

# **“ONE MUST LOOK WITH THE HEART”**

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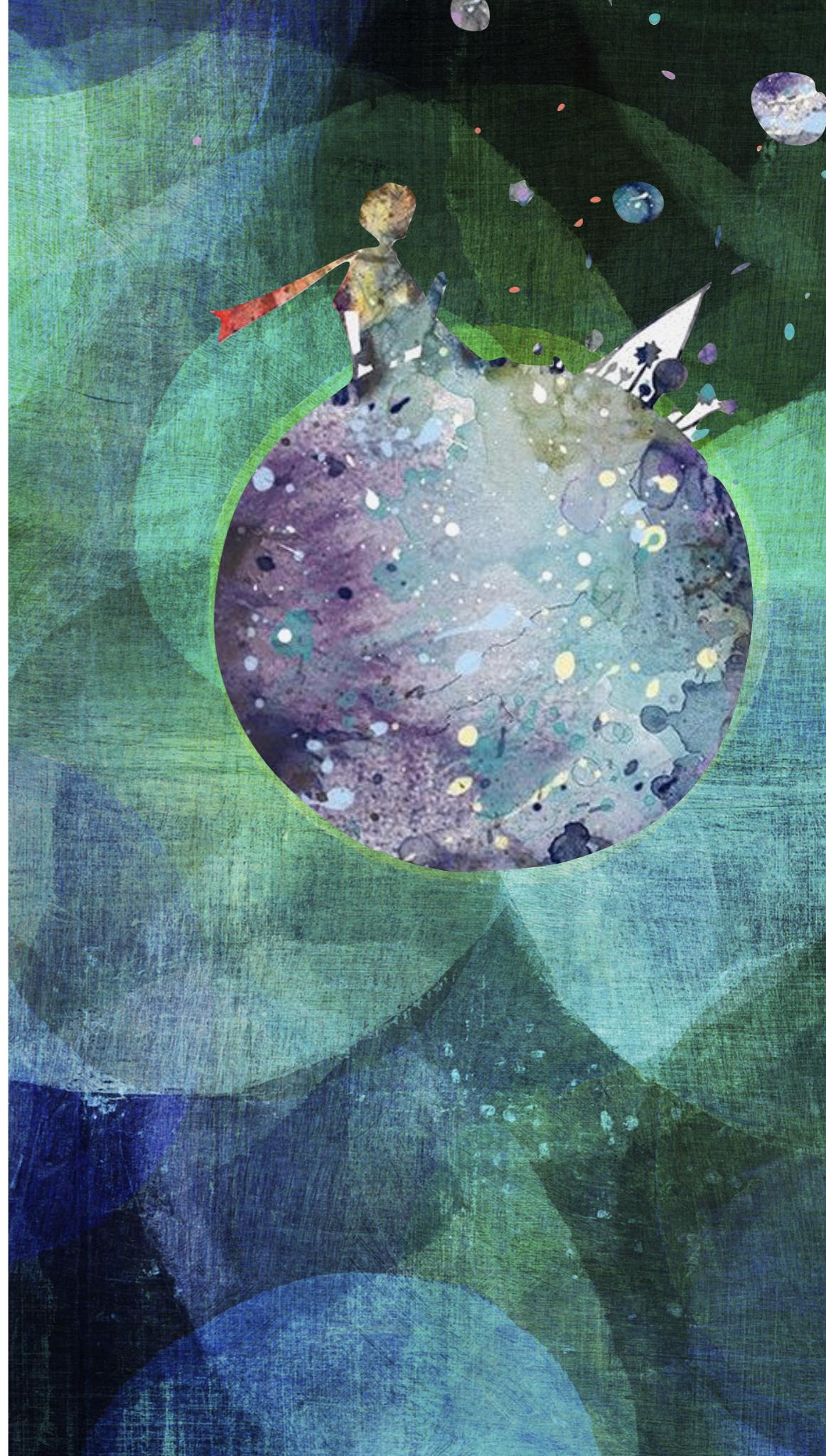
*A curriculum for conflict-affected youth in Northern Iraq*

# A BIBLIOTHERAPY- BASED LESSON GUIDE

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*Book: The Little Prince*

*All images credited to Antoine de Saint Exupéry.*



# CONTEXT

This curriculum is based on an interview highlighting the critical need for psycho-social support for primary-aged students in Northern Iraq. Their lives have been marked by war, family trauma, displacement and today, struggle with re-adjustment and coping. Teachers have asked for assistance in helping children learn positive coping mechanisms, especially among their new, now diverse group of schoolmates in overcrowded government schools.

