

# Teacher's guide

## Sisällys

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# Read Hour and The Invisible Child

## Hi! Welcome to the Teacher's Guide to the pedagogical material for Read Hour!

This set of material is a way to celebrate the UN's International Literacy Day on 8 September by holding a joint reading time. Read Hour was created by The Children and Youth foundation in Finland.

### Objectives:

The purpose of the material is to promote literacy and emotional competence in children between the ages of 5 and 12. The material can be adapted to different levels or age groups.



## Material:

The Invisible Child is a story written by Tove Jansson. We immerse ourselves in the story through activities. The material contains content for two sessions with the children:

→ PART I Getting acquainted with the story (20–45 min)

→ story and plot

→ PART II activities (20–45 min)

→ optional methods for the classroom and outdoors

The Teacher's Guide also contains greetings and additional materials such as colouring pages and crossword puzzles, which can be printed out and sent home with the children or used, for example, during reading time.

### Did you know?

The United Nations (UN) was founded in 1945, and today almost all the countries in the world are members. The UN initiated International Literacy Day in 1967 to remind people of the importance of literacy and education. Literacy is also part of the Sustainable Development Goals (Agenda 2030, Goal 4 regarding education).

Read Hour encourages everyone to read for an hour on UN Literacy Day. Read Hour encourages a multifaceted approach to reading, in an atmosphere of joy and community. Read more at [readhour.com](http://readhour.com).

Tove Jansson (1914–2001) was an author, visual artist and illustrator, and is best known as the creator of Moominvalley and the Moomin stories. Read more about Tove at [tovejansson.com](http://tovejansson.com).

## PART I Getting acquainted with the story

### Time: reading time 20 min + discussion about the story

This part can be done, on the morning of 8 September or the day/week before.

Materials and preparation:

- The Invisible Child in text or on video
- To support the discussion, you can use a screen or printouts to show the story's characters or the plot (A4).
- There are colouring pages in the additional material that the children can colour while they listen.

The journey begins with getting to know the story through a joint reading session.

### Some ideas for how to approach the story:

- An adult reads aloud to the group, or everyone in the group reads a section aloud, reading from the book or reading the story via [readhour.com](http://readhour.com).
- Watch a video together of the story being told: [readhour.com](http://readhour.com).
- For children who can read: Print out the text for each child, so that everyone can read at their own pace. Those who read faster can continue to work independently with the colouring pages or crossword puzzles in the additional material, for example.

After reading time, you and the group can discuss what happened in the story.

### You could go through what happens in the story by:

- Discussing one question at a time together: How did the story begin? Which characters were in the story and what did they do? How did the story progress? Were there words in the story you did not know? How does the story end?
- Turning the story into an experience of play by handing out roles to the children or setting up a puppet show with the printed figures.
- Use the screen to help fill in the plot sequence through discussion in small groups or in pairs, or as individual work. The children can write or draw the plot sequence. They can also fill it in while reading aloud.



## **PART II From story to activities for 8 September**

**Time: 20–45 minutes**

This part should be done after the children have familiarised themselves with the story, for example, on the afternoon of 8th September during Read Hour.

Materials and preparation, depending on which methods you choose:

1. The emotion scale
2. The faces of emotions
3. The story expressed
4. Your own nice word
5. Invisibility relaxation
6. Diploma

The activities can be done as individual tasks. If they are done individually, everyone can do the same task at the same time, with adult supervision for common tasks. The activities can also be done in the form of rotating group work in a larger space or outdoors. You can choose the methods from the list that are appropriate for your group. You can also choose in which order they are done.

### **Introduction:**

After the children have heard or read the story, you can continue with the active part, which can be linked to Read Hour and the UN's International Literacy Day on 8 September.

Remind the children of what the story was about: a story about an invisible child named Ninny. Harsh words hurt, and Ninny disappears and becomes invisible. Any one of us could be Ninny.

