

Cystic Fibrosis Educational Campaign

Educational material for 3rd, 4th, 5th, and 6th grade

An initiative of the Hellenic
Cystic Fibrosis Association

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PhD in Special Education

Under the scientific auspices of:

Hellenic Pediatric Pulmonology Society

Hellenic Thoracic Society

Hellenic Transplant Organization



Our Vision

The first edition of **Secret Mission: C.F.** was created for children with Cystic Fibrosis, an invisible, serious chronic condition that affects their daily lives and requires perseverance and inner strength. A tool for empowerment, acceptance, and self-management, designed to bring light where there was uncertainty.

The second edition of **Secret Mission: C.F.²** spread its wings and evolved into a book and educational program for all children. A journey of self-awareness, strength, and imagination that can reach every child.

Those of us who grew up with **Cystic Fibrosis** know well that every child carries within them questions, fears, and strength, far more than is usually visible.

Secret Mission: C.F.² and the **educational guide** you are holding were created to help children, through their introduction to **Cystic Fibrosis**, recognize the **Classified Faculties** they possess in facing any challenge life may bring.

Starting from a demanding chronic condition, we speak to children about something much greater: perseverance, hope, self-awareness, and caring for oneself and others.

About the right to breathe freely, to feel accepted, and to find our way even when everything around us seems like a dead end.

In our vision, school is a place where children discover who they truly are. And along this journey, the teacher is the **Mission Leader**. The person who provides space, light, and safety so that every child can express themselves, create, and discover their strengths.

This educational guide was designed as a pedagogical tool to bring the **Secret Mission** into the classroom in a meaningful, participatory, and experiential way. For it to work effectively, it is essential that children have first been introduced to the story of Chloe and Kiri. Reading the book in class forms the foundation that allows each activity to connect with the children's experiences and the emotions that emerge through the narrative.



In this guide, each mission is accompanied by a note indicating the part or theme of the book it connects to.

Secret Mission: C.F.² does not simply ask children to learn what Cystic Fibrosis, transplantation, or organ donation are. It invites them to understand that every challenge (visible or invisible) can become an opportunity for personal growth. To discover that true strength lies in how we rise, how we ask for help, and how we keep going.

This is our vision: to inspire a new generation of children to discover the limitless potential within themselves, so they can face any “mission” life brings. And to walk together on a path that, through knowledge, empathy, and hope, will lead to the day when every child and every adult has what we all seek: the Unlimited Breath.

I would like to warmly thank the author-illustrator of the book, Liana Denezaki, who is the soul of the Secret Mission; the educator Zoe Krokou for the scientific documentation of the educational program; and the entire team of scientists, educators, collaborators, volunteers, and supporters who believed in this initiative of our Association from the very beginning.



Anna Spinou

**President of the Hellenic
Cystic Fibrosis Association**

Secret Mission: C.F.² as a pedagogical tool

The contemporary school environment calls on educators to create learning settings that promote acceptance, respect, and a deep understanding of human diversity. Within this context, raising students' awareness of health issues and chronic conditions is essential for transforming the school into a space where every child feels safe, supported, and fairly included.

Cystic Fibrosis, as a complex and demanding genetic condition, is often accompanied by misconceptions, lack of awareness, and social stereotypes. Although the scientific community has significantly improved the quality of life of those living with the condition, social understanding and empathy remain crucial factors for the inclusion and support of both children and adults.

The guide you are holding was created with the aim of serving as an engaging, enjoyable, and pedagogically grounded resource to foster empathy towards individuals living with Cystic Fibrosis, and it can be used by educators of all disciplines.

Through a series of playful and creative activities, it offers tools that help students understand what Cystic Fibrosis is, how it affects a child's daily life, and what adjustments may be needed, without becoming confined to medical details.

The approach emphasizes experiential learning and the power of emotional engagement, strengthening students' self-awareness by "transforming" the initials of Cystic Fibrosis into Classified Faculties.

Through role-playing, collaborative activities, storytelling, digital applications,

The central philosophy of this educational material is the belief that knowledge leads to understanding and understanding to empathy.



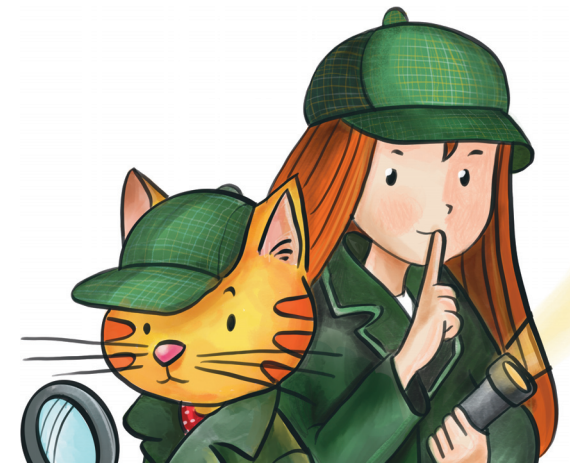
and visual arts, students are invited to step into the shoes of a child with Cystic Fibrosis, reflect on their challenges, recognize their strengths, and develop attitudes of acceptance and solidarity.

The central philosophy of this educational material is the belief that knowledge leads to understanding, and understanding leads to empathy. When children are given the opportunity to discuss, explore, ask questions, and share their thoughts, they begin to make sense of the invisible challenges their classmates may face. At the same time, they learn to value human resilience, recognize the importance of community support, and adopt attitudes that promote an inclusive school environment.

We are confident that this work will serve as both an inspiration and a creative teaching tool in the hands of educators. Awareness and sensitization should not be fragmented, but rather part of a broader pedagogical commitment, one that ensures every student feels they belong to a community that cares for them, understands them, and respects their worth.



Zoe Krokou
PhD in Special Education



A few words about Cystic Fibrosis

Cystic Fibrosis is **the most common inherited disease**. It is a genetic, non-communicable, and chronic condition that **is present from birth**. It occurs when both parents are carriers of the gene, and in each pregnancy there is a 25% chance that the child will have the condition. Carrier parents are healthy and do not develop the disease.

The condition is often mistaken for asthma or allergies, but it is a completely different disorder. Cystic Fibrosis is caused by a genetic mutation that affects the regulation of salt and water in the body's cells. As a result, secretions in many organs, especially the lungs and the digestive system, **become thick and sticky**.

This leads to breathing difficulties, frequent respiratory infections, and problems with digestion and weight gain. As a result, daily treatments and respiratory physiotherapy are necessary.

Although it is a serious chronic condition, with persistent daily coughing as a main symptom, Cystic Fibrosis **is not contagious** and poses no risk to the school environment.

Traditionally, **life expectancy** for people with Cystic Fibrosis was limited. However, in recent years, **innovative therapies** have been developed that, for the first time, do not only address the symptoms but target the underlying cause of the disease. However, these treatments do not eliminate the disease; they have dramatically changed its course. According to estimates,

many children born today with Cystic Fibrosis are expected to have a normal life expectancy. They can grow up, study, work, start a family, and live a full life.

Although new treatments have significantly improved patients' quality of life, some individuals with Cystic Fibrosis may still require a lung transplant when the disease progresses to end-stage respiratory failure. It is a difficult and demanding process, but it represents the only life-saving option and a **second chance at life**. **Organ donation** is an issue that concerns not only Cystic Fibrosis, but society as a whole, as the likelihood of someone needing a transplant is far greater than the likelihood of becoming an organ donor.

These concepts lie at the heart of **Secret Mission: C.F.²**, which opens a dialogue not only about a disease, but about the value of life, hope, and giving.

Anna Spinou

Secret Mission: C.F.^{nth}

From the very beginning, we knew that the story of Chloe and Kiri is not only about children with Cystic Fibrosis, but **about all children**.

Every child carries (openly or quietly) something, small or big, that needs understanding, acceptance, and love. First and foremost, from themselves. Guided by Chloe and her cat, Kiri, readers -who become Secret Agents- discover that behind **every challenge** there is at least one **Classified Faculty**, offering them a range of choices to overcome it.

The educational program continues this journey within the classroom. The teacher now becomes the Mission Leader, the **companion** who guides children along this path, into their inner world. A journey that shows them how to transform knowledge into experience, experimentation, free expression, and collaboration.

Don't let the topic of Cystic Fibrosis intimidate you; no specialized knowledge is required. All you need is curiosity and a willingness to explore. Remember that each mission is an opportunity for discussion, and for that important moment of **"I can do it too!"**

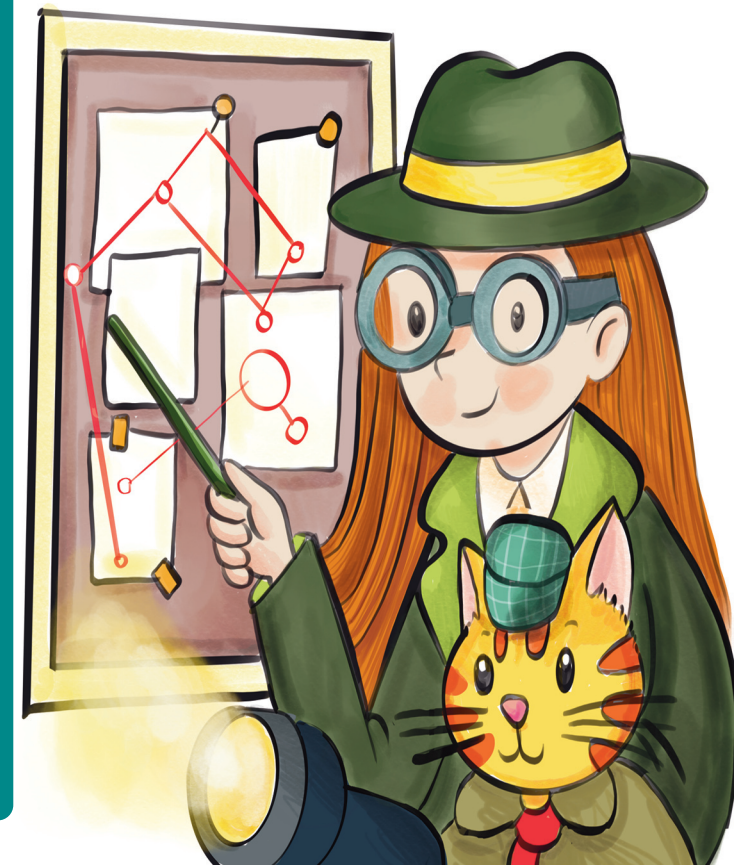
The **Unlimited Breath**, the motto of the Hellenic Cystic Fibrosis Association, gives meaning to the entire book. It symbolizes the space, the time, and the belief we need to have in our **unlimited potential** before every important decision.

I hope this material becomes a source of inspiration for you and your students. You are welcome to send us -and we will be happy to share- your drawings, ideas, suggestions, activities, and even the Secret Missions you create.

After all, this is our goal: for Secret Mission: C.F.² to keep growing, until it reaches the n-th. To continue traveling from one embrace to another, from classroom to classroom, from school to school, until we are all united in that powerful **TOGETHER** that makes the impossible possible.

Liana Denezaki

Send us your material at this email:
secretmission@cysticfibrosis.gr



Mission Leader? You!

And now it's your turn to take over from Chloe and Kiri and become the Mission Leader!

A mission that aims to give children the tools to discover their own Classified Faculties, and, along the way, for you to discover strengths you may not have known you had.

