



## Anti-Bullying Reading List: Greek Books

### Book 1

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| <b>Book:</b>         | <b>Country:</b> Greece<br><b>Language(s):</b> Greek<br><b>Title:</b> Σιγά τα Αυγά (Big Deal)<br><b>Author:</b> Costas Poulos<br><b>Illustrator:</b> Christos Dimos<br><b>Publisher:</b> Metaixmio<br><b>ISBN:</b> 978-960-501-911-2<br><b>Target audience age:</b> 8-12               |
| <b>Tags:</b>         | Bullying related to Ethnicity and Language Skills, Migrant-Refugee Bullied, School Bullying   |
| <b>Cover image:</b>  |    |
| <b>Availability:</b> | <b>Online:</b> not available<br><b>Partially online:</b><br><a href="http://flip.metaixmio.gr/apospasmata/SIGA_AYGA/index.html#2">http://flip.metaixmio.gr/apospasmata/SIGA_AYGA/index.html#2</a><br><b>Print only:</b> <a href="http://www.metaixmio.gr">http://www.metaixmio.gr</a> |

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| <b>Retelling:</b>  | The story takes place in a primary school in Greece. A group of students by the name 'Myrmidons Gang' are the bullies of the school. Alexandros, the leader of the gang responds with the phrase 'Big Deal' every time a bullied child says that he or she will tell the teacher about it. Alexandros and his gang tease and bully everyone at school during break time. However, none of the children dare to say anything to teachers in the fear of being characterised as telltales by their peers. Marco, a boy from a country of East Europe has just migrated with his family to Greece. Marco, who does not speak Greek very well is trying hard to learn the language, make friends and adjust in the new school environment. Nevertheless, Marco becomes the victim of Alexandros and his friends and lives a living nightmare as he is being bullied at school every day. |
| <b>Commentary regarding the story's connection to combating school bullying:</b>                 | The story brings to surface two important issues in regards to school bullying. The first issue has to do with the fact that school bullying may be invisible to teachers and to adults in general. This means that teachers need to be on alert at all times. The second issue the story pinpoints is students' knowledge and misconceptions in dealing with bullying. Kids in the story decide to remain silent considering that bullying is a matter that they have to resolve themselves without the involvement of adults.  |
| <b>Suggestions to teachers on how to use this book to address issues of school bullying:</b>     | A short, easily understandable story about bullying that will help teachers and students to eliminate or prevent the growing phenomenon of school bullying. The story should be used to raise children's awareness to bullying and ways in dealing with it. The case of Marco, underlines the case of children from minorities or other countries and how vulnerable to bullying they may be.  |
| <b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b> | No   |


## Book 2

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| <b>Book:</b>         | <p><b>Country:</b> Greece<br/> <b>Language(s):</b> Greek<br/> <b>Title:</b> Περιπέτεια στο Τσαμπουκαλονήσι (Adventure in the island of bullying)<br/> <b>Author:</b> Peggy Fourka<br/> <b>Illustrator:</b> Peggy Fourka<br/> <b>Publisher:</b> Psichogios<br/> <b>ISBN:</b> 978-618-01-0669-5<br/> <b>Target audience age:</b> 7-9</p> |
| <b>Tags:</b>         | <p>Causes of Bullying, Bullying related to Race or Ethnicity, including Religion and Belief, Bullying based on Disability, Cyberbullying, etc.</p>   |
| <b>Cover image:</b>  |   |
| <b>Availability:</b> | <b>Online:</b> Not available   |

