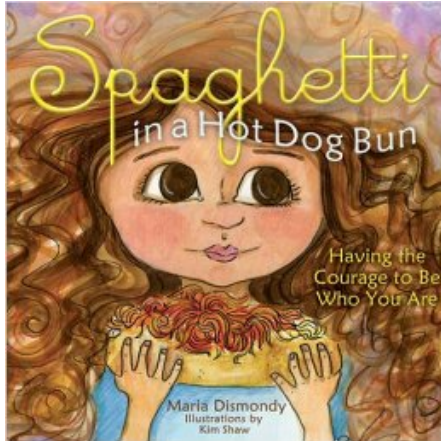


## Anti-Bullying Reading List: English Books


### Book 1

<b>Book:</b>	<p><b>Country:</b> USA</p> <p><b>Language(s):</b> English</p> <p><b>Title:</b> Spaghetti in a Hot Dog Bun: Having the Courage To Be Who You Are</p> <p><b>Author:</b> Maria Dismondy</p> <p><b>Illustrator:</b> Kim Shaw</p> <p><b>Publisher:</b> Cardinal Rule Press</p> <p><b>ISBN:</b> 0615473938</p> <p><b>Target audience age:</b> 4-11 years</p>
<b>Tags:</b>	Causes of Bullying, Bullying related to Identity and Being Different, Compassion as a Resolution to Bullying, Appreciating Identity and Uniqueness
<b>Cover image:</b>	
<b>Availability:</b>	<p><b>Partially online:</b></p> <p><a href="http://mariadismondy.com/books/1/Spaghetti-in-a-Hot-Dog-Bun/">http://mariadismondy.com/books/1/Spaghetti-in-a-Hot-Dog-Bun/</a></p>
<b>Retelling:</b>	<p>The book starts with Lucy in the kitchen with her grandpa, Papa Gino, having breakfast. Lucy spread ketchup on her toast, and then asks her grandpa why her friend Harriet has butter and jam on her toast instead of tomato sauce like Lucy. Her grandpa explains that even though different people like different things, all people are the same underneath. Lucy repeats a quote that her grandfather has obviously told her many times: "Even if we are different from others on the outside, we all have a heart with feelings on the inside." This is the resounding message which this book is trying to promote among primary school children.</p> <p>Later in the book, Lucy goes to school. She sits on the bus</p>

	<p>beside her friend Harriet, but by the way the character, Ralph, is introduced – sitting on his own with no friends, staring out the window – we know that this character is a negative person in Lucy's life. Lucy gets teased by Ralph because of her appearance and the lunch she eats – spaghetti in a hot dog bun. He teases her and chants: "Lucy, Lucy, eats stinky food that puts us all in a big, bad mood!" Lucy doesn't understand how Ralph can tease her like this because Papa Gino always taught her she was special and different and to appreciate people's individuality.</p> <p>Later in school, when Ralph finds himself stuck at the top of the monkey bars Lucy initially thinks she will tell him just how mean he is but when she sees that Ralph is genuinely afraid Lucy overcomes her own hurt feelings and decides to help Ralph. This is Lucy's defining moment, and because she knows what she stands for, Lucy has the courage to make a good choice.</p>
<b>Commentary regarding the story's connection to combating school bullying:</b>	<p>This is a very worthwhile story for children to read because it teaches them many valuable lessons. Firstly it teaches them that even if they are targeted for being different, they don't have to bully back in order to feel empowered. They can show strength by being sure and committed to who they are and by showing compassion to the bully.</p> <p>In this way this book empowers children to always do the right thing and to be proud of themselves for it, even when they are faced with a challenging character in their school or with a bully like Ralph.</p> <p>This is a very relevant book for children today; typically today there is a lot of pressure to 'fit-in' however this book celebrates individuality and uniqueness. It promotes the idea of identity in young children and encourages them to embrace their eccentricities instead of hiding them away so that they won't stand out in the crowd. In this way it is a very positive book for children to read as it celebrates all the things that make us different from each other, and shows that you can stand up to bullies with kindness rather than fighting back and being mean.</p>
<b>Suggestions to teachers on how to use this book to address issues of school bullying:</b>	<p>This story helps to open up communication with children about bullying and helps to teach children that being different makes them unique and special, not weird or odd. Children should never have to experience, witness or be the victims of bullying, but unfortunately when they go to school, many children tend to experience some form of bullying. This is an important book however because it teaches children not to let a bully's mean words, comments</p>