We emphasize that the Secret Mission: C.F.² program does not require any specialized knowledge of Cystic Fibrosis on your part.

All that is needed on your part is a willingness to explore, an open mind, enthusiasm, and trust in children's abilities.

To inspire your students, you will need to create a safe framework and a supportive environment that encourages children's free expression and imagination.

A flashlight, a badge you design together, or even secret codes you invent as a team to enter the classroom are sure to excite them. You can also, if you wish, hide a small note each morning with the Mission of the Day. This will build anticipation and enthusiasm within your group, and if you encourage role play as well, success is guaranteed.

The activities we propose can be implemented individually or in sequence, depending on the available time and the dynamics of the class. There is no "right order" or "right way" to use the material, after all, in imagination, there are no mistakes!



Liana Denezaki

Author-illustrator



Preparation: Agent Teams

Connected to page 4 of the book

This activity marks the children's entry into the Secret Mission. Through collaboration and imagination, they take on an active role, form their own teams, and recognize both their own positive qualities and those of their classmates. They discuss, collaborate, and organize their own agent teams.

Divide the children into small Agent Teams that will take part in the shared Mission. Each time they need to discuss and make a decision, they should do so quietly and conspiratorially, so that no other team can overhear what they say.

Give them some time to decide on a positive trait that unites their team (e.g. perseverance, imagination, ability to collaborate, etc.), and based on that, they will choose their team name (Adventure Explorers, Imagination Scouts, Super Spies, etc.). Of course, they will also need to design and draw their team badge.

Print the Agent ID cards found on the next page on thick cardstock. Have the children fill them in and then laminate them. Punch a hole at the top and add a string or ribbon. Each team can have its own color so they can easily be distinguished.

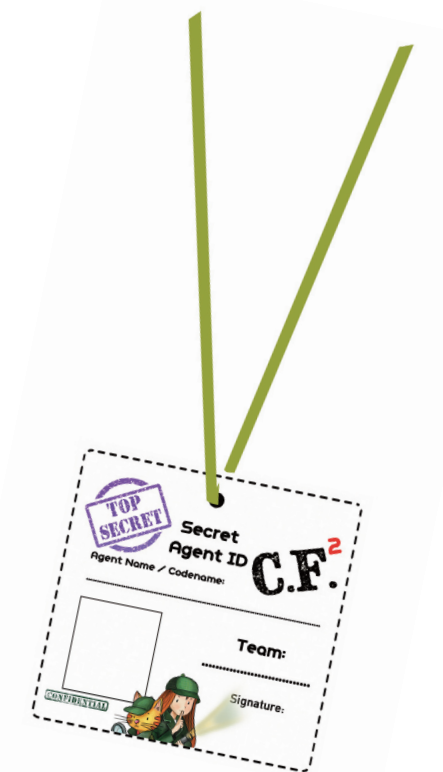
Within the frame, each child can draw their team's symbol or personalize it with their own details.

Each team appoints a representative who will introduce the members to the class. They give each member 30 seconds to say something about themselves and their team.

One by one, all the "Agents" of the class are introduced—working together on this Secret Mission!

A key requirement before you begin is to read the book *Secret Mission: C.F.²* in the classroom. Ideally, this should be preceded by some brief preparation on your part.

Each activity in this guide is connected to the missions in the book.



TOP SECRET


Secret Agent ID **C.F.²**

Agent Name / Codename: _____

Team:

Signature:

CONFIDENTIAL



TOP SECRET


Secret Agent ID **C.F.²**

Agent Name / Codename: _____

Team:

Signature:

CONFIDENTIAL



TOP SECRET

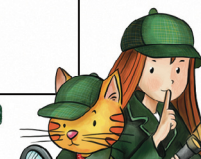
Secret Agent ID **C.F.²**

Agent Name / Codename: _____

Team:

Signature:

CONFIDENTIAL



TOP SECRET


Secret Agent ID **C.F.²**

Agent Name / Codename: _____

Team:

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TOP SECRET

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TOP SECRET

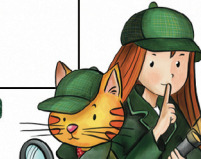
Secret Agent ID **C.F.²**

Agent Name / Codename: _____

Team:

Signature:

CONFIDENTIAL



Mission 1: Observe-Breathing

Connected to pages 6 and 9 of the book

Breathing is something that happens automatically, yet it is also what connects us to our emotions and our deeper needs. Observing it helps us become aware of our body, recognize the signs of stress, and discover the power of calm.

The motto of the Hellenic Cystic Fibrosis Association, **UNLIMITED BREATH**, now goes beyond its biological meaning and becomes a symbol of self-care.

After all, every brave decision and every act of self-care begins with a deep, conscious, unlimited breath.

By observing their breathing, children discover that the body “speaks” through it, as it changes when they struggle, when they feel anxious, and when they relax.

Our intention is for them to learn to “listen” to these signals and to understand the importance of calm, deep breathing for concentration, decision-making, and managing their emotions.

Unlimited Breath = inner strength

Observation is one of the most important skills of any good Agent.

Each team takes a few minutes to observe how their breathing changes in different moments and situations throughout the day.

Print the worksheet on the next page and give one to each team.

Objectives:

- To develop observation as a skill of thinking and self-care.
- To become aware that our breathing changes depending on our mood and emotions.
- To connect the natural function of breathing with self-care.
- To understand that a calm, deep breath helps with concentration and allows us to think clearly.

Mission 1: Unlimited Breath



Team Name:

Step 1 – Discussion Topic:

Our breathing changes depending on how we feel.

Try to create a list of nine situations in which you notice your breathing changes (e.g. when you exercise, when you're waiting for the result of a game, when you feel scared, when you laugh a lot, etc.).

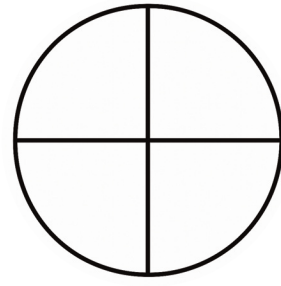
1.
2.
3.
4.
5.
6.
7.
8.
9.

Step 2 – Pantomime:

Choose one of the situations you wrote above. Try to represent the way breathing changes in that situation, without using words and without exaggerated movements. Vote for one person to represent your team in the first round, while the others act as the directors of the scene. When it's your turn, present your scene and let the other teams guess what you are feeling.

Step 3 – The Colors of Breathing:

Choose four emotions and color each section of the circle with the color you think matches it.



Step 4 – Conclusion

Our team realized that breathing ...

.....
.....
.....
.....
.....

**MISSION
ACCOMPLISHED!**

Signatures

Mission 2: Discover – The Lungs

Connected to pages 6 and 9 of the book

This mission helps children understand how the lungs and breathing work by connecting knowledge with hands-on experience.

Through play, observation, and experimentation, students discover how their breathing works.

Materials:

A4 cardstock, bendable straws (2 per team), balloons (2 per team), masking tape or modeling clay.

Steps:

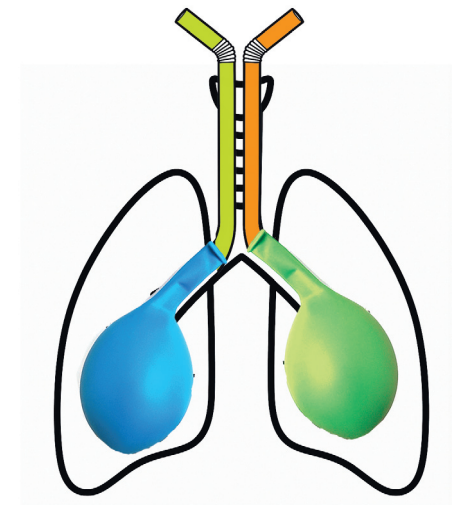
1. Print the template of the next page on thick cardstock, as many times as the teams in your class. **2.** Attach the straws onto the template, with the bendable part facing upward, forming the trachea and the bronchi. **3.** Leave the top end of the straw free, bent at a right angle, so you can blow into it. Secure it to the cardboard with tape. **4.** Attach two small balloons (the “lungs”) to the ends of the straws and secure them with masking tape so that no air escapes. **5.** Blow into the straws and observe how the balloons inflate and deflate, just like in our body.

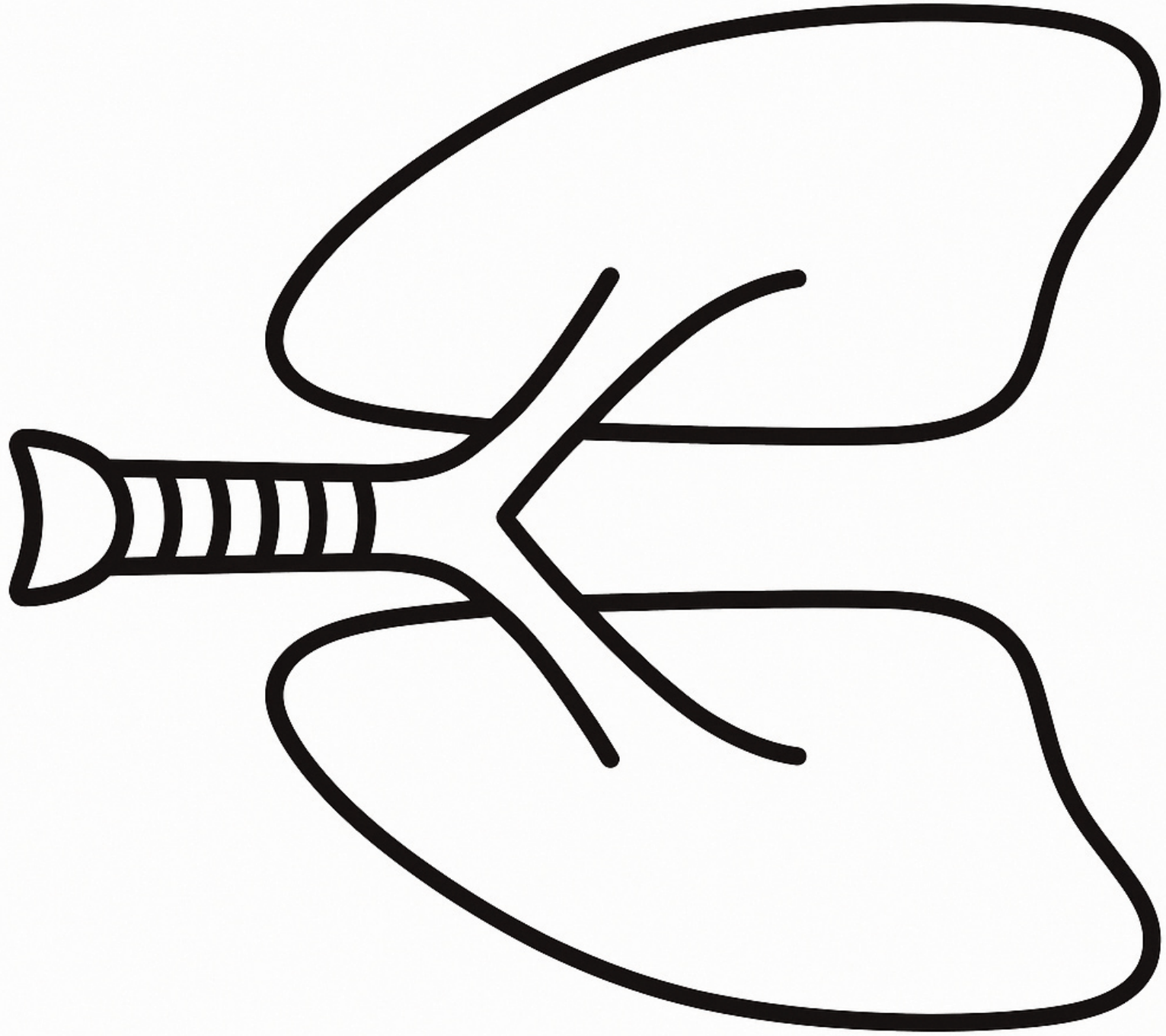
When we blow in, we fill the lungs with air: **inhalation**.

