

HARMONIA  
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GROUP

# FOREIGN RIGHTS GUIDE 2024

*For harmonious development of children...*



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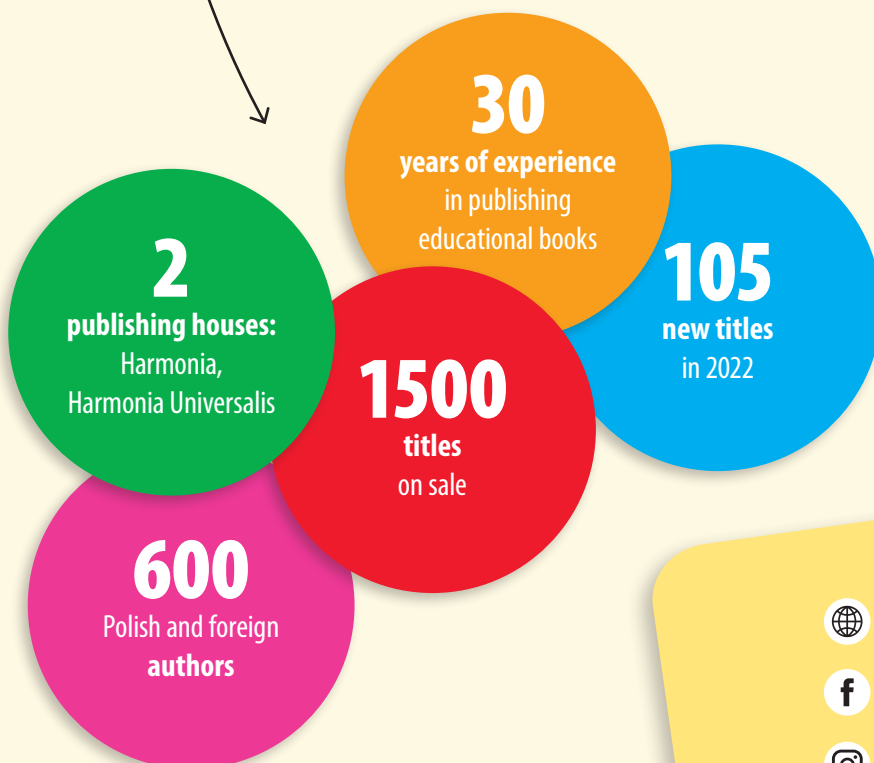
The **Harmonia publishing group**, comprising **Harmonia** and **Harmonia Universalis** publishing houses, has a long-standing presence on the Polish market of educational and therapeutic resources, offering a wide range of titles to meet the **special educational needs** of disabled pupils.


We put our all “for harmonious development of children”, which means it is our primary aim to support children with various difficulties (**dyslexia, autism, learning difficulties, SI disorders**) at every stage of learning (from kindergarten to secondary school). Therefore, in our catalogue, you will find both practical exercises and educational resources developed by Harmonia, as well as self-help books and professional studies, including translations of world bestsellers, published by Harmonia Universalis.

Our answer to the challenge of creating a modern and friendly school for students with special needs is the well-known and popular series of worksheets, educational packs, corrective and compensatory activities, and speech therapy materials! **Teachers, therapists, and speech therapists** can rely on us to create educational and therapeutic programmes, diaries, lesson plans and speech therapy aids. Last but not least, our portfolio for professionals working with children also includes studies on the latest trends in autism and sensory integration therapy, the Montessori method of education and speech and language therapy.

Our publishing group provides essential, high-quality resources for **kindergartens, schools, and therapist offices!**

*Thank you for being with us!*



 [www.harmonia.edu.pl](http://www.harmonia.edu.pl)

 Wydawnictwo Harmonia

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# EXTREMELY SIMPLE WORK CARDS

## BARDZO PROSTE KARTY PRACY

These "extremely simple" work cards are designed for individuals with autism spectrum disorders and moderate to severe learning difficulties.

### Target readers:

- children on the autism spectrum
- children with moderate and severe learning difficulties
- children with verbal communication problems
- early childhood development professionals, special educators, and neurological speech therapists