## AREAS OF LEARNING

**Individual:** Supporting learners in their sense of self

**Community:** Supporting learners with friendships and close relationships

**Societal:** Supporting learners with the new diversity around them in government schools

**National:** Supporting learners with understanding resilience with political structures beyond their control.



# BACKGROUND

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# USING THIS LESSON GUIDE

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The following is a lesson guide designed for use in informal education programs offering academic and social-emotional learning opportunities to primary grade students, age 6-11, in Northern Iraq.

## Intended Use:

It is intended for use by a teacher, trained support staff, or counselors who specialize in providing psycho-social support for children who have faced difficult personal circumstances including trauma, displacement, and educational disruption.



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Using carefully selected thematic books, teachers can **use literature to reach students** experiencing difficult situations.

Rozalski, Stewart & Miller, 2010





# ABOUT BIBLIOTHERAPY

## *What is Bibliotherapy:*

Bibliotherapy is the use of children's literature as a guided instructional and therapeutic tool. Most typically, and at its most powerful, it is used as a method for providing psycho-social and emotional support to young students, both developmentally and therapeutically. When using bibliotherapy, school personnel systematically match reading materials to the unique needs learners, especially to foster emotional and social development (Johnson, Wan, Templeton, Graham, & Sattler, 2000).

Developmental bibliotherapy, which this guide utilizes, is designed to be used as a proactive approach to address challenging behavior or to facilitate solutions to specific situations. Students in many contexts and life circumstances may have difficulty understanding and verbalizing their thoughts, feelings, and behavioral responses to challenging situations. In this guide, characters in children books provide students with metaphors for life experiences that make it easier to verbalize their thoughts and feelings appropriately, and to learn new ways to cope with problems they may also have experienced. These characters provide a lens through which to explore and evaluate their own behavior and emotions, and a channel for learning how to solve problems (Herbert & Kent, 2000).

## *Benefits*

1. To show an individual that he or she is not the first or only person to encounter such a problem.
2. To show an individual that there is more than one solution to a problem.
3. To help a person discuss a problem more freely.
4. To help an individual plan a constructive course of action to solve a problem.
5. To develop an individual's self-concept  
To relieve emotional or mental pressure.
7. To foster an individual's honest self-appraisal.
8. To provide a way for a person to find interests outside of him- or herself.
9. To increase an individual's understanding of human behavior or motivations

# ABOUT BIBLIOTHERAPY

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## *Stages of Experience*

Hoagland (1972) identified three stages that students experience after reading a book or hearing a book read:

1. Personally identify with the situation being presented, which provides students with an opportunity to see similarities between the literature and their own lives.
2. Release emotional tensions regarding their problems.
3. Experience insight about and empathy for characters in the story

## *Why Bibliotherapy:*

The students for whom this guide is intended have faced dramatic hardship, trauma, and loss. Reports and teacher experiences highlight that this trauma has compounded as students are now facing a difficult period of readjustment, reintegration, and rebuilding. Within this difficult period, students have an increased need for skills for positive coping mechanisms, increased tolerance for social diversity, and an opportunity to safely process emotions. This guide's bibliotherapy methodology aims to help students experience valuable insight while reading, by empathizing with the book's characters or storyline. The more that readers can relate to the story line, the stronger an emotional connection they can feel. This connection allows students to realize that others face similar problems and situations, thus providing opportunities for healing (Herbert & Furner, 1997).

Furthermore, with a far greater numbers of students in need than instructors who can serve them, bibliotherapy is an intervention that requires little training. Though it does require careful advanced planning and preparation, it is non-invasive and can be used in a familiar, comfortable setting such as the classroom (Cook, Earles-Vollrath & Ganz, 2006).

