empathy 	<ul style="list-style-type: none"> English as a Second Language Citizenship and Ethics Education 	<ul style="list-style-type: none"> Whole-School Reading Programme Anti-Bullying Prevention Programme Positive Behaviour and Relationships

	ACTIVITY	VARIABLES	CURRICULUM AREAS	SCHOOL SETTINGS
DURING	27. Secret agents	<ul style="list-style-type: none"> Empathy Decision-making 	<ul style="list-style-type: none"> Citizenship and Ethics Education 	<ul style="list-style-type: none"> Positive Behaviour and Relationships Anti-Bullying Prevention Programme Tutor Programme
	28. Feeling fulfilled	<ul style="list-style-type: none"> Creative thinking Decision-making Self-esteem Emotional awareness, expression and regulation 	<ul style="list-style-type: none"> English as a Second Language Citizenship and Ethics Education 	<ul style="list-style-type: none"> Whole-School Reading Programme Personal Identity Development Healthy Habits Promotion
	29. A very special choir	<ul style="list-style-type: none"> Emotional awareness, expression and regulation Empathy Self-esteem Interpersonal skills 	<ul style="list-style-type: none"> Music and Dance Citizenship and Ethics Education 	<ul style="list-style-type: none"> Positive Behaviour and Relationships Whole-School Reading Programme Collaborative Learning
AFTER	30. Exciting illustrations	<ul style="list-style-type: none"> Creative thinking Decision-making Emotional awareness, expression and regulation 	<ul style="list-style-type: none"> English as a Second Language Citizenship and Ethics Education Art and Design 	<ul style="list-style-type: none"> Whole-School Reading Programme Personal Identity Development
	31. I put myself in your shoes	<ul style="list-style-type: none"> Empathy Creative thinking 	<ul style="list-style-type: none"> English as a Second Language Citizenship and Ethics Education Natural Sciences Art and Design 	<ul style="list-style-type: none"> Environmental Education Arts, Emotions and Creativity Collaborative Learning Project-Based Learning (PBL)
	32. Literary knolling	<ul style="list-style-type: none"> Empathy Self-esteem Creative thinking Communication skills 	<ul style="list-style-type: none"> English as a Second Language Art and Design 	<ul style="list-style-type: none"> Whole-School Reading Programme Arts, Emotions and Creativity
	33. A great holiday	<ul style="list-style-type: none"> Empathy Creative thinking Communication skills 	<ul style="list-style-type: none"> Natural Sciences Mathematics Art and Design 	<ul style="list-style-type: none"> Environmental Education STEAM
	34. A musical story	<ul style="list-style-type: none"> Empathy Self-esteem Emotional awareness, expression and regulation Creative thinking Communication skills 	<ul style="list-style-type: none"> English as a Second Language Art and Design Music and Dance 	<ul style="list-style-type: none"> Arts, Emotions and Creativity Positive Behaviour and Relationships Project-Based Learning (PBL)

THE AUTHOR AND HER WORK

Susana Isern



She is a well-known Spanish author of children's literature, recognised for her ability to tell stories full of magic, sensitivity and values. A trained psychologist, she has successfully transferred her knowledge of emotions and human behaviour to the literary world, creating narratives which connect with both children and adults.

Since her debut, she has published numerous books, many of which have been translated into several languages and have received international awards. Among her most well-known works are *Inspector Croc's Emotion-O-*

Meter, *The Music of the Sea* and *Daniela the Pirate*. Her stories often explore themes such as friendship, self-confidence, empathy and diversity, always with a warm and educational approach.

One of the most distinctive aspects of her books is the way text and illustration work together, as she collaborates with talented illustrators who enrich her stories visually. Her narrative style is dynamic, accessible and engaging, making her books ideal for both family reading and classroom use.

In conclusion, Susana Isern is an essential author in the field of children's literature, with stories that not only entertain, but also help young readers better understand the world and their emotions.

THE ILLUSTRATOR AND HER WORK

Mylène Rigaudie



She is a talented French illustrator born in 1983 in Cantal, France. She studied Applied Arts, specialising in Graphic Design, Advertising and Publishing. She now lives in the south-west of France, surrounded by nature, something that clearly influences her work.

Her work is characterised by the detailed portrayals of nature – especially plants and animals – filling her illustrations with small elements that enrich the visual narrative. She has collaborated on a wide range of publications, from the press to children's and young adult literature, with several of her books translated into multiple languages.

ACTIVITIES

Before Reading

1. A LINE OF BUGS

Creative thinking, Interpersonal skills, Communication skills | English as a Second Language | Inclusion and Diversity, Whole-School Reading Programme.

The cover of the book is a key element in the reader's first encounter with the book. Although it is said that a book shouldn't be judged by its cover, in children's literature, the cover becomes a gateway to emotion, creativity and learning.

Similarly, the back cover also plays an important role, whether by offering an engaging summary or by presenting an illustration that brings the story to a close with a special touch. In this book, the front and back covers are intertwined, creating a continuous visual effect that introduces the characters, who will very likely be the protagonists of this exciting tale.

From these illustrations the reader's imagination will settle on the green background, where five insects look out at them, inviting them to guess what might happen inside. In this way, the book comes to life even before it is opened. The educator can suggest an activity to encourage dialogue and creativity, through questions such as:

- *Who are the characters in this story?*
- *Where are they?*
- *What are they doing?*
- *What can they see around them?*
- *What sounds can they hear around them?*

- *What does this place smell of?*
- *Are they related somehow?*
- *Where are they going?*
- *What's the matter with them?*
- *Do they want to tell us anything?*
- *Can we guess by their faces how they're feeling?*

All the ideas that come up are written down so that, at the end of the reading, we can check what predictions were accurate and which ones turned out to be completely different from what was first imagined. This activity not only stimulates creativity but also strengthens communication and social skills, while preparing students to fully immerse themselves into a story full of surprises.

2. PUT YOURSELF IN MY SHOES

Emotional awareness, expression and regulation, Decision-making, Empathy | Citizenship and Ethics Education, Physical Education, English as a Second Language | Positive Behaviour and Relationships, Healthy Habits Promotion, Inclusion and Diversity.

Surely the title of the book will catch the readers' attention and the first thought might be something as simple as trying on someone else's shoes, right? Well, let's get to work! The teacher can encourage students to have fun with their shoes and use this group cohesion activity as a motivating resource.

The class can be reminded of games where shoes take centre stage, such as *Cobbler*, *Cobbler Mend My Shoe*. However, this time, the challenge is taken to a whole new level: a game that will test speed, frustration tolerance, and, above all, the students' empathy.

The game begins by asking the students to take off their shoes and leave them in a pile in the center of the room. The shoes are then mixed

up to make it difficult to identify them. Each player selects a pair of shoes - not their own - and puts them on, regardless of the size, simply for the fun of adapting to them and experiencing how they feel without revealing the owner. Various activities are carried out to test how it feels to move in someone else's shoes, such as walking in a straight line, racing through obstacles, relay races, or a small scavenger hunt. At the end, players try to guess who the shoes belong to and share their experiences: how it felt to wear someone else's shoes, what challenges they faced, and how they overcame them.

To expand this activity and create a meaningful connection with *ReflejArte*, we suggest a creative exercise designed to foster empathy, just as in the 2011-12 resource: [Zapatos, huellas, elementos mágicos para buscar ilusiones](#). The activity consists of tracing the outline of a classmate's foot (the classmate whose shoe was previously used) and designing a personalised shoe for them. This shoe is then decorated with words that highlight the classmate's positive qualities or with encouraging messages that help strengthen self-esteem as well as visual elements that reflect their personality (colours, textures...).

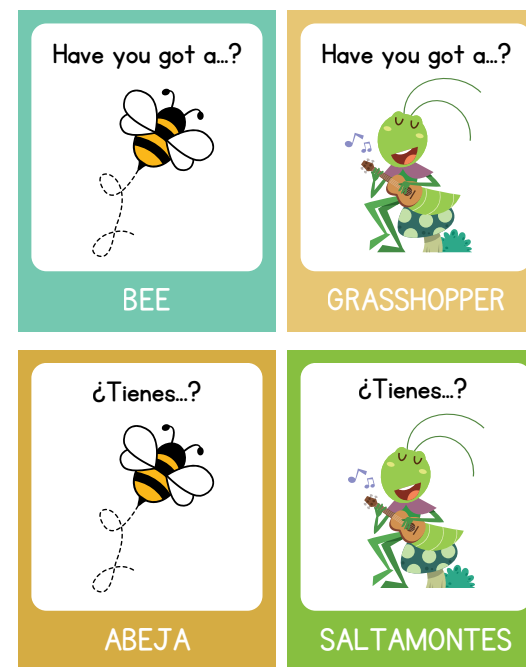
3. BUGS ALSO GO TO SCHOOL

Self-esteem, Communication skills, Emotional awareness, expression and regulation | Natural Sciences, English as a Second Language | Environmental Education, Bilingual Education

There are most likely many insects in the playground that students may not know how to identify but that have lived there for a long time. Depending on the location of the school, the surrounding habitat will host different insects that awaken curiosity and liven up symbolic play.

We have already met the five main characters of the story, who might also be found in the school's environment as common residents, along with many others. To expand the list of characters the class can create

a catalogue of playground insects, for example: woodlice, butterflies, snails, flies, beetles or ants. Ideally, each student should contribute an insect to create a list as long as the number of children in the class.



Using this collection, the class can then create a presentation in which each insect is shown with its name in both Spanish and English. This will not only broaden the children's vocabulary but will also help them observe and appreciate their environment more deeply.

After identifying the insects and learning their names, the class creates a card game inspired by **Go Fish**.

1. Card preparation:

- Each card has an image of an insect attached to it. **(Appendix 1).**
- To play, it is necessary to make pairs. For example, if 20 insects have been identified, the deck contains 40 cards (2 for each insect).

2. Game organisation:

- Once the cards are ready, the game can be played in groups of 4 or 5 players.
- Each player starts with 5 cards and the remaining cards are placed face down in a central deck.

GAME RULES:

1. Start:

- The game starts with the youngest player and continues clockwise.

2. During each turn:

- The player asks another player for a specific card, e.g.: *Have you got a ladybug?*
- If the player asked has that specific card, they must hand it over to the player who requested it.
- If the player doesn't have it, he or she answers: *Go Fish!* In this case, the player whose turn it is takes a card from the central deck.
- If, during their turn, a player runs out of cards, they may take 5 cards from the deck and continue playing.

3. Forming pairs:

- Every time a player makes a pair, they place the 2 cards in front of them to show them as a completed set.

The game **ends** when there are no cards left in the central deck and no more pairs can be made.

The winner is the player who has formed the most pairs by the end of the game.

This game will not only help reinforce the names of the insects in Spanish and English, but will also develop skills such as **memory, observation** and **teamwork**.

4. THE MAGIC IN STORIES

Self-esteem, Empathy, Emotional awareness, expression and regulation, Communication skills, Creative thinking, Critical thinking I English as a Second Language, Art and Design I Positive Behaviour and Relationships, Whole-School Reading Programme

The connection experienced with a story goes far beyond paper, illustrations and words. Opening a book means creating a bond, igniting the magic, and embarking on an adventure. To ensure this experience is enjoyable, lasting, and captivating, we suggest including complementary materials alongside the reading in order to bring the story to life.

This activity involves creating the ***Put Yourself in my Shoes Basket***, a proposal designed to spark the imagination and stimulate the mind. It offers opportunities to develop critical thinking and creativity. This basket encourages reflection on the characters and an understanding of their emotions. In addition, it supports the development of social skills and communication.

An activity that grows with the story

This proposed exercise is cumulative: it can be started before reading and continue to grow as the story unfolds.

What to include in the basket

The materials used should be attractive and inspiring and should motivate children to explore, imagine, think and play. The idea is to fill up the basket with everyday objects or materials which can be made in the classroom, such as:

- A copy of *Put Yourself in my Shoes*.
- Figures of the main characters shown on the cover: soft toys, plastic figures or plasticine creations.
- Cards featuring the words from the title to play and explore the vocabulary. **(Appendix 2).**
- Photocopies of the characters to colour in or use to create new stories. **(Appendix 3).**



- Natural elements such as sand, soil, weeds, stones, acorns, pine cones or twigs to recreate the setting.
- Jars with scents related to the story: the smell of grass, flowers, etc.