	and actions hurt them. Instead because of this story, children can feel empowered to celebrate what makes them unique. By introducing this book to the classroom, the teacher can start the conversation with children about celebrating differences, forming their own identity and being proud of it. This book can help to create a positive and welcoming environment in the primary school for children of all ages.
<b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b>	There are a series of pre-reading, reading and post-reading questions which teachers can put to a class group of all ages to discuss this book. There is also accompanying worksheets; the first worksheet prompts children to draw the characters in the book in a number of key scenes from the book; the second asks children to write a recipe to 'cook up the courage to stop bullying' and the third worksheet is a blank book cover template, this asks children to draw a new book cover for the book. These resources are available at: <a href="http://www.witsprogram.ca/pdfs/schools/books/spaghetti-in-a-hot-dog-bun/spaghetti-in-a-hot-dog-bun.pdf">http://www.witsprogram.ca/pdfs/schools/books/spaghetti-in-a-hot-dog-bun/spaghetti-in-a-hot-dog-bun.pdf</a>

## Book 2

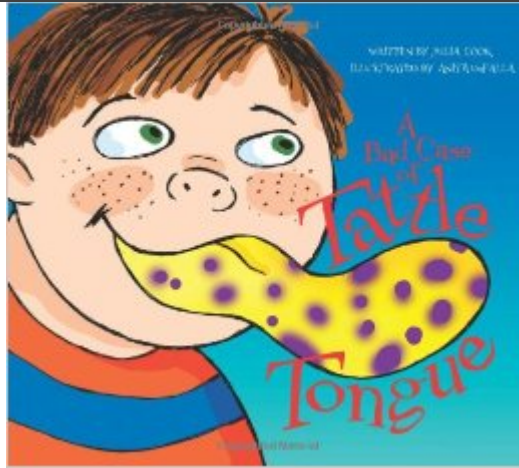
<b>Book:</b>	<p><b>Country:</b> USA</p> <p><b>Language(s):</b> English</p> <p><b>Title:</b> Mouse, the Monster and Me: Assertiveness for Young People</p> <p><b>Author:</b> Pat Palmer</p> <p><b>Illustrator:</b> Betty Shondeck</p> <p><b>Publisher:</b> Uplift Press</p> <p><b>ISBN:</b> 0915166437</p> <p><b>Target audience age:</b> 8+</p>
<b>Tags:</b>	<p>Assertiveness for Children, Self-awareness, Positive Self-image, Being Bullied as a Result of Being Timid and Shy, Bullying as a Result of Misplaced Anger and Frustration, Positive Mental Health in Children</p>
<b>Cover image:</b>	
<b>Availability:</b>	<p><b>Partially online:</b></p> <p><a href="https://www.amazon.com/gp/product/0915166437?ie=UTF8&amp;linkCode=as2&amp;camp=1789&amp;creative=9325&amp;creativeASIN=0915166437#reader_0915166437">https://www.amazon.com/gp/product/0915166437?ie=UTF8&amp;linkCode=as2&amp;camp=1789&amp;creative=9325&amp;creativeASIN=0915166437#reader_0915166437</a></p>
<b>Retelling:</b>	<p>This is a very interactive book for children aged 8+. It is not written like a story book, but rather is like a self-help book for children and throughout the book it teaches children to find the balance between being a shy, timid little mouse who gets 'walked on' or 'squashed', and being a 'mean' and 'pushy' monster who nobody wants to be around. Throughout the book, the author prompts the child to answer certain questions – these are very effective in involving the children in the book and in getting them thinking about being more assertive.</p> <p>One of the most difficult parts of helping children deal with bullying is figuring out when to encourage them to assert themselves, and when to encourage them to walk away from a potentially dangerous situation. This book focuses on answering that difficult question. The pacifist mice and aggressive monsters help children to see that there are pros</p>