When we stop, the air flows out: **exhalation**.

Objectives:

- To become familiar with the organs of the respiratory system and their function.
- To develop skills in observation, collaboration, and construction.





Mission 3: Create a Poster

Breathing is something that connects all living beings on Earth. Humans, animals, and plants breathe in different ways, yet we all share the same **Unlimited Breath** of our planet.

Discussion prompts:

- Which animals breathe like we do, using lungs?
- Which animals breathe differently? (e.g. fish have gills, insects have tracheae, etc.)
- Do all living beings breathe oxygen, or are there exceptions?
- How do pollution and deforestation affect the planet's breath?

Poster Creation:

On the next page, you will find various shapes. Print them out. Inside each shape, the teams write, in colorful letters, the continuation of the sentence:

Breath means...

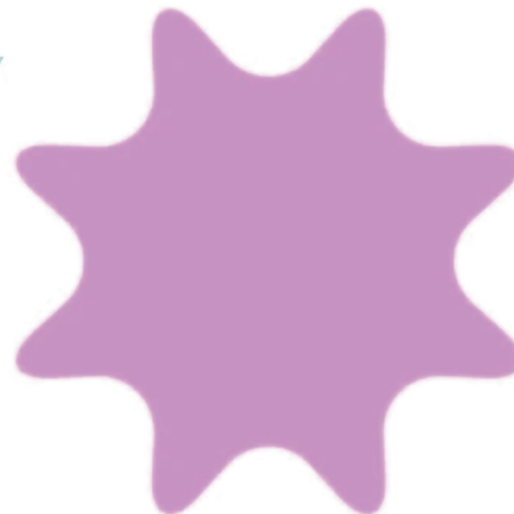
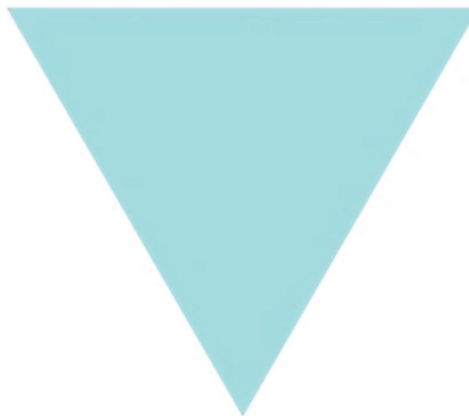
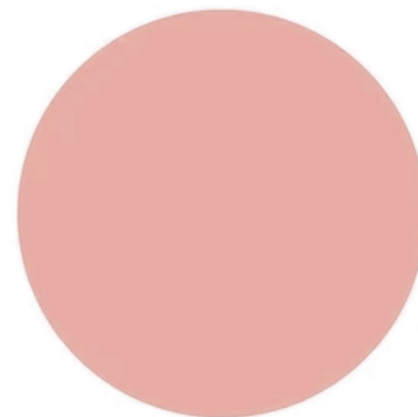
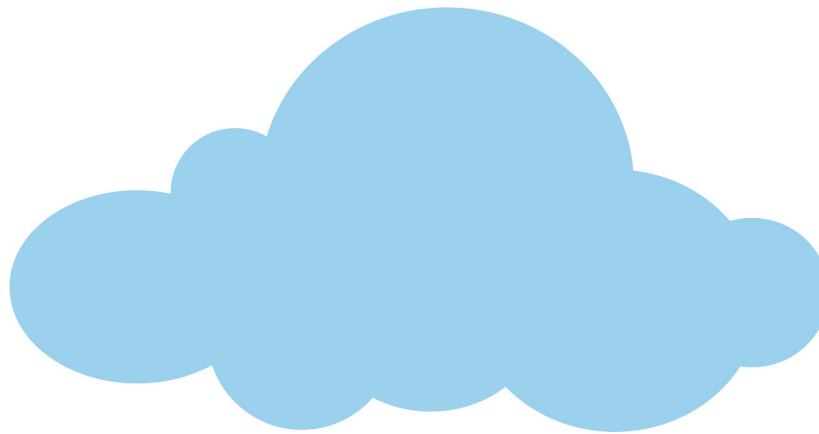
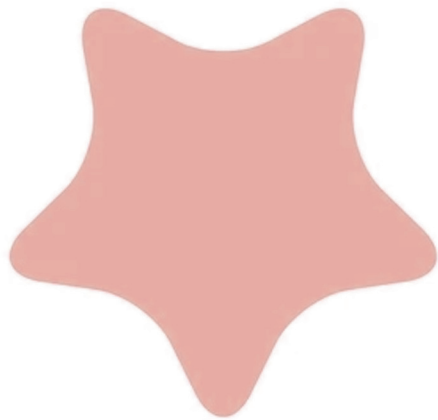
Each team votes for the phrase that represents them best and writes it in colorful letters on the poster.

Keywords:

Air – Oxygen – Life – Rhythm
Energy – Care
Nature – Cycle – Balance

Objectives:

- To understand that all living beings breathe in different ways, but with a common purpose: life.
- To understand that their own breath depends entirely on the “breath” of nature.
- To develop environmental awareness and a sense of responsibility.
- To collaborate, exchange ideas and opinions, and create a poster.



Breath means...



Mission 4: Positive Traits

Connected to pages 5–8 of the book

It's time to introduce your students to the two main characters of the book: Chloe and Kiri.

Read selected excerpts that you believe will help them form a more complete picture of their personalities.

Then, divide the board into two columns; in one write **Chloe**, and in the other, **Kiri**.

Give the teams a few minutes to think and suggest words or phrases that describe the characters.

e.g. **brave, determined, sensitive, observant, inventive, etc.**

Discuss which of these traits they consider most important in helping the characters complete their missions, and which ones might slow them down or make it harder for them to reach their goal.

Worksheet

In the two clouds, the teams write or draw words and phrases that best describe Chloe and Kiri.

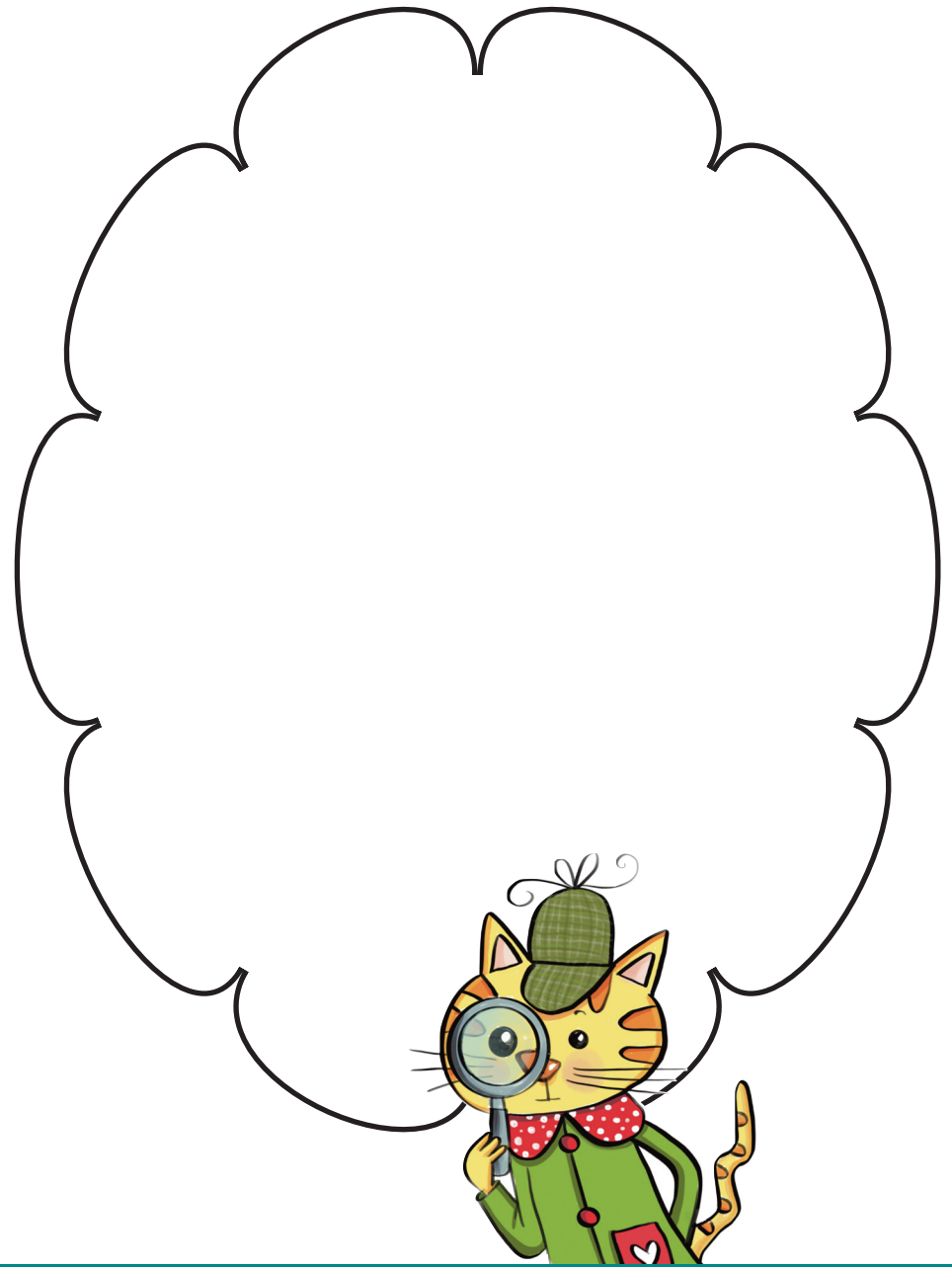
What defines them? What makes them unique?

Then, they circle the traits they believe they share with them.

Objectives:

- To become familiar with Chloe and Kiri as the main characters of the book and understand their role in the story.
- To identify key traits of their personalities.
- To understand that every trait has two sides: it can become a strength or an obstacle, depending on how we use it.
- To practice comparing and identifying common traits between the characters and themselves.
- To strengthen their ability for self-observation, empathy, and collaboration through discussion and teamwork.





Mission 5: The Planet of Secret Mission: C.F.

Connected to pages 5–8 of the book

The Planet of the Secret Mission -The Land of Words- is an experiential activity that helps children express everything that connects them to the characters of the book.

Materials

1 large styrofoam ball or an inflated balloon to represent the Earth

Post-it notes in various shapes and colors (circles, clouds, stars, hearts, leaves, etc.)

Colors, markers, glue or Blu Tack

Cardstock or a large A3 sheet if you prefer a flat version of the Earth

Suggested background music: <https://shorturl.at/HAA6G>

Each team chooses the word they consider most important for Chloe, Kiri, and the Secret Mission they are part of. They write the word and decorate it so it looks like a small work of art.