While assisting vulnerable student populations, bibliotherapy can also help school personnel in several ways:

- (a) to identify the concerns of their students,
- (b) to prevent or address relevant social or emotional issues
- (c) to provide opportunities to encourage learners in reading and engagement with meaningful literacy practices. of what students can expect and (Herbert & Furner, 1997)

# FACILITATION

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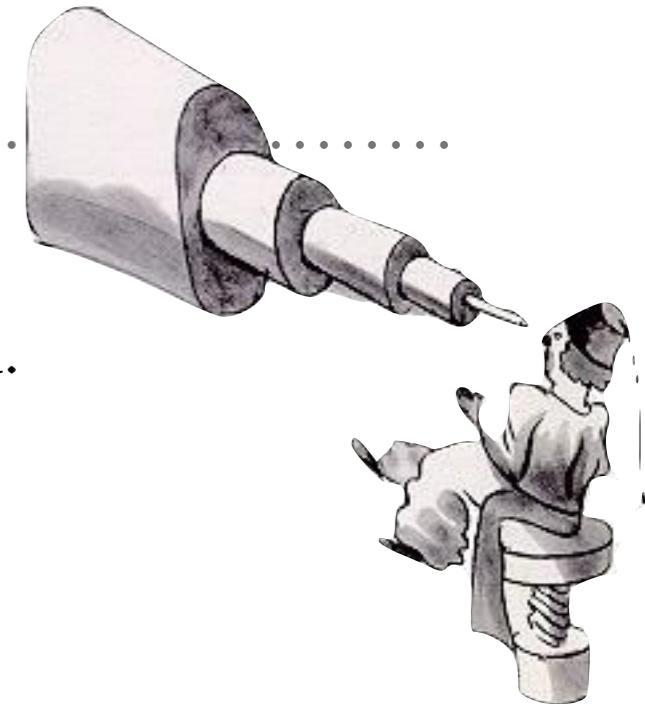


# THE BIBLIOTHERAPY PROCESS

## PREPARATION

**IDENTIFY** the problem, situation, behavior, or skill to be acquired.

**SELECT** an appropriate work of literature.



## INSTRUCTION

### PRE-READING

MOTIVATE the learner with interesting introductory activities

### READING

READ the book to the learners, pausing to ask questions that help the student see parallels between themselves and the character(s) in the narrative.

### PROCESSING

(Optional) Complete activities to process the book, such as journaling or using graphic organizers.

### DISCUSSION

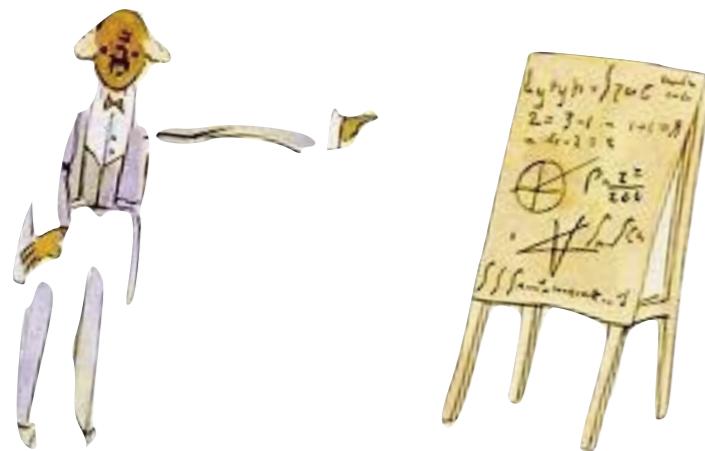
FOLLOW UP with a discussion that allows for a variety of questions involving interpretation, application, analysis, synthesis, and evaluation. It is during and after the discussion that many students will start to feel true understanding and empathy. Guide the students to discussions that include what they have done and how they might have reacted to the situations presented in the book (Johnson, Wan, Templeton, Graham, & Sattler, 2000).

# SETTING UP FOR SUCCESS

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## FACILITATION

- Use positive reinforcement and nonjudgmental questioning. Encourage student-generated questions.
- Help the students to avoid disclosing information they may regret or that should be confidential.
- Allow the discussion to flow in a direction that the students desire.
- Support students in supportive group discussion etiquette.
- Remain a discussion facilitator not discussion leader.
- Consider age and developmental level: Younger students require more concrete information, older and higher-functioning students are more able to think abstractly.
- Allow a free flow of ideas and associations relating to similarities between the students and the characters.



## ENVIRONMENT

Ensure the lesson is held in an environment that is safe, supportive and that allows for open discussions that are not restricted by time.

(Masters, Mori, & Mori, 1999)

# ABOUT THE BOOK: LE PETIT PRINCE

This curriculum utilizes the book Le Petit Prince (“The Little Prince”) by Antoine de Saint Exupéry.