### Example exercises:

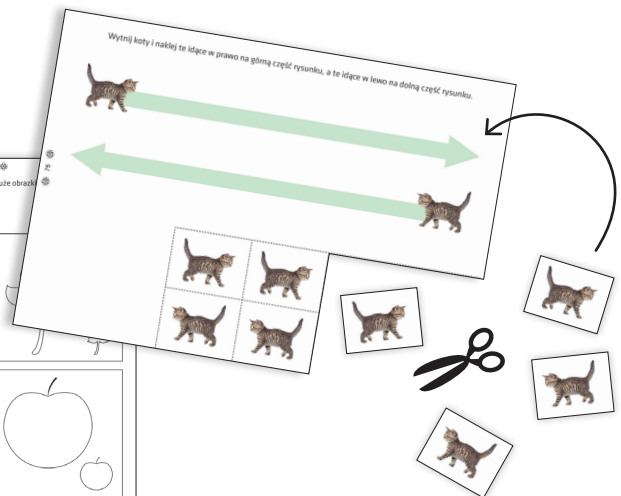
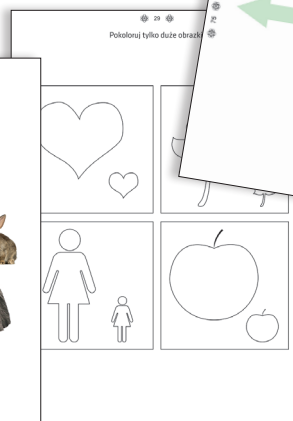
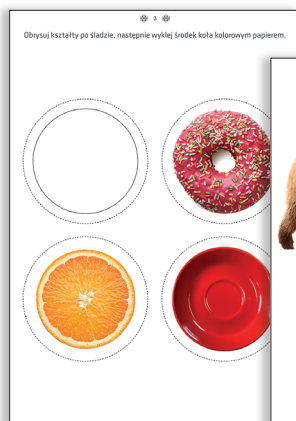
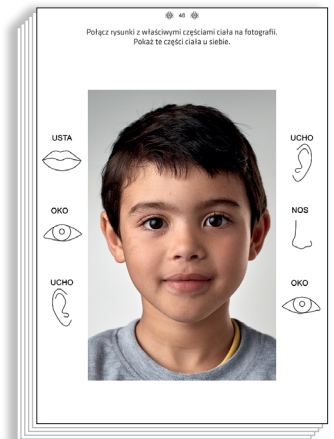
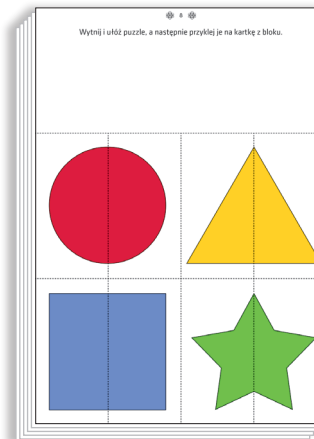
- cutting out and assembling puzzles
- tracing
- gluing
- colouring
- matching
- categorising

*Extremely simple work cards is a unique resource for children with autism spectrum disorders and learning difficulties. The concept is indeed extremely simple – the exercises are expertly crafted to only gradually increase in difficulty. This allows us to repeat the same concepts over and over again, giving the child time to understand and absorb the knowledge at their own pace. These cards are ideal for children who struggle with concentration and are unaccustomed to being seated at a table and told to pay attention.*

### The resources include:

- exercises on body parts, colours, shapes, and sizes
- in addition, there are tasks to develop logical thinking and exercises to stimulate the left side of the brain, which is responsible for speech development and language comprehension

• 100 work cards!



# KNOW RELATIONS LIKE THE BACK OF YOUR HAND

## Z RELACJAMI ZA PAN BRAT

COLLECTION

WORK CARDS / EMOTIONS AND SOCIAL COMPETENCES

Worksheets for children and adolescents with low self-esteem, on the autism spectrum, with communication difficulties and problems in dealing with emotions and violence.

### The collection comprises:

- *I'm building my self-esteem*  
(Buduję poczucie własnej wartości)
- *I'm getting to know my emotions*  
(Poznaję emocje)
- *I'm going to find a friend*  
(Znajdę przyjaciela)
- *I'm dealing with violence at school and on the Internet*  
(Radzę sobie z przemocą w szkole i Internecie)
- *I'm developing communication skills*  
(Trenuję umiejętności komunikacyjne)

### Target readers:

- children and teens on the autism spectrum
- pupils who feel worthless and unaccepted
- pupils who struggle with loneliness and misunderstanding
- pupils who cannot cope with bullying and lack of acceptance
- young people who have problems due to insufficient social emotional, and communication competences
- educators, teachers, and therapists

### What is so special about the collection?

- original artwork
- complementary materials: student journals (self-esteem, emotions, appropriate behaviour and response to violence, communication skills, friendship calendar)
- cool stickers

The collection is dedicated to kids and teens on the autism spectrum and with social skills difficulties. With the block motif and their cartoon aesthetic that gives the series its distinctive look, the worksheets have been designed with attention to their visual quality, ensuring that students will have fun working with the materials. The topics covered are highly relevant to young people. **They include struggling with a lack of confidence in their abilities, facing various problems due to inadequate emotional and communication skills, and experiencing aggression at school, including the more and more frequent cyberbullying.**



### The materials will help students find answers to the following questions:

- how to accept yourself?
- how to counteract low self-esteem?
- how to deal with failures?
- how others and their behaviour can make us feel inadequate?
- what can a person with high/low self-esteem look like?

