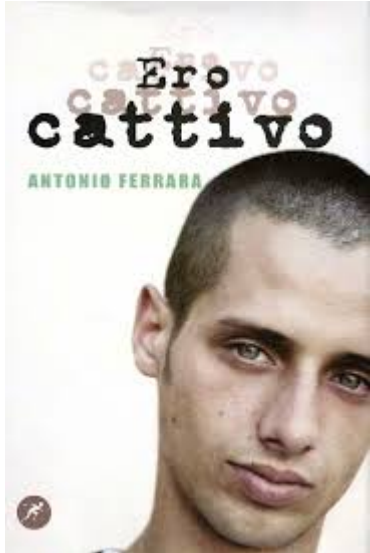



Anti-Bullying Reading List: Italian Books

Book 1

Book:	<p>Country: Italy Language(s): Italian Title: Ero cattivo (I Was a Bad Boy) Author: Antonio Ferrara Illustrator: Martina Ferrara Publisher: Edizioni San Paolo ISBN: 978-88215-9869-2 Target audience age: 11-17</p>
Tags:	Causes of Bullying, Self-esteem, Responsibility, Sadistic Temperament
Cover image:	
Availability:	<p>Print only: http://www.liberweb.it/News-article-sid-5819-topic-25.html</p>
Retelling:	<p>Angelo is a violent and sadistic kid who did unpleasant things inside the school where he was studying, practical jokes and bullying that cost him expulsion from school. He was placed in a rehabilitation center, where he met other kids and adults who made him face his fears and his inner conflicts with the world of adults and peers and found a solution to the terror of being alone and not included. Finally he found someone ready to listen and accommodate.</p>
Commentary regarding the	<p>This story shows how the basis for violent behaviour and bullying is often the difficulty to be accepted for who one</p>


<p>story's connection to combating school bullying:</p>	<p>really is, to recognise and accept one's own weaknesses, find the courage to admit one's faults and a way to reconcile with others, peers and adults.</p> <p>The presence of adults able to listen, to mediate and to understand the fragility of broken kids, condemning their bad behaviour but sincere offering help to those who implement and allow the emergence and strengthening of positive aspects of the kids.</p>
<p>Suggestions to teachers on how to use this book to address issues of school bullying:</p>	<ul style="list-style-type: none"> • Explore the concepts of weakness and strength in the story and their relative nature, fear of being treated like a good boy, therefore as weak. • Acknowledge that a characteristic that we consider a weakness can also be a strength, and vice versa (Recognise their mistakes and be able to say sorry). • Realise that differences enrich us and should be respected and celebrated. • Learn how to remedy and atone for a past wrong.
<p>Are there any pedagogical materials already developed to explore the book? If yes, which?</p>	<p>http://www.sulromanzo.it/blog/ero-cattivo-di-antonio-ferrara</p>

Book 2

<p>Book:</p>	<p>Country: England Language(s): Italian Title: Il signore delle Mosche (Lord of the Flies) Author: William Golding Illustrator: P. Longo Publisher: Mondadori ISBN: 88-04-49246-5 Target audience age: 11-14</p>
<p>Tags:</p>	<p>Solidarity, Conflict, Mutual Aid, Discrimination</p>
<p>Cover image:</p>	
<p>Availability:</p>	<p>Print only: http://www.ibs.it/code/9788804492467/golding-william/signore-delle-mosche.html</p>
<p>Retelling:</p>	<p>The main theme of "Lord of the Flies" is to demonstrate the differences between civilisation and savagery. The plane that the schoolboys are on is shot down during a time of war, killing some of the passengers and the pilot, leaving the children without an adult figure to look to for guidance. As a power struggle develops between the three main characters Jack, Ralph and Piggy, Ralph quickly takes charge. With Jack's support, he becomes the leader of the boys, while Piggy remains an outsider, worried about the long-term survival of the boys. As time passes, Ralph grows to appreciate Piggy's maturity, while Jack encourages anarchy and savagery among the boys. Eventually, Jack gains the majority of influence over the other boys, encouraging them to let go of the remnants of their civility, culminating in the murders of Piggy and another boy, Simon, at the hands of the other children. After Piggy's death, the other children begin to hunt Ralph who, while be</p>

	<p>running for his life, collapses on the beach and is found by a naval officer. The officer does not believe Ralph's story, thinking that the boys have just been playing games. The children are taken from the island and back to Britain on the naval ship. The discovery of the missing from adults pressed a reconciliation and awareness of the seriousness of the acts performed.</p>
<p>Commentary regarding the story's connection to combating school bullying:</p>	<p>The story allows observing how children left to themselves and without a comparison with adults can indulge in very violent and discriminatory behaviours, losing all forms of positive social relations and acting only to overcome others. However some of them maintain social principles of solidarity and mutual aid which are difficult to support and defend in front of violent behaviour.</p>
<p>Suggestions to teachers on how to use this book to address issues of school bullying:</p>	<ul style="list-style-type: none"> • Discuss the behaviour of each of the characters involved. • Discuss the motivation of each character and how it results to the behaviour observed. • Ask children to adopt the perspective of the children called "Piggy" and "Jack" in the story trying to find similarities with their own situation in the class.
<p>Are there any pedagogical materials already developed to explore the book? If yes, which?</p>	<p>http://www.scuolafilosofica.com/3979/il-signore-delle-mosche-golding-w</p> <p>http://doc.studenti.it/appunti/letteratura/2/signore-mosche-william-golding.html</p>

