



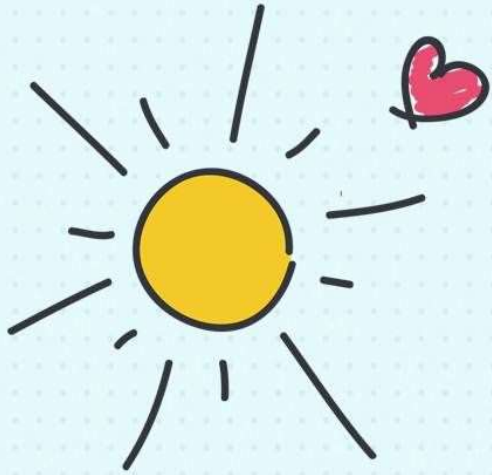
Erasmus+

USING THERAPEUTIC STORIES TO IMPROVE PUPIL-PUPIL
RELATIONSHIPS

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LEARNING TEACHING TRAINING ACTIVITY
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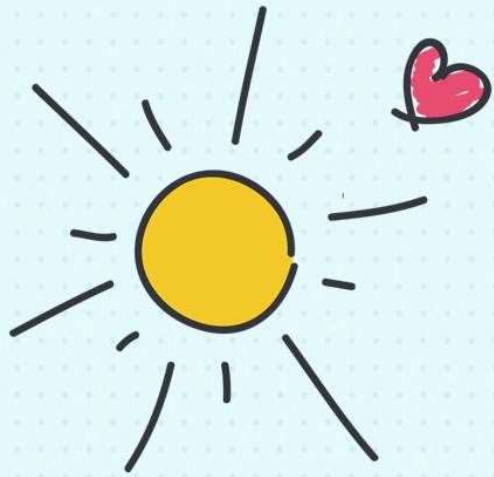


Definition:

The term **library therapy** comes from the Greek word **vivlio**, which means book, and **therapeia**, which means therapy.

Muro and Kottman (1995) apud (Drugaş and Bîrle, 2008) define library therapy as the easiest and most natural way to enter the world of children, a world that is sometimes full of fantasy. The story occupies a major place in children's lives at this age, and library therapy uses this asset to be able to enter more easily into children's souls.