This beloved work of children’s literature has been selected for several reasons specifically for the intended set of learners:

## ACCESS AND LANGUAGE

The Little Prince is the most widely translated children’s book in the world: it is available in 300 languages. As the students of northern Iraq are comprised of several languages and cultures, this wide translation allows for more likely physical access to materials in the appropriate language, and for the potential to cater to multicultural aspects of the learning environment.

## RELatability

The Little Prince focuses on the use of predominately non-human characters in a foreign (and extraterrestrial) landscape. The lack of geographic, social, political, and cultural context allows for all students from all backgrounds to connect to the central character.

Moreover, the book does not include traditional depictions of homes, family, day-to-day life, or human-centric conflict, as these could be traumatic for students in this context.

## EVIDENCE

Prior research on bibliotherapy utilizing The Little Prince has revealed successful healing. The metaphors in The Little Prince helped participants to talk about personal material in a non-threatening way, and to form a 'common language' in the classroom to enhance communication about emotions (İlbay, 2016).

# ABOUT THE BOOK

The story begins with the author, an aviator, making an emergency landing in the Sahara desert. While he tries to repair the plane, a little boy appears, asking him to draw a sheep. This is the Little Prince.

Readers soon learn that The Little Prince has come to earth from an asteroid, where he lived a lonely existence. The Little Prince explains that he has been on a journey across the universe, in which he has visited several other planets and their inhabitants. He has struggled to understand them and has reached the conclusion that grown-ups are generally strange. It's only when he encounters a fox who tells him that "It is only with the heart that one can see rightly; what is essential is invisible to the eye" that he understands the meaning of life and chooses to return home to take care of his planet.

This fable outlines the questions worth asking and the ones that aren't. The Little Prince reminds us of the child's voice inside everyone, instills a sense of wonder, decries selfishness, shares the importance of meaningful relationships, and recognizes how little we understand about why things happen as they do.



Note: Some students may find the book confusing in its abstractness, subtleness, and complexity. Learners can be prepped beforehand and helped to think creatively about the human applications of the Little Prince's experiences.



# LESSON GUIDES

# LESSON STRUCTURE

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*Scheduling: Each unit is designed in sequence, in order of book chapters. It is recommended to complete no more than 1 unit per day, but with no more than 3 days between units.*

Each unit is outlined using the Bibliotherapy methodology, as follows:

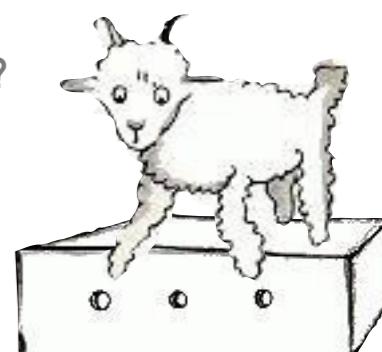
Learning Outcomes	Description of the unit's goals for student growth and understanding
Pre-Reading	Activities to “hook” students and engage them in the reading to come next
Reading	The group read-aloud, combined with questions to ask and moments for pause
Discussion	A guided post-reading discussion for students to make connections, draw insights, and analyze the character’s thoughts, feelings and choices
Follow-Up Activities	Closing activities to help further connection-making and build skills

# LESSON 1: MY DRAWINGS

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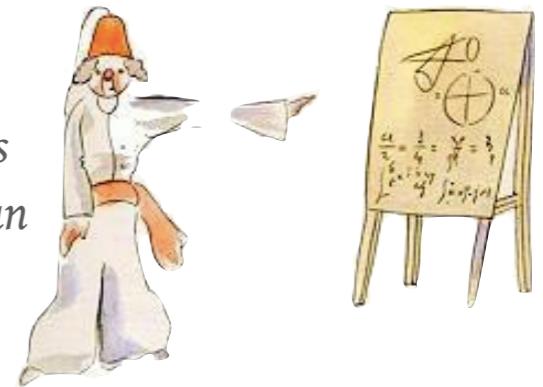
*This unit is designed as a gentle, engaging entry into the literature and to the bibliotherapy process*

