

# TEACHING GUIDE

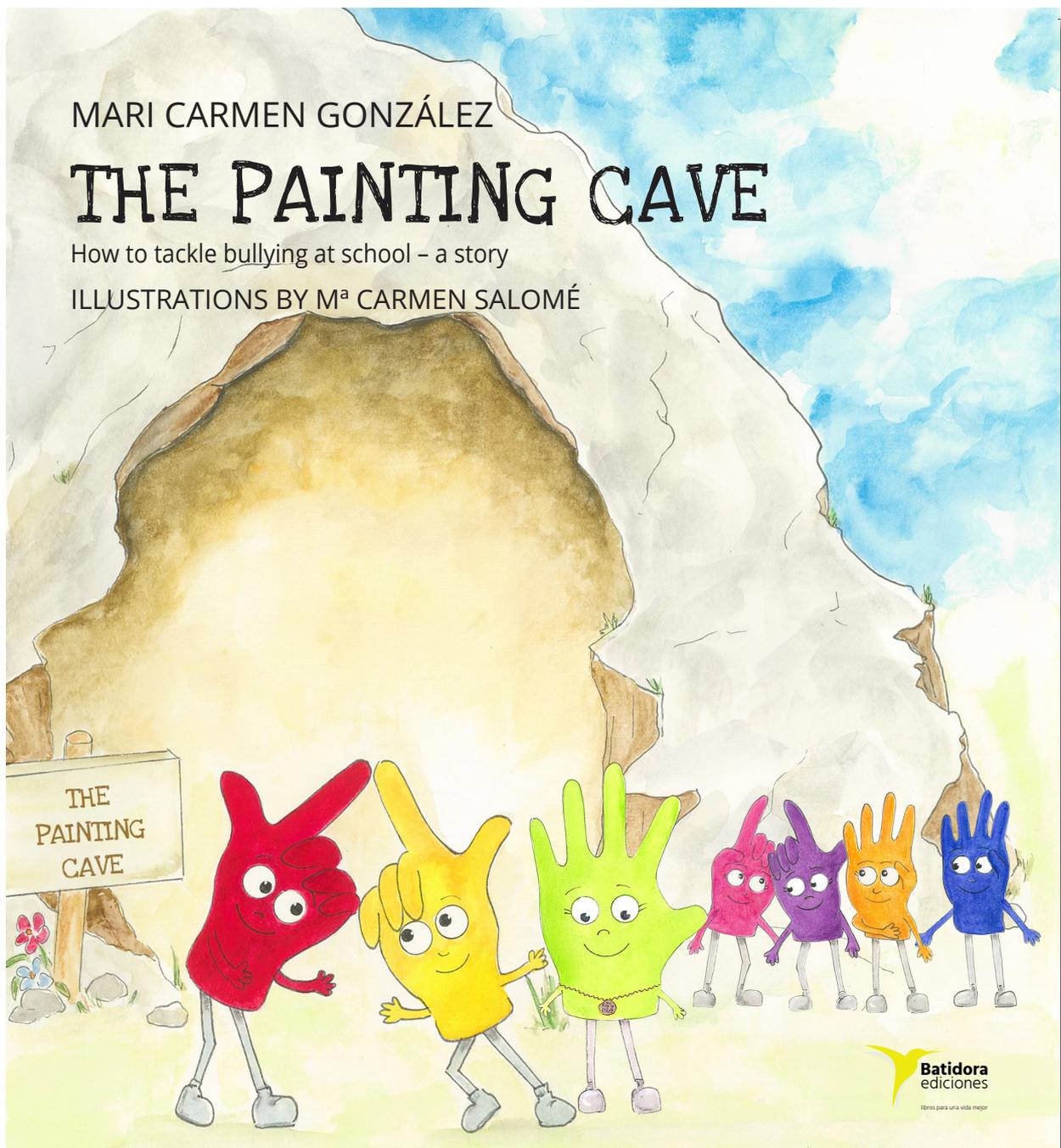
Classroom activities

MARI CARMEN GONZÁLEZ

## THE PAINTING CAVE

How to tackle bullying at school - a story

ILLUSTRATIONS BY M<sup>a</sup> CARMEN SALOMÉ



This teaching guide is one of the complementary materials designed to accompany "The Painting Cave".