	<p>and cons to both sides, and that it's all about understanding your own responsibilities to the world, and the consequences of your actions. The book teaches children to develop their own personal rights, and to find the appropriate levels of assertiveness.</p> <p>It explains that you do not want to be a mouse, a meek little thing that everyone walks all over. But, you don't want to be an aggressive monster, snapping at everyone for every little thing either. This book helps children to find the balance and to find themselves.</p>
<b>Commentary regarding the story's connection to combating school bullying:</b>	<p>Topics of discussion include understanding your strength and power, knowing your rights and responsibilities, asking for what you want, saying "no", handling both criticism and compliments, and being yourself. The goal is to give pupils the tools to stop attracting bullies and bullying others and to start taking responsibility for their own feelings, words, and actions by teaching them non-violent problem-solving skills that are vital in today's society. In this way, this book can be a very useful tool for teachers to introduce into the classroom in that it gets pupils thinking and talking about personal assertiveness, positive social, emotional and psychological health and having good self-esteem.</p> <p>The beauty of this book is that it is written in simple language with simple illustration and lettering meaning that it is attractive to children and the concepts being discussed can be easily understood by them. They understand the metaphor of the mouse and the monster and of finding the balance of both to become an assertive and confident young person. In addition to promoting this healthy image in children, this book also allows aggressive children to identify the signs of their bullying and to learn new coping mechanisms that will support them to also become assertive and well-rounded young people. Similarly passive children, or mice, find a way to assert themselves through this book. It helps both mice and monsters to identify traits, characteristics and behaviours of bullies and their victims, and gives children the tools they need to deal with bullies and bullying. The book achieves this by helping children to learn conflict resolution skills and how to deal with anger in themselves and others. They learn assertiveness skills, plus how to decrease disruptive behaviour and deal with anger through the "me" communication style, which is based on rights, responsibility and respect. This increases both their confidence and self-esteem, and improves their relationship with others.</p>
<b>Suggestions to teachers on how to</b>	As mentioned above, there are various prompts and fun activities that the teacher can introduce when covering this

<p><b>use this book to address issues of school bullying:</b></p>	<p>book to encourage children to work at developing a positive self-image and healthy and safe relationships with others.</p> <p>This book helps pupils understand, manage, and talk about their feelings; thereby contributing to their social and emotional development, as well as their positive mental health and self-image. In this way, this book is a good catalyst for making pupils more aware of themselves, what their characteristics are and how to find the balance between being too meek and too aggressive so that they can develop as well-rounded, assertive young people. It is important that the teacher encourages the pupils to identify times when they have been the mouse and the monster, to ascertain if they are more like the mouse or the monster and to use the tools given in the book to develop their social and emotional intelligence so that they can find the balance between being the mouse and the monster.</p>
<p><b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b></p>	<p>Various lesson plans and templates are available through SPHE.ie but there are no accompanying worksheets or learning materials.</p> <p>The publisher, Uplift Press, has produced a teacher's guide to accompany this book. This guide is available at: <a href="http://upliftpress.com/pdf/MMM%20guide.pdf">http://upliftpress.com/pdf/MMM%20guide.pdf</a></p>