Then, they present their word and explain why they chose it. The teacher writes the suggested words on the board, followed by a vote. Each child gives one "star" to a word from another team and explains their choice.

The teams then decide where on the Earth to place the word that received the highest score. The order in which the remaining words are placed depends on the scores they received.

Each week, you can add a new word discovered through the Missions. In this way, a new Classified Faculty, and a new way of seeing the world, gradually emerges.

Objectives:

- To understand the power of words as a means of communication and creation.
- To develop collaboration and creativity.
- To create a world shaped by the values of the Secret Mission.
- To express feelings and thoughts inspired by the characters of the book.





The Land of Words

Which of these words would you like
to see grow in your “ideal” world?

Mission 6: Philosophy (P4C)

Introduction to Philosophy for Children

Connected to pages 20 and 21 of the book

In Philosophy for Children, children's interests are brought to life in the classroom. As Dewey suggested, the school functions as a small society: children bring their real interests, experiment with ideas, and learn through action. In the spirit of Lipman, they begin with big, open questions ("What is fair?", "What does perfect mean?") and, within a community of inquiry, they listen, question, and reason.

According to Dewey, school is the primary space where students develop and promote collaboration, participation, dialogue, and the exchange of meaningful experiences and ideas. The learning process largely depends on and is shaped by thinking. Thought is the starting point of a process through which the modern school uses the ideas and experiences children bring from their everyday lives as stimuli to address the challenges they may face. This process of thinking can only be activated when there are situations and prompts that spark reflection and discussion.

Everything a child learns and comes to know is constantly changing and evolving; it is fluid and should never be seen as something absolute or fixed that has reached its limits.

In Philosophy for Children, as Lipman suggests, children, unlike adults, seek to understand what lies beneath what they see around them. They are constantly curious and try to make sense of the mysteries that arise in their daily lives through questions that are often philosophical, open to reasoning, inquiry, and reflection.

Objectives:

- To develop critical, creative, and caring thinking.
- To practice engaging in dialogue with arguments and respecting different viewpoints.
- To connect the book's ideas (perseverance, care, acceptance) with everyday dilemmas.
- To turn their questions into a shared inquiry for meaning.

We sit in a circle, facing one another. Our basic rule is that only one person speaks at a time, but we do not raise hands. Until children become familiar with forming questions, they will need the support of the teacher to help develop dialogue and create the right environment for their thoughts to unfold, enabling them to express their reasoning. We agree to keep our bodies calm and still, to breathe gently, and to look at the person who is speaking ("Finding our space").

The key to developing strong thinking is a strong question -and then exploring the possible paths for expressing it. What is perfect? The power of thought is fueled by the quality of our questions, which guide the course of inquiry. Through dialogue, questions invite different perspectives- views that children listen to carefully and reflect upon, choosing either to embrace them and build on them or to challenge them with their own reasoning.

Οι δραστηριότητες P4C περιλαμβάνουν παιδιά που σκέφτονται, σέβονται, οικοδομούν, αποφασίζουν και δικαιολογούν επιλογές.

Secret Dialogue Code

(Key phrases for children)

"I believe that... because..."

"I would like to add to what ... said..."

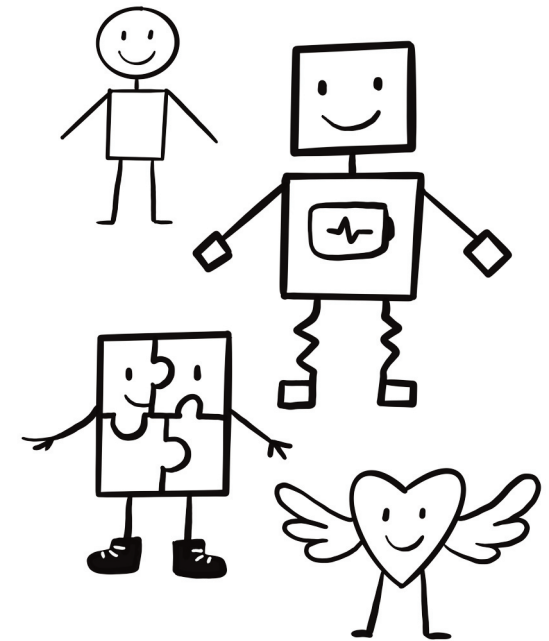
"I agree/disagree, because..."

"One example is..."

"I heard that... did I understand correctly?"

Keywords:

- Creativity, Critical Thinking, Care, Collectivity



Mission 7: Perfect People

Connected to pages 20 and 21 of the book

Read the following message to your students and then explain that they need to design or create the perfect human, as they imagine them.

Dear Agents,

The C.F.² Headquarters is assigning you an important Mission:
to create a few humans for our world.

They must be the best in every way
and, above all, they must **NOT** make mistakes!

You can create them using any materials you have available.

But... what does it really mean to be perfect?

Good luck,
From the C.F.² Headquarters

Materials:

Modeling clay, paper, markers, clay, scissors, glue, buttons, etc.

Objectives:

- To think about what it means to be a "perfect human."
- To explore the concepts of diversity and acceptance.
- To realize that mistakes and imperfections are part of the human experience.
- To develop skills in dialogue, respect, and reasoning.



Implementation Steps:

The children respond to the following questions:

What does a perfect person look like?

What should they never do?

Do they have emotions?

Do they make mistakes?

Can someone with a disability be perfect?



The teams begin to design or create. Once they have finished, they take turns presenting their “perfect human” as they envisioned them. You guide the discussion with questions:

What makes your person “perfect”?

Can someone be different and perfect at the same time?

Reflection: Is there such a thing as a perfect human?

The discussion concludes with a collective sentence on the board, which the children themselves will need to complete:

“Maybe a perfect person is someone who...”

e.g. learns from their mistakes, knows how to care, doesn’t give up.

Connection to the characters:

- Chloe is determined and makes mistakes, but she never stops trying.
- Kiri is curious and often strays from the rules.
- What would a “perfect person” say about them? What is more important: to be perfect or to be real?

Extension:

- Create a board with the title:

“The Perfect People of the Secret Mission”

The children place the people they created on the board and write a sentence underneath explaining what makes each of them

UNIQUE!

Time for discussion

Connected to pages 20 and 21 of the book

- Divide the class into groups of 4–5 children.
- As the children create their “people,” they can talk (in whispers) and explain how they imagine the “perfect human.” What color did they choose, and why?
- As the models take shape, ask the children questions such as: “Would it matter if your person didn’t have hands, eyes, a heart, legs, or good health?” “What if they didn’t speak the same language as you?” etc.
- Encourage them to express their ideas about what makes a person function perfectly.
- Introduce the idea that the person they have created might not be accepted by another child in the group, for example, because they wear glasses, have a limp, are small in stature, or tend to be noisy in class or during recess.etc.
- What might it mean for a person “to make no mistakes”?
- As a whole group, discuss and decide whether the person you created is truly perfect and what you could do to “improve” them.
- To conclude, reflect together with the children on whether a perfect person can ever exist. Is it “right” for people to make mistakes, or do our mistakes move us away from “perfection”?

Discussion: All children speak freely, but with respect. The facilitator encourages deeper thinking with questions such as: • Why do you think that? • Does anyone disagree? • Can we think about it in a different way?

Examples of rules:

- We do not interrupt another child who is speaking.
- We do not laugh sarcastically or make fun of other children’s opinions.
- We agree that everyone has the right to speak or not to speak.

Mission 8: Philosophical Questions and... Cards

Connected to pages 20, 21, 30, and 31 of the book

Card 1: Child blowing bubbles

Questions: 1. What does it mean to “take a breath” beyond simply breathing?
2. How do I connect breathing with life?

Think / draw: When did you feel that you “took a breath” after something difficult?

Card 2: Doctor holding a child's hand

Questions: 1. What is care? 2. How do we care for another person (in what ways)?
3. Can everyone care for someone?

Think / draw: Who takes care of you? How do you show care to others?

Card 3: A group of children playing together

Questions: 1. Is health something we have on our own, or something we share with others? 2. How can a good group of friends support good health?

Think / draw: Draw a “healthy group of friends.”

Card 4: Child wearing an oxygen mask

Questions: What is strength? 2. What does it mean to be strong when you don't feel well? Think / draw: What does “inner strength” look like?

Card 5: Child looking at the sky

Questions: What is HOPE? 2. What makes us hope?
3. How do I feel hope, and where in my body do I feel it?

Think / draw: Draw something that gives you hope.

Objectives:

- To develop children's reflective, emotional, and social thinking
- To highlight the value of health, care, resilience, and hope through philosophical inquiry and collaborative discussion..



Card 6: Family hugging

Questions: 1. What is a family? 2. What does a family offer us? 3. How do love, warmth, and a hug help us feel healthy?

Think / draw: What kind of "healing" does love bring?

Card 7: Child with friends at school

Questions: 1. How similar or different are we? Who do we think we are similar to? Who are we completely different from? 2. What do I prefer, and why? 3. What does it mean to be "accepted" when I am different?

Think / draw: What does friendship that makes no distinctions look like?

Card 8: Tree with roots and leaves

Question: What does a person need in order to grow and become strong?

Think / draw: What are your "roots"?

Card 9: Child writing in a diary

Questions: 1. I talk about the emotions I know, both in theory and in practice.
2. Who do I usually talk to about how I feel and what happens to me?
3. How does it help us to write or talk about what we feel?

Think / draw: If your thoughts had a color, what would it be?

Card 10: Two children laughing

Questions: 1. Τι με κάνει να γελάω; 2. Is laughter a medicine?
3. How do I feel laughter, and where in my body do I feel it?

Think / draw: What makes you laugh when things are difficult?

Reflection

- **For children:**

What made you think differently today?

What new thing did you learn about yourself or about others?

- **For the group:**

How did we collaborate?

Did we listen to each other with respect? How did I connect my thoughts with those of others, if I did?







Reflection

- **For the teacher:**
Which cards sparked the most discussion?
How can I connect what was said with other activities?;

- **Teacher's Guide**

Preparation:

Create a safe environment and select the cards, which you will distribute randomly to the groups. Depending on the cards, introduce the corresponding questions for discussion.

Exploration:

Give time for observation and read the question.

Discussion:

Record ideas and encourage active participation.

Reflection:

Close with a feelings circle using the shared word of the day.

Agent Team

Date:

Thoughts

What made you think differently today?
Which idea or question felt most important to you?

Feelings

How did your team feel during today's mission?
Write your feeling in one word or a short phrase.

Draw something that stood out to you or a thought you want to remember
from the discussion. (It can be a symbol, a person, or simply a color
that reminds you of today's mission.)

Mission Accomplished!

Mission 9: Saboteurs and Allies

Connected to page 10 of the book

Discussion

The teacher explains that all thoughts affect us, but... they don't all play the same role. Some thoughts give us wings, while others hold us back. We will call **ALLIES** the thoughts that encourage us and help us believe in ourselves. We will call **SABOTEURS** the thoughts that confuse us, make us anxious, and discourage us.

Materials

A4 cardstock, printer, scissors, masking tape, colored sticks

Print the phrases from the next page once on thick cardstock. Print one set of the **ALLY-SABOTEUR** cards for each team. Laminate them and attach them with masking tape to colored sticks. Let each team decide who will hold up the cards in each round and in what order players will rotate.