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## Introduction

The guide offers a series of simple activities aimed mainly at children between the ages of 6 and 9 years. The activities include linguistic, spatial, intrapersonal and interpersonal exercises. All of them are designed to promote skill in reading and understanding as well as oral and written expression.

Behind all these activities lies the essence of the book: self-esteem, feelings and the prevention of bullying at school.

## The Theory

In the simple children's story "The Painting Cave" whose characters are hands, the subject of bullying at school is introduced, subtly but at the same time explicitly, showing how the victim of bullying feels, the role of the bully and the problems the bully him or herself may be experiencing.

The leading character, Green Hand, is surprised by the bullying she suffers at school as one of the problems of communal living. She is overwhelmed by the emotions and feelings which invade her and prevent her from leading a normal everyday life, causing her to forget even her most fundamental attributes and the remedies open to her:

- her capacities and strengths;
- her friends, family and teachers; and
- that she could ask for help.

## Values: friendship

The book is constructed on this basis: friends, the community; belonging to the group and accepting support are the two main axes underlying the story.

## The passage of time

The book treats difficulties as phases, situations limited in time - the person's life before, during and after the crisis.

The concept it aims to transmit is alternation, a normal process which we can observe in nature: day – night, winter – spring, rain – sun, etc.

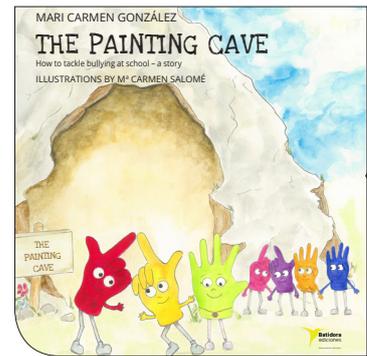
# LET'S TALK ABOUT THE BOOK

Before reading it

Linguistic intelligence

Intrapersonal intelligence

Interpersonal intelligence



## OBJECTIVES

- To work on reading and understanding
- To encourage dialogue
- To improve the capacity of pupils to express themselves orally

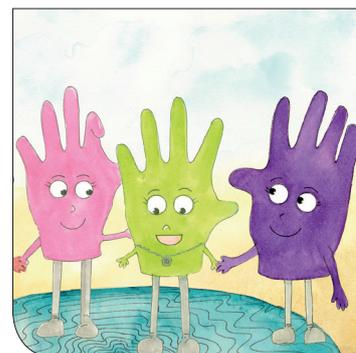
1. What do the title and subtitle of the book suggest to us?
2. What do we understand from the words “prevention” and “bullying at school”?
3. What message does the book’s cover send us?
4. Let’s examine the team who created the book:
  - What parts of the book give us information about its authorship?
  - The author: who is Mari Carmen González?
  - The illustrator: who is Mª Carmen Salomé?
  - What is the name of the publisher which published the work?

# LET'S TALK ABOUT THE BOOK

Linguistic intelligence

Intrapersonal intelligence

Interpersonal intelligence



## OBJECTIVES

- To work on reading and understanding
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5. Let's compare and comment on our expectations before reading the story (questions 1 to 3) and our impressions after reading it.

6. After reading the book, we'll start a conversation about the story and ask some questions:

- Who are the leading characters in the story?
- How does the meeting begin?
- Why do the characters meet?
- The hands write down the things which made them happy every day. Could you pick out something which made you feel happy recently?
- Have you ever made a drawing to express a feeling or emotion? What did you draw? How did you feel afterwards?
- What happens to Green Hand?
- Why did Green Hand keep what was happening to her secret for so long?
- What did Green Hand do which made her feel better?
- Pink Hand declares "When you have a problem, it's important to seek help". Why is it important to seek help?
- When the people around Green Hand – her friends, parents and teachers - learned about her sufferings ...they were all surprised. What were their reactions before and after they heard the details?
- Why was it important for Green Hand to tell her story and express how she felt?
- What was the outcome of the story for Green Hand? What might she have learned from this experience?