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|  | <b>Partially online:</b><br><a href="http://webdata.psichogios.gr/sample/9786180106695.pdf">http://webdata.psichogios.gr/sample/9786180106695.pdf</a><br><b>Print only:</b> <a href="http://www.psichogios.gr/">http://www.psichogios.gr/</a><br><a href="http://www.greekbooks.gr/">http://www.greekbooks.gr/</a>   |
| <b>Retelling:</b>  | <p>The main characters of the books are six friends, 3 boys and 3 girls, aged between 5 to 10 years old. Aris, one of the main characters, is a third-grade boy who becomes target of a gang of kids at his school. After repeated threats, Aris is forced to become the henchman of the gang leader, Billy Scabili. All of a sudden, and in a magic way Aris finds himself to be in Tsampoukalonisi, an island ruled by Captain Fourk whose aim and dream is to spread violence and hatred. Aris's friends fight to save him from Tsamoukalonisi and destroy Captain Fourk's plans. In their effort, they will have the support of mermaid Filio and her friend Love.</p> |
| <b>Commentary regarding the story's connection to combating school bullying:</b>                 | <p>The story focuses on the importance of having friends as a means in dealing with bullying. The story outlines the role of Aris's friends who decide to stand by him and help him fight back against bullying, hatred and violence.</p>  |
| <b>Suggestions to teachers on how to use this book to address issues of school bullying:</b>     | <p>Teachers could use the story to outline two major aspects and consequences of school bullying. The first thing has to do with the response of the bullied to bullying in an effort to solve the problem in hand. The story shows that the bullied may be forced by the bullies to do things. The second thing that emerges from the story is the role of the friends of the bullied. The story sends the message that children can and ought to support each other to prevent and stop bullying.</p>  |
| <b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b> | <p>No</p>  |

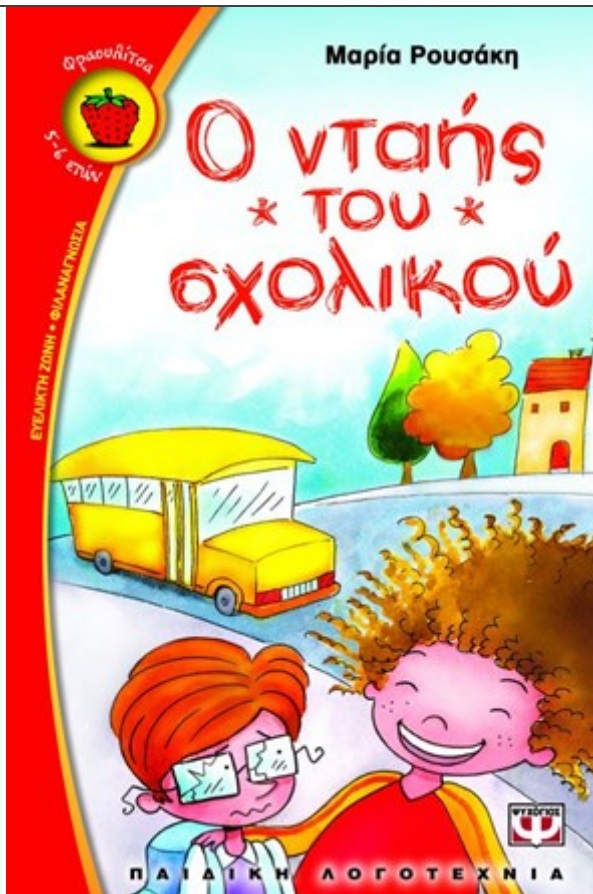


### Book 3

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| <b>Book:</b>         | <p><b>Country:</b> Greece<br/> <b>Language(s):</b> Greek<br/> <b>Title:</b> Ο Ορφέας και οι νταήδες με τα κίτρινα ποδήλατα (Orfeas and the bullies with the yellow bikes)<br/> <b>Author:</b> Avtzis Mercourios<br/> <b>Illustrator:</b> Varvarousi Leda<br/> <b>Publisher:</b> Psychogios<br/> <b>ISBN:</b> 978-960-496-273-0<br/> <b>ISBN Ebook:</b> 978-960-496-466-6<br/> <b>Target audience age:</b> 5-8</p>  |
| <b>Tags:</b>         | Bullying related to Marginalised Kids  |
| <b>Cover image:</b>  |   |
| <b>Availability:</b> | <p><b>Online:</b><br/> <a href="http://www.psichogios.gr/site/Books/show/1000546/o-orfeas-kai-oi-ntahdes-me-ta-kitrina-podhlata">http://www.psichogios.gr/site/Books/show/1000546/o-orfeas-kai-oi-ntahdes-me-ta-kitrina-podhlata</a><br/> <b>Partially online:</b><br/> <a href="http://webdata.psichogios.gr/sample/9789604962730.pdf">http://webdata.psichogios.gr/sample/9789604962730.pdf</a><br/> <b>Print only:</b><br/> <a href="http://www.psichogios.gr/site/Books/show/1000546/o-orfeas-kai-oi-ntahdes-me-ta-kitrina-podhlata">http://www.psichogios.gr/site/Books/show/1000546/o-orfeas-kai-oi-ntahdes-me-ta-kitrina-podhlata</a></p> |