### Book 3

<b>Book:</b>	<p><b>Country:</b> USA  <b>Language(s):</b> English  <b>Title:</b> A Bad Case of Tattle Tongue  <b>Author:</b> Julia Cook  <b>Illustrator:</b> Anita DuFalla  <b>Publisher:</b> National Center for Youth Issues  <b>ISBN:</b> 978-1-931636-86-5  <b>Target audience age:</b> 5-10</p>
<b>Tags:</b>	Causes of Bullying, Understanding Bullying, Reporting and Responding to Instances of Bullying, Building Positive Relationships and Trust Among Peers
<b>Cover image:</b>	
<b>Availability:</b>	<p><b>Partially online:</b>  <a href="https://www.amazon.com/Bad-Case-Tattle-Tongue/dp/1931636869/ref=pd_sim_14_3?ie=UTF8&amp;psc=1&amp;refRID=JNGZG2GCNB24BC3EK2BH#reader_1931636869">https://www.amazon.com/Bad-Case-Tattle-Tongue/dp/1931636869/ref=pd_sim_14_3?ie=UTF8&amp;psc=1&amp;refRID=JNGZG2GCNB24BC3EK2BH#reader_1931636869</a></p>
<b>Retelling:</b>	<p>'A Bad Case of Tattle Tongue' is the story of a little boy named Josh who had a big problem with tattling. He tattled so much that no one wanted to sit by him at lunch, or play with him at recess. He tattles on his classmates, his brother, and even his dog! But one night he wakes up to find his tongue is very long, yellow, and covered in bright purple spots. This was a sign that Josh tattled so much that he started to get "tattle tongue". Tattle tongue meant that Josh started to twitch and scratch, as well as the purple spots starting to show on his tongue. It gets really bad! Josh's mother told him that every time he tattles his tongue will grow longer and longer, and yellower and yellower with more and more purple spots. Josh learned not to tattle because he was so worried about tattle tongue. But the time when Josh should have tattled, he didn't! That night</p>

	<p>the Tattle Prince visits Josh and teaches him the rules of tattling. As long as Josh obeys the tattling rules he will no longer have tattle tongue. This book teaches pupils how to be "Danger Rangers" and spot trouble, how to be "Problem Solvers" and work situations out with others, which things need to be told "Now or Later", and when to "MYOB" mind your own business. These are the four Tattle Rules which the Tattle Prince teaches Josh and they are good lessons for teachers to introduce to the classroom.</p>
<p><b>Commentary regarding the story's connection to combating school bullying:</b></p>	<p>This book gives teachers a simple, humorous and creative way to address the time-consuming tattling-related issues that often sap classroom energy and thwart teaching opportunities. It is a creative means of teaching young children how to decipher the difference between tattling and letting an adult know when someone is in danger.</p> <p>In the spirit of <i>Pinnocchio</i>, this book teaches pupils that for every action (or choice) there is a reaction so where Pinnocchio's nose grew because he lied, Josh's tongue grew longer, more yellow and with more purple spots on it because he kept tattling when he shouldn't have. This book is very clever with dealing with this issue. Often pupils can be targeted by bullies for being 'rats' or 'snitches' and telling on other pupils all the time, but this books manages not to fall into the "don't snitch" category. Instead the book very carefully defines when it's okay to "tell" and when it is simply none of the pupils' business and when they should just MYOB.</p> <p>This book is relevant to combatting bullying in school because firstly, it allows teachers to tackle the issue of tattling in their classroom which can take up a considerable amount of time in their classroom and can make them unavailable to a pupil who really needs their support in combatting bullying. The book also promotes a sense of responsibility and comradery among pupils in that it encourages pupils to look out for their peers and to report any instances of bullying they may witness. Whereas prior to this book the pupils may have tattled on unimportant issues and ignored important ones, this book clarifies with pupils when it is okay to tell and what they should do when they have something important to report to the teacher.</p>
<p><b>Suggestions to teachers on how to use this book to address issues of school bullying:</b></p>	<p>It is important that the teacher ensures that one pupil isn't singled out as being the 'tattler' in the class when this topic is being covered. There are a range of online, open source games and activities which the teachers can introduce to the classroom to keep activities light-hearted and up-beat when discussing this issue. This includes art projects where the pupil is given a handout of the Tattle Tongue</p>