# 1 - KEY ASPECTS

Linguistic intelligence  
Intrapersonal intelligence



## OBJECTIVES

- To consolidate the content of the book
- To work on reading and understanding

1. We're going to remember some of the things the leading characters say. Will you help me find the outstanding pages, sentences and paragraphs of the story?

- Hook-crook, how well you look!
- What made you feel happy each day.
- You bring my heart joy.
- They were all worried about her prolonged absence.
- There was no reply. Green Hand said nothing.
- When you have a problem it's important to seek help.
- The important thing is that you've already taken the first step towards changing the situation: you've told your story.
- Green Hand felt great relief which became even greater and longer lasting after she had talked to her parents.
- With her parents' support, Green Hand also talked to her teachers.
- She tried to keep the promise she had made to herself.
- This routine was repeated week after week.
- She was able to talk to her fellow pupils and tell them what she had been feeling.
- Little by little, Green Hand started to feel like returning to school.
- She could not see that there were other solutions, other roads to follow.
- Heigh-ho, away we go!

## 2 - VOCABULARY

Linguistic intelligence

Intrapersonal intelligence

The capacity to identify with someone and share their feelings.

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G  
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The feeling of thankfulness and acknowledgement one has for a person or thing who/which has done us a favour or service, or has done us good.

The fact of forming part of a set, such as a class, group, community, institution, etc.

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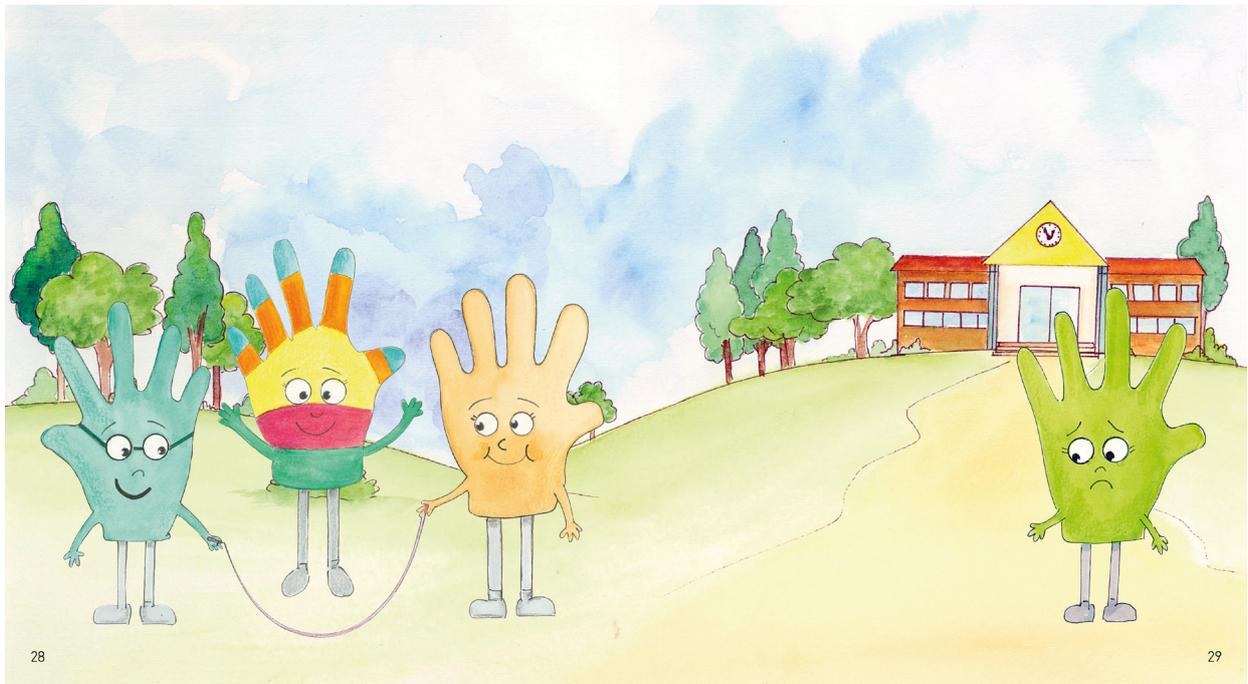
The assessment or consideration one has of oneself.