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| <b>Retelling:</b>  | Orpheus, a young primary-school boy, has no friends and spends most of his day closed in his room avoiding any talks with his mother. His only friends are heroes from fairy tales. At school, he is the victim of bullying from a group of boys known as the Yellow Bikes. The boys constantly bother him, laugh at him, threaten him, and even take his snack and his pocket money. Orpheus is afraid until one day when he decides that he has to do something about it. He meets his bullies at the pool area of the school in order to confront them. There the chief of the gang falls into the swimming pool and Orpheus saves him from drowning. Suddenly, Orpheus becomes the hero he always wanted to be. |
| <b>Commentary regarding the story's connection to combating school bullying:</b>                 | The bullied in the story is a shy and scared boy with no friends at all. He keeps his mother out of his life and speaks to no one about his bullies. One day he finds the courage and decides to take the situation in his hand. He arranges a meeting to confront his bullies in order to put an end to his suffering.   |
| <b>Suggestions to teachers on how to use this book to address issues of school bullying:</b>     | Though the story has a happy end as Orpheus becomes a hero by saving the chief of the bullies, the teacher should encourage students to critically discuss Orpheus's choice to not speak to his mother or to any of his teachers about being bullied and to deal with the bullying problem on his own. The students may explore the question of what could Orpheus have done to deal with the problem of him being bullied.   |
| <b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b> | No  |


## Book 4

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| <b>Book:</b>         | <p><b>Country:</b> Greece</p> <p><b>Language(s):</b> Greek</p> <p><b>Title:</b> Ο νταής του σχολικού (The school bus bully)</p> <p><b>Author:</b> Maria Roussaki</p> <p><b>Illustrator:</b> Giorgos Sgouros</p> <p><b>Publisher:</b> Psychogios</p> <p><b>ISBN:</b> 978-960-453-741-9</p> <p><b>ISBN Ebook:</b> 978-960-496-210-5</p> <p><b>Target audience age:</b> 5-7</p>  |
| <b>Tags:</b>         | Bullying related to Physical Strength, Bullying on the Way To School  |
| <b>Cover image:</b>  |    |
| <b>Availability:</b> | <p><b>Online:</b> <a href="http://www.psichogios.gr/site/Books/show/22989/o-ntahs-toy-sxolikoy#prettyPhoto">http://www.psichogios.gr/site/Books/show/22989/o-ntahs-toy-sxolikoy#prettyPhoto</a></p> <p><b>Partially online:</b> <a href="http://webdata.psichogios.gr/sample/9789604537419.pdf">http://webdata.psichogios.gr/sample/9789604537419.pdf</a></p> <p><b>Print only:</b> <a href="http://www.psichogios.gr/site/Books/show/22989/o-ntahs-toy-sxolikoy#prettyPhoto">http://www.psichogios.gr/site/Books/show/22989/o-ntahs-toy-sxolikoy#prettyPhoto</a></p> |
| <b>Retelling:</b>    | Aristotle cannot wait for the summer to finish and return to school. When the schools begin, Aristotle cannot hide his  |