	<p>and asked to colour in the statements which are tattling in one colour and the statements that are telling in another, which is available at:  <a href="https://www.teacherspayteachers.com/Product/A-Bad-Case-of-Tattle-Tongue-825289">https://www.teacherspayteachers.com/Product/A-Bad-Case-of-Tattle-Tongue-825289</a>          and games like 'Pin the tail on the tattler' which is available at:  <a href="http://www.counselorup.com/blog/a-bad-case-of-the-tattle-tongue">http://www.counselorup.com/blog/a-bad-case-of-the-tattle-tongue</a></p>
<p><b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b></p>	<p>There is an accompanying activity book for this story which teachers can buy or download. This book includes discussion questions and exercises to share with pupils; and is available to download at:  <a href="http://morsegroup.eu/252/a-bad-case-of-tattle-tongue-julia-cook-id52140.pdf">http://morsegroup.eu/252/a-bad-case-of-tattle-tongue-julia-cook-id52140.pdf</a></p>

## Book 4

<b>Book:</b>	<p><b>Country:</b> USA / UK</p> <p><b>Language(s):</b> English</p> <p><b>Title:</b> The Absolutely True Diary of a Part-Time Indian</p> <p><b>Author:</b> Sherman Alexie</p> <p><b>Illustrator:</b> Ellen Forney</p> <p><b>Publisher:</b> LB, LITTLE, BROWN AND COMPANY (US) / Andersen Press (UK)</p> <p><b>ISBN:</b> 978-0-316-01369-7</p> <p><b>Target audience age:</b> 12-17</p>
<b>Tags:</b>	Causes of Bullying, Bullying related to Race or Ethnicity, including Religion and Belief
<b>Cover image:</b>	
<b>Availability:</b>	<p><b>Online:</b>  <a href="http://www.sturgeonenglish.com/uploads/1/3/6/0/13602064/the-absolutely-true-diary-of-a-part-time-sherman-alexie-1.pdf">http://www.sturgeonenglish.com/uploads/1/3/6/0/13602064/the-absolutely-true-diary-of-a-part-time-sherman-alexie-1.pdf</a></p> <p><b>Print only:</b>  <a href="https://www.amazon.com/Absolutely-True-Diary-Part-Time-Indian/dp/0316013692">https://www.amazon.com/Absolutely-True-Diary-Part-Time-Indian/dp/0316013692</a></p>
<b>Retelling:</b>	<p>The book follows one school year in the life of Junior, a fourteen-year-old boy living with his family on the Spokane Indian Reservation near Wellpinit, Washington; it is told in episodic diary style, moving from the start of the school year through the major holidays and through to the beginning of summer, and it includes both Junior's written record of his life and drawings he makes, some of them comically commenting on his situations, and other more seriously depicting important people in his life.</p> <p>Throughout the novel Junior shares his dreams with the readers.</p> <p>Junior admits to being a target of bullying due to his appearance and medical history (lisp, seizures, water on the brain). He reveals this information in a way that is both comical as well as sympathetic; he invites readers to share and relate to his experience being bullied. After transferring to Reardan High School, Junior must also deal with being the only poor</p>