# 3 - MY VERSION

Spatial intelligence

Intrapersonal intelligence

Create your own version of the story for the following scenes



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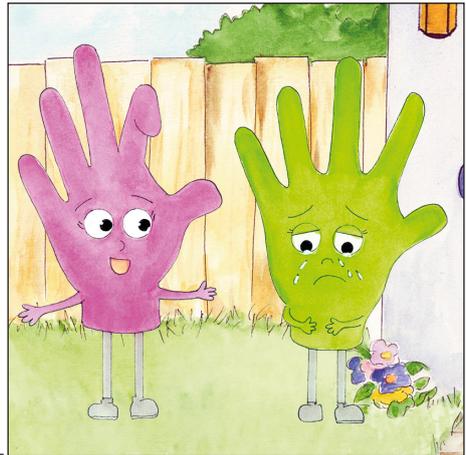
# 4 - IDENTIFYING EMOTIONS

Linguistic intelligence  
Intrapersonal intelligence

Give a name to the feeling or emotional state of Green Hand in the following scenes:

Green Hand burst into sobs and, between their tears, they hugged, until Green Hand calmed down and started to talk.

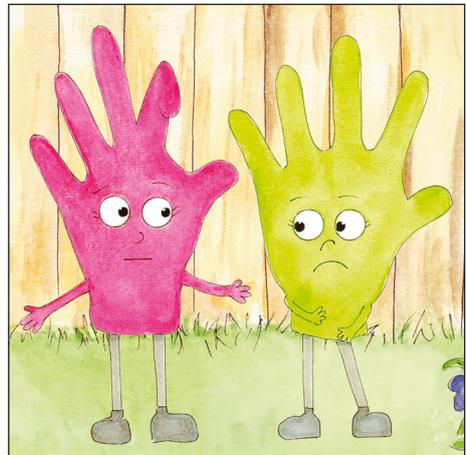
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“What’s the matter, friend”?

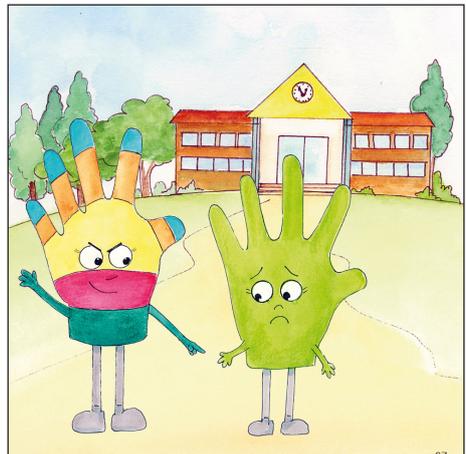
*There was no reply. Green Hand said nothing.*

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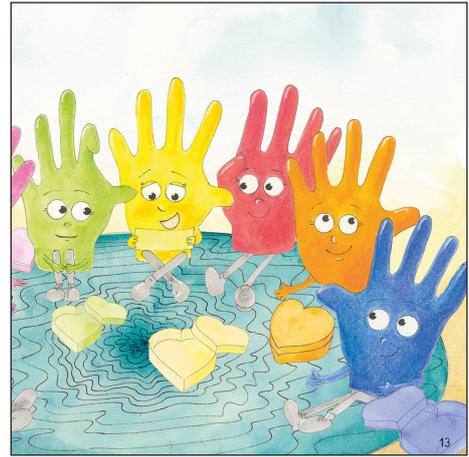
They were all laughing at me and saying ‘You’ll never be able to paint properly because your fingers are too small’.