- Games that can be played independently, such as animal bingo or a character-themed sudoku. With this resource, both the time and spaces devoted to the story can be expanded, allowing moments during the school day to access the basket and experiment. **(Appendix 4).**



- Emotion flashcards to introduce new emotional vocabulary and encourage reflection on the story. **(Appendix 5).**
- Blank cards to write down exciting words that come up during the reading, along with writing materials. These will allow us to gradually incorporate new words to enrich both the emotional language and any other vocabulary inspired by the story.
- A reserved space for the musical instrument that will appear later in the story: the cricket's violin.
- Key elements of the story (thread, shoes, wings, a spot, and the violin string) which are added as the reading progresses. These materials will help us sequence and establish a narrative thread.

- A small board with markers or chalks to write messages. This simple resource can be very valuable for creating an atmosphere of surprise and excitement, as it is inviting to write thoughts, positive wishes or small clues, thereby increasing eagerness to engage with the reading.
- The *BdH* infants activity: *Put Yourself in my Shoes*, to begin a game that helps discover the characters and create meaningful connections with the story and its values.

Any resource that may awaken a pleasure for reading and spark the imagination is most welcome in the basket.

The basket remains within the children's reach so they can continue adding elements to it, handling it, playing with it, creating their own stories...

5. GETTING STARTED

Creative thinking, Communication skills, Decision-making, Emotional awareness, expression and regulation, Empathy | English as a Second Language | Whole-School Reading Programme, Whole-School Language Policy, Positive Behaviour and Relationships

Narrating a story is a complex process in which cognitive, social, expressive and linguistic skills are involved. The ability to tell a story provides valuable information about how it is encoded, and how memories and experiences are perceived and represented.

This skill is an essential one in relationships, as it allows us to structure ideas and express feelings and life details in a way that can connect with those who listen. Furthermore, it fosters introspection and self-knowledge, both of which are key elements for personal development.

Each time techniques or resources are used for storytelling, a process of personal enrichment takes place that strengthens empathy and

creates bonds with the experiences of others, consolidating the ability to understand and share.

This activity is suggested as a warm-up prior to reading the story. While showing the front and back cover of the book, the class is invited to take a moment to create a choral story that incorporates a variety of situations: crazy, scary, funny, suspenseful, adventurous, magical...

An exciting opening sentence is used and then, taking turns, each participant adds a sentence until the narrative is complete. For example:

- *Once upon a time, there was a forest where some bugs with strange powers lived...*
- *Once upon a time, there was a school where some bugs played...*
- *Once upon a time, there were some bugs called...*
- *Once upon a time, there was a cricket who waited for the bus in front of a tree...*
- *Once upon a time, there were some animals that didn't live in a forest...*

Once the narration is finished, the educator encourages the children to reflect about how they felt during the activity: *Was it fun? Did you laugh? Were you able to wait for your turn? Did you find it easy or difficult to participate?* Ultimately, the emotions that arose during the activity are explored.

But what if, in addition to creating the story, it could be recorded and shared with the families? This would be a very good opportunity to build positive connections and strengthen the family-school bond. In this way, the story goes beyond the classroom, amplifying its impact and fostering a deeper connection.

6. IN THE PYRENEES

Creative thinking, Communication skills, Decision-making, Emotional awareness, expression and regulation, Empathy | English as a Second Language, Natural Sciences, Social Sciences | Whole-School Reading Programme, Positive Behaviour and Relationships, Environmental Education

An excellent way to motivate children to read and to identify shared experiences is to introduce them to the author of the story – in this case, Susanna Isern. Her background invites children to explore similarities and differences with their own lives, helping them connect with her stories. To do this, a text can be read that tells how she began her literary career and describes her creative process from childhood.

Susana Isern (La Seu d'Urgell, 1978) grew up surrounded by the mountains of the Pyrenees. When she was little, what she liked the most was to run here and there while discovering incredible insects and helping little animals that were sick or in danger. It was then that some of those animals began to tell her stories in her ear, which she would quickly write in a notebook that she always carried.

These days, stories appear in the most unexpected ways: some of them knock on the door, others she finds hiding under the bed or swimming in her coffee with milk, although most of them appear as butterflies she catches as they fly past.

From this text, a dialogue can be initiated about creative processes, imagination, sensitivity, and creativity. This can be achieved by asking questions, finding out more about the books the author has written, and creating a space in the classroom for a small library with other titles by her. If a closer connection is desired, the children could write a letter to the author, asking her about her childhood in the Pyrenees, her creative process or her relationship with the environment.

Some questions to encourage conversation and reflection could be:

- *Do you know where the Pyrenees are? What are they like? (Search in Google Maps)*
- *What animals might we find there? Perhaps an elephant? Or a camel?*
- *Did Susanna like animals? How do we know?*
- *What do you think Susanna was like as a child? What did she do? What were her hobbies?*
- *What was special about her relationship with bugs? Has anything similar ever happened to you?*
- *How do you think the author creates her stories? Would you like to experience something similar?*
- *Do you know any other stories written by her?*

This approach will not only encourage a greater interest in reading, but will also invite the children to connect with their own experiences, awaken curiosity and strengthen imagination.

During the Reading

7. NATURE DETECTIVES

Creative thinking, Communication skills, Decision-making, Emotional awareness, expression and regulation | English as a Second Language, Natural Sciences, Physical Education | Environmental Education, Positive Behaviour and Relationships

The narration begins with an explosion of colour that transports the children to the warmth of the first rays of sunshine, which announce the start of a new season – spring. It is in this colourful setting that Cricket appears, our small protagonist, who has just woken up from the winter

sleep and is eager to meet his friends again. Before discovering who these friends are, we can invite the children to imagine the setting in which Cricket introduces himself: *What does it smell like? What sounds can be heard? What textures might we feel? What colours adorn this season?*

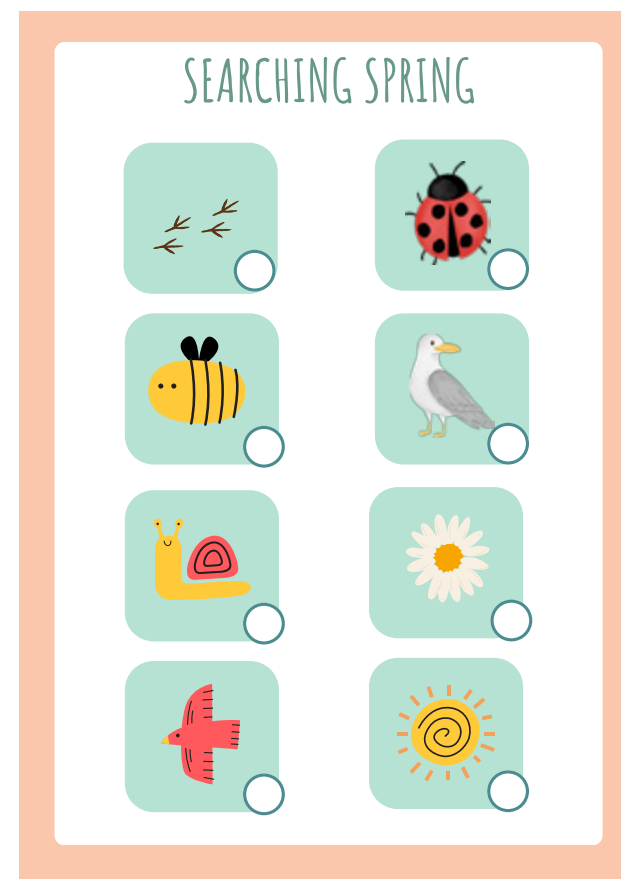
If this activity takes place during spring, the class can go outdoors to experience first-hand everything that has been explored in the classroom through the reading of the first page. A treasure hunt around the school surroundings is suggested. Using **Appendix 6**, the exciting treasure hunt can begin. This activity may be carried out individually or in groups, and consists of finding the items listed on the worksheet.

Having completed the exploration, a conversation follows about everything the children noticed and felt:

- *Which colours were the most common?*
- *What emotions did the sounds make you feel? And the textures?*
- *How did you feel while doing this activity?*
- *What sensations do you experience this time of the year?*
- *What caught your attention the most?*

If the activity is carried out during a different season, it can be adapted or reformulated according to the characteristic elements of the landscape at that time:

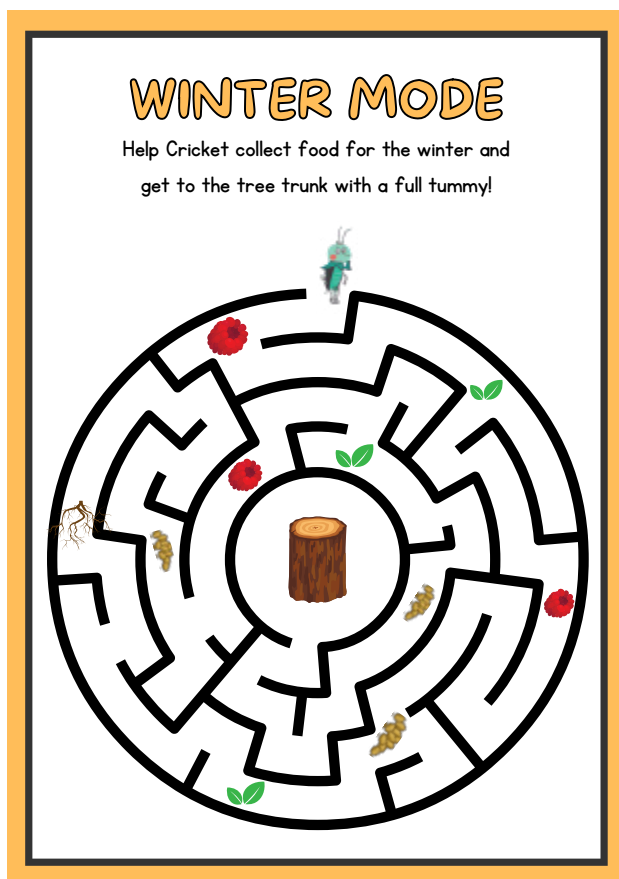
- **In autumn:** seeds, fruits, fallen leaves, pieces of bark, twigs with interesting shapes or the footprint of an animal.
- **In winter:** evergreen leaves, leaf skeletons, pieces of bark, fallen pine cones, sticks with curious shapes or tracks in the snow.
- **In summer:** brightly coloured flowers, dandelions, leaves marked by small animals, feathers, insects, clovers or aromatic plants.



This activity encourages children to connect with nature, stimulates imagination and awakens sensitivity to the changes in the environment.

8. 1,2,3 WINTER

Creative thinking, Decision-making, Emotional awareness, expression and regulation, Empathy I English as a Second Language, Natural Sciences I Healthy Habits Promotion, Environmental Education



Hibernation is a long period of deep sleep that allows certain animals to survive the harsh conditions of winter, while others, like our small protagonist, Cricket, do not hibernate but enter into a state of **dormancy**. During this time, crickets seek refuge in protected spaces such as dry leaves, pieces of tree bark, or crevices, and tend to reduce their activity so as not to waste their energy.

Cricket will probably find it difficult to find food, and it may become an exhausting task. That is why this activity encourages children to support Cricket so that he does not feel alone in this challenge. The objective is to help him find a suitable refuge and fill his tummy before entering dormancy (**Appendix 7**).

9. THE FIRST ENCOUNTER

Empathy, Emotional awareness, expression and regulation, Creative thinking, Critical thinking I English as a Second Language, Citizenship and Ethics Education I Positive Behaviour and Relationships, Anti-Bullying Prevention Programme, Inclusion and Diversity

Sometimes we interpret the world around us from our own perspective, assuming that others think and feel in the same way as we do, without taking their opinions, feelings or needs into account. Those who adopt such attitudes often create barriers to developing empathy and hinder the understanding of different situations. These are the characteristics that define **egocentrism**.

We are born egocentric, but as we grow, the experiences and development of social skills help us acquire tools to be more empathetic and to understand different perspectives.

As the story unfolds, we see how Cricket goes from feeling excited to meet his friends again, to demonstrating a great lack of empathy and generosity, showing a rather egocentric attitude. The needs expressed by his friends do not seem important to him, as he underestimates and devalues them. For Cricket, Ladybug's spots are not meaningful

because they are not a part of his own appearance, but for her, they are vital because they represent her identity.