Activation

The teacher reads the phrases in different ways, using varied tone and expression (very fast, very slow, whispering, squeaky, like a robot, like a tired agent, like an excited frog, etc.). The child from each team who is responsible for the cards must raise, as quickly as possible, the correct card: **Ally** or **Saboteur**.

The team with the fastest reactions wins the word. At the end, the scores are counted, and the team with the most wins chooses their preferred **ALLY** phrase. Of course, they can also suggest a new one.

In any case, they will write the phrase in neat lettering, decorate it, and display it in a central place in the classroom (preferably above the board) with the title:

THE ALLY OF THE WEEK

Objectives:

- To distinguish between negative and positive thoughts.
- To recognize when a thought acts as an ally or as a saboteur.
- To encourage one another.
- To develop empathy and a positive way of thinking.
- To strengthen imagination, collaboration, and communication within the team.

I CAN TRY AGAIN

EVERYONE IS BETTER THAN ME

I WILL MAKE IT

I HAVE ACHIEVED A LOT

THERE'S NO POINT IN TRYING

FORGET IT, I'M BORED

NOTHING CHANGES

I WILL TAKE A BREATH

I WON'T MAKE IT

I'LL MAKE A FOOL OF MYSELF

I DON'T NEED TO BE PERFECT

I WILL ASK FOR HELP

OTHERS DESERVE MORE THAN ME

WHAT IF THEY LAUGH AT ME?

I WILL ORGANIZE IT WELL

WHY NOT?

LET ME TAKE IT STEP BY STEP

I CAN CHANGE MY MIND

I DESERVE A SECOND CHANCE

I WILL TRY

I'LL MESS IT UP

THAT'S JUST HOW I AM, I CAN'T CHANGE

I WILL ASK AND LEARN

I WILL MAKE A PLAN

EVERYTHING IS GOING WRONG

I'LL MAKE A MISTAKE, I'M SURE

THIS IS NOT FOR ME

I WON'T BOTHER

I WILL STAY CALM

EVERYTHING WILL GO WELL

I WILL TRY

I WILL LOOK FOR A SOLUTION

SABOTEUR



ALLY



Mission 10: Short Skits

Connected to page 10 of the book

Procedure

Each team takes on and assigns the following roles:

Agent on a Secret Mission

Saboteur (the voice of negative thoughts)

Kiri (Ally) (the voice of positive thoughts)

The rest of the team becomes the crew:

director, movement coordinator, etc.

Each team has 10 minutes to prepare a short skit. The storyline is as follows:

The Agent begins a mission (the team decides the scenario)

The Saboteur appears and tries to “disrupt” the effort

Kiri (Ally) steps in, encourages the Agent, and helps them get back into action

Example

Saboteur: You’re going to mess it up!

Agent: Oh no... maybe I should just give up? I don’t think I can do it...

Ally (Kiri): Why not?

Saboteur: You’re not that good anyway! Better leave it!

Ally (Kiri): You’ve got this! Don’t listen to anyone!

Agent: Copy that! I’m continuing!!!

Objectives:

- To help students recognize the different “voices” within themselves.
- To distinguish which thoughts encourage them and which confuse or discourage them.
- To practice the role of the Ally by finding words that give strength, so they can offer them to someone facing a difficulty.
- To develop empathy by understanding how someone feels when they are encouraged, or when they are sabotaged.
- To build courage and self-confidence by practicing how to stand up for their own decisions and efforts.
- To express themselves, improvise, and dramatize.

Mission 11: Discussion

Connected to page 10 of the book

Procedure

Give each team 20 mixed "Ally & Saboteur" cards.

The children have 1 minute to sort them into two piles, according to the category.

Then, they discuss which phrases were difficult to classify. Which phrases may seem like allies but can also become saboteurs under certain circumstances, and vice versa.

You don't have to do it now, leave it for later. | Leave it for today; tomorrow will be a better day. | If you're not in the mood, leave it for another time when you feel like it. Don't push yourself! | It's better not to try than to make a mistake. | Avoid it, because you might not succeed and feel upset. | Never try something that might be difficult for you. | If you don't have time to finish it, why even start? | Don't get too excited. You might be disappointed. | Keep your expectations low. It's too difficult for you. | Never change! Stay the way you are! | Always prepare for the worst.

Attention!

There are also phrases whose meaning changes depending on how they are said.

Encourage them to read them using different tones of voice and draw their own conclusions.

You've tried enough, you can stop now. | Try again another time when you feel more ready. | You can do better.

Objectives:

- To quickly recognize thought patterns that act as Allies or Saboteurs.
- To understand the power of language: how small changes in a phrase can completely transform its emotional impact and effect.
- To express and justify their choices (why a phrase is an Ally or a Saboteur).
- To develop collaboration and decision-making skills within a team.

You can do even better!

Don't push yourself!

Well done, you managed it!

I don't expect much from you.

Did you think it through?

Everyone makes mistakes

Life isn't always easy

Let's see if you can manage it...

Leave it for today!

You probably won't succeed on the first try

It takes a lot of work and you tend to get bored

Think it through carefully. It's not easy...

You'll find it very difficult!

Don't have high expectations

I'm afraid you might feel disappointed

The chances of succeeding are low

Mission 12: The Tree of Positive Thoughts

Connected to page 10 of the book

Discussion

- Which thoughts encourage us? • Which thoughts hold us back?
 - What would I say to a friend to help them?

Procedure

Each team creates its own "Tree of Positive Thoughts." They design a tree with a trunk, branches, and leaves. On the leaves, they write positive thoughts, encouraging messages, and motivating phrases.

In the end, they bring everything together to form the class "Forest of Positive Thoughts."

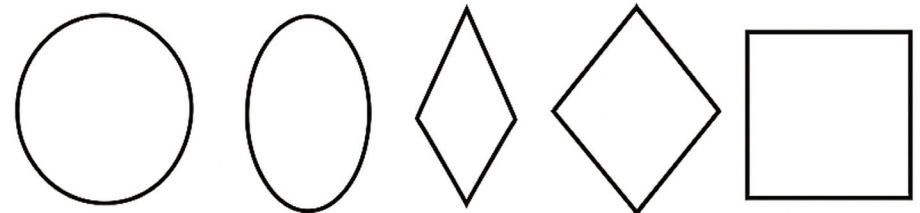
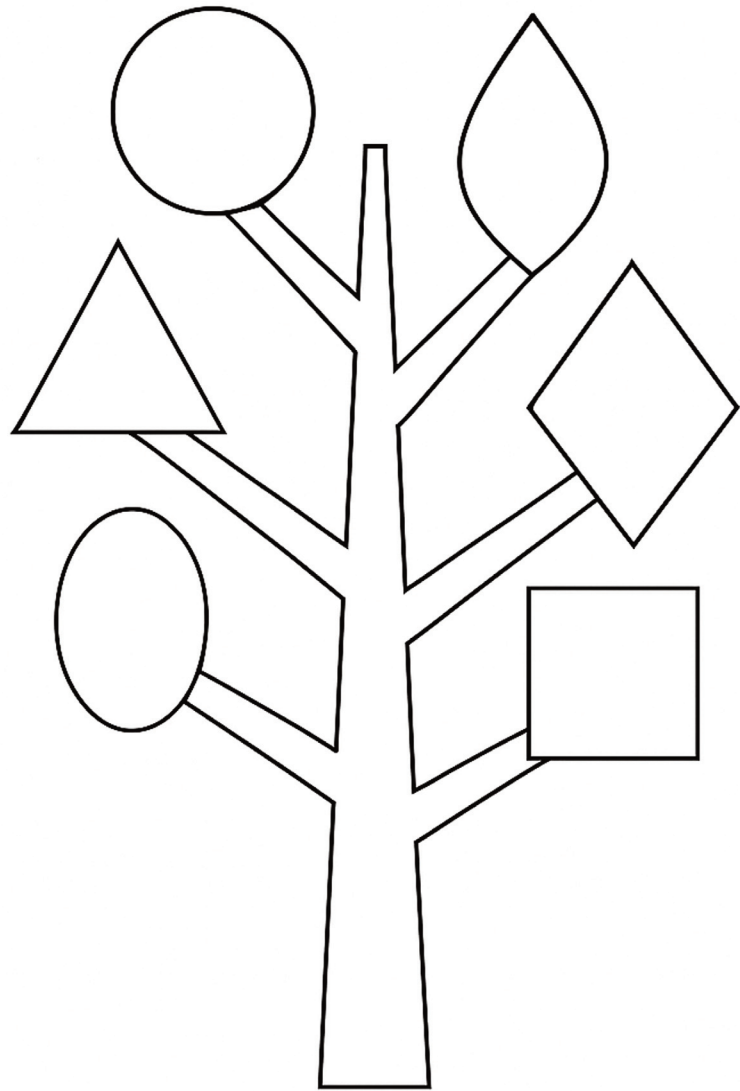
Materials

- Colored and black cardstock, scissors
- Markers, a white marker, tempera paints, crayons, etc.
- Leaves (either real ones picked from a tree or paper ones cut into various shapes)
- String, buttons, pom-poms, googly eyes, decorations, branches, a base for support

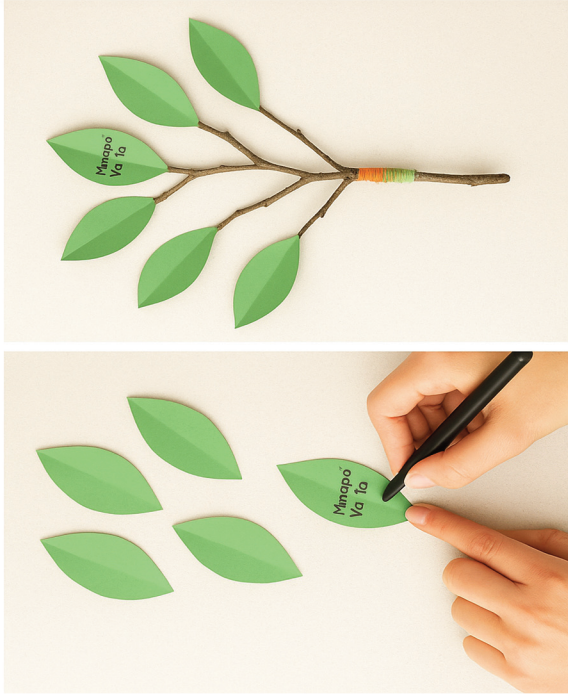
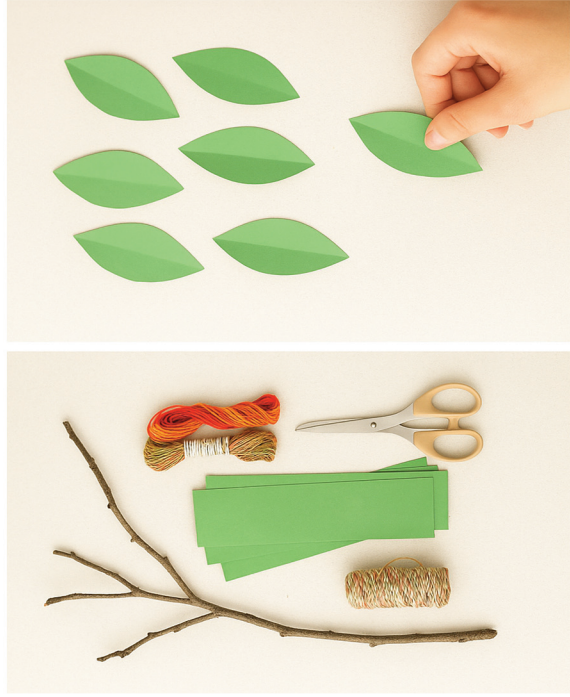
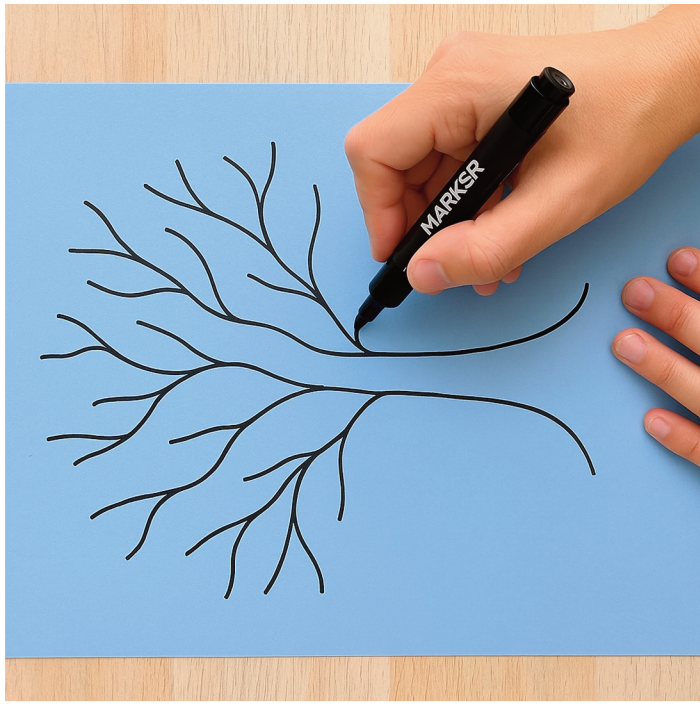
Objectives:

- To identify positive thoughts that can help them in difficult moments.
- To encourage one another through shared creations.
- To develop empathy ("What would a friend of mine need to hear right now?")





Ideas for Positive Thought Trees



Team Self-Assessment Chart



Put a  in the box that shows how much each statement applies to your team.

	VERY MUCH	QUITE A LOT	A LITTLE	NOT AT ALL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To distinguish positive thoughts from negative ones.

To think positively when I want to achieve my goals.

To give advice to my classmates when they need it.

To listen to my classmates' advice so I can benefit from it.

To work harmoniously with my classmates.



Team Self-Assessment Chart



Put a  in the box that shows how much each statement applies to your team.

	VERY MUCH	QUITE A LOT	A LITTLE	NOT AT ALL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To distinguish positive thoughts from negative ones.

To think positively when I want to achieve my goals.

To give advice to my classmates when they need it.

To listen to my classmates' advice so I can benefit from it.

To work harmoniously with my classmates.

MISSION 13: YES, NO, WHY NOT:

Connected to pages 15–17 of the book

Introduction to the topic

Read from the book *Secret Mission: C.F.*² the phrases that include “no,” and use them as a starting point to explore the NOs that should apply in every school.

Write the students’ ideas on the board and gradually build the Class Code of Conduct, starting from three essential questions:

Which “no” rules do you think protect us at school?

Which “no” rules could become “yes”?

Which “yes” rules help us become a better team?

Guiding questions:

- Is it right to say “no” to jokes that offend classmates?
- Would you say “yes” to an environmental action at school? Why?
- What would you advise a classmate who refuses to accept help with an exercise?
- Is it important to say “no” to games that put you at risk? Why?

Poster: Rules of NO Behavior

Each team gets a traffic light and decides:

- which color will represent NO • which WHY NOT • and which YES

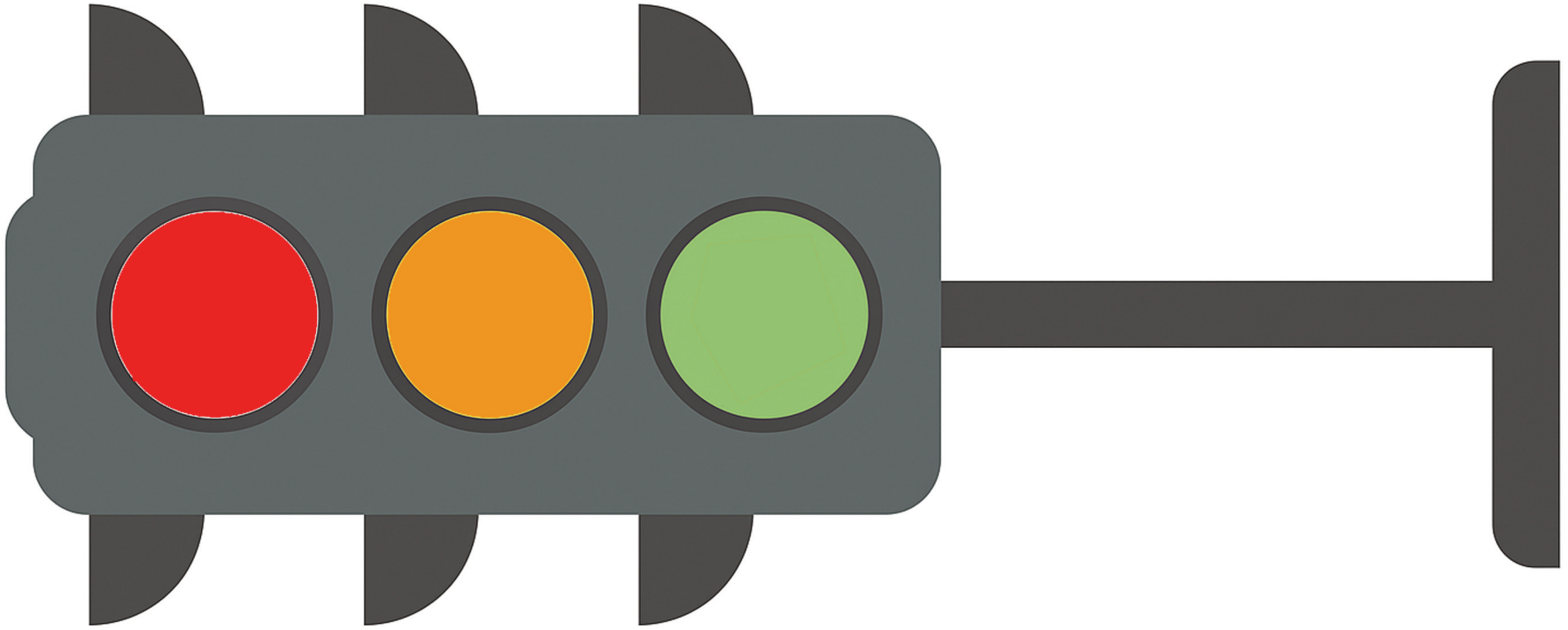
The children write the words inside the lights and then, next to each color, add three statements that would improve school life.

Students can use:

- ✓ ideas from the book ✓ notes from the board ✓ their own suggestions

Objectives:

- To distinguish which “no” rules are protective.
- To recognize which “no” rules can become beneficial “yes” rules.
- To recall the rules of good behavior at school.
- To group concepts and behaviors.
- develop imagination, reasoning, and judgment.
- To collaborate harmoniously in teams.



Mission 14: Why NOT? Daily Show

Connected to pages 15–17 of the book

Teams are divided into:

Reporter / Journalist / Presenter / Guest
Production team (takes notes, decides the speaking order, writes cue cards)
(Roles can rotate.)

Story Selection

The team chooses to present a real or fictional story.

Discussion Topic for the Journalism Team

Choose a story to present on the theme:

“A NO that became a YES!”

- **The initial NO**, what happened and why was it said?
- **The “Why not?” moment**, what changed in thinking or attitude?
- **The final YES**, what did the student gain when they took the risk?

Opening Options for the Show

- A. “Ladies and gentlemen, another episode of ‘Why Not?’ begins!”
- B. “Ladies and gentlemen, welcome to another episode of our daily show ‘WHY NOT?’, where students like you share small NO stories... that turned into big YESes!”
- C. Breaking News
“Dear viewers, we interrupt our program to bring you breaking news: a NO that turned into a YES and pleasantly shook the whole country!”

Objectives:

- To practice oral, descriptive, and narrative skills
- To collaborate
- To develop critical thinking
- To express themselves freely
- To decide on the type of news story (funny, serious, fake, etc.) and present it accordingly



Mission 15: Why NOT? Report

Connected to pages 15–17 of the book

The reporter steps into the classroom “studio” and, in a TV-style tone, announces:

“Reporting from (the schoolyard | the square | the classroom | the city center), where a few days ago said a NO that and left everyone speechless!
Let’s now hear what those who witnessed this unexpected event have to say!”

The reporter holds the “microphone” and moves around the classroom, collecting short, lively statements from classmates.

Each “eyewitness” shares their own version of the event: how they experienced it, what they understood, what they suspected, and what they think really happened.

Possible reporter questions:

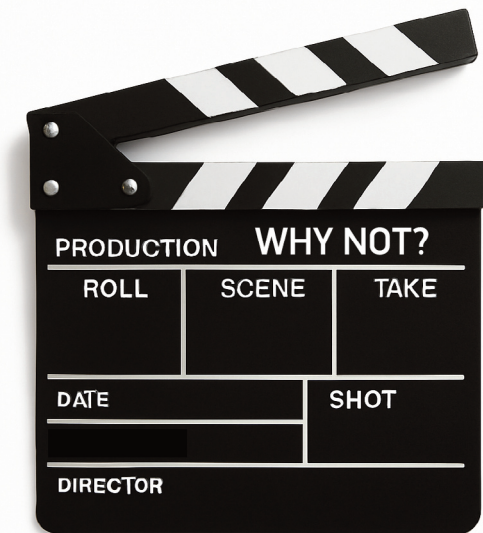
- “What was the NO?”
- “Were you there when it was said?”
- “How did you feel when everything changed?”
- “What do you think happened?”
- “Why do you think the NO eventually became a WHY NOT?”

Questions for the “main character”:

- “What made you finally say ‘Why not?’”
- “How did your thinking change?”
- “What did you gain when the NO became a YES?”

Objectives:

- To learn to describe events from different perspectives
- To build a narrative collaboratively
- To develop empathy (as each person is invited to step into someone else’s perspective)
- To connect NO • WHY NOT? • YES with short stories



Episode Title:

Journalism Team:

Presenter:

Journalist:

Reporter (optional):

Guests:

**Notes for the
story and ideas:**

What was the NO?

.....
.....
.....
.....
.....

How did it become a YES?

Episode Title:

Journalism Team:

Presenter:

Journalist:

Reporter (optional):

Guests:

**Notes for the
story and ideas:**

What was the NO?

.....
.....
.....
.....

How did it become a YES?

Mission 16: Mini Eurovision CF!

Connected to pages 11, 18–19 of the book

The Starting Point

Children listen to the song “Are You a C.F. Agent?” once without any instructions, just to enjoy it. During the second listening, they try to notice:

- the rhythm • rhythmic repetitions • key words
- the mood and message of the song • the images it creates in their minds

Mastering the Rhythm

Each team taps a basic rhythm as quietly as possible. Then, they modify it!