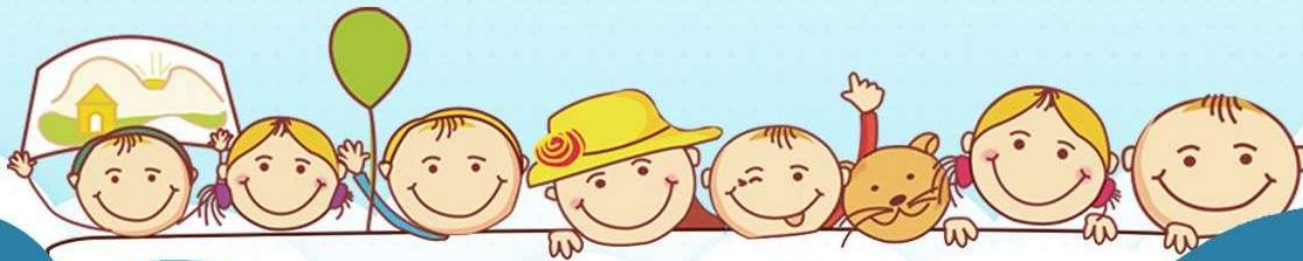





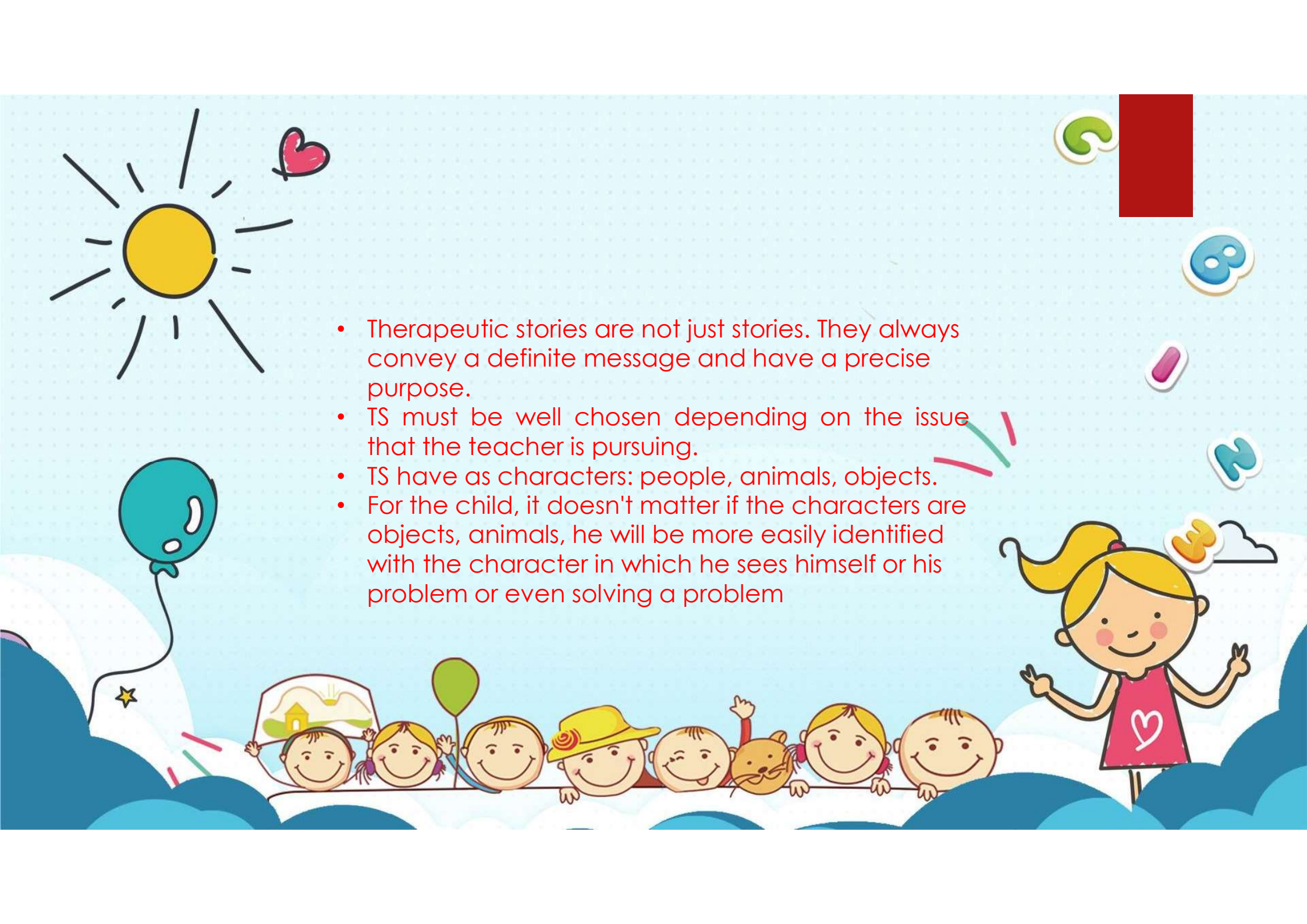
Library therapy is a method that has as therapeutic means literary materials (stories, fairy tales) used by counselors, teachers in order to solve some problems that the child is facing at some point.