### There's even more work cards on things like:

- high and low self-esteem
- strengths and weaknesses
- positive thinking principles
- success and failure
- optimism and pessimism

### ... as well as:

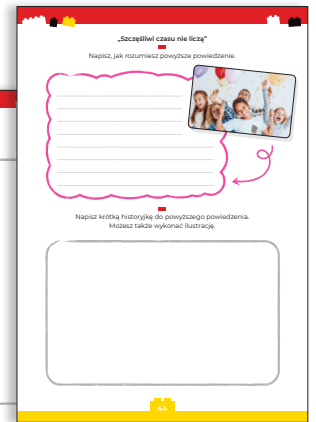
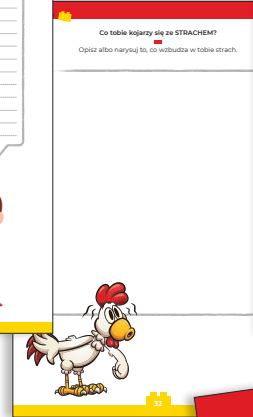
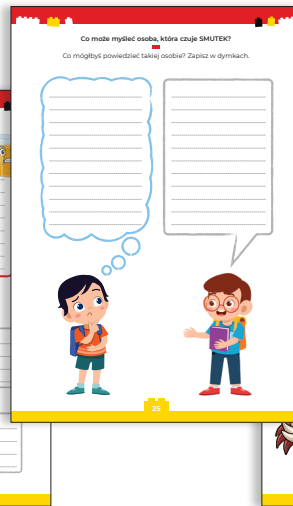
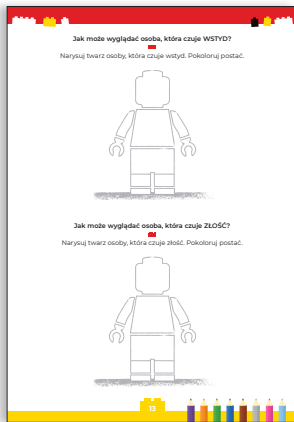
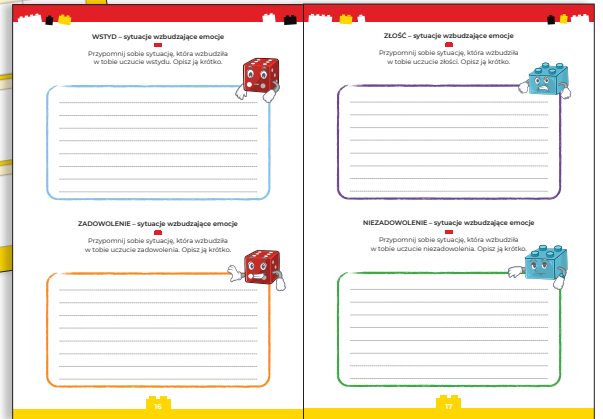
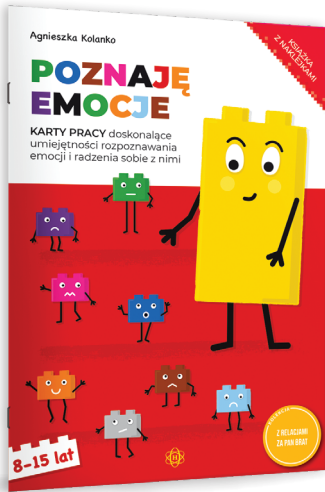
- **self-esteem diary** – an aid to visualise the process of self-esteem building
- **over 500 stickers** to use in the diary

self-esteem diary + stickers



short scenarios to be used in therapy

emotion diary  
+ stickers



The resources help pupils find answers to the following questions:

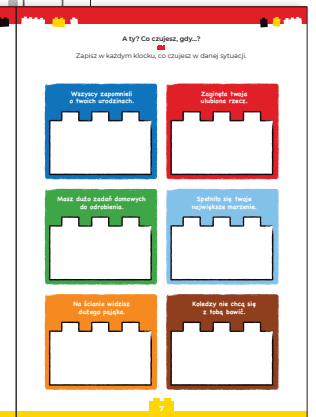
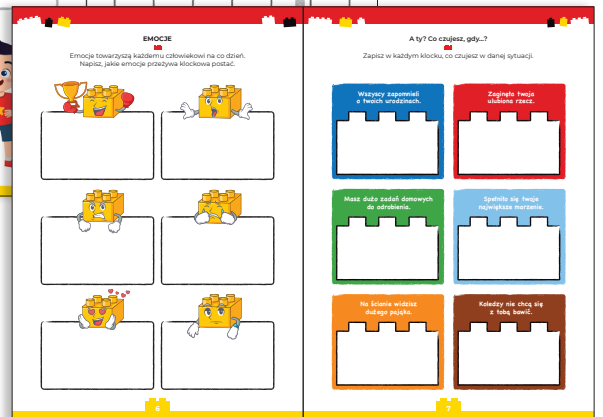
- when do people feel joy?
- what might a person who feels shame look like?
- what might a person who feels sad think?
- what can you say to a person who feels fear?
- how to deal with negative emotions?