<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>• Students will understand that they have innate creativity and talent</li><li>• Students will understand that there is value in their work, even if others cannot understand</li></ul>
<b>Pre-Reading</b>	<ul style="list-style-type: none"><li>• Place at least one copy of The Little Prince in the classroom where students can access it, up to a week ahead of this lesson.</li><li>• Before reading, host learners in a 20-30 minute period of free drawing, where they can create anything they would like. If needing extra prompts, encourage them to draw an object they like, in detail.</li></ul>
<b>Reading</b>	<ul style="list-style-type: none"><li>• Allow students to be comfortable, and if possible, sitting together in a circle without desks. Introduce the book, sharing that you'll be reading it together over several days.</li><li>• Read Chapters 1-3 out loud, pausing to show pictures</li></ul>
<b>Discussion</b>	<ul style="list-style-type: none"><li>• Ask students a series of questions about the story, focusing on the misconception of the narrator's artwork as a child, and on the excitement of the Little Prince about the drawn box. Begin with easy, concrete questions and then allowing it to open into a more complex discussion.</li></ul> <p>Prompts include:</p> <ul style="list-style-type: none"><li>• What didn't the grown ups understand about his boa designs? Why could he know what it was? Was he right?</li><li>• What was the Little Prince excited about in the drawings he asked for? What made it special to him? Was he right?</li><li>• Have you created something that someone else doesn't understand?</li><li>• What are times when something is special to you, or something you understand, but others don't?</li></ul>
<b>Follow-Up</b>	Have students share their drawings with the class. Hang them on display for the next week or two.



# LESSON 2: THE GROWN UPS

The lives of children in northern Iraq have been disrupted by violence, perpetrated by adults. Most recently, many of these adults were foreign. They were fighting for a cause that was shaped by decisions made far-away for reasons unknown to the children. Their lives were changed forever as a result of an “adult” force that cannot be fully understood. This unit attempts to allow children to embrace their inner-child, and to accept that the actions of adults are sometimes mysterious to us as children.



Outcomes	<ul style="list-style-type: none"><li>Students understand that as children, some things are out of their control</li><li>Students understand that adults do not always know what is in the mind of children, and children can help adults to know what they are thinking and experiencing.</li></ul>
Pre-Reading	<ul style="list-style-type: none"><li>The adult should dress in something slightly ‘silly’ or fun. Invite children to decorate themselves with something they like and that is slightly silly, even if it is not normal for grown ups to like it.</li></ul>
Reading	<ul style="list-style-type: none"><li>With everyone sitting comfortably, read Chapter 4 out loud, pausing to show pictures</li><li>Pause to emphasize “Grown Ups are Like That” and “Children must be very indulgent to the grown ups” at the beginning of Chapter 4.</li></ul>
Discussion	<ul style="list-style-type: none"><li>Ask students a series of questions about the story, focusing on the descriptions and decisions of grown ups. Begin with easy, concrete questions and then open into a more complex discussion.</li></ul> <p><u>Prompts:</u></p> <ul style="list-style-type: none"><li>What did the narrator explain that grown ups like?</li><li>How did this affect The Little Prince on his travels?</li><li>Are there things grown ups do now that you don’t understand?</li><li>Are there things grown ups do that you cannot change?</li><li>Can you “see sheep through boxes” like children? Or is that difficult to pretend and imagine?</li><li>What do you sometimes wish the grown ups knew about you?</li><li>Are there ways that have worked, or not worked, to try to tell them?</li></ul>
Follow-Up	Allow children at least 15-30 minutes of free play. If possible, this can be outside. If not possible, this can be an activity the children typically like, and that is not guided by adults, inside.

# LESSON 3: READ ALOUD

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*On a following day, continue the read-aloud.*

*Read chapters 5 & 6 to the class, without prompts or follow-up activities.*



# LESSON 4: FEELING BETTER

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*This unit allows children to share in the experience of helping students cope with worry and comfort, when things are sad, scary or worrying for themselves or others.*