We suggest stimulating empathy through role-playing. Two students are chosen to act out the encounter between Cricket and Ladybug, and afterwards a discussion is held to reflect upon the scene:

- *How do you think Ladybug felt when Cricket responded to her in that way?*
- *How do you think Cricket felt after what he said?*
- *How could Cricket have acted differently?*
- *How would Ladybug have felt if Cricket had acted with empathy?*
- *Have you ever acted like Cricket?*

Next, real examples from the class are shared that illustrate behaviours similar to Cricket's – that is, when we are unable to put ourselves in someone else's shoes:

- *Always wanting to be the first in line without respecting turns.*
- *Getting angry when we don't win a prize.*
- *Laughing when others make a mistake...*

A guided discussion follows to reflect on how we might feel and how others might feel in these situations, considering the consequences of such behaviour. This is also an ideal opportunity to expand the children's emotional vocabulary so they can better express feelings and emotions: sadness, frustration, loneliness, insecurity, anger, rage, irritation, confusion, shame...

Finally, the class creates a list of empathetic actions that can be put into practice in daily life, addressing the situations where a lack of empathy worries the children the most. The list is displayed in a visible part of the classroom to reinforce the learning.

LACK OF EMPATHY	EMPATHETIC RESPONSE
<ul style="list-style-type: none"> • Always wanting to be the first in line without respecting turns 	<ul style="list-style-type: none"> • To wait patiently for my turn
<ul style="list-style-type: none"> • Getting angry when I didn't win a prize 	<ul style="list-style-type: none"> • To help someone when they are sad
<ul style="list-style-type: none"> • Laughing when others make a mistake 	<ul style="list-style-type: none"> • To congratulate others on their achievements

10. LADYBUG IS WORRIED, WHAT COULD BE THE MATTER WITH HER?

Empathy, Decision-making, Creative thinking | English as a Second Language, Citizenship and Ethics Education | Positive Behaviour and Relationships, Anti-Bullying Prevention Programme, Tutor Programme, Inclusion and Diversity

There are almost a million species of insects in the world. They form the most diverse group on our planet. To identify them, we need to look carefully at the number of legs, their abdomen, whether they can fly, their shape, size, colour, and other distinctive features that help differentiate and classify them. This is why, for Ladybug, losing a spot is not insignificant: it is a key part of her identity, and its absence worries her. Her spots are not only unique to her, but they also play a vital role in defending her against predators as they warn them of her toxicity.

It is understandable for Ladybug to feel worried about losing her spot. Worry is a strong emotion that arises when there is uncertainty about the future, a danger, or a difficulty. These feelings can be very intrusive, settling in and proving hard to let go of.

We suggest putting ourselves in Ladybug's shoes and thinking about situations that make the children feel worried. For example:

- *I don't know if I'll be able to do the homework.*
- *I didn't do my homework and they'll ask for it tomorrow.*
- *They are going to hand out birthday party invitations and I don't know if I'll be invited.*
- *There has been an argument in my family.*
- *My best friend isn't playing with me in the playground.*

From that list, we begin an activity for the children to share what worries them and look for a more helpful way of thinking, recognising the power each person has to face stressful situations.

In order to identify those worries and try to respond to them, we use **the magician's hat technique**. The magician's hat is presented as a special place where every worry that goes in can be transformed with magical solutions. Each child is given a piece of paper on which they can write or draw their worry. All those worries are then placed inside the hat and taken out one by one, so they can be read aloud and a dialogue can begin with questions such as:

- *What magical ideas do we have to help with this worry?*
- *Has anyone experienced something similar?*

We encourage the children to suggest ideas for dealing with worries or share "recipes" that work for them:

For example, for *I don't know if I'll be able to do the homework*, a possible solution could be: *I can ask my friend to help me, it is normal not to know how to do something; at school, with everybody's help, I will be able to do it.*

It is likely that there won't be enough time to address every worry, but we can set aside a moment each day for "the magic hour", during which

the children can continue with the activity.

As a final touch, we can create a *Worry Book* where all the concerns are placed together with their magic solutions beside them, so they can be consulted whenever they arise again.

11. TANGLED

Empathy, Emotional awareness, expression and regulation, Decision-making I Natural Sciences, Physical Education I Positive Behaviour and Relationships, Environmental Education, Collaborative Learning

Cricket's spring stroll continues and, along the way, he meets Bee, who is also facing a problem: her wing is tangled in some fishing twine. What is fishing twine doing on a bee's wing? Sadly, it is a clear sign that pollution has reached even the colourful flower meadows. This incident reminds us that pollution is a serious global challenge that affects not only human beings, but also other living creatures and the ecosystems we share.

"Basuraleza" in Spanish, similar to the English word *littering*, is the term used to refer to rubbish that is abandoned in natural environments such as beaches, forests and rivers. This waste not only spoils the beauty of the landscape, but also poses a risk to the lives of many species, including Bee, our protagonist, who directly suffers the consequences. In this case, the fishing twine represents a tangible problem that prevents Bee from flying and symbolises the impact that our actions can have on environmental balance.

To become more aware of this problem and its impact, we suggest thinking together with the class about the environmental threats that living creatures have to face. A list is created including plastic, nets, invasive species, etc.

Once those threats have been identified, we invite the children to take part in an obstacle course in which they can act out and experience how living creatures feel, and what our role is in that.

It is a game based on trust and teamwork, where the previously mentioned difficulties are to be overcome.

MATERIALS

- A large space
- Obstacles: cones, ropes, boxes, plastic bottles (each representing a threat to be avoided)
- A scarf or blindfold to cover the player's eyes
- A stopwatch to time each team

HOW TO PLAY

Set up an obstacle course and divide the class into teams. Each team chooses one member to be blindfolded while the rest act as guides. Their mission is to give instructions to help the blindfolded teammate avoid the obstacles. Physical contact is not allowed, and each team takes a turn to complete the course. If the blindfolded player touches an obstacle, they must go back to the start or to the nearest point before the mistake was made. The team that completes the course in the shortest time wins.

At the end a discussion follows about the experience, reflecting on communication and teamwork.

12. A MYSTERIOUS SURPRISE

Emotional awareness, expression and regulation | English as a Second Language, Music and Dance, Physical Education, Citizenship and Ethics Education | Anti-Bullying Prevention Programme, Positive Behaviour and Relationships

Spider is feeling very restless because he needs balls of silk for his shop and must prepare them quickly to complete his job on time. It is important

for Spider to remember that when we act in too much of a hurry, the results are not always the best, and this can leave us feeling frustrated.

To develop patience, learn to wait for our turn, and manage frustration, the following game is suggested. Before starting, it is explained that, just as a ball of silk can become tangled and make our task more difficult, during this game there will be challenges that might make success harder to achieve, but also more rewarding. Therefore, it is essential to enjoy the experience, celebrate wins, and support those facing difficulties. With this reflection as a starting point, the game can begin. It is called "The Mysterious Surprise".

MATERIALS

A present: a bag of sweets to share, some stickers...

Wrapping paper to create several layers (different types of paper can be used, such as decorative paper, newspaper, etc.)

Sentences on each layer of the wrapping to liven up the game or give instructions, for example: "Say something nice to the person next to you", "Tickle the person on your left"...

Music

PROCEDURE

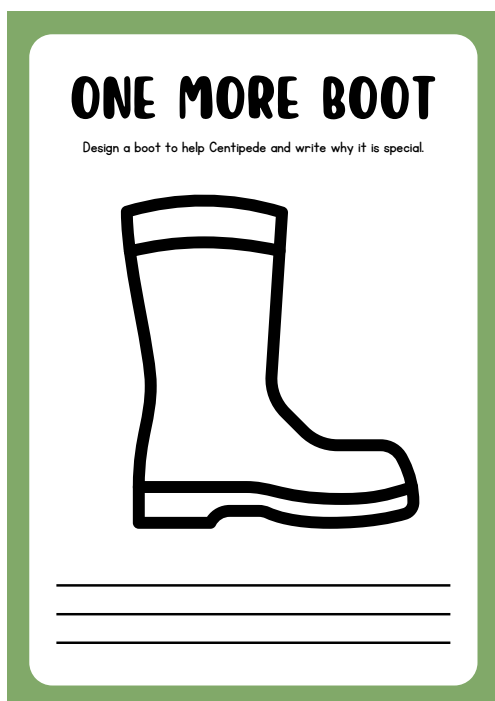
The present is wrapped in several layers using the chosen paper, placing a sentence or instruction between each layer. The children sit in a circle. When the music starts, the players pass the parcel to the person next to them. The parcel keeps going around the circle while the music plays. When the music stops, the child holding the parcel removes one layer of wrapping and carries out the sentence or instruction found underneath. The music starts again and the parcel continues to be passed around until someone unwraps the final layer. The player who opens the last layer wins the present and shares it with the rest of the class.

13. A HUNDRED SHOES

Creative thinking, Self-esteem I English as a Second Language, Art and Design I Arts, Emotions and Creativity

As the reading continues, we notice that the characters are very busy and have many tasks to complete, yet so far no one has offered them any help. Centipede would certainly appreciate someone giving him a hand.

It is clear that receiving support can be very beneficial, as we all like to be helped when we most need it. Moreover, offering help brings personal satisfaction by contributing something positive and supporting both our own wellbeing and that of our community.



In this context, we suggest cooperating with Centipede. Although it may not be possible to make a hundred boots, it would certainly be possible to help with the designs. What could Centipede's boots look like? What special features might they have?

We invite the children to come up with creative designs using plasticine or expressing their ideas in other formats, such as the one suggested in **Appendix 8**.

14. NOAH'S ARK

Empathy, Emotional awareness, expression and regulation, Self-esteem I Physical Education, English as a Second Language I Positive Behaviour and Relationships, Anti-Bullying Prevention Programme

It seems like Cricket hasn't yet understood that his friends need help. His sentence "*I don't... and I don't think they're that important*" reveals strong egocentrism and a lack of empathy towards his friends. Cricket is unable to connect with their emotions and continues on his way as if nothing was wrong, showing that he has not made an effort to actively listen to what he was being told. Similarly, he couldn't interpret their body language or put himself in their shoes.

We suggest an activity to help the children experience what the characters feel every time Cricket acts without empathy. To do this, the class is organised into small groups of six who will form a circle and, holding hands, dance and sing:

***Everybody fits in Noah's Ark, in Noah's Ark,
everybody fits in Noah's Ark except for you!***

(Following the tune of the Spanish game: *En el Arca de Noé caben todos, caben todos, en el Arca de Noé caben todos menos tú.*)

When the final word "*you!*" is sung, children must point to another player in the group, and the player who is the most pointed at is out of the game. The last two children then face each other and try to disqualify their opponent by making them lose their balance while standing on one leg.

Once the game is over, we talk about how the children felt when eliminating others or being eliminated themselves. This is a moment to reflect on how other people's attitudes affect us and how it feels both to point at others and to be pointed at.

15. SOMETIMES I FEEL LIKE CRICKET

Emotional awareness, expression and regulation, Self-esteem | Art and Design, English as a Second Language | Personal Identity Development, Positive Behaviour and Relationships, Whole-School Reading Programme

Sometimes, when we face certain situations, we might behave just like Cricket, reacting in a disproportionate way to specific stimuli, responding impulsively with unpleasant words, inappropriate gestures or out-of-place attitudes. This often happens when we act without thinking and feel overtaken by anger or another powerful emotion that is hard to let go of.

We now suggest encouraging the children to think about the situations in which they are most likely to behave like Cricket and to identify the triggers that make them act in that way. To do this, we will use the **Appendix 9**, where children can draw themselves as if they were Cricket and write about moments in which they behave similarly.

Helping the children to deepen in their self-knowledge and to identify the triggers of unregulated behaviours supports them in better understanding both their own emotions and those of others. It also encourages the development of empathy, improves communication and strengthens the sense of unity within the class.

It would be an excellent idea to create a display showing all the children's drawings, turning it into a shared space where this side of the children can be expressed.

16. BUGLAND

Creative thinking, Decision-making | English as a Second Language, Social Sciences, Art and Design | Project-Based Learning (PBL), Arts, Emotions and Creativity, Cultural Diversity and Pluralism

Once the characters have been introduced, we encourage the children to imagine what the land where they live might be like. We invite them to draw its appearance and reflect on the following aspects:

- *The name of their country/land*
- *Its geography: Does it have mountains, rivers, seas, beaches...? Could it be an island?*
- *What their flag looks like*
- *The language spoken*
- *The name of its citizens*
- *Its most popular dish*
- *What houses might look like, the types of transport they use...*



With these ideas in mind, the children can then create a unique and special land that represents the world of the protagonists. If there are different nationalities in the classroom, the new land can be compared with the children's countries of origin, which will encourage empathy and broaden the class' cultural knowledge.