Song Adaptation

Each team decides how to present their own short version of the song: they choose the rhythm that suits them, keep 2–3 key phrases, add a short original chorus, and decide on the “style” of their performance.

Choreography

Each team selects 3 key poses for the song: **NO Pose** (steady, clear) **WHY NOT? Pose** (shift, bend, open movement) **YES Pose** (full of energy, enthusiasm, and strength) Students connect these poses into a short “dance narrative.”

Presentation

Each team presents their entry in the Mini Eurovision C.F.! The rest of the class applauds and encourages every performance. After all, the result doesn't need to be perfect, it just needs to help children express themselves, without fear of judgment, and enjoy the experience.

Objectives:

- To develop expression and sense of rhythm.
- To collaborate and express themselves through art
- To build confidence and create a shared message
- To learn that even a simple NO can become a source of creativity



Mission 17: Classified Faculties

Connected to pages 14, 27-28 of the book

Discussion

What do our Classified Faculties really mean? Do we all have them? How do we discover them? How do they help us in our daily life and in our school team?

Preparation

The teacher gives each student: an envelope and a blank slip of paper.

On the board, three Classified Faculties (selected from the book) are written.

Each Young Agent on a Secret Mission chooses one of the three C.F.s they feel suits them best. They write it on the blank paper, trying to change their handwriting, and sign with a code name (e.g. A-37, Agent Z, etc.).

No one sees what the others have written. Then, they place their envelopes into a box and the counting begins.

While the process is completed, the children engage in a small act of self-care: they take three slow breaths, stretch, and think of something positive about themselves.

The teacher opens the envelopes, counts the choices, and announces:

“Agents, the Classified Faculty that will

be activated for this week is: ...

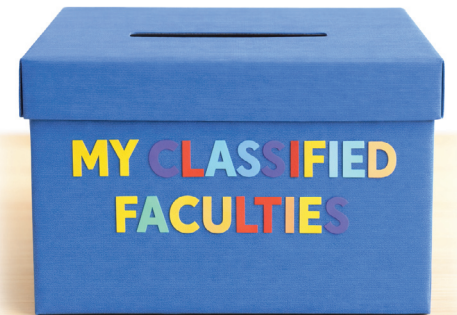
(encouragement, imagination, collaboration, calmness, etc.)

For the entire week, whenever the class encounters a 'small challenge'

(e.g. a misunderstanding, a group task impasse, tension during break time, difficulty in collaboration), the team activates the Faculty of the Week.”.

Objectives:

- To discover more Classified Faculties within themselves
- To understand the power of the Unlimited Breath in their daily lives
- To learn to manage their challenges, recognizing that there are many different ways to do so
- To develop their imagination



The CF of the week

This week
we practice:

When we face a problem:

1. We take a deep breath
2. We think
about how this week's CF
can help us deali with it
3. We try to find a solution

Mission 18: Secret Formula

Connected to pages 11–13, 24–26 of the book

Discussion

Start a short discussion around the idea of the “Unlimited Breath”: What does this phrase mean in our daily life? What takes our breath away? What makes us breathe with relief? Which habits make us stronger? Which ones calm us and help us focus?

The discussion naturally leads to the idea that each person has their own unique “formula” for finding breath and balance.

The Magic Recipe for Unlimited Breath

Teams work together to create their own secret formula that helps agents: stay calm, have energy, feel peaceful, nurture their imagination, solve problems without losing their composure, and stay focused on their goals. Each child suggests one ingredient based on the Classified Faculty they feel suits them best.

Examples of Ingredients

Healthy eating, exercise, short breaks, 3 deep breaths, positive thoughts, encouraging words, drops of compassion, phrases like “I can try again,” etc.

The Secret Agents' Book

All teams work together to create the Secret Agents' Book.

Each week, they add a new “recipe” that worked well in the classroom, based on real experiences.

Examples of Chapters

Examples of Chapters.

Objectives:

- To discover even more of their Classified Faculties
- To understand the power of the Unlimited Breath in their daily lives
- To manage their challenges
- To develop their imagination



Information for the Teacher

What is transplantation?

Transplantation is a complex medical procedure in which an organ that is not functioning properly is replaced with a healthy one.

For many people, it truly represents a second chance at life.

Today, thanks to new innovative treatments for Cystic Fibrosis, fewer and fewer patients need a lung transplant.

However, transplantation is something that concerns all of us. In fact, the likelihood of needing a transplant at some point in our lives is greater than the likelihood of becoming an organ donor.

The transplantation of solid organs -such as the heart, lungs, liver, and kidneys- can only take place from donors who have experienced brain death, a final and irreversible condition.

There are also cell transplants, such as bone marrow transplants, which can be carried out from living donors when it is completely safe.

What does organ donation mean?

Organ donation is the act of offering an organ or tissue to save the life of someone who needs it. It is an act of deep humanity and generosity.

When a person is no longer alive and brain death has been confirmed, their organs, if suitable, can be donated for transplantation.

In cases of living donation, such as bone marrow, this is done only when it is medically safe and usually involves family members or very close individuals.

The Hellenic Transplant Organization (HTO) is the national authority that coordinates and oversees all procedures, from donation to transplantation, ensuring they are carried out with strict safety standards, full transparency, utmost respect, and with the information and involvement of the family.

For more information, you can visit the official website of the HTO:

www.eom.gr



How can someone become an organ donor?

Connected to pages 24-25 of the book

Any adult who wishes can declare their intention to become an organ donor after death by registering in the National Organ Donor Registry of the Hellenic Transplant Organization (HTO): <https://www.eom.gr/ethniko-mitroo-doreas-organon-kai-iston/>

There is no age limit, and most people can be potential organ donors, even if they have a chronic condition. Suitability is always assessed by specialized doctors.

Registration as an organ donor can be withdrawn at any time if the individual wishes. In other words, they can be removed from the Donor Registry at any time. Additionally, if someone does not wish to become a donor, they can register in the Refusal Registry, which is also maintained by the HTO. www.eom.gr

Why do we talk to children about organ donation?

At school, we do not discuss technical medical details, nor do we ask children to take a position.

Instead, we use the topic of organ donation as an opportunity to explore concepts such as empathy, offering, solidarity, respect for life, hope, and a second chance.

Organ donation becomes a way for children to understand that a human act can change someone else's life.

Our goal is not to persuade, but to create a safe space for discussion.

Children can, if they wish, bring these thoughts into conversations at home.

You can also make use of the educational program "Organoulides," supported by the Onassis Foundation:

<https://www.eom.gr/ekpaideytiko-yliko-gia-mathites/>

Unlimited Breath - Be a Life Donor

Since 2020, the Hellenic Cystic Fibrosis Association has been implementing the Be a Life Donor campaign, aiming to inform and raise awareness about organ donation.

The award-winning campaign includes moving murals of transplant patients with Cystic Fibrosis in hospitals across the country, real stories of people who are alive today thanks to organ donation.

The message of the campaign is Unlimited Breath: the power, hope, and second chance at life.

Find out more on the Association's website:

www.cysticfibrosis.gr/draseis/kabanies/be-a-life-donor-campaign/



Mission 19: Be a Life Donor – Our Own Campaign

Connected to pages 22–23 of the book

The Campaign

Teams become creators of their own “Unlimited Breath” campaign, inspired by Be a Life Donor. Their goal is to share a message of hope, offering, and solidarity within their school and community.

Poster

Teams work together to design their own campaign poster. Once completed, the posters are displayed in school hallways and shared spaces, so that students, teachers, and visitors can see them.

Newspaper

Students write short articles and create a special edition newspaper titled Unlimited Breath, where they present their campaign.

Video

With your guidance, teams can create a short promotional video for an act of giving they will organize. Each child brings to class a small item they no longer need but believe could be valuable to someone else. It could be a book, a favorite small object, a classroom decoration, a sticker, a ruler, or even clothing in good condition.

Teams exchange items and discuss how it feels to give or receive something.

Their video captures this small act of giving their own “Unlimited Breath” offered to their team and school.

Objectives:

- To gain experience in active participation through a small awareness campaign
- To develop social responsibility through actions directed at their school community
- To develop empathy by recognizing that a single act can offer hope and strength to someone else.



Mission 20: Acrostic

Connected to the pages 11-13, 20, 21 of the book

The acrostic of Unlimited Breath

- helps me see things through other people's eyes.
- Even when things are difficult, I learn to myself and others with care.
- can soften even the hardest feelings.
- When we work together, we come up with more
- I stay focused on my and try my best to achieve it.
- My helps me create, dream, and find new solutions.
- When I feel unsure, I choose to have in myself.
- When I understand how someone else feels, I show
- My give me strength and something to look forward to.
- I take care of my body and mind to stay in
- Even when things are hard, my helps me keep going.
- I need to learn, play, and grow every day.
- I respect differences and show to others.
- Through, we support each other and achieve more together.
- helps me believe that things can get better.

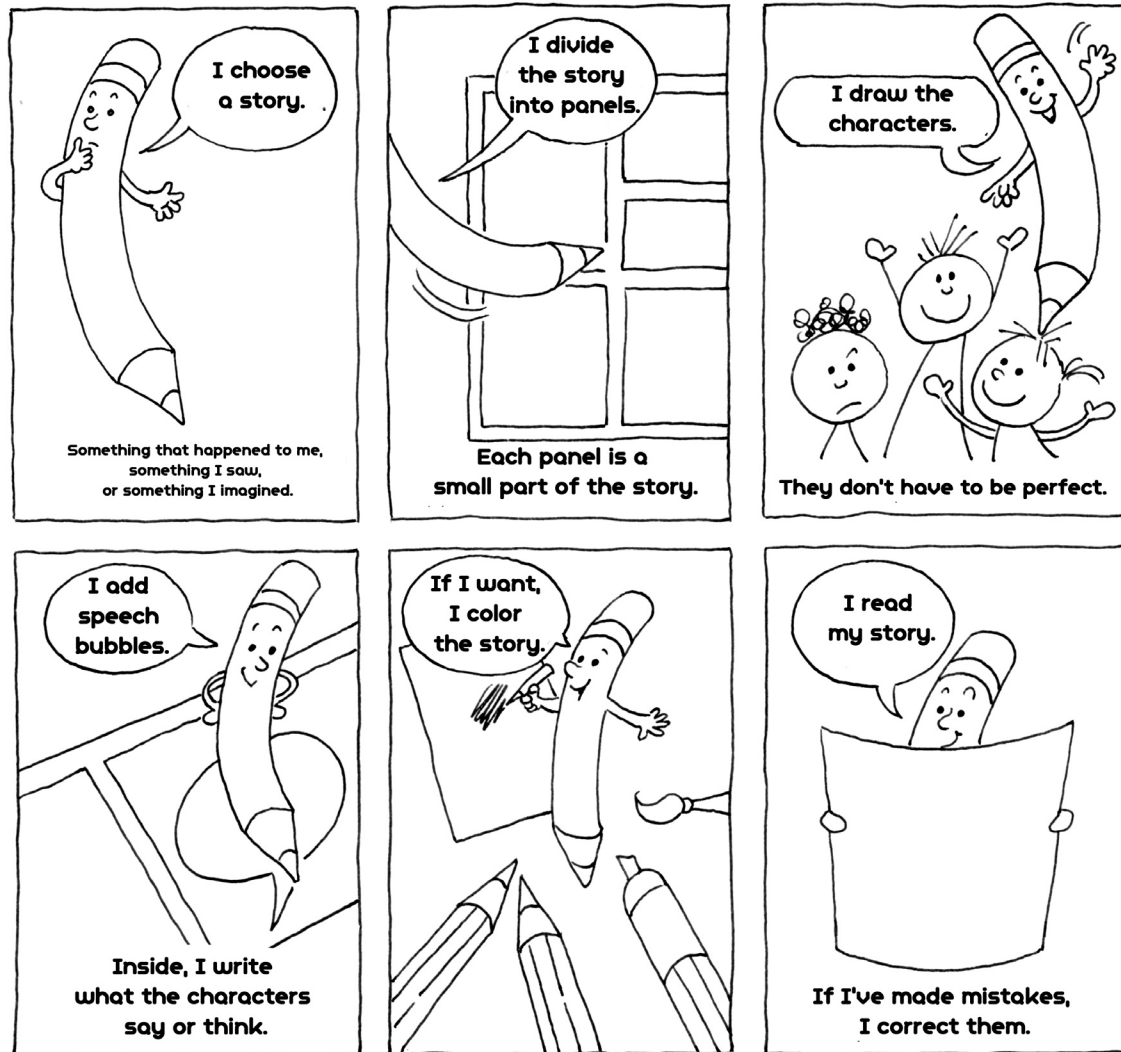
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|----------------|------------------|
| 10. Balance | 1. Understanding |
| 11. Resilience | 2. Nurture |
| 12. Energy | 3. Love |
| 13. Acceptance | 4. Ideas |
| 14. Teamwork | 5. Mission |
| 15. Hope | 6. Imagination |
| | 7. Trust |
| | 8. Empathy |
| | 9. Dreams |