Then proceed to the activity part. Together, create a physical and experiential emotional moment, during which the children immerse themselves in *The Invisible Child* and develop a personal perception of it.

## Detailed descriptions of the active methods:

### 1. The emotion scale

#### Materials and preparation:

- excerpts from the story
- an emotion scale, where two Moomin characters represent the extremes of emotions. The emotion scale can be printed on A4-sized paper or marked on the floor with a line made of tape. The printed figures (A4) are placed at each end of the scale.

The text excerpts depict some scenes from the story, and the children consider where they think the feeling should be placed on the emotion scale. An adult reads to the children, and on the printout, they fill in the part of the line where they think the feeling fits in. Alternatively, the children can move along the scale of tape. The emotion scale can also be done outdoors.

The story includes the following scene with the Moominmamma and Ninny: "The eastern attic room happened to be unoccupied, so Moominmamma made Ninny a bed there. The silver bell tinkled along after her upstairs and reminded Moominmamma of the cat that once had lived with them. At the bedside she laid out the apple, the glass of juice and the three striped pieces of candy everybody in the house was given at bedtime." **Now show on the emotion scale how you think Ninny was feeling.**

There is a scene in the story in which Ninny comes to the apple tree where the others are. "Hello Ninny," shouted My. "You've slept like a hog. When are you going to show your snout? You must look a fright if you've wanted to be invisible." **Now show on the emotion scale how you think Ninny was feeling.**

In the story, Moominmamma tells Moomintroll: "Darling, you're an ass ... Now pick apples and don't talk rubbish." **Now show on the emotion scale how you think Moomintroll was feeling.**

The next day, Ninny comes down the stairs to the Moomin family: "Moominpappa cleared his throat. 'We're happy to see,' he started, 'that we see more of Ninny today. The more we see the happier we are...'" **Now show on the emotion scale how you think Moominpappa was feeling.**

The story also includes the following scene: "Moomintroll was delighted. He decided to teach Ninny all the games he knew." **Now show on the emotion scale how you think Moomintroll was feeling.**

The story continues: "Run, run, can't you!' My cried. 'Or can't you even jump?' Ninny's thin legs dutifully ran and jumped. Then she stood still again with arms dangling. The empty dress neck over the bell was looking strangely helpless. 'D'you think anybody likes that?' My cried. 'Haven't you any life in you? D'you want a biff on the nose?'" **Now show on the emotion scale how you think My was feeling.**

**Can the children think of any scene in the story that evoked a certain emotion? Where on the emotion scale would this feeling be?**

## 2. The faces of emotions

### Materials and preparation:

- face template for each child printed on A4-sized paper
- pencils

Each child is given a printout with blank faces where feelings can be drawn in. It is also possible to practice expressing the emotions of the faces with the body. The children can act as models for their classmates.

Which emotions are easy to draw? Which emotions are perceived as most challenging?

## 3. The story expressed

### Materials and preparation:

- An excerpt from the story
- if you want, use different tools to express emotions and the story. These can be, for example, a punching bag, a bench, a mattress or an object that smells (e.g., herbs, coffee, rose petals). Choose something that is readily available.

An adult reads slowly so that children can focus on an emotion that interests them and figure out how to express it. The performance can take place throughout the duration of the reading.

Alternatively, you can make "photos" of this part of the story. In a small group, five roles are assigned: Moominmamma, Moominpappa, Moomintroll, Ninny and My. The group then stands as statues and thus creates a photo that illustrates the story.

"Moominmamma sat down on the landing-stage and looked down into the water. 'Dear me, how cold it looks,' she said. And then she yawned a bit and added that nothing exciting had happened for weeks. Moominpappa gave Moomintroll a wink, pulled a horrible face and started to steal up to Moominmamma from behind. Of course he didn't really think of pushing her in the water as he had done many times when she was young. Perhaps he didn't even want to startle her, but just to amuse the kids a little. But before he reached her a sharp cry was heard, a pink streak

of lightning shot over the landing-stage and Moominpappa let out a scream and dropped his hat into the water. Ninny had sunk her small invisible teeth in Moominpappa's tail, and they were sharp. 'Good work!' cried My. 'I couldn't have done it better myself!' Ninny was standing on the landing-stage. She had a small, snub-nosed, angry face below a red tangle of hair. She was hissing at Moominpappa like a cat."