<b>Outcomes</b>	<ul style="list-style-type: none"><li>Students understand that it is normal and okay that things are scary, sad or worrying</li><li>Students understand that there are ways we can help ourselves feel a little better in the moment, or to help others feel a little better.</li></ul>
<b>Pre-Reading</b>	<ul style="list-style-type: none"><li>Hand out a worksheet with an outline of a human hand. This will be used after the lesson to teach breathing and coping strategies. Give the students 10 minutes to color in the hand as they like. Tell the students that you're now going to read. They should listen closely because they'll then learn how to use the hand.</li></ul>
<b>Reading</b>	<ul style="list-style-type: none"><li>With everyone sitting comfortably, read Chapter 7 out loud, pausing to show pictures.</li><li>Pause to emphasize the Little Prince's growing concern over the rose</li><li>Pause to emphasize the narrator's description of comforting the Little Prince at the end.</li></ul>
<b>Discussion</b>	<ul style="list-style-type: none"><li>Ask students a series of questions about the concern the Little Prince felt in this chapter. Prompts include: Prompts<ul style="list-style-type: none"><li>What did the Little Prince worry about with the rose?</li><li>Did that concern make sense to us? If we haven't had that same concern exactly, did the Little Prince feel the worry anyway?</li><li>What happens when we worry? What do we feel inside our brains? What do we feel in our bodies?</li><li>Can other people see our worry, fear, or sadness on the outside? In what ways, yes? In what ways, no?</li><li>Are there ways to recognize when this is happening to us?</li><li>What are ways we can tell our friends, or others, are feeling scared, sad or worried.</li><li>Do you ever also feel awkward when someone cries?</li><li>What did the narrator do when he noticed the Little Prince was sad? Is that helpful?</li><li>Encourage students to share any technique they have found helpful for coping with certain situations.</li></ul></li></ul>
<b>Follow-Up</b>	<p>Share the following techniques with children. The hand drawing is a reminder for the following techniques</p> <ol style="list-style-type: none"><li>Star fish breathing: put all finger tips together with closed hands. Breath deeply and open the hand wide, like a starfish. Repeat slowly, 5 times.</li><li>Guide children to put one hand on their belly and one hand on their heart. Close their eyes and breath deeply and slowly 5 times, feeling their hands on their bodies. Ask for feedback: what did they feel? What changed? Can they use this?</li></ol>

# LESSON 5: READ ALOUD

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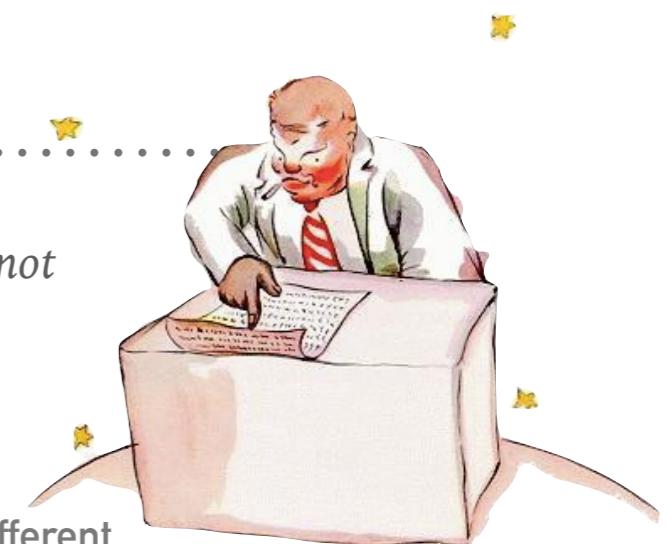


*On a following day, continue the read-aloud.*

*Read chapters 8-10 to the class, without prompts  
or follow-up activities.*

# LESSON 6: DIFFERENCES

This unit focuses on the differences among people in the community. Not everyone is alike, and not everyone is easy to understand. However, each has a reason for being who they are and we can show kindness with everyone.



Learning Outcomes	<ul style="list-style-type: none"><li>Students will understand that lives take many paths and that all people are different.</li><li>Students will understand that even when we do not agree, or do not understand someone's behavior, we can choose to be kind and patient.</li><li>Ask children to share with a neighbor a time that they met someone they didn't understand. Who were they? What didn't you understand? What did you do?</li></ul>
Pre-Reading	
Reading	<ul style="list-style-type: none"><li>Read aloud chapters 11-15, pausing to show pictures.</li><li>Every time there is a mention of one of the stranger's life (a businessman, a ruler, someone ashamed), ask the children to raise their hands to show "does anyone know someone who has something in common with these characters?"</li></ul>
Discussion	<ul style="list-style-type: none"><li>Ask the students a series of questions, starting with the concrete and moving towards open-ended discussion. Allow and encourage students to ask questions and for students to respond directly.</li></ul> <p><u>Prompts</u></p> <ul style="list-style-type: none"><li>Who did the Little Prince meet on these planets?</li><li>What were they like? Can you describe each one? Are there things you like or don't like about them?</li><li>What are their jobs? Do you know any grown ups who have jobs like these ones?</li><li>How do you think they came to be who they are?</li><li>What did the Little Prince do when he met them? What did he not do?</li><li>Have you met people who were strange to you, or who you didn't agree with?</li><li>What would have happened if the Little Prince was mean to them? How would they have responded?</li><li>How do you show tolerance, even when you disagree with someone?</li></ul>
Follow-Up	Have students role-play in teams of two. The first student pretends to be someone very different from the other. The second student greets them with kindness, asks a couple of questions, and then goes on their way. Switch.