The literature lists a number of reasons why it would be advisable to use library therapy. These would be:

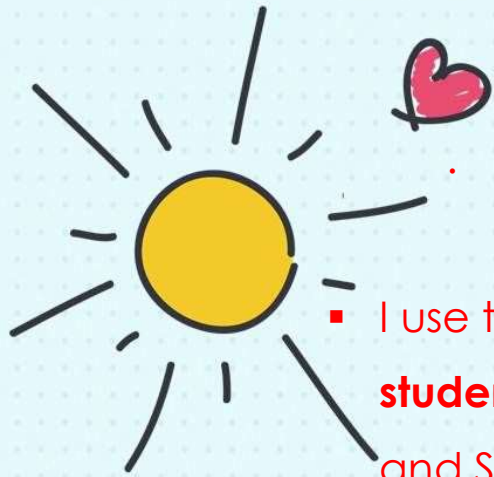
- Helps to develop self-image, increase and "heal self-image"
- Helps children evaluate themselves correctly and objectively
- It helps children discover the interests and needs of those around them
- Prove to the child that he or she is not the first or only person to deal with such a problem



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- Demonstrates that there are several strategies for resolving a problematic situation
 - Help the child to discuss his own problem
 - It presents solving problematic situations in a positive, fun way
 - Implement a constructive method of solving a problem or facing challenges

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- Therapeutic stories are not just stories. They always convey a definite message and have a precise purpose.
 - TS must be well chosen depending on the issue that the teacher is pursuing.
 - TS have as characters: people, animals, objects.
 - For the child, it doesn't matter if the characters are objects, animals, he will be more easily identified with the character in which he sees himself or his problem or even solving a problem

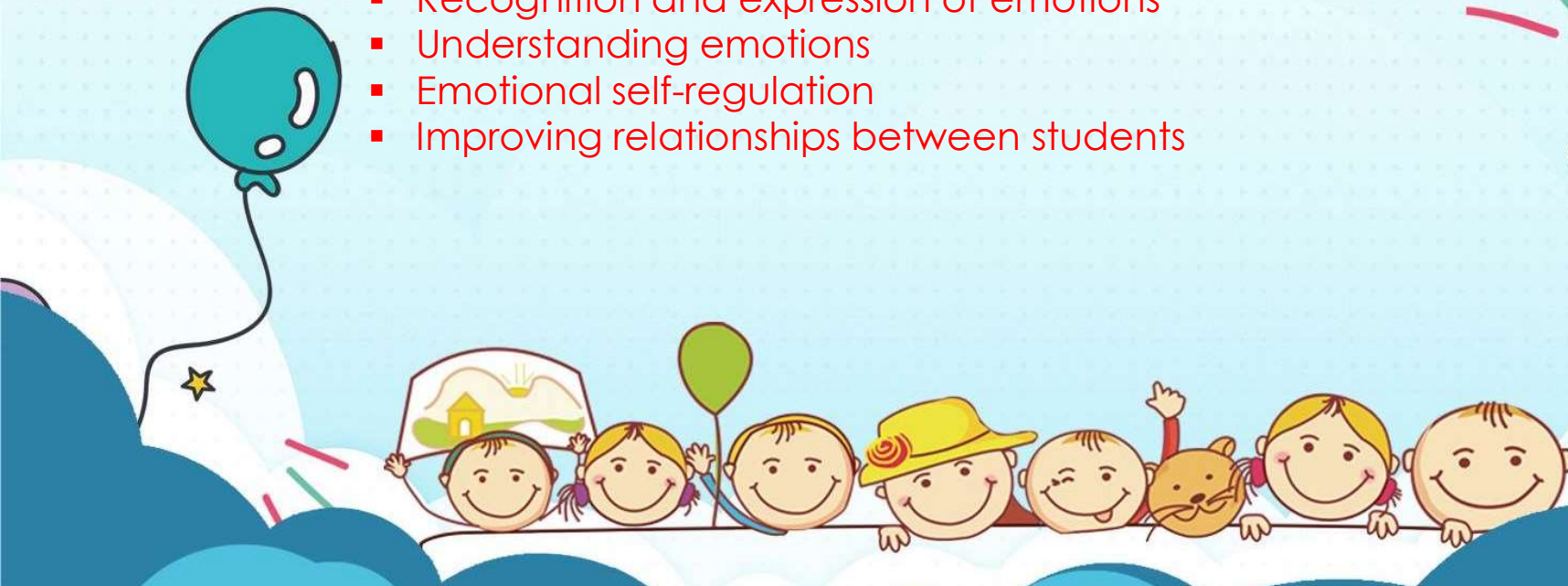
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- The child does not feel evaluated.
 - The world of stories is magical for the child, it is full of imagination, color, beautiful events.
 - The role of PT is to put the child in touch with his needs, desires, problems.
 - The role of PT is to identify solutions or change perspective.