17. TOGETHER WE BUILD A PERFECT WORLD

Self-esteem, Empathy I English as a Second Language, Art and Design, Citizenship and Ethics Education I Positive Behaviour and Relationships, Personal Identity Development, Anti-Bullying Prevention Programme, Cultural Diversity and Pluralism

The characters in our story finally manage to get organised and are now cooperating to achieve their goals, discovering that cooperating is precisely the best way to work as a team. They have understood that **solidarity** is not only about grand gestures, but about small daily actions that promote wellbeing: listening, offering supportive words or keeping someone company. These simple yet valuable actions have a positive impact on the environment around us.

We suggest creating a display with flowers in which each student offers something they are good at to others, for example: *"I'm patient"*, *"I can draw animals"*, etc.

This way, whenever someone needs help, there is a display in the classroom with ideas for tackling challenging situations or simply finding support (**Appendix 10**).

18. THE SAND OF MEMORIES

Emotional awareness, expression and regulation, Self-esteem, Empathy I Art and Design, Citizenship and Ethics Education I Personal Identity Development, Anti-Bullying Prevention Programme, Inclusion and Diversity, Arts, Emotions and Creativity

Night falls over the land of the protagonists, and Cricket returns home deep in thought, without fully understanding what's happening with his friends. Perhaps he hasn't properly grasped what they told him, or maybe his memories of them are a little hazy. He is probably recalling the times when they played together so happily, without having to worry about work, or holidays they spent together, full of fun and laughter.

Happy memories, achievements and positive experiences have numerous benefits for our emotional and psychological wellbeing throughout life. They help strengthen self-esteem and emotional autonomy, and foster a sense of connection. Recalling positive memories reinforces friendship and the feeling of belonging, as it allows us to relive relationships and shared experiences that shape our identity and help us feel closer to others.



I act as Cricket when _____

It would be helpful for Cricket to have a list of wonderful memories that he can look at whenever he thinks of his friends. This could help him cultivate a more empathetic and generous attitude. To achieve this, an artistic activity is suggested: creating a jar of coloured salts to symbolise happy moments and personal achievements.

It consists of assigning a specific colour to each meaningful memory, dyeing the salt in the chosen colours, and filling up the jar, which then becomes a visual and tangible symbol of our positive experiences.

MATERIALS

- A jar with a lid
- Salt
- Coloured chalks
- Five sheets of paper (either with the chosen colours or the treasured list of memories)
- Tape

PROCEDURE

- Divide the salt into five piles, placing each of them on a different sheet of paper to avoid them mixing. Rub the salt with the chalk until it takes on the desired colour.
- With support, transfer the coloured salts into the jar. Tilting the jar slightly will create an original wavy effect.
- Once all the colours are in, hold the jar and gently tap it to help the salt settle. Avoid shaking the jar as this will mix the coloured layers. If there is any extra space, add salt up to the top to prevent the colours from mixing.
- Seal the jar securely with tape.
- Create a label to identify and remember which colour corresponds to each memory.

Now we just need to find a special place to display our jar or go to it whenever we need to recall pleasant memories. Each child can share their personalised jar with the rest of the class through an individual presentation, creating a space to connect and celebrate positive experiences together.

19. BINGO!

Interpersonal skills, Communication skills | English as a Second Language, Citizenship and Ethics Education | Positive Behaviour and Relationships, Anti-Bullying Prevention Programme, Tutor Programme



Getting to know the characters in the story allows children to explore other realities, understand different needs, and discover various ways of being and thinking. Furthermore, it fosters empathy, as it enables them to put themselves in someone else's shoes from a safe and reflective position.

Promoting these kinds of experiences among classmates helps to establish bonds and create an environment of trust and respect. To strengthen these connections and discover shared interests, skills and experiences, we will use a fun and dynamic game: *Bingo*.

The aim is to complete the Bingo card using information that is either already known or that the children can share with each other while moving around (**Appendix 11**).

20. THE BUG GAME

Self-esteem, Decision-making, Interpersonal skills | English as a Second Language, Citizenship and Ethics Education | Personal Identity Development, Anti-Bullying Prevention Programme

While it is not explicitly mentioned, the animals living in the book, besides working, surely also play. We can sense that play is part of their routine, as it strengthens friendships, encourages cooperation, fosters creativity and reinforces trust.

The *Put Yourself in My Shoes* board is suggested as a way to build bonds of friendship, cooperation, and understanding, and provide a playful and fun experience (**Appendix 12**).



21. AND NOW, WHAT DO YOU THINK?

Emotional awareness, expression and regulation, Empathy | English as a Second Language, Citizenship and Ethics Education, Music and Dance | Whole-School Reading Programme, Anti-Bullying Prevention Programme, Positive Behaviour and Relationships

It is Cricket's favourite part of the day. He is ready to play his violin, but something unexpected happens: all the strings snap at once. Frustration overwhelms him, and anger begins to burn inside.

As if that weren't enough, Flea appears in a mocking mood, reminding him of those words Cricket had repeated so many times: *"I don't know how to play the violin, and I don't think it's that important"*.

The sentence echoes inside his mind, filling him with a mixture of indignation and shame. However, this is a decisive moment for Cricket, as he begins to understand the value of empathy and, with it, takes his first steps towards a lesson that will change the way he relates to others.

From this scene, we suggest having a group discussion about the situation the children just heard:

- *How is Cricket feeling at this moment? We can support the children by offering additional emotional vocabulary such as: frustrated, upset, disappointed, irritated, annoyed, desperate/hopeless...*
- *What does his room look like? Why?*
- *What triggered this situation? What made him react in this way?*
- *How would you respond if the same thing happened to you?*
- *What does Flea say?*
- *Are Flea's words helpful?*
- *How could Flea have helped Cricket?*
- *What advice would you give to Cricket? And to Flea?*
- *What can Cricket do to calm down? Could you help him?*

Finally, to bring the activity to a close, we suggest a short relaxation moment with soft music. In a resting position (lying on the floor for example) the children can follow guided instructions to help them relax or take part in a visualisation based on the story.

22. WE'RE OFF ON AN ADVENTURE!

Decision-making, Interpersonal skills, Communication skills, Assertiveness, Creative thinking | Art and Design, English as a Second

Language, Citizenship and Ethics Education | Positive Behaviour and Relationships, Anti-Bullying Prevention Programme, Arts, Emotions and Creativity, Collaborative Learning

What a surprise for Cricket! He surely never imagined that, with all those things he once considered useless, and thanks to cooperation and ingenuity, his friends would help him solve his problem in a creative and empathetic way.

And so, since the animals have been able to solve this difficulty together, a similar activity is suggested in which dialogue and listening are key. The idea is to take a trip to *Put Yourself in my Shoes* land, for which a backpack with only a few things can be taken. In groups, the children have to choose 5 things that they consider essential, or add their own, in order to spend a few days in this land. Once they have reached a group decision, they then need to convince the rest of the class that their five objects are the most important ones (**Appendix 13**).

WE'RE OFF ON AN ADVENTURE!

Choose five essential things to take with you in a backpack to Put Yourself in my Shoes land.

- ☐ Tent
- ☐ Sleeping bag
- ☐ Lilo
- ☐ Water
- ☐ Torch
- ☐ Mug
- ☐ Soap
- ☐ First aid kit
- ☐ Swimming suit
- ☐ Food can
- ☐ Notebook
- ☐ Binoculars

23. KINTSUGI

Self-esteem, Interpersonal skills, Communication skills, Creative thinking I English as a Second Language, Social Sciences, Natural Sciences I Positive Behaviour and Relationships, Anti-Bullying Prevention Programme, Arts, Emotions and Creativity

Kintsugi is the Japanese art of repairing broken ceramics. When something breaks, instead of throwing it away, the pieces are joined back together using lacquer mixed with gold powder, making the object even more beautiful thanks to its cracks.

Similarly, in our relationships and life experiences, whenever someone is hurt or not taken into consideration, small **emotional fractures** are created. These cracks form part of our personal story. Learning to live with our vulnerabilities, embracing and healing them, allows us to transform them into something beautiful, positive and unique. This process makes more resilient people, capable of growing and finding beauty even in imperfections.

Very likely, **Ladybug**, **Centipede** and **Bee**, thanks to their resilience and gratitude, are able to accept those small wounds, showing us that it is possible to overcome challenges and turn hurts into strengths. In this way, we can begin a discussion about how difficult moments help us grow, through questions such as: *Have you ever felt that something didn't turn out as you expected? How did you overcome it?* Children are encouraged to share short stories in a safe environment.

To illustrate this technique and appreciate its beauty, a simple art activity is suggested.

MATERIALS

- Sheets of paper
- Pencils or crayons for drawing
- Tempera or acrylic paint (golden, silver, or metallic) or watercolours

- Fine paintbrushes
- Water

PROCESS

Children are asked to draw on a sheet of paper something that represents them, something they like, or something that has a personal meaning to them. Afterwards, they crumple their paper into a tight ball, pressing it firmly to create cracks. It is then explained that this process symbolises the difficulties or emotional wounds we experience when we are hurt.

Next, we ask the children to flatten their drawing with their hands. We explain that the cracks and creases left on the paper are marks of those unpleasant experiences. Using golden or metallic tempera paints, or simply watercolours, we encourage the children to paint over the cracks with a fine brush. In this step, we remind them that these lines represent the lessons learned and strengths gained over the years through the challenges they have faced.

Once dry, we can draw the children's attention to how the coloured or golden cracks stand out in the picture, making it unique and special, just like in the Kintsugi technique.

A final exhibition is then held, and as a conclusion, we can reflect together on the activity and its emotional significance.

24. SHIMABUKU

Creative thinking, Decision-making, Assertiveness, Interpersonal skills, Communication skills I Natural Sciences, Social Sciences, Art and Design, Music and Dance I Project-Based Learning (PBL), Anti-Bullying Prevention Programme, STEAM, Arts, Emotions and Creativity

One of the activities included in the **ReflejArte** resource, inspired by the exhibition **SHIMABUKU: Octopus, citrus, human**, suggests that, after having observed Shimabuku's artwork, children create a toy that can contribute to the wellbeing of other non-human living creatures.

Since the characters in our story are also small living creatures who live in nature, we can carry out a number of creative activities related to this proposal. One of them can be chosen according to the art form or discipline we would like to explore with the children.

- Using materials that may seem useless, or others already available in the classroom, we can invite the children to create a **musical instrument** to accompany Cricket's violin and form a choral harmony to serve as the story's soundtrack.
- Using recycled materials, cardboard boxes, ribbons, scraps of paper, strings... we can build a city model for the protagonists, creating magical spaces where they can live new adventures: a cinema, a library, a school, a garden, streets, a beach, a circus... This environment will encourage symbolic play and allow them to recreate the story in a different setting.

25. WHAT A LOVELY TUNE

Emotional awareness, expression and regulation, Interpersonal skills | Physical Education, Music and Dance, Citizenship and Ethics Education | Positive Behaviour and Relationships, Anti-Bullying Prevention Programme

Cricket plays his most joyful melody on his violin, and all the characters join in, dancing to his tune. For us to take part in this cheerful end to the story, we suggest a fun and dynamic dancing game.

The activity requires happy, lively music and a set of simple instructions to ensure that the main objective is to have fun and finish with a big smile. All the children are invited to dance to the music and, every time it stops, they must follow a fun instruction that is announced. For example:

- *Pretend to be a statue*
- *Sit on the floor*

- *Raise one hand*
- *Bend down*
- *Jump twice*
- *Clap twice and click your fingers once*
- *Give someone a hug*
- *Waltz with a partner*
- *Make a circle of three*
- *Invent a fun greeting*
- *Make an animal sound*
- *Fly*
- *Walk on your tiptoes*
- *Make a star with other classmates*
- *Touch a colour*
- *Smile*
- *Make a sad face*

26. A STARRY NIGHT

Emotional awareness, expression and regulation, Empathy | English as a Second Language, Citizenship and Ethics Education | Whole-School Reading Programme, Anti-Bullying Prevention Programme, Positive Behaviour and Relationships

At the end of the story, we ask a series of questions to encourage the children to reflect and to deepen their understanding of how Cricket comes to realise his mistake. We may also explore how the generosity and empathy shown by the other animals not only helped him solve his problem, but also restored his happiness.

- **How did Cricket realise that his words did not help any of the other characters?**
- **Cricket decides to apologise:**
 - Why do you think he felt the need to say sorry?
 - Have you ever apologised to someone?
 - How did you feel before saying sorry? And after?
- **Cricket's surprise:**
 - What was it that surprised Cricket?
 - Have you ever felt surprised in that way? What happened?
- **Giving surprises:**
 - Have you ever surprised someone?
 - How did they react?
 - How did you feel when you saw their reaction?