#### 4. Your own nice word

##### Materials and preparation:

→ paper and coloured pencils, or another way to create one's own version of Ninny through crafting

What word makes you visible? Each child can draw their own version of Ninny, and next to her they can write a word that feels nice to them. The children can take the finished drawings home, or together you can create a Ninny exhibition in the kindergarten or school.

#### 5. Invisibility relaxation

##### Material and preparation:

→ description of relaxation exercise

→ if you want, use blankets and other soft objects, turn off the lights and turn on background music

An adult leads a moment of relaxation for the group, where the intention is to make themselves as invisible as possible.

"Choose a position that is comfortable for you. You can lower your head into your hands and close your eyes if you wish. Feel the weight of your head in your hands, and imagine that you begin to become transparent in the same way as ice that disappears when it melts on the skin and becomes water. You have not disappeared, your body has just become invisible.

Your head becomes lighter, and then transparent. Your shoulders change so that they feel light and transparent, your hands, chest, abdomen, back, bum, then your right leg and finally your left leg become transparent. Now you are completely transparent, no one can see you.

You can make a little fantasy journey to a place that you have always wanted to go to, but that you have not been able to go to or not been allowed to go to. Now you can go there and explore things, without anyone seeing you. Now we are silent for a while and are invisible.

(Take quiet moment of 1–2 minutes for the fantasy journey)

Now you can end the fantasy journey. Move the toes on your left foot a little. That



foot becomes visible again. Do the same with the right foot. Wiggle your bum a little, it becomes visible. Move your back, it becomes visible. Stick your belly out, it becomes visible. Move your chest a little, it also becomes visible. Move your fingers and turn your hands, they will be visible again.

Think a nice thought about a classmate. Lift your head and turn it a little, open your eyes! You are completely visible again."

## 6. Diploma

### Materials and preparation:

→ Template for diplomas to be printed out and completed for each child

You can end the whole unit by handing out diplomas to everyone and asking the children what they liked best about getting to know the story and doing the different tasks together.



## Greetings home

After your group has finished the story, the children can share their experiences at home and have a joint reading time at home or with their friends on 8 September.. Here is a draft of the message that can be sent home:

### Read Hour encourages reading together

Hi!

We have read and experienced Tove Jansson's story *The Invisible Child*. You can ask your child what we have done in connection to the story and what feelings the different Moomin characters experienced.

In addition, we encourage you to hold a reading time, i.e., Read Hour, during the UN Literacy Day on 8th September by reading, listening or watching *The Invisible Child* together.

→ Read the story via [readhour.com](https://readhour.com).

It is of course possible to use any other story for the joint reading time. It can also be held at a time other than 7 pm and somewhere other than at home, for example, in a park.

If you want, you can post pictures of your joint reading time on social media (e.g., Instagram) with the hashtag **#ReadHourUK**. Read Hour is a reading campaign that originated in Finland and was launched in the UK in 2021 with the help of Moomin Characters.

Best wishes for pleasant reading,  
[xxx]

## Additional material

You can use the following material for the tasks or when you continue with the topic later.

- Moomin colouring pages: <https://www.moomin.com/en/blog/moomin-abc-colouring-pages/#9e9ec8c2>
- Moomin-themed crossword puzzles, word searches and Wordokus: <https://www.moomin.com/en/blog/free-printable-moominabc-activity-pages/#9e9ec8c2>

This material has been produced as part of the Read Hour™ collaboration coordinated by the Children and Youth Foundation in Finland

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