- I use the therapeutic stories in the **Class of visually impaired students** in the disciplines: **Counseling and Personal Development** and **Socio-emotional skills**, with the main purpose of:

- **Development of socio-emotional skills:**

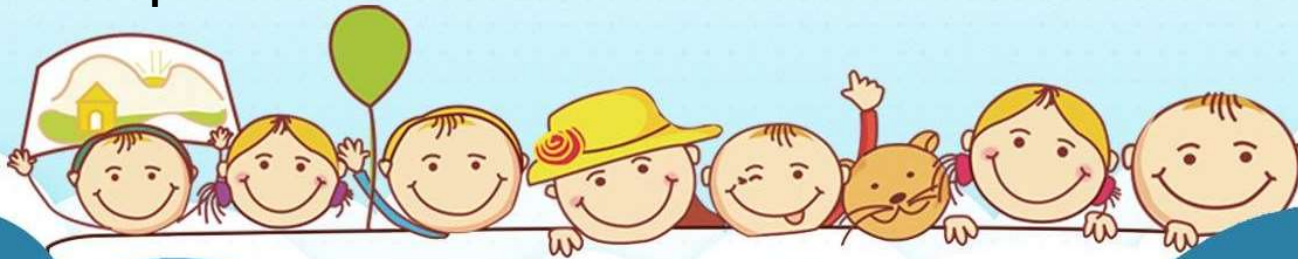
- Recognition and expression of emotions
- Understanding emotions
- Emotional self-regulation
- Improving relationships between students

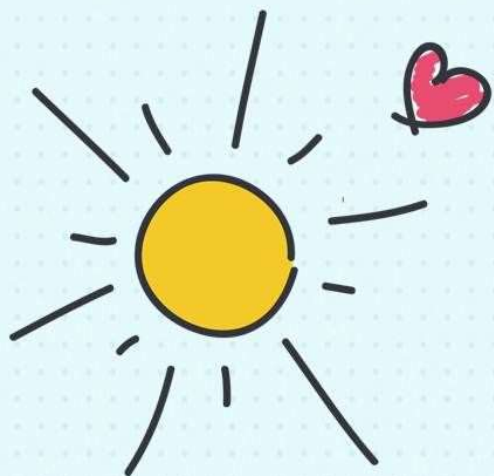




Developing children's emotional skills is important for the following reasons:

- **Helps build and maintain relationships with other students .**
- **Help students adapt to the school environment.** Students who understand emotions and how they are expressed will be able to empathize with and support other classmates. Students who understand the emotions of others are seen by others as better and more fun classmates, are able to use their expressiveness to achieve social goals, respond appropriately to the emotions of classmates, and adapt more easily to the school environment.
- **Prevents emotional and behavioral problems.** Problems in children's emotional development can lead to behavioral difficulties in early and middle childhood (problems of aggression, juvenile delinquency, dropping out of school, etc.).
- **Development of social skills**





Tobias the tortoise learned how not to
be angry

Objectives pursued:

- Coping with Aggressive Behavior and Managing Emotions (Anger)
 - Identifying the consequences of aggressive behavior
 - Learning behavioral solutions
- problematic - the "turtle" technique for managing anger