There are also work cards on things like:

- ways of dealing with anger
- empathising with emotions of others
- shame/fear provoking situations
- face reading
- ways to show joy/sadness

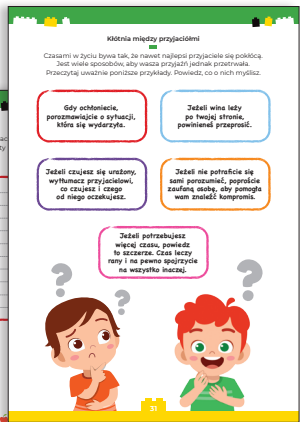
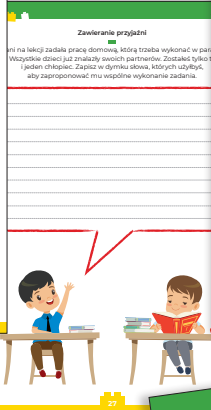
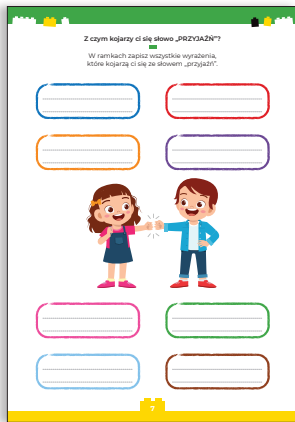
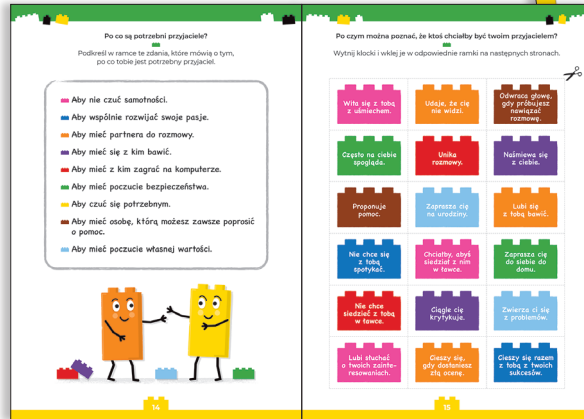
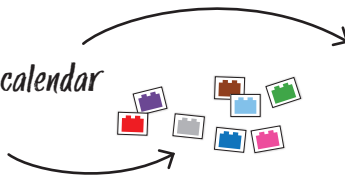
... as well as:

- **emotion diary** – an aid to visualise the process of recognising and labelling emotions
- **over 500 stickers** to use in the diary





friendship calendar + stickers



The resources will help pupils find answers to the following questions:

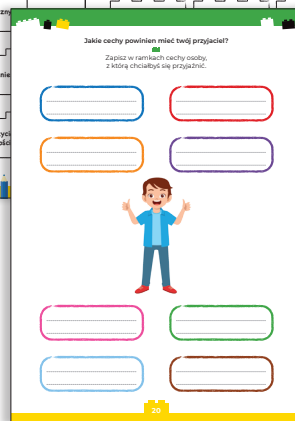
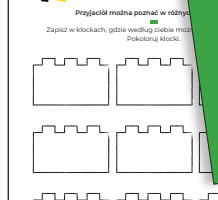
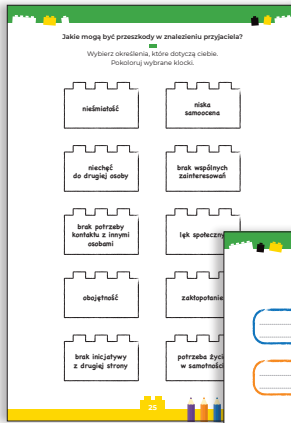
- how do you know when someone wants to be your friend?
- what qualities should a friend have?
- what obstacles can there be to finding a friend?
- how to deal with problematic situations?
- how to start a conversation with a peer?