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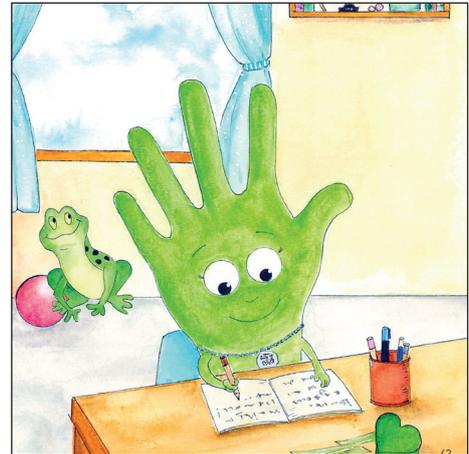


Each hand carried a little heart-shaped box containing six slips of paper on which were written sentences saying what had made its owner feel happy each day of the week.

[...] according to their turn, each hand carefully opened her little box [...] and read it out to the whole group.

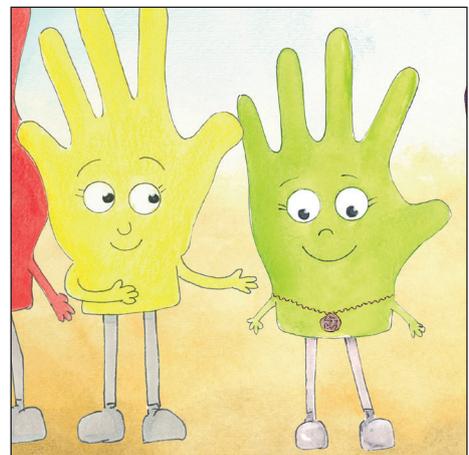


For her part, Green Hand tried to keep the promise she had made to herself and her friends in the Painting Cave the previous Sunday. So, throughout the week, in the evenings she wrote down what she had felt during the day, whether positive or negative.



They arrived in good time and, before entering the cave, they greeted one another in a most peculiar way. They linked index fingers and said:

“Hook-crook, how well you look”!

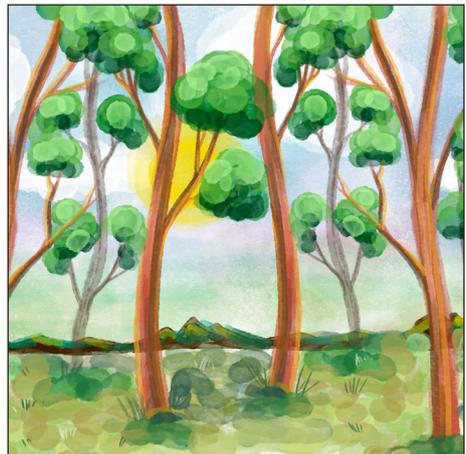


# 5 – LIFE IS A SERIES OF PHASES

Spatial intelligence

Intrapersonal intelligence

Using arrows, indicate the drawings which represent alternation:



## 6 - FEEL FREE TO BE CREATIVE!

Spatial intelligence

Intrapersonal intelligence

Make your own drawing for the cover of the book.

MARI CARMEN GONZÁLEZ

# THE PAINTING CAVE

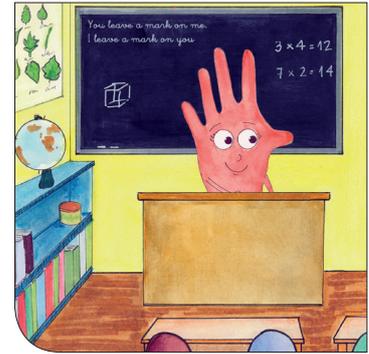
How to tackle bullying at school - a story

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# 7 - LET'S LEAVE A MARK

Spatial intelligence  
Linguistic intelligence  
Intrapersonal intelligence  
Interpersonal intelligence



## OBJECTIVES

- To encourage dialogue
  - To improve the pupils' capacity to express themselves orally
  - To be aware of the group and the interactions between individuals
1. Establish a dialogue about the concept of “leaving a mark” within the school community.
    - What does leaving a mark mean?
    - What kind of mark would you like to leave on your companions?
    - What should we do when we leave an unpleasant mark on someone else in our life?
  2. Underline five ingredients for creating the “Positive Mark” recipe:

gratitude	exclusion	sincerity
insults	discrimination	empathy
friendliness	cooperation	confidence
respect	brotherhood	indifference
mutual support	criticism	compassion