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|   | <p>enthusiasm. However, an unpleasant surprise waits for him. Aristotle becomes the victim of the school bus bully and his life becomes a torture. The bully, an older and bigger boy, among other things he did, he broke Aristotle's eyeglasses, tore up his school bag, and made fun of him on the bus on the way to school. Aristotle lives a nightmare and wishes he never had to get on the school bus. One day, Aristotle decided to deal with the problem and accidentally discovers the bully's weak point. The bully's true self is uncovered. Aristotle finds out that his bully is a vulnerable boy with many weaknesses.</p> |
| <p><b>Commentary regarding the story's connection to combating school bullying:</b></p>                 | <p>The story describes a typical incident of school bullying where the bully is physically stronger than the bullied. The victim experiences frustration and fear until he decides to confront the victimiser. The story also approaches bullying from a different perspective. It presents the personality of the bully, revealing his weaknesses and fears.</p>   |
| <p><b>Suggestions to teachers on how to use this book to address issues of school bullying:</b></p>     | <p>The book is suitable for preschool and low primary age students as it approaches the subject of bullying in a simple and understandable way. Teachers may explore with their students various issues that emerge from the book, i.e. places where bullying may occur, feelings that the bullied experiences. One interesting point of the book, that students should be encouraged to discuss, is the bully's hidden self. Behind the might and rude character there is a boy with many weaknesses and insecurities.</p>   |
| <p><b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b></p> | <p>No</p>   |




## Book 5

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| <b>Book:</b>         | <p><b>Country:</b> Greece</p> <p><b>Language(s):</b> Greek</p> <p><b>Title:</b> Μαζί <b>Illustrator:</b> Not available</p> <p><b>Publisher:</b> Kalendis</p> <p><b>ISBN:</b> 978-960-219-281-8</p> <p><b>Target audience age:</b> 10-15</p> |
| <b>Tags:</b>         | Bullying related to Racism at High School, Teenagers, School Gang Bullying, Assertiveness, Calmness   |
| <b>Cover image:</b>  |    |
| <b>Availability:</b> | <p><b>Online:</b> Not available</p> <p><b>Partially online:</b> Not available</p> <p><b>Print only:</b> <a href="http://www.kalendis.gr/">http://www.kalendis.gr/</a></p>   |
| <b>Retelling:</b>    | Myron, the only child of a single-parent family, is a tiny, shy and sensitive high-school boy. Like many other of his   |


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|   | <p>classmates, Myron is victimised by the "Beatles", the school gang who bully everyone at school. Myron's bullying takes place in school and outside school, in the neighborhood and is verbal as well as physical. All kids at school know how much Myron suffers but no one dares to do anything about it. The leader of the "Beatles", the hard Paminos, has big plans for his gang. He wants 'Beatles' to grow and gain control of the neighborhood and all around the city. However, the arrival of a new student, Luna, will change Myron's life. The two kids become friends and together join their forces to fight back the bullies.</p>   |
| <p><b>Commentary regarding the story's connection to combating school bullying:</b></p>                 | <p>The story outlines the power of friendship and assertiveness. At the beginning Myron suffered in the hands of his bullies. Together with his new friend Luna, the two kids stand by each other and with courage manage to deal with bullying. The power of mind of the two kids wins the physical power of the bullies exposing their weaknesses. Myron and Luna exhibit high level of confidence, courage, calmness, self-esteem and patience against the bullies and finally manage to overcome their problem.</p>  |
| <p><b>Suggestions to teachers on how to use this book to address issues of school bullying:</b></p>     | <p>The book discusses various issues of school violence, a social phenomenon that both the teachers and the parents ought to deal with. The book offers teachers and students the opportunity to explore various aspects of school bullying: conflicts, attacks, humiliation, intimidation, harassment, violence. The story takes place in high school where kids are struggling with their transition to adolescence sometimes in a cruel school environment. Teachers should exploit the story of the book to examine with their students a series important and sensitive issues facing teenagers, like redefining and determining their identity and their power over others, gaining independence from parents' control, establishing role models, and seeking acceptance from peers.</p> |
| <p><b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b></p> | <p>No</p>  |