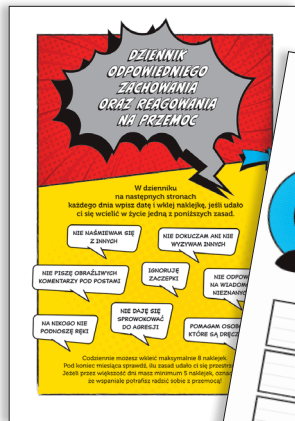
There are also work cards on things like:

- friendship - acquaintance
- ways of finding friends
- example of a conversation with a friend through texting
- barriers to making friends
- ways to resolve conflicts
- qualities of a good friend

... as well as:

- **friendship calendar** - an aid to visualise the process of relation building
- **over 500 stickers** to use in the calendar

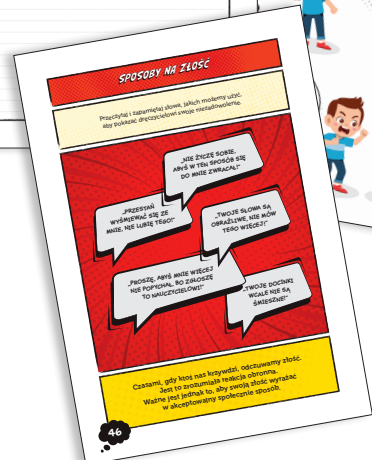




stickers



diary of appropriate behaviour and responses to violence



The resources will help pupils find answers to the following questions:

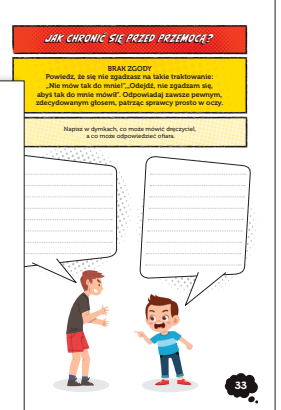
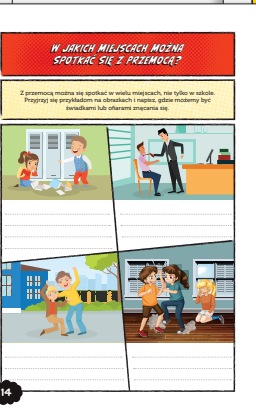
- where can you be exposed to violence?
- how can you avoid violence?
- how to behave in violent situations?
- how to stay safe online?
- what to do when witnessing or being a target of violence?

There are also work cards on things like:

- psychological and physical violence
- social exclusion
- bullying at school
- causes and effects of violence
- cyberbullying
- online stalking

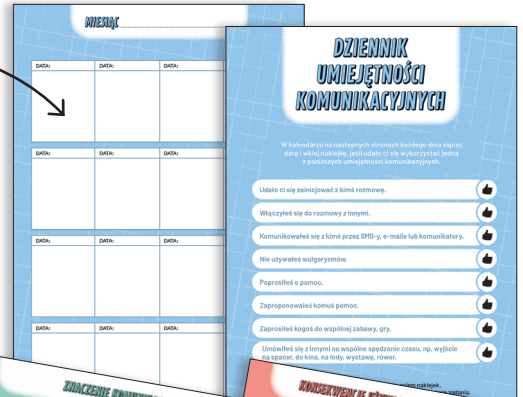
... as well as:

- **diary of appropriate behaviour and responses to violence** – an aid to visually represent the process of coping with anger and violent situations
- **over 500 stickers** to use in the diary



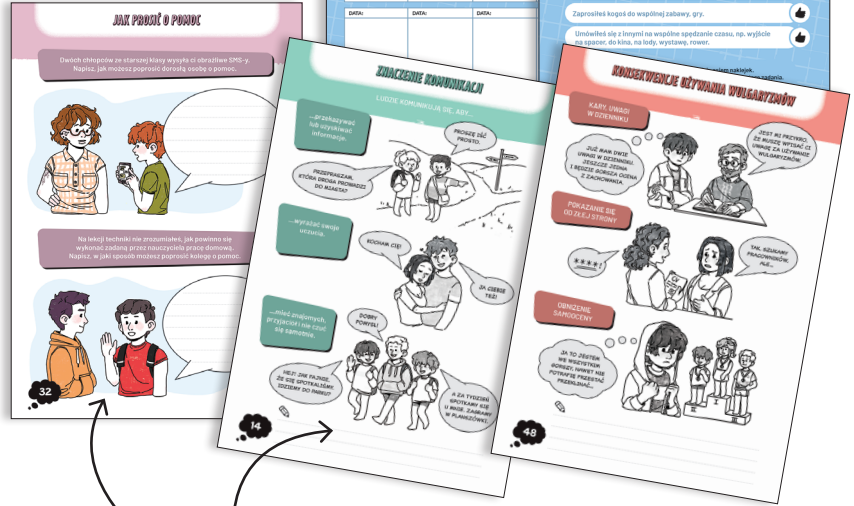


communication skills diary + stickers



The resources will help pupils to:

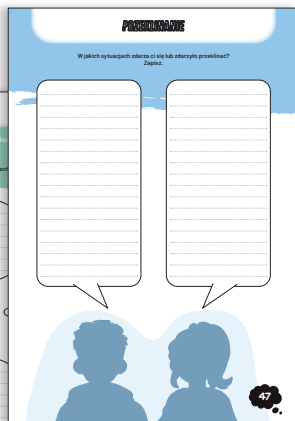
- learn about verbal and non-verbal communication
- learn when and how to start a conversation
- understand why it is not appropriate to swear
- learn the difference between positive and negative communication
- learn how to ask for help



original artwork

... as well as:

- **communication skills diary** – an aid to visually represent the process of developing communication skills
- **over 500 stickers** to use in the diary





# SOCIAL COMIC BOOK

## KOMIKS SPOŁECZNY

### Stories in the form of exercises to develop social skills

**Target readers:**

- kids aged 7-13
- teachers in need of aids for preventive activities

**How to work with the series?**

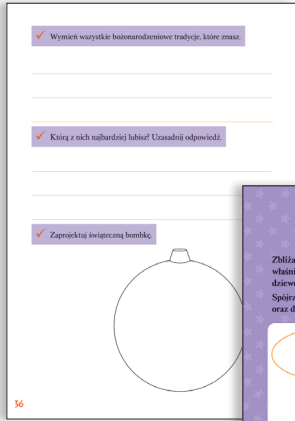
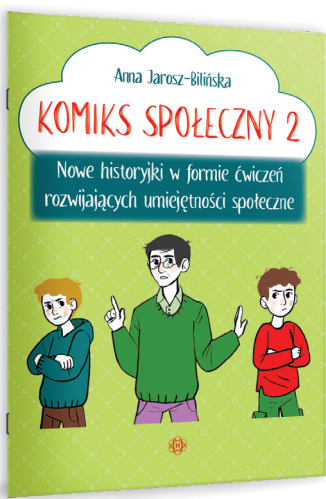
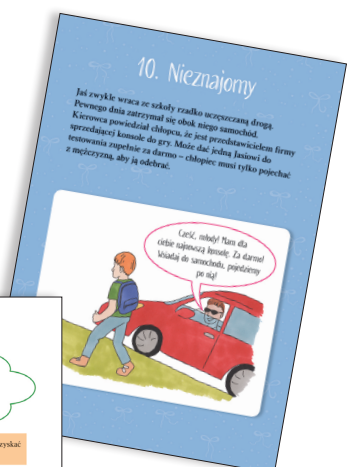
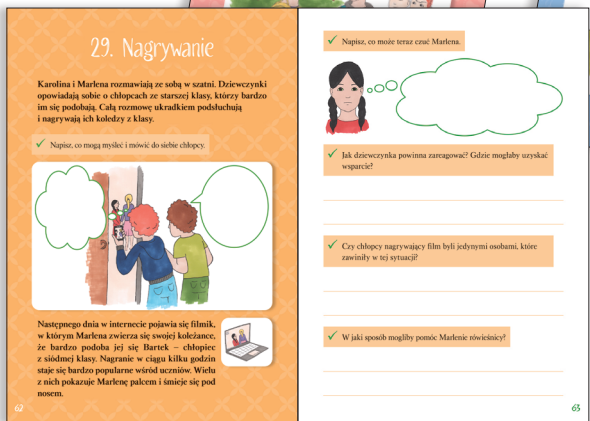
- each section consists of a short description, a story, and tasks to be completed
- children complete the dialogues by writing the thoughts or feelings of the characters and answering the questions
- on some of the cards, children can create their own comic strips

**What is so special about the series?**

- friendly format of the comic strip allows children to develop their social skills in an accessible and attractive way

Children love **comics!** And they can be an effective tool for **developing social skills.** This series of three graphically appealing booklets is an excellent idea for introducing children to topics that are close to their hearts, but can sometimes be problematic. The booklets provide clear guidance on how to overcome **social problems**, including those related to the following issues:

- peer relations
- safety and good habits
- effective communication
- conflict resolution
- moral dilemmas
- building assertive attitude
- empathy and ability to take other perspectives
- respecting social norms
- surfing the internet and using mobile devices safely



**5. W restauracji**

Przeczytaj się ilustracją, a następnie uzupełnij chmurki dialogowe oraz myślowe.



worksheets with illustrations to practice

✓ Jak włożyć ciębieł zachowawał się chłopcy podczas ucznia? Uzasadnij swoją odpowiedź.