	<p>Native American student in a school full of rich white people, and the pressures of keeping up appearances for fear of losing his peers' social acceptance.</p> <p>Junior lives under the constant threat of physical violence. Although he attempts to assuage the threat through his drawings and light-hearted approach to the problem, he is nevertheless subjected to regular beatings by members of the reservation, including the adults. But violence serves as a form of communication in the reservation. Junior believes it is the Indian's acknowledgement that they are going nowhere that fuels their violence.</p> <p>The novel uses humorous narratives and comics to convey the theme of race. It explores racial issues such as stereotyping of Native and White people, the use of indigenous culture as sports mascots, interracial friendships, and cultural tokenisation.</p>
<b>Commentary regarding the story's connection to combating school bullying:</b>	<p>Arnold Spirit, aka "Junior," describes himself as the epitome of a victim, even belonging to the Black-Eye-of-the-Month Club because he is beaten up so frequently. Having a stutter, a lisp, and Native American heritage at an all-white school made him an easy target for bullying. Junior describes himself as a victim of bullying in school connecting this way the story with the theme of the project. By telling describing real life situations of bullying in school, it brings up to light solutions for the problem through the easy to understand and accessible language of a teenager accompanied by suggestive illustrations. Cartoons are inserted throughout the narrative and complement it perfectly sometimes being the much needed funny break to what is being described.</p> <p>Shortly, the book tackles (in a positive, approachable way) rough topics like bullying, poverty, racism, domestic violence, death (including murder and suicide and manslaughter), loss (of a pet, of a friend, of a family member), grief, depression, loneliness, fighting with friends, alcoholism, and bulimia. In relation to those rough topics, the book emphasises the importance of good friendships, parental support, tolerance, education, courage, initiative and perseverance.</p>
<b>Suggestions to teachers on how to use this book to address issues of school bullying:</b>	<p>Sections of the book regarding bullying related to race or ethnicity can be read in the class and discussed with the students. Teachers can encourage students to express the reasons of this kind of bullying, what makes them reluctant to different races/ethnicity.</p>
<b>Are there any pedagogical materials already developed to explore the book?</b>	<p>No</p>

If yes, which?	
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## Book 5

<b>Book:</b>	<b>Country:</b> USA <b>Language(s):</b> English <b>Title:</b> The Hundred Dresses <b>Author:</b> Eleanor Estes <b>Illustrator:</b> Louis Slobodkin <b>Publisher:</b> Harcourt Brace and Company <b>ISBN:</b> 0-15-237374-8 <b>Target audience age:</b> 8-12
<b>Tags:</b>	Bullying Experiences, Literary Criticism and Analysis, Compare and Contrast, Fitting In, Bullying, Prejudice and Tolerance Experiences, Understanding Self and Others
<b>Cover image:</b>	
<b>Availability:</b>	<b>Online:</b> <a href="http://www.arvindguptatoys.com/arvindgupta/dresses.pdf">http://www.arvindguptatoys.com/arvindgupta/dresses.pdf</a> <b>Print only:</b> Bookseller – <a href="https://www.amazon.com/Hundred-Dresses-Eleanor-Estes/dp/0152052607">https://www.amazon.com/Hundred-Dresses-Eleanor-Estes/dp/0152052607</a>
<b>Retelling:</b>	<p>The book centers on Wanda Petronski, a poor and friendless Polish-American girl. Her teacher, outwardly kind, puts her in the worst seat in the classroom and she does not say anything when her schoolmates tease her. One day, after Wanda's classmates laugh at her funny last name and the faded blue dress she wears to school every day, Wanda claims to own one hundred dresses, all lined up in her closet at her worn-down house. This outrageous and obvious lie becomes a game, as the girls in her class corner her every day before school, demanding that she describe all of her dresses for them. She is mocked, and her father, Mr. Petronski, decides that she must leave that school.</p> <p>The teacher holds a drawing contest in which the girls are to draw dresses of their own design. Wanda enters and submits one hundred beautiful designs.</p>