## Book 6

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| <b>Book:</b>   | <p><b>Country:</b> Greece</p> <p><b>Language(s):</b> Greek</p> <p><b>Title:</b> ΠΩΣ ΝΑ ΚΑΝΕΤΕ ΕΝΑΝ ΕΛΕΦΑΝΤΑ ΝΑ ΧΟΡΕΥΕΙ – How to Make an Elephant Dance</p> <p><b>Author:</b> Άγγελος Αγγέλου, Έμη Σίνη</p> <p><b>Illustrator:</b> Σοφία Τουλιάτου</p> <p><b>Publisher:</b> Παπαδόπουλος</p> <p><b>ISBN:</b> 9789605691622</p> <p><b>Target audience age:</b> 5-7</p> |
| <b>Tags:</b>   | Causes of Bullying, Self-esteem, Bullying based on Disability/Difference, Turning Weakness into Strength   |
| <b>Cover image:</b>  |    |
| <b>Availability:</b>   | <p><b>Print only:</b></p> <p><a href="http://www.politeianet.gr/books/9789605691622-aggelou-aggelos-papadopoulos-pos-na-kanete-enan-elefanta-na-chorepsei-233867">http://www.politeianet.gr/books/9789605691622-aggelou-aggelos-papadopoulos-pos-na-kanete-enan-elefanta-na-chorepsei-233867</a></p>   |
| <b>Retelling:</b>  | A fun story with a cyclical, step-structure, of a little mouse that goes on a journey of self-discovery, taking other animals along with it. The little mouse discovers that for every “strong” animal there is an even “stronger” one, and that even the “strongest” animal (if such could be discovered) has a “weak” point.                                       |
| <b>Commentary regarding the story’s connection to combating school bullying:</b> | The story teaches in a fun way the relativity of “strength” and “weakness”, showing that everything strong can also be weak, and that a “weakness” can be turned into a “strength” and vice versa. The story also teaches the value of being oneself and of loving and trusting oneself. Children who engage in bullying, either from the perspective of the         |

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|   | <p>child who bullies, or of the perspective of the child who is being bullied (and even from the perspective of the child who witnesses), operate under the faulty assumption that certain children or characteristics are the “strong ones” and certain other children or characteristics are “the weak ones”, and bullying becomes a way of manifesting that perceived power imbalance. By actively reflecting on and challenging this false assumption, engaging with this story aims to undermine the very basis on which bullying occurs, and to foster respect for differences, thus making it less likely for bullying to occur.</p>   |
| <p><b>Suggestions to teachers on how to use this book to address issues of school bullying:</b></p>     | <ul style="list-style-type: none"> <li>• Explore the concepts of weakness and strength in the story and their relative nature (e.g. a donkey is “strong” compared to a mouse but “weak” compared to an elephant, etc.)</li> <li>• Acknowledge that a characteristic that we consider a weakness can also be a strength, and vice versa (e.g. there is a way for a “strength” to turn into a weakness and for the “weakness” to become a strength!) Abandon the black-or-white way of thinking about strengths and weaknesses.</li> <li>• Realise that differences enrich us and should be respected and celebrated</li> </ul> <p><b>Suggested Activity:</b> Have children create the masks of the characters in the story and play the story in class! (see video: <a href="https://www.youtube.com/watch?v=Fl4WqepsAhl">https://www.youtube.com/watch?v=Fl4WqepsAhl</a>)</p> |
| <p><b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b></p> | <p>No</p>   |