# LESSON 7: MY STRENGTHS

*In this time of displacement, conflict and change, children can feel powerless. This unit supports children in appreciating their inner strengths and sources of control.*



<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>Students will understand that even small things can have great powers, even if others do not know.</li><li>Students will connect to an ability to believe in oneself</li></ul>
<b>Pre-Reading</b>	<ul style="list-style-type: none"><li>Play a motivational song that the children like: lyrics should be about finding strength and persevering. Invite children to listen to the song with eyes closed. Share that you'll read a chapter of the book.</li></ul>
<b>Reading</b>	<p>Sitting comfortably altogether, read chapters 17-19, pausing to show pictures. With each chapter, pause to emphasize:</p> <ol style="list-style-type: none"><li>1) the snake's self-proclaimed powers. Ask the learners "what did the snake believe he could do?"</li><li>2) the flower's survival in the desert. Ask the learners, "would you have thought the flower could live somewhere so difficult?"</li><li>3) the Little Prince before he climbs the mountain. Ask the learners, "do you think he knew he could make it up to the top?"</li></ol>
<b>Prompts</b>	<p>Ask students a series of questions about the three environments the Little Prince came across on his journey</p> <ul style="list-style-type: none"><li>• What did the Little Prince find in the desert?</li><li>• Did the Little Prince think the snake had any skills or strengths? Was he right?</li><li>• What did the snake see about his talents that the little prince couldn't? Was he right?</li><li>• The rose was in a tricky spot without water but had managed to survive. Do you think it had strengths like the snake? Can we always see those strengths?</li><li>• The Little Prince came from a small planet without mountains. What do you think helped him climb the mountain? Is there anything he said to himself along the way?</li><li>• What skills do you have that others may not see?</li><li>• What kinds of things are you good?</li><li>• What do you tell yourself when things are hard?</li><li>• Do you think, like the rose and climbing the mountain, it is useful to persevere?</li></ul>
<b>Follow-Up</b>	<p>Have students make a colorful group poster of words that signify their inner strengths and talents. Hang the poster somewhere visible.</p>

# LESSON 8: MY FRIENDS

This unit focuses on the importance of building caring relationships and bonds. Teachers have reported that students have been showing signs of aggression in their relationships, and there are increasing amounts of bullying and ostracism. In teaching about friendships and relationships, however, this unit attempts to strike a careful balance in being sensitive to the trauma students have experienced: loved ones and friends may have perished or may be living far away. As a result, this unit focuses on the essence of friendship with those that are different from us, rather than diving into past friendships or bonds.

Learning Outcomes	<ul style="list-style-type: none"><li>Students will understand that friendships are possible with many types of people</li><li>Students will understand that mutual kindness and caring creates friendship</li></ul>
Pre-Reading	<ul style="list-style-type: none"><li>The instructor should draw a large picture of a fox and hold it up for the class. Ask the students to tell the instructor what they know about creatures like this (if fox is unknown to students, explain the basics and what familiar creature it is like)</li></ul>
Reading	<p>Sitting comfortably altogether, read chapters 20-21, showing pictures and pausing for emphasis.</p> <ul style="list-style-type: none"><li>Help students identify the emotions noted along the way, asking “how was he feeling at that moment?” How do we know?</li></ul>
Discussion	<p>Ask students a series of questions about the emotions and process of bonding that the Little Prince and the fox felt in meeting each other and “taming” each other</p> <p><u>Prompts</u></p> <ul style="list-style-type: none"><li>Who did the Little Prince meet?</li><li>What conversation did they have?</li><li>How are the Little Prince and the Fox different? How are they the same?</li><li>What did the fox mean by “bond”?</li><li>Can two people, or things, have a bond even if they are very different?</li><li>What does friendship look like?</li><li>How do people act when they are friends? What do they do? What do they not do?</li><li>What is a ritual? Do you have any examples from your current friendships?</li><li>Is it possible to be friends with someone, even we think they are different from us?</li><li>What is kindness?</li><li>What does the fox mean when he says we can “see with our hearts”?</li><li>What are we responsible for in friendships? What are we not responsible for?</li></ul>
Follow-Up	<p>Have children write or draw what it means to them to “see with their heart”.</p> <p>Ask each child to share something they can do outside the classroom to be kind to a friend. Have them report back the following day with how it went.</p>



“What exactly does ‘tamed’ mean?”