Book 3


<p>Book:</p>	<p>Country: Italy Language(s): Italian Title: Chi ha paura dei bulli? (Who is afraid of bullies?) Author: Silvia Serrelli Publisher: Giunti kids ISBN: 9-788809-78951 Target audience age: 6-9</p>
<p>Tags:</p>	<p>Marginalisation and Oppression in Childhood, Isolation and Peer Involvement</p>
<p>Cover image:</p>	
<p>Availability:</p>	<p>Print only: http://www.giunti.it/libri/bambini/chi-ha-paura-dei-bulli/</p>
<p>Retelling:</p>	<p>It is a short story about a shy child who on his first day at school remains isolated and becomes the object of mockery of another child, who is then in turn marginalised and then reintegrated in the group of the other children.</p>
<p>Commentary regarding the story's connection to combating school bullying:</p>	<p>The short and rich in images story is suitable to be used in early grade classes of primary school to help children reflect on their own behaviours that lead to marginalise some children and how to remedy.</p>
<p>Suggestions to teachers on how to use this book to address issues of school bullying:</p>	<ul style="list-style-type: none"> • Reflect on characters' behaviour. • Reflect on the motivation behind their behaviour. • Learn to recognise when their behaviour promotes exclusion and bullying and learn how to remedy that.



Are there any pedagogical materials already developed to explore the book? If yes, which?

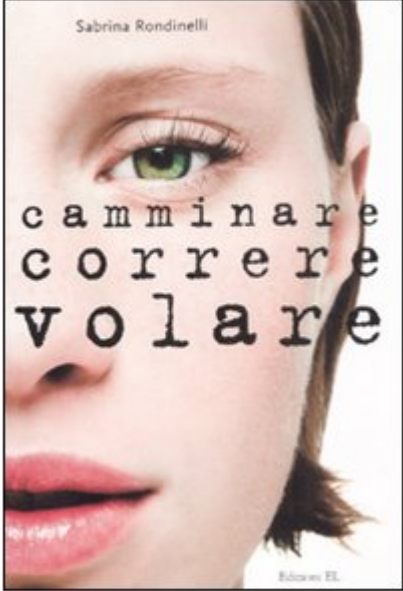


Book 4

Book:	Country: Italy Language(s): Italian Title: Cyberbulli al tappeto (Cyberbullies Knocked Out) Author: Teo Benedetti, Davide Morosinotto Publisher: Giunti-Editorialescienza ISBN: 9-788873-077671 Target audience age: 9-15
Tags:	Use of Social Networks, Risks and Opportunities, Mistakes and Directions on How to Behave Properly, Defend Themselves from Cyberbullying, Guide for Parents and Children who Use Social Media
Cover image:	
Availability:	Print only: http://www.giuntialpunto.it/product/8873077676/libri-cyberbulli-al-tappeto-piccolo-manuale-luso-dei-social-teo-benedetti
Retelling:	It is a blueprint that explains step by step how to access the internet in a safe way, paying attention to the possible risks and illustrating with examples and drawings which actions can become acts of bullying done or received.
Commentary regarding the story's connection to combating school bullying:	The widespread use of social media right from primary school indicates that it is very important for parents and for older kids to become aware of the risks associated with the use of social-networks. Being careful about which websites kids surf on the Internet, their contents, the material they publish on private or public chats/blogs, and how they chat with their contacts.
Suggestions to teachers on how to use this book to address issues of school bullying:	<ul style="list-style-type: none"> • Give opportunities to young people and parents to discuss the use of the internet and social media. • Reflect on the motivation behind their behaviour. • Learn to recognise when their own behaviour and that of others becomes abuse, violence or stalking

<p>Are there any pedagogical materials already developed to explore the book? If yes, which?</p>	
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Book 5

Book:	Country: Italy Language(s): Italian Title: Camminare, correre, volare (Walk, Run, Fly) Author: Sabrina Rondinelli Publisher: Edizioni E. Elle ISBN: 9788847723528 Target audience age: 12-13
Tags:	Female Bullying, Causes of Bullying, Friendship, Growth, Sport, Awareness
Cover image:	
Availability:	Print only
Retelling:	<p>Asja is fourteen years old, with a swaggering air and restless eyes. She lives in a working-class neighborhood with a depressed mother and doing badly at school. She steals in shops and chat with older guys. She sneaks out and rages against his classmate Maria, too submissive, too studious, too respectable. Asja is a tough girl; she walks with difficulty and never separates from her best friends. Then one day she gets in trouble and everything changes. Thus begin a quest of her true self. A novel about female bullying told from the point of view of the "bad girl". A novel about the meaning of friendship, the light that illuminates within the first love and the value of forgiveness.</p>
Commentary regarding the story's	<p>A story of female bullying that makes reflect on the events that populate our schools. Despite the negative episodes, the situation is, however, solved in a positive way showing a</p>

<p>connection to combating school bullying:</p>	<p>growth, although diversified, of the main character.</p>
<p>Suggestions to teachers on how to use this book to address issues of school bullying:</p>	<ul style="list-style-type: none"> • The novel is divided into three parts that recall verbs / action of the title and it is suitable for work in stages. • The school characters and the neighborhood in which they live are like any school in a city suburb. • The important role of sport. • A bildungsroman useful for a pathway of "growth" • It's the story of a ransom, but without a stereotypical division between good and bad.
<p>Are there any pedagogical materials already developed to explore the book? If yes, which?</p>	<p>http://blog.pianetadonna.it/thebookgirls/camminare-correre-volare-il-bullismo-delle-ragazze/</p> <p>http://bibliobreda.blogspot.it/2012/12/camminare-correre-volare-con-le-parole.html</p>