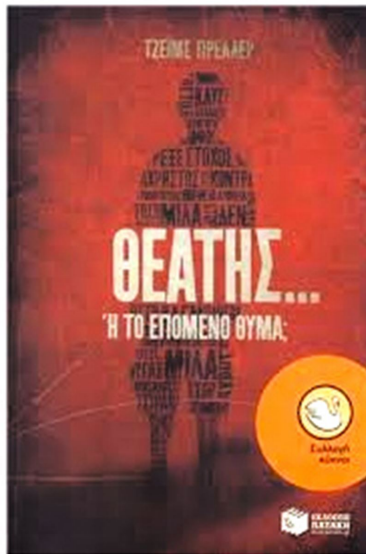
## Book 7

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| <b>Book:</b>   | <p><b>Country:</b> Greece</p> <p><b>Language(s):</b> Greek</p> <p><b>Title:</b> ΜΗΠΩΣ ΕΙΜΑΙ ΒΛΑΚΑΣ; – Could I be acting like an idiot?</p> <p><b>Author:</b> Σάκης Σερέφας</p> <p><b>Illustrator:</b> Σοφία Παπαδοπούλου</p> <p><b>Publisher:</b> Μεταίχμιο</p> <p><b>ISBN:</b> 9789605667696</p> <p><b>Target audience age:</b> 8-11</p>   |
| <b>Tags:</b>   | Bullying from the Perspective of the Child Who Bullies, How to Deal with the Child Who Bullies, Causes of Bullying  |
| <b>Cover image:</b>  |   |
| <b>Availability:</b>   | <p><b>Print only:</b></p> <p><a href="http://www.politeianet.gr/books/9789605667696-serefas-sakis-metaichmio-mipos-eimai-blakas-239831">http://www.politeianet.gr/books/9789605667696-serefas-sakis-metaichmio-mipos-eimai-blakas-239831</a></p>  |
| <b>Retelling:</b>  | <p>This is the story of Firlo, a child who used to bully other children and get away with it because of the clever ways he could console or justify his behaviours to adults. One day the school principal, who was an experienced teacher, approached Firlo in a gentle yet effective way and managed to convince Firlo to reflect on his behaviour and to decide to change it.</p>                |
| <b>Commentary regarding the story's connection to combating school bullying:</b> | <p>The story is unique approach to the phenomenon of bullying from the perspective of the child who bullies. It shows that a child who bullies could have been trapped into adopting a behaviour that is not reflective of the person he really is or wants to be. It also offers an example of a way teachers can approach children who bully in a non-punishing, creative, and effective way.</p> |



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| <b>Suggestions to teachers on how to use this book to address issues of school bullying:</b>     | <ul style="list-style-type: none"> <li>• Discuss the behaviour of each of the characters involved.</li> <li>• Discuss the motivation of each character and how it results to the behaviour observed.</li> <li>• Ask children to adopt the perspective of the little fly (Daisy) in the story in order to describe relevant situations in their own self, friendships, class and school.</li> </ul> |
| <b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b> | No   |

## Book 8

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| <b>Book:</b>   | <p><b>Country:</b> Greece</p> <p><b>Language(s):</b> Greek and English</p> <p><b>Title:</b> ΘΕΑΤΗΣ... Ή ΤΟ ΕΠΟΜΕΝΟ ΘΥΜΑ; – BYSTANDER: A BYSTANDER? OR THE BULLY'S NEXT TARGET?</p> <p><b>Author:</b> James Preller</p> <p><b>Publisher:</b> Πατάκης</p> <p><b>ISBN:</b> 9789601650999</p> <p><b>Target audience age:</b> 11-15</p>                      |
| <b>Tags:</b>   | Bullying from the Perspective of the Bystander, Speaking Up or Staying Silent, Conspiracy of Silence, Roles in Bullying   |
| <b>Cover image:</b>  |    |
| <b>Availability:</b>   | <p><b>Print only:</b></p> <p><a href="http://www.politeianet.gr/books/9789601650999-preller-james-patakis-theatis-i-to-epomeno-thuma-231215">http://www.politeianet.gr/books/9789601650999-preller-james-patakis-theatis-i-to-epomeno-thuma-231215</a></p>  |
| <b>Retelling:</b>  | This is the story of Eric who moves into a new town and goes to a new school. Eric meets Griffin, a “cool” and popular boy who is always surrounded by “his gang”. Eric witnesses the bullying that Griffin and his friends exercise on other children, until the point where he experiences it on himself and decides to break his silence.            |
| <b>Commentary regarding the story's connection to combating school bullying:</b> | This book approaches the important issue of the “conspiracy of silence” around the issue of bullying that is caused by the bystanders’ difficulty to speak up. It also speaks to the fluidity of roles in the phenomenon of bullying. In particular it illustrates how each child can play multiple roles depending on the situation; e.g. in the story |

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|  | the child who witnesses passively becomes the next victim of bullying and this experience causes him to change his behaviour and speak up.  |
| <b>Suggestions to teachers on how to use this book to address issues of school bullying:</b>     | <ul style="list-style-type: none"> <li>• Reflect on the behaviour of the characters in the book.</li> <li>• Reflect on the motivation behind their behaviour.</li> <li>• Reflect on the development of the characters in the book (what caused Eric to change his stance?)</li> <li>• What keeps students from speaking up in this class/school?</li> <li>• What can we do to break the “conspiracy of silence” around bullying?</li> </ul> |
| <b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b> | Trailer: <a href="https://www.youtube.com/watch?v=RT07lmT0O04">https://www.youtube.com/watch?v=RT07lmT0O04</a>  |