27. SECRET AGENTS

Empathy, Decision-making | Citizenship and Ethics Education | Positive Behaviour and Relationships, Anti-Bullying Prevention Programme, Tutor Programme

This story highlights very positive behaviours that reflect the ability to connect with the needs of others, demonstrating care and empathy. To promote such gestures and for their impact to be more global, we suggest an activity that encourages children to put empathy and mutual care into practice in a creative and meaningful way.

The activity consists of assigning a specific task to a student or a small group of students. This is a secret task, given to them in an envelope with the corresponding instructions. Each task is recorded on a poster

or on a continuous paper chain that the class builds together, visually showing the cumulative impact of their actions. The tasks may include, for example:

- Helping a classmate who is having a difficulty.
- Leaving a note of encouragement, support or gratitude for a classmate, a teacher or someone else in the school community.
- Congratulating someone with a banner.
- Standing at the door and greeting everyone with a creative “good morning”.
- Dedicating a poem to someone in the class.

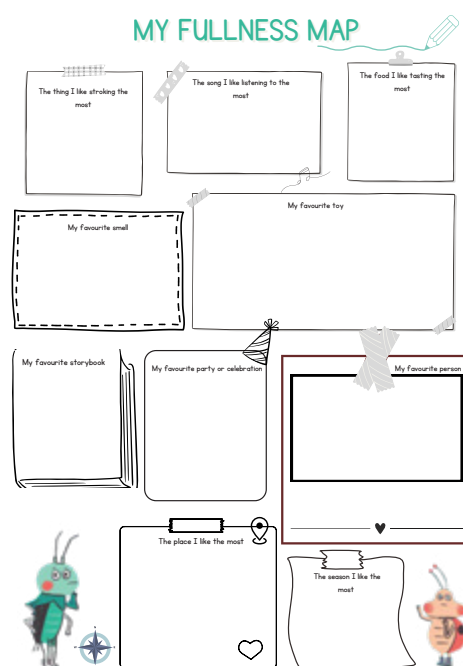
28. FEELING FULFILLED

Creative thinking, Decision-making, Self-esteem, Emotional awareness, expression and regulation | English as a Second Language, Citizenship and Ethics Education | Whole-School Reading Programme, Personal Identity Development, Healthy Habits Promotion

Cricket feels truly special and fully alive as he plays his violin under the starry night, surrounded by his friends. The harmony of the music, the company, and the magic of the night sky fill him with happiness. This moment reflects what it means to feel fulfilled: **a deep connection between mind, body and emotions, where everything seems to be in perfect balance.**

It is important to remember that feeling fulfilled is not a permanent state, but something that can be cultivated through meaningful positive experiences and moments of gratitude. Recognising and valuing these positive sensations helps keep them present and available for when we need them most. To reinforce and recall these feelings of wellbeing, we suggest a simple activity, *My Fullness Map*, which will be completed with the following information:

- The thing I like stroking the most.
- The song I like listening to the most.
- The food I like tasting the most.
- My favourite smell.
- My favourite toy.
- My favourite storybook.
- The place I like the most.
- The season I like the most.
- My favourite party or celebration.
- My favourite person.



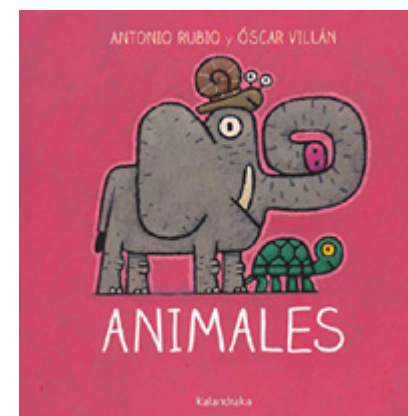
This map (**Appendix 14**) will serve as a personal resource that the children can turn to whenever they need to remember what brings them happiness and balance.

29. A VERY SPECIAL CHOIR

Emotional awareness, expression and regulation, Empathy, Self-esteem, interpersonal skills I Music and Dance, Citizenship and Ethics Education I Positive Behaviour and Relationships, Whole-School Reading Programme, Collaborative Learning

The story comes to an end, bringing with it a feeling of fullness and satisfaction. Having travelled this path, facing and overcoming difficulties, creates hope and optimism. In this story, the values of **kindness, cooperation and empathy** are not only essential to reach the finish line, but also serve as an example to follow.

Trying to emulate the ending of the story, we suggest a musical finale with the formation of a choir. The aim of this activity is to foster connection and emotional regulation, encourage self-esteem, and, of course, allow the children to take part in an experience of collective empathy.



The “**Canción de los animales**” from the book *Animales*, by Antonio Rubio y Oscar Villán (Kalandraka publishing house), can serve as the melody for this choir. It is also suggested to extend the song by adding verses that recall the main animal characters of our story.

You can also enjoy the [version in sign language](#).

After Reading

30. EXCITING ILLUSTRATIONS

Creative thinking, Decision-making, Emotional awareness, expression and regulation | English as a Second Language, Citizenship and Ethics Education, Art and Design | Whole-School Reading Programme, Personal Identity Development

The illustrations in a picture book play a crucial role in completing and enriching the meaning of the text. They have the power to convey emotions, create settings, and evoke sensations that words alone can't always fully express.

In this context, the illustrations in the picture book do not only move us but also offer valuable insight into feelings and emotions. To explore this aspect, we suggest an activity which connects the illustrations with the emotions they elicit.

The class is divided into groups, each of which is given a copy of the illustrations (found in the appendices) along with a worksheet with emotional vocabulary for every student. Each illustration is framed with a different colour to help identify it. The activity involves observing the pictures, identifying the emotions each of them bring out and circling the corresponding words on the vocabulary sheet, using the colours associated with each picture frame.

The activity concludes with a sharing moment, during which the groups are able to exchange their observations and discuss how the emotions evoked by the same illustration may vary from one person to another. This exercise fosters empathy and highlights the richness of individual perspectives (**Appendix 15**).

31. I PUT MYSELF IN YOUR SHOES

Empathy, Creative thinking | English as a Second Language, Citizenship and Ethics Education, Natural Sciences, Art and Design | Environmental Education, Arts, Emotions and Creativity, Collaborative Learning, Project-Based Learning (PBL)

Bugs and small animals are a fundamental part of our ecosystem. Although they often go unnoticed or even provoke a sense of rejection, they play essential roles in nature, such as pollinating plants, decomposing organic matter, and controlling pests. However, they are frequently mistreated: they get stepped on, disturbed, or their importance and vulnerability are simply overlooked.

To promote deeper awareness and respect for these small living creatures, we propose a creative activity in which each group designs an **educational fanzine** – a small handmade magazine – about how to protect and care for them. This project will help children reflect on the role bugs play in nature and how we can contribute to their wellbeing.

The activity begins with a short introduction about the importance of bugs in ecosystems. Examples such as bees (for pollination), worms (for improving soil quality) and ladybugs (for pest control) can be included. We then discuss the positive and negative effects of our daily actions on these small creatures.

The teams create a **fanzine** (**Appendix 16**) to help identify animals in their surroundings or in the playground, focusing on concrete ideas to protect them. Materials including recycled paper, colouring pencils,

markers, and magazines to cut out can be used in the process. We suggest illustrating it with an eye-catching cover featuring information, drawings, fun facts, practical advice for caring for them, and messages promoting empathy and respect towards them.

The fanzines can be shared with other classes, explaining their content and sharing the learnings. They will become a creative resource that allows reflection on our relationship with bugs and an understanding of how even small actions can make a big difference in the lives of these creatures. Moreover, they can serve as a way to spread this message to others, extending the impact of the activity even further.

As a final touch, a diploma (**Appendix 17**) “for excellence in caring for small inhabitants” can be awarded to those who participated and demonstrated respect for the lives of these beloved little creatures.



32. LITERARY KNOLLING

Empathy, Self-esteem, Creative thinking, Communication skills | English as a Second Language, Art and Design | Whole-School Reading Programme, Arts, Emotions and Creativity

Night falls over the landscape of *Put Yourself in my Shoes*, and the moonlight illuminates the key objects needed to understand the book. What might these objects be? What emotions or ideas do they evoke? What can they tell us about the story or the characters?

The group reflects and discusses which objects are the most representative and which could provide key clues to better understand the story. From there, the children are encouraged to create a photographic composition of these objects, called **literary knolling**. This creative technique involves arranging book-related objects in a way that is ordered and aesthetically-pleasing when viewed from above (bird's eye view). The objects are grouped or aligned following a structure that reflects the essence of the picture book. This exercise serves as an introduction to this technique.

Once the students understand the process, they are invited to create their own literary knolling about their favourite storybook. Instead of using the photographic technique, they can draw the objects that best represent their story. Each child presents their knolling without revealing the title of their book, and the group tries to guess which story it is.

33. A GREAT HOLIDAY

Empathy, Creative thinking, Communication skills | Natural Sciences, Mathematics, Art and Design | Environmental Education, STEAM

Cricket and his friends refuse to leave the story and wonder where they could stay to continue living adventures while caring for the environment. It seems the best idea would be to make some sort of accommodation for them, where they can be comfortable, make a home, feed themselves and shelter from the weather.

Let the bug hotel construction begin!

You will need:

- Natural and organic materials: wood, bamboo, bricks, straws, pine cones, mud or clay, clay bricks...
- Different compartments: it is useful to create different spaces such as cavities for beetles, leaves and dry twigs for ladybugs, and so on.
- A calm location, sunny and out of the wind.

Building process

We need a structure, such as a cardboard or wooden box, to organise the materials in a way that allows the bugs to gain access to the spaces. It should be placed somewhere that receives sunlight and is sheltered from dampness.

Follow-up

We suggest keeping track of the hotel to observe which bugs visit it and recording the species in a notebook or class chart. It would be interesting to design an educational poster showing the importance of bug hotels and which could be displayed near the project to help everyone learn from it.

34. A MUSICAL STORY

Empathy, Self-esteem, Emotional awareness, expression and regulation, Creative thinking, Communication skills | English as a Second Language, Art and Design, Music and Dance | Arts, Emotions and Creativity, Positive Behaviour and Relationships, Project-Based Learning (PBL)

This picture book, besides presenting a captivating story and magnificent illustrations, also offers great potential to be adapted into a musical performance.

We suggest using the techniques from the *“Crea tu historia musical”* resource to design a small production in which singing, music, dancing, acting and scenery design are combined to transform this story into a choral theatre play. This activity will help promote teamwork, foster creativity and provide an enriching interdisciplinary experience that motivates and engages the entire school community.

APPENDIX 1

Have you got a...?



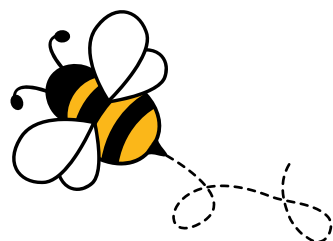
GRASSHOPPER

¿Tienes...?



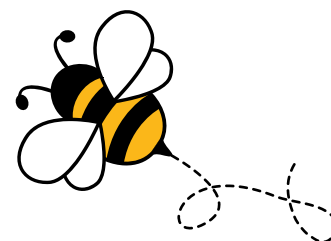
SALTAMONTES

Have you got a...?



BEE

¿Tienes...?