## OTHER PROPOSALS

We can create various activities, resources and spaces to help us be more effective in schools in a practical way. The basic pillars which support the prevention of bullying at school are:

- Self-esteem
- A cohesive student community
- Ethical values and responsibility

## STUDENT UNDERTAKING TO FIGHT BULLYING

The basis of prevention, an act of responsibility

A committee with members representing the whole school produces a document starting from a plan which defines the student body's basic code of conduct to counteract bullying. It is an individual undertaking shared by all the pupils, making them jointly responsible with the teaching staff, and all of them know it, promote it and implement it.

## NEW PAINTING CAVE

A permanent place for dialogue

To create a place where people can talk about feelings, designed for meeting, where, through dialogue, conflicts, negative situations and crises can be analysed, difficulties can be overcome and communal living can be empowered. A simple set of regulations, based on a plan, with clear rules to manage shifts, the frequency of meetings, and so on.

## SELF-ESTEEM, EMOTIONS AND FEELINGS

To display and give visibility to dialogue about self-esteem, emotions and feelings for the whole school community

An opportunity to display the work done in the classroom on the subject of "emotional management and the prevention of bullying at school". It can be approached from an artistic angle, producing drawings based on emotions, stories, statistics and mini-lectures by class delegates or the people responsible for the student anti-bullying undertaking.

It can be an occasional activity: feelings week, feelings month, or a permanent physical space dedicated to making the management of emotions visible throughout the whole school year.

## DRAMA

A stage performance of the story.

# **BULLYING AT SCHOOL ...**

It's not a joke.

It's not just kids' stuff.

It's violence.

Between us, we can wipe out  
violence between equals.

Let's do it!

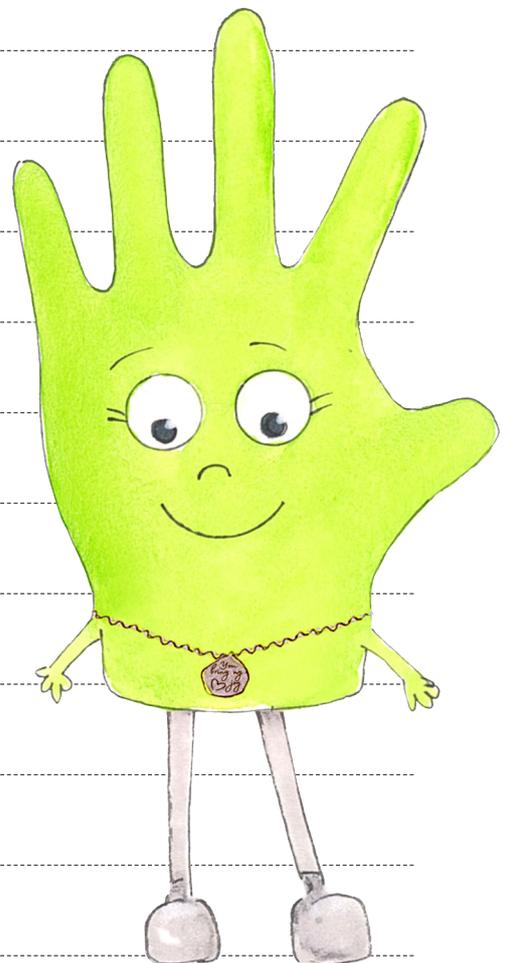
Making people aware  
means taking action.

Bullying at school consists of harming a schoolmate of either sex deliberately and repeatedly, using verbal, physical, social and sexual aggression, or a combination of those behaviours.

## **WORLD ANTI SCHOOL BULLYING DAY**

Violence in schools is one of the social problems causing the most concern in recent years in Spanish society and all over the world. To make this problem visible, 2nd May has been fixed as World Anti School Bullying Day.

# Notes







Between us, we can wipe out  
violence between equals.

Let's do it!

Making people aware  
means taking action.



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