✓ Zapisał nazwy których naley przetranszować w kinie.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

✓ Wymień zasady, które kłótnia ci się z filmem Napięta kłótnia na czym polega praca osób, które są wyjątkami.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**1. W kinie**

Przeczytaj się ilustracją, a następnie uzupełnij chmurki dialogowe oraz myślowe.

• speech and thought bubbles for the child to complete

- stories about how to behave in different places: a theatre, a restaurant, a museum, a library, an airport

✓ Pomiędzy czynności, które powiniemy się wykonać, wybierając się w podróż samolotem.

Należy bagaż przy odpowiednim stawiadku.	
Zapisać wypraczone miejsca w samolocie.	
Przebrać kartę pokładową, wklejąc ją podłóż samolotu.	
Spakować swoje bagaże.	
Odebrać swoją brzołkę, ponieważ tam, że lotnisko mógł wejść ca podłóż.	
Sprawić, czy masz potrzebne dokumenty.	
Wstać się do stawiadku terminali bagażowych.	

✓ Znamyca, czy podane stwierdzenia są prawdziwe czy fałszywe.

1. W samolocie trzeba stosować się do poleceń załogi.	prawda	fałsz
2. W samolocie można używać telefonów komórkowych.	prawda	fałsz

✓ Postaraj się zdefiniować poniższe pojęcia.

Pilot – \_\_\_\_\_

Służąca – \_\_\_\_\_

Karta pokładowa – \_\_\_\_\_

Brzołka (gate) – \_\_\_\_\_

✓ Jeśli jest twój wymarzone miejsce na podłóż? Zaproponuj podróżnicę, która mogłaby tamże wyjechać.

Anna Jarosz-Bilińska

**KOMIKS 3**

**SPOŁECZNY**

Jak się zachować w różnych miejscach?  
Nowe historijki w formie ćwiczeń rozwijających umiejętności społeczne

**4. Na lotnisku**

Przeczytaj się ilustracją, a następnie uzupełnij chmurki dialogowe oraz myślowe.



Biuro pocztowe

2. Wtorek zamiera w Polsce?  tak  nie

3. Informacja o godzinach otwarcia i godzinach zamknięcia to:  a) godziny otwarcia  b) godziny zamknięcia

4. Jeśli chcesz, żeby ktoś był dostarczony, wybierając:  a) przesyłkę poleconą  b) przesyłkę zwykłą

5. Czysta, do której zamierzamy iść, to:  a) poczta  b) biuro

6. W pracy głównym zajęciem jest:  a) praca  b) nauka

**POCZTA**

POTWIERDZENIE NADANIA

ADRES: \_\_\_\_\_

ADRESAT: \_\_\_\_\_

Potwierdzenie doręczenia albo zwrótu

SMS-EMAIL

Potwierdzenie odbioru  Priorytetowa

Format:  S  M  L

# WHAT ARE THEY SAYING? WHAT ARE THEY THINKING? CO ONI MÓWIĄ? CO ONI MYŚLĄ?

## Exercise to develop emotion labelling skills

### Target readers:

- preschool or early school age children
- pupils with learning difficulties
- children who have difficulty identifying other people's thoughts and emotions
- children who have difficulty adopting other people's perspectives
- children with autism spectrum disorders



*each page spread shows one behaviour*

*there are statements at the bottom – pupil decides which ones could be spoken or thought by the person in the picture*



*What are they saying? What are they thinking? The answer to these questions may seem trivial, but in reality, there is a large group of children who struggle with identifying other people's thoughts and feelings. This publication is here to help them learn how to read the unspoken – what can be conveyed through facial expressions, body movements, and postures.*

### What is the objective behind the publication?

Pupils answer the questions and narrate the situations presented in the pictures in order to:

- learn or practice the names of different emotions, feelings, and relationships
- develop perceptiveness and observational skills
- learn to see situations from different perspectives
- learn to better understand others and the laws that shape social functioning
- expand their vocabulary

### The publication is part of the larger collection *What do you mean?* including exercises to:

- teach to recognise feelings and behaviours in everyday situations and social interactions
- develop the ability to label emotions
- teach perspective taking and constructing statements
- develop social skills
- develop skills necessary to recognise and label interpersonal relations

*pupil looks at the photos and answers the questions read aloud by an adult*

### The collection includes the following:

- *What are they saying? What are they thinking?* (Co oni mówią? Co oni myślą?)
- *What are you going to do? How are you going to behave?* (Co zrobisz? Jak się zachowasz?)
- *What do they feel?* (Co oni czują?)
- *What could you say/answer?* (Co mógłbyś (od)powiedzieć?)
- *What are we thinking of in different social situations?* (O czym myślimy w różnych sytuacjach społecznych?)
- *Body language; Gesture language* (Mowa ciała; Mowa gestów)
- *Between us, between words* (Między nami, między słowami)



# SOCIAL SKILLS TRAINING FOR KIDS AND TEENS

## TRENING UMIEJĘTNOŚCI SPOŁECZNYCH DZIECI I MŁODZIEŻY

### Therapist guide

#### Target readers:

- specialists working with kids and teens

#### The theoretical section covers the following topics:

- what are social skills?
- developmental tasks in various phases of social and emotional development
- determinants of a child's social and emotional development
- selected disorders in social and emotional development
- overview of training programmes for children and adolescents
- and more...