Mission 20+1:

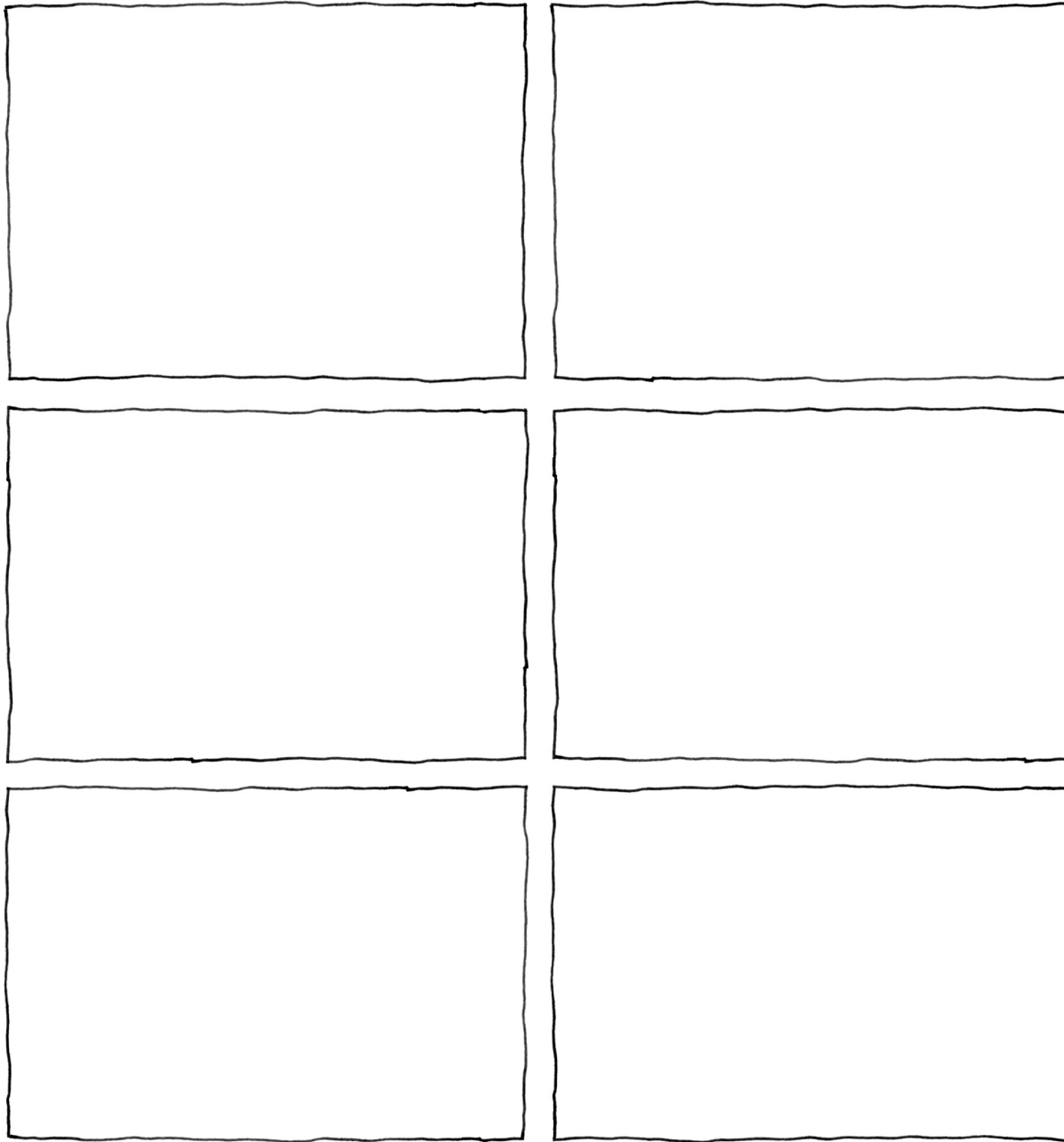
How do I make a comic?



The comic instructions are written in the first person because each team is the "creator of the story." Each "I" means your "we."

Don't forget: the power of TOGETHER is always the most important!

Now I create my own comic



Invent a short story starring Chloe and Kiri.

It can be a funny day at school, Kiri's birthday, a "NO" that became a "Why not?", or a small "YES" that changed everything.

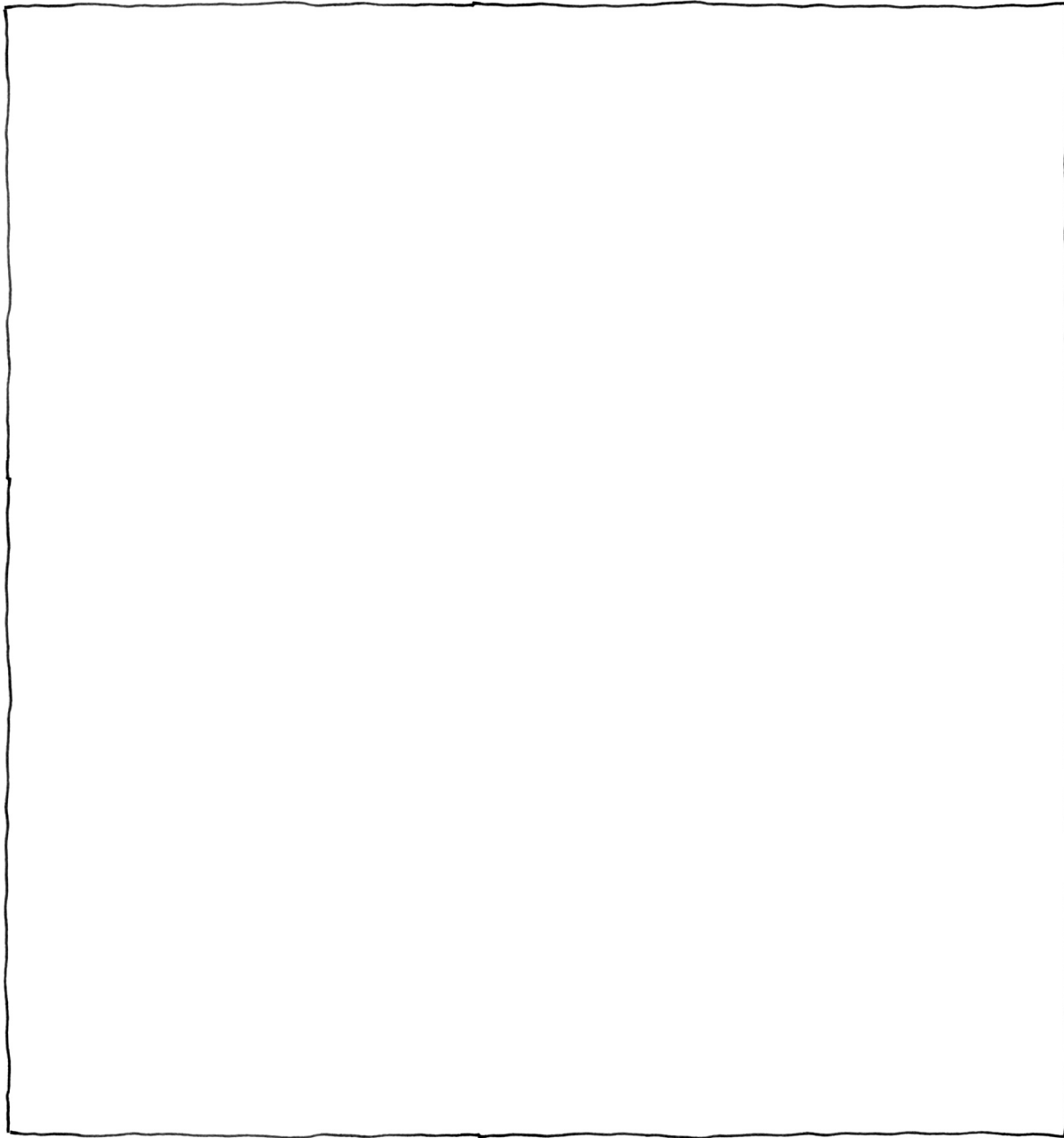
Maybe a new secret mission that leads them to discover a new Classified Faculty... or something completely unexpected that you imagine.

Draw the panels, write in the speech bubbles, color your comic, come up with a title for your story, and present it to your classmates or exchange your comics with other teams.

To help you with storytelling, each panel can show one of the key elements of the story:

Characters (you can choose one or both): 1. Setting 2. Problem 3. Change 4. Solution 5. Ending (what the characters achieved)

You can use all of them or just some, the story is yours!



And now, choose the most important moment from your story and draw it here.

You can make the characters big, add speech bubbles, expressions, sounds, and anything else that brings your scene to life and gives it movement.

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Hellenic Cystic Fibrosis Association

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Konstantina Giannaki – Vice President of the Association

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Zoe Krokou – PhD in Special Education

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Under the scientific auspices of:

Hellenic Pediatric Pulmonary Society • Hellenic Thoracic Society

Hellenic Transplant Organization (HTO)



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Giannis Tsotsos – Musician

Stefanos Varelas – Musician

Marivita Grammatikaki – Musician

Giannis Vourakis – Actor

Teti Solou – Illustrator

Material for teachers of 3rd, 4th, 5th, and 6th grade of primary school

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Scientific Review & Support:

Cystic Fibrosis Scientific Committee

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"Hippokratio" (Thessaloniki), "Papageorgiou"

Cystic Fibrosis Clinics of University Hospitals: PAGNI (Heraklion), Larissa, Patras
National Lung Transplant Center (Onassis Cardiac Surgery Center,
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