ABEJA

APPENDIX 2A

SPRING

STROLL

WINTER

LONG

FRIENDS

PUT

YOURSELF

IN

MY SHOES

SPOTS

APPENDIX 2B

BALLS OF SILK

RIVER

HEADED

TOWARD

HIVE

STONES

LOOKING FOR

SPOTS

DRY

IMPORTANT

APPENDIX 2C

TWINE

FISHING

TANGLED

WINGS

UNTANGLE

THE

THE

THE

THE

YOUR

APPENDIX 2D

LADYBUG

CENTIPEDE

FLEA

HAS

STORE

WAY

SILK

MAKING

SPIDER

CRICKET

APPENDIX 2E

SUIT

BOW TIE

IT

PUTS ON

VIOLIN

BUSY

SEWING

SHOES

GET DARK

IN

APPENDIX 2F

APOLOGISES

JOYFUL

PARTY

DANCED

SPECIAL

PLAYS

STRINGS

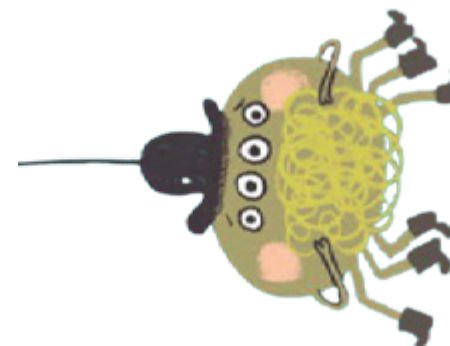
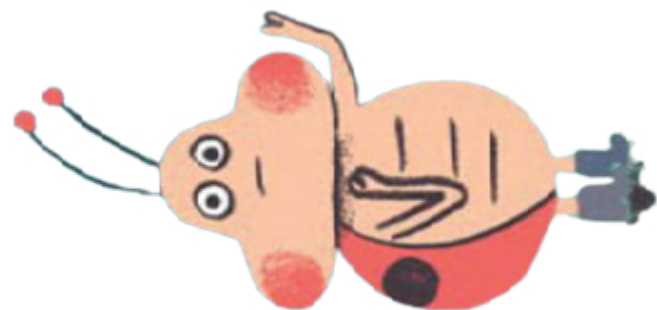
FEELS

HAD

THAT

APPENDIX 3

CHARACTERS

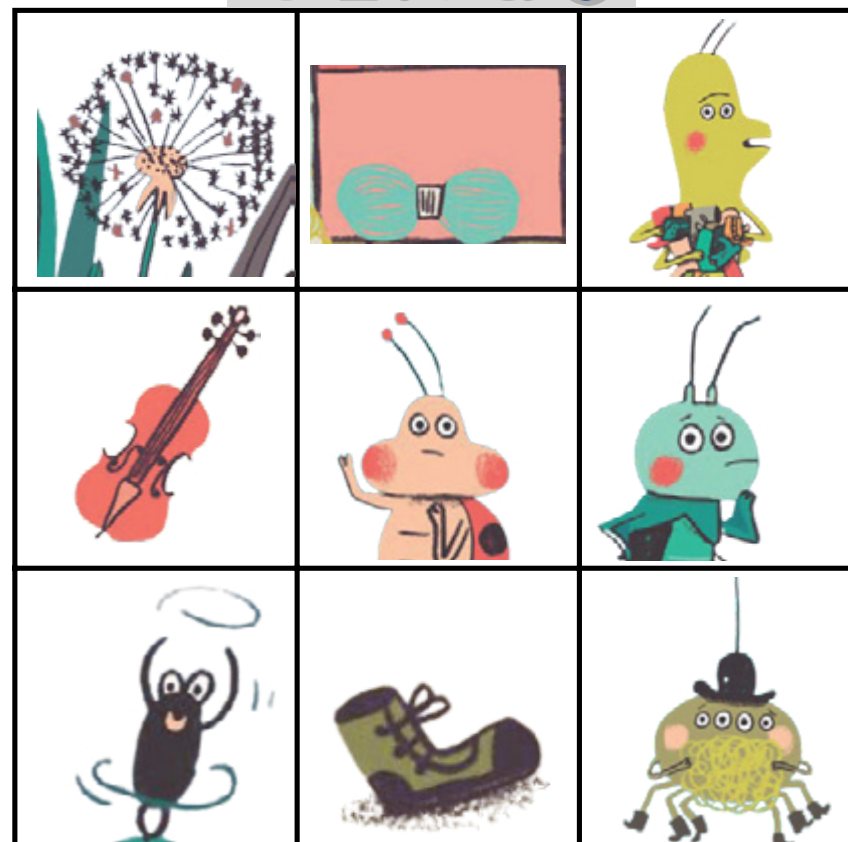


APPENDIX 4A

BINGO



BINGO

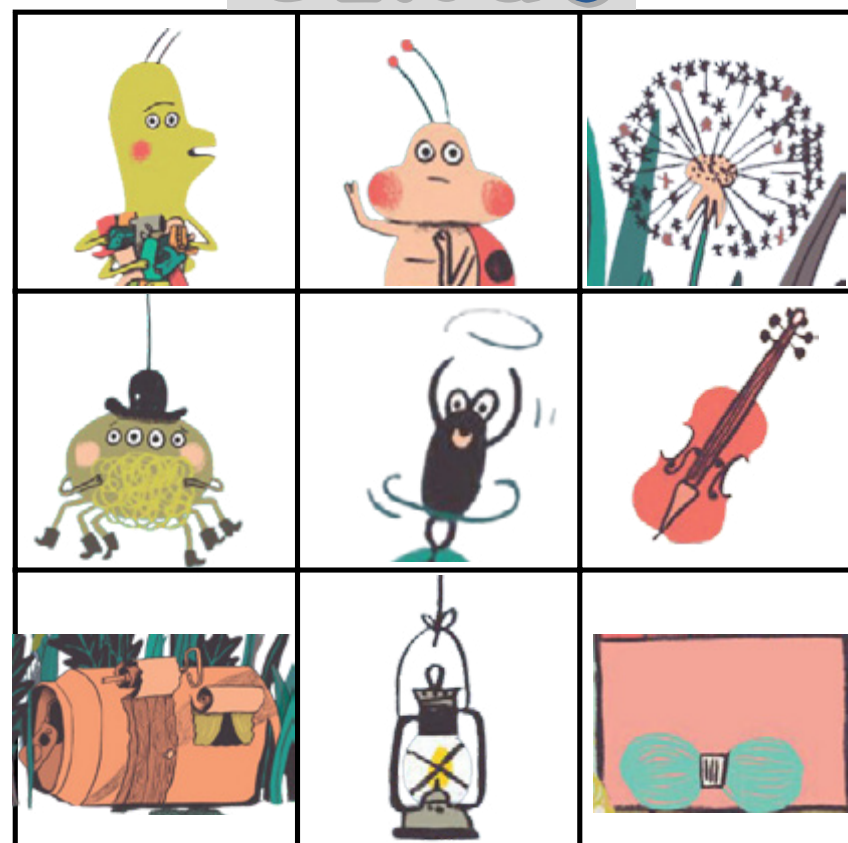


APPENDIX 4B

BINGO



BINGO



APPENDIX 4C

BINGO

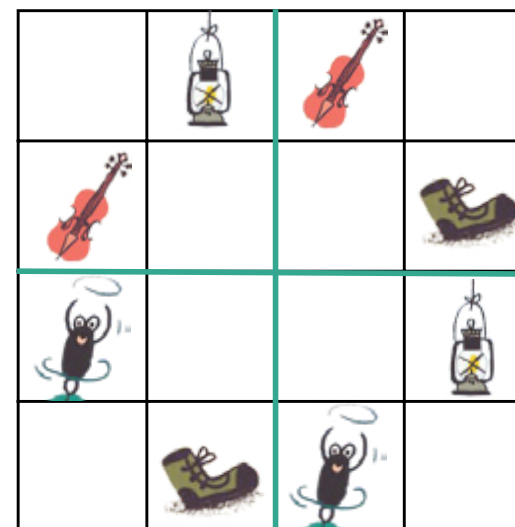
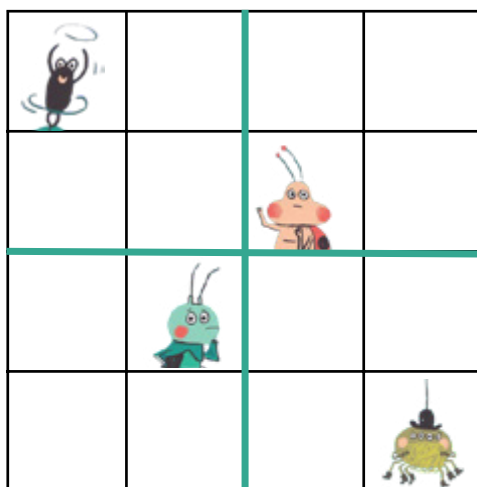