#### The practical section covers the following topics:

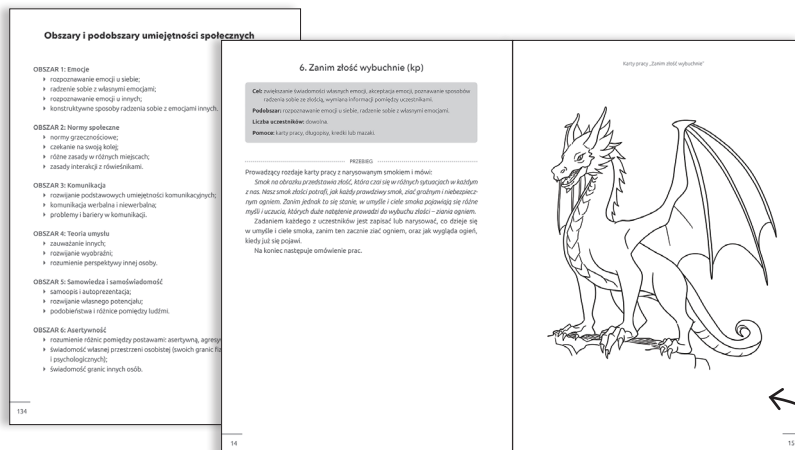
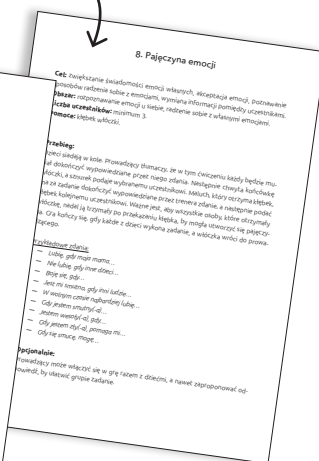
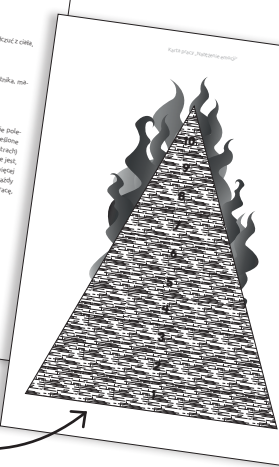
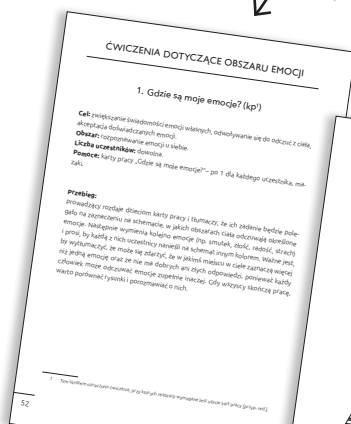
- exercises addressing the domain of emotions
- exercises concerning social norms
- exercises focusing on interpersonal communication
- exercises dealing with theory of mind development
- exercises developing self-knowledge and self-awareness
- exercises for assertiveness
- exercises in dealing with difficult situations
- exercises aimed at cooperation skills
- and more...

A real help to therapists, and very popular with readers, this guide has already gone through many editions. The aim of this book and its sequel, *Social skills training... Part 2*, is to introduce you to the way **Social Skills Training (TUS)** works and to help you prepare effectively to deliver this type of training, both individually and in groups. These publications are a useful guide for **professionals** on how to prepare for training sessions, what to focus on, and how to deal with difficult situations.

*suggested activities to develop social skills*

*sample scenarios for group work*

*sample worksheets*



*additional 100 exercises that can be used in Social Skills Training classes or other therapeutic interventions focused on developing social and emotional skills*





**HARMONIA**  
PUBLISHING GROUP

**Grupa Wydawnicza Harmonia Sp. z o.o.**

● **ADDRESS**

ul. Kartuska 426, 80-125 Gdańsk

● **TELEPHONE NO:**

+48 58 380 00 06

● **E-MAIL:**

harmonia@harmonia.edu.pl

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