“Well, it’s something too often forgotten,” said the fox. “I suppose it means: to make some kind of relationship.”

“Relationship?”

“Yes,” said the fox. “I’ll explain. To me, you are just a just a little boy like any other, like a hundred thousand other little boys. I have no need of you and you have no need of me. To you I am a fox like any other, like a hundred thousand other foxes. But if you tame me, you and I, we will have created a relationship, and so we will need one another. You will be unique in the world for me... If you were to tame me, my whole life would be so much more fun. I would come to know the sound of your footstep, and it would be different from all the others. At the sound of any other footstep I would be down in my hole in the earth as quick as you like. But your footstep would be like music to my ears, and I would come running up out of my hole, quick as you like.



# LESSON 9: HIDDEN BEAUTY



This unit focuses on the things we can find beauty in, even amongst chaos or trauma. Students' villages, communities, homes and schools have been destroyed, leaving families to rebuild lives amidst rubble, destruction and a sense of unknown. This unit works to help students appreciate small items they can find beauty or peace in.

Learning Outcomes	<ul style="list-style-type: none"><li>Students will understand that they can identify small items of beauty in their worlds</li><li>Students will be able to gain skills in locating what is peaceful, beautiful, or appreciated in any environment</li></ul>
Pre-Reading	<ul style="list-style-type: none"><li>Have students look around the classroom to note what they find beautiful. They can write or draw these items in a notebook.</li></ul>
Reading	Sitting comfortably altogether, read chapters 23 & 24. Pause and ask the students to repeat the word "beautiful" after it is read in the text.
Discussion	Ask students a series of questions about the surprising things that the narrator and Little Prince thought were beautiful <u>Prompts</u> <ul style="list-style-type: none"><li>What was mentioned was beautiful?</li><li>What does beautiful mean? Can it mean different things?</li><li>Why were the stars beautiful? Was it because something that could be seen, or was it something that someone knew?</li><li>Would everyone have agreed those things were beautiful? Do some people see things differently?</li><li>What are examples of things that could be beautiful to some people, but not others?</li><li>What did it mean when beauty is "invisible"?</li><li>What do you find beautiful?</li><li>How do we see beauty even when it is difficult?</li></ul>
Follow-Up	Ask students to journal, either by writing or drawing, about items in their every day life that they could find beauty in. If appropriate to the context, ask learners to look outside or to wander through a nearby outdoor space to write down all the small items of beauty they can find.

# LESSON 10: MY JOURNEY

This last unit focuses on the synthesis of the book. Like the students' in their journey to rebuilding lives and finding personal peace, the Little Prince's has journeyed through the universe, learning about relationships, emotions, and using the heart to see along the way.

Learning Outcomes	<ul style="list-style-type: none"><li>Students will understand that life is like an unknown journey</li><li>Students will understand that when they use their hearts and love, the journey can be made less scary.</li></ul>
Pre-Reading	<ul style="list-style-type: none"><li>No pre-reading</li></ul>
Reading	Sitting comfortably altogether, read chapters 25-27, showing pictures.
Discussion	<p>Immediately upon reading, ask students to think quietly, journal, or draw to themselves about the following:</p> <ul style="list-style-type: none"><li>What journey did the Little Prince take?</li><li>What can we learn from him?</li></ul> <p>Back together for discussion, lead an open-ended discussion about the following:</p> <ul style="list-style-type: none"><li>What was the Little Prince's journey through the universe?</li><li>Who did he meet? Where did he go?</li><li>What was easy? What was difficult for him?</li><li>What emotions did he have?</li><li>Did he have a journey that we couldn't see? One that was inside his head and heart too? What did that look like?</li><li>Did he always know what would happen? What did he do when things were unknown?</li><li>What happens when he leaves earth? Where do the memories go?</li><li>What do you think he learned from his journey?</li><li>What can we learn from his journey?</li></ul>
Follow-Up	<p>Have students add to their drawing, journal entry or drawing about what thoughts they've taken from the discussion.</p> <p>Spend another 10 minutes having children draw the little prince, and themselves, on a journey.</p>





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