BINGO



APPENDIX 4D

SUDOKU: PUT THEM IN THEIR PLACE

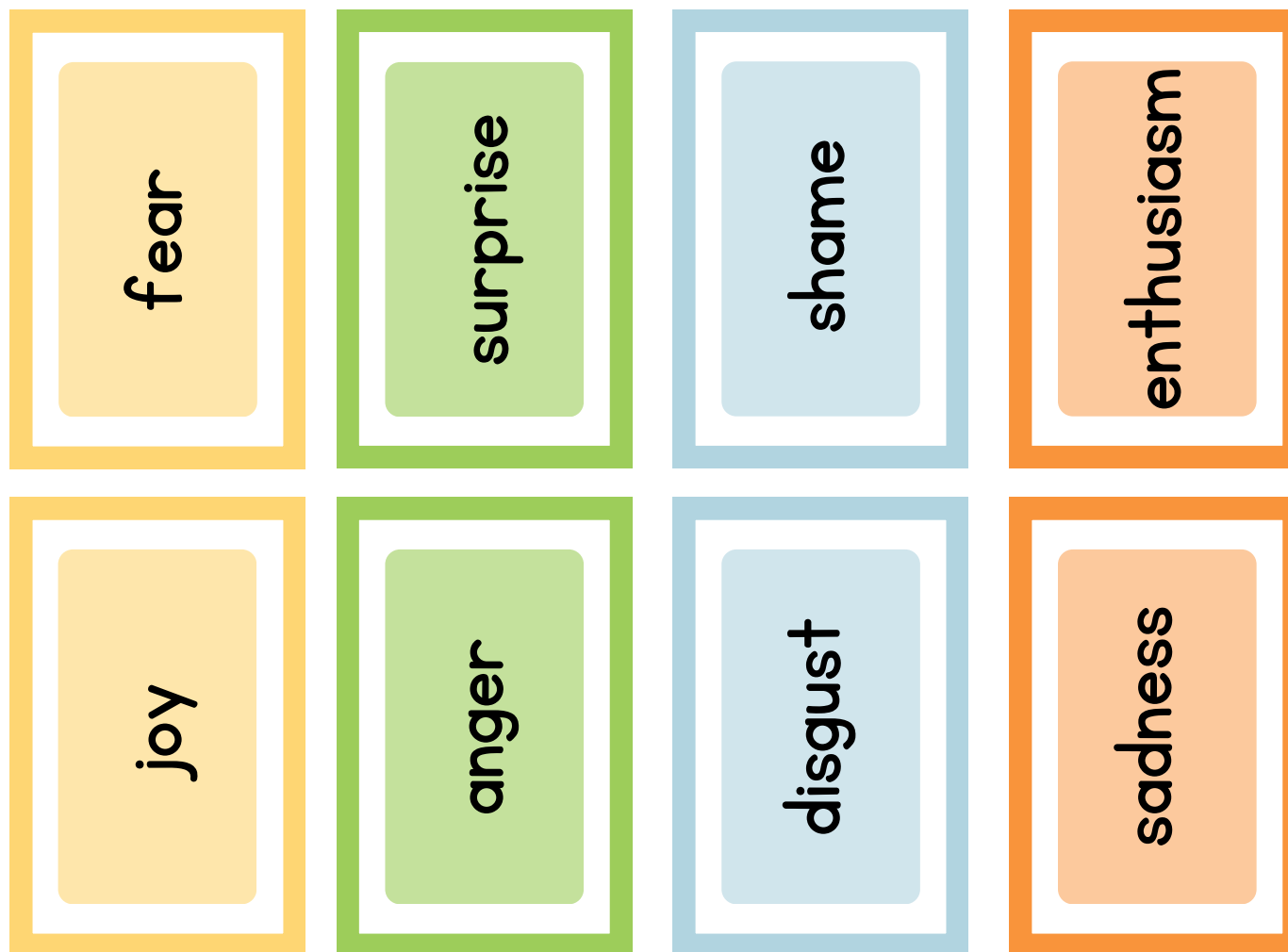


APPENDIX 4E

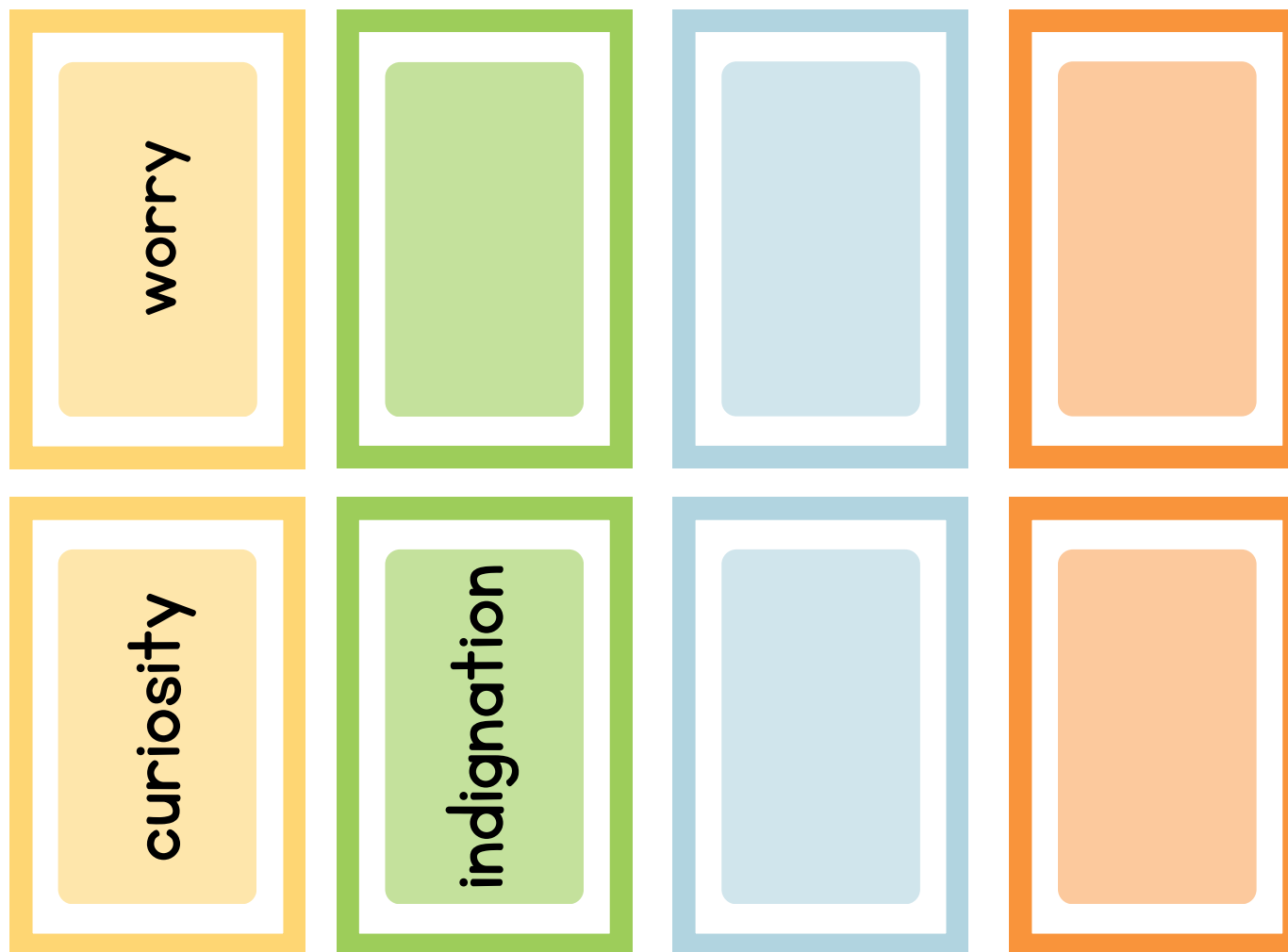
HELP LADYBUG FIND HER 6 SPOTS



APPENDIX 5A

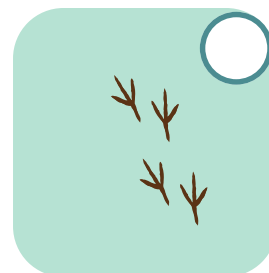


APPENDIX 5B

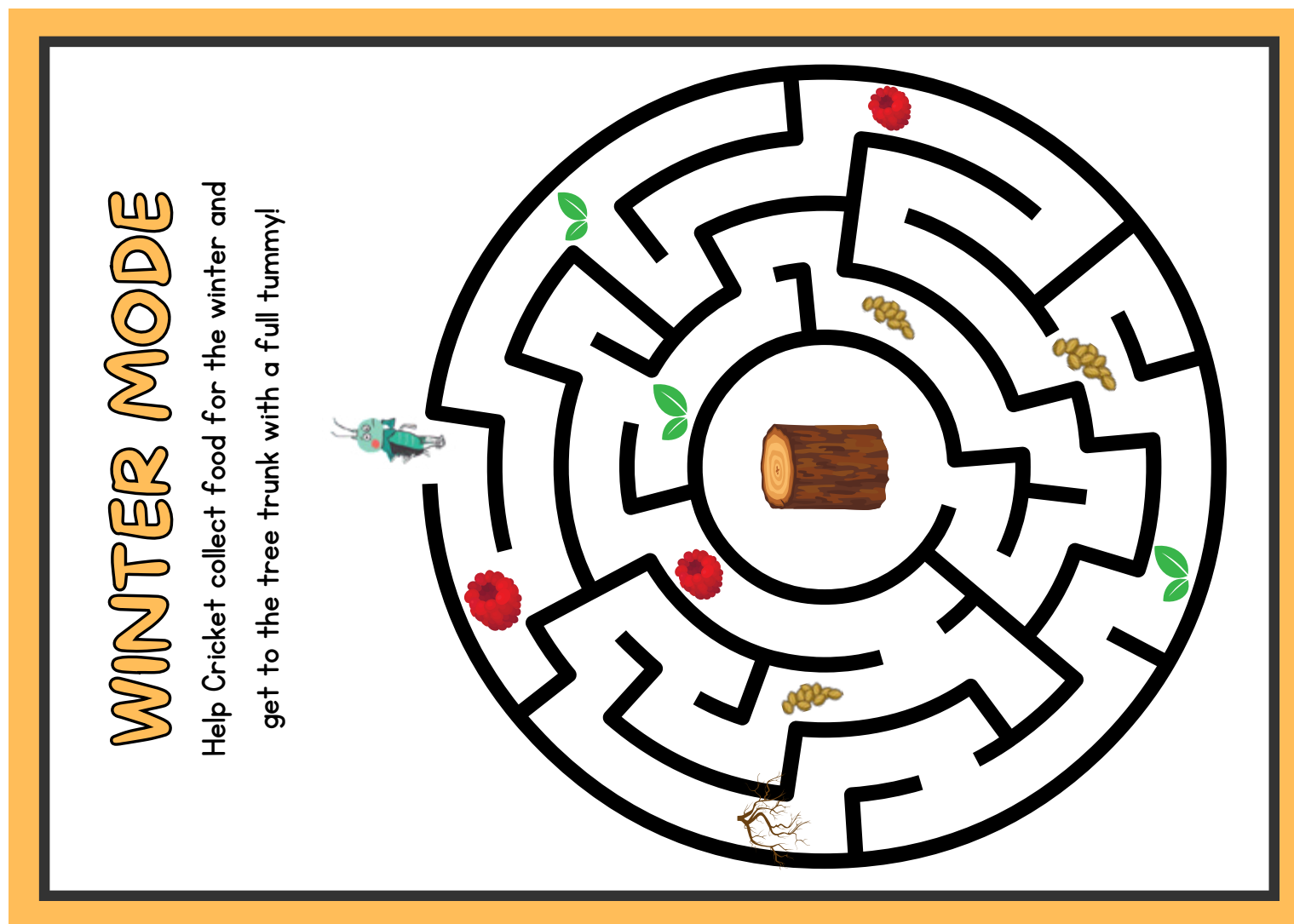


APPENDIX 6

SEARCHING SPRING



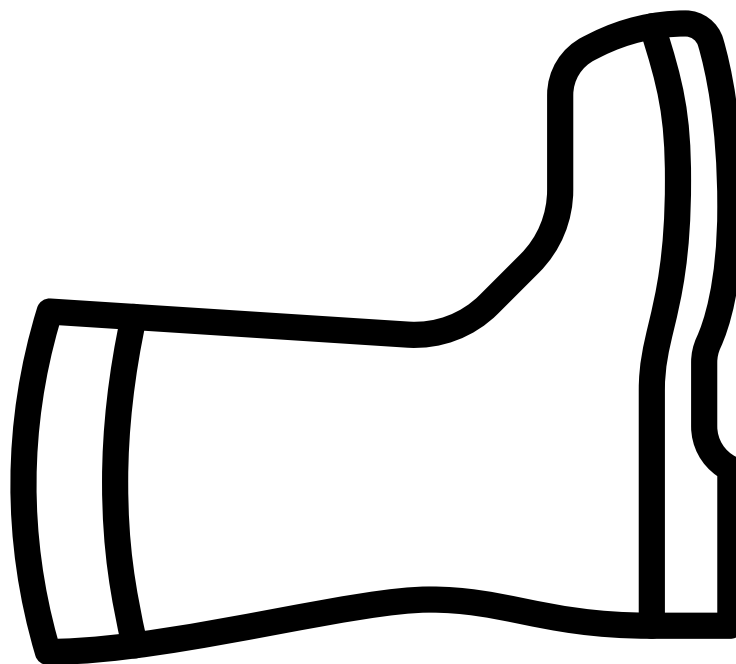
APPENDIX 7



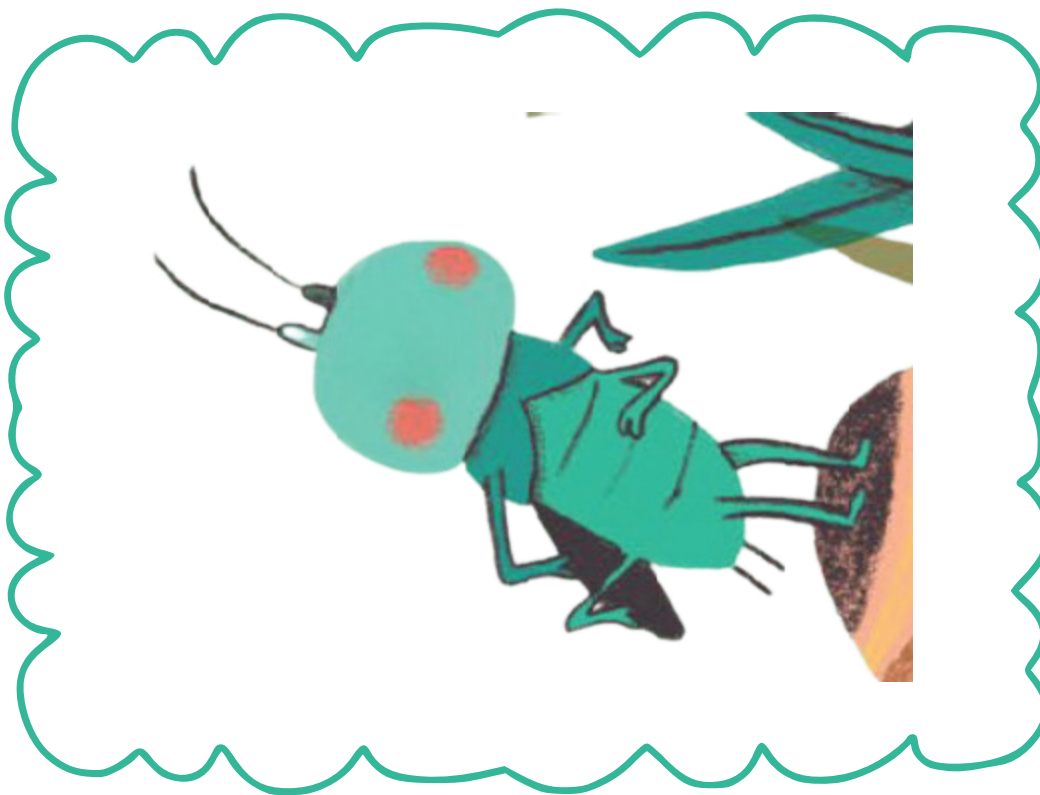
APPENDIX 8

ONE MORE BOOT

Design a boot to help Centipede and write why it is special.

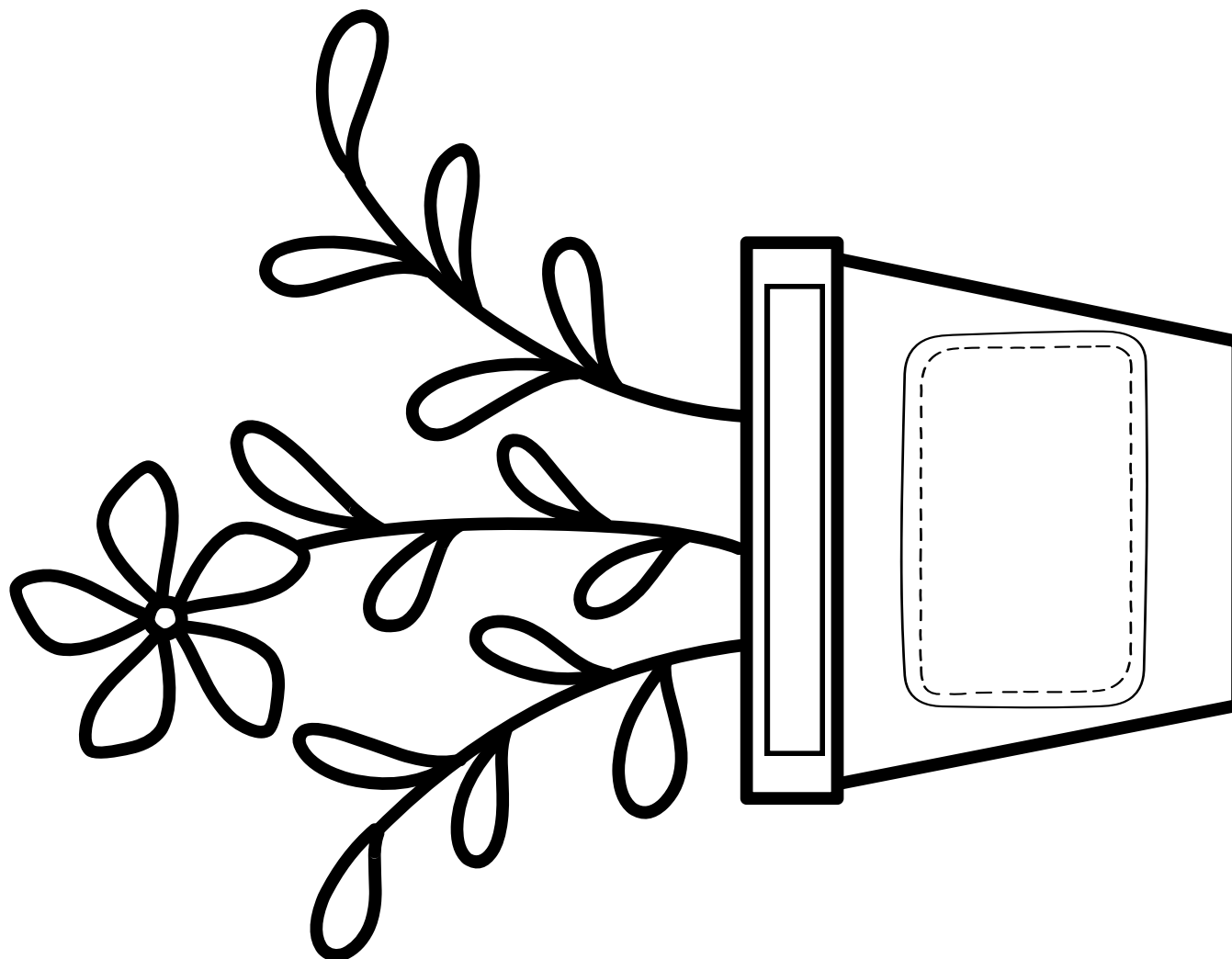


APPENDIX 9



I act as Cricket when

APPENDIX 10



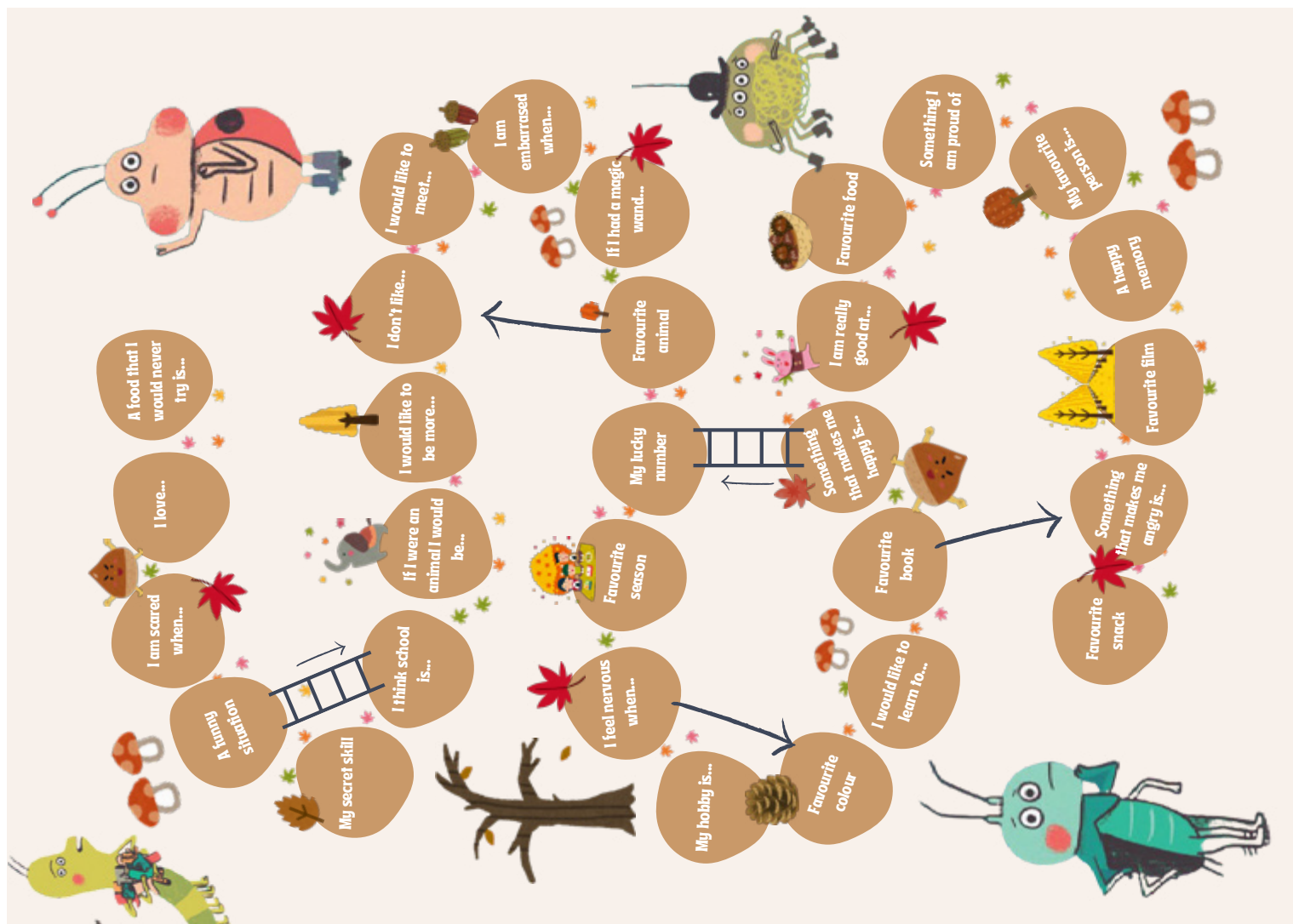
APPENDIX 11

Put yourself in my shoes
B I N G O

COMPLETE THIS BINGO BY SEARCHING FOR SOMEONE THAT FITS EACH DESCRIPTION
AND WRITING THEIR NAME

They love dancing	They have long hair	They use glasses	They were born in the same month as you
They are scared of spiders	They play a musical instrument	They love books	Their favourite colour is yellow
They practise a sport	They know a foreign language	They have a pet	They prefer chocolate to pizza
They can write with both hands	They like fruit	They have a brother or sister	

APPENDIX 12



APPENDIX 13

WE'RE OFF ON AN ADVENTURE!

Choose five essential things to take with you in a backpack to Put Yourself in my Shoes land.

☐

Tent

☐

Sleeping bag

☐

Lilo

☐

Water

☐

Torch

☐

Mug

☐

Soap

☐

First aid kit

☐

Swimming suit

☐

Food can

☐

Notebook

☐

Binoculars

APPENDIX 14

MY FULLNESS MAP

The thing I like stroking the most

The song I like listening to the most

The food I like tasting the most

My favourite toy

My favourite person

The season I like the most

My favourite smell

My favourite party or celebration

The place I like the most

My favourite storybook

APPENDIX 15A



APPENDIX 15B



APPENDIX 15C

Look carefully at each illustration and circle the emotions that each image makes you feel, using the colour each illustration is framed with.



JOY

FEAR

HARMONY

AGGRESSIVENESS

SURPRISE

ALARM

CALMNESS

ANGER

DISGUST

CONFUSION

LONELINESS

AMAZEMENT

very

SADNESS

AFFECTION

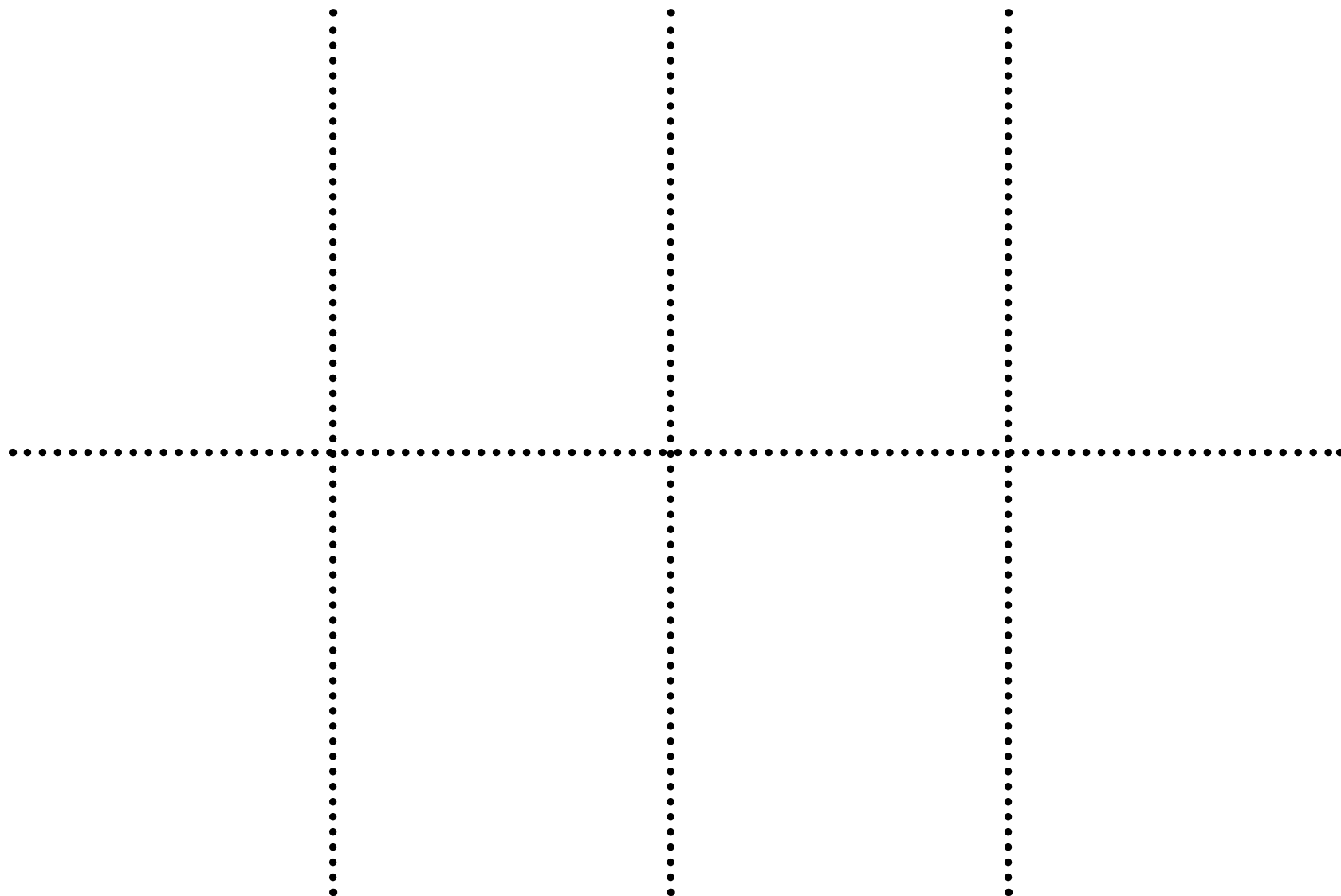
RAGE

LOVE

FURY

PLEASANT

APPENDIX 16



APPENDIX 17