	<p>Her classmates are in awe of her talent and realise that these were her hundred dresses. The students who teased her feel remorse and want her to know this, but they are not sure how. They decide to write her a kind letter and send it to her old address, hoping the post office can forward it. Unfortunately, she has already moved away and does not realise she won the contest.</p>
<p><b>Commentary regarding the story's connection to combating school bullying:</b></p>	<p>The Hundred Dresses is Eleanor Estes' 1945 Newberry Award Winning classic geared toward middle grade readers. The book is still relevant these 70 years later because it touches on important concepts like bullying, peer pressure and racial discrimination.</p> <p>By revealing the pain she endures as a bystander, Maddie helps readers to recognise the importance of taking a stand against teasing, both to assist the target of the teasing and to retain a personal sense of integrity and pride.</p> <p>The book is offering a great framework for exploring bullying from different ones involved: the bully, the bystanders, and the person being bullied.</p>
<p><b>Suggestions to teachers on how to use this book to address issues of school bullying:</b></p>	<p>Based on this book, teachers can develop class activities that will determine students to analyse and describe characters from the story using character traits, compare and contrast two main characters from the story, apply their knowledge, understanding and analysis of characters to determine how they would react in a similar situation.</p>
<p><b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b></p>	<ul style="list-style-type: none"> <li>• What Would They Do? Worksheet</li> <li>• Vocabulary Words</li> <li>• Vocabulary Puzzle</li> <li>• Comprehension Quiz</li> </ul> <p>(Available at: <a href="http://www.scholastic.com/teachers/lesson-plan/hundred-dresses-lesson-plan">http://www.scholastic.com/teachers/lesson-plan/hundred-dresses-lesson-plan</a>)</p>

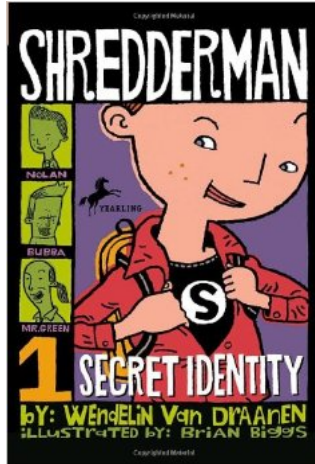


## Book 6

<b>Book:</b>	<b>Country:</b> USA <b>Language(s):</b> English <b>Title:</b> Thirteen Reasons Why <b>Author:</b> Jay Asher <b>Illustrator:</b> - <b>Publisher:</b> Penguin Group <b>ISBN:</b> 1-4295-6511-X <b>Target audience age:</b> 12-17
<b>Tags:</b>	Causes of Bullying, Teasing
<b>Cover image:</b>	
<b>Availability:</b>	<b>Online:</b> <a href="http://www.pdforigin.net/thirteen-reasons-why-pdf/">http://www.pdforigin.net/thirteen-reasons-why-pdf/</a> <b>Print only:</b> <a href="https://www.amazon.com/gp/product/159514188X?tag=randohouseinc7911-20">https://www.amazon.com/gp/product/159514188X?tag=randohouseinc7911-20</a>
<b>Retelling:</b>	<p>Bullying by students and the stigma of suicide are themes in the novel <i>Thirteen Reasons Why</i> by Jay Asher. New to town, Hannah Baker hopes to have a new life. Unfortunately, rumours, betrayal, and revenge by her peers affect Hannah's life more than anyone knows. Though Hannah tries to reveal her pain to others, neither the school guidance counselor nor other students recognise her cries for help. Before committing suicide, Hannah records a collection of audiotapes explaining the actions which she believes pushed her to make the decision to take her own life.</p> <p>Clay Jensen, who had liked Hannah despite rumours he had heard about the new girl, is one of thirteen people who receives Hannah's audio suicide letter. He is shocked to learn how unfounded the rumours about Hannah being a slut were as they originated from one boy who was angry with her for not giving him more than a kiss. As Clay continues to listen to Hannah's tapes, he becomes angrier and angrier with the way other students have treated Hannah. He is also</p>


	<p>upset with himself for not doing more to let Hannah know that he liked her. While he works to understand what happened to Hannah, he learns many life lessons. He learns to speak up, and he realises that every action affects others in some way. Hannah's messages explain how she wants the people in her life and the teens reading her story to become more aware of how we affect the lives of others every day.</p> <p>The novel ends with a note of hope as Clay steps out to befriend a girl whom he'd always liked but never approached because of her reputation of being strange.</p>
<b>Commentary regarding the story's connection to combating school bullying:</b>	<p>This novel addresses issues facing modern students. Although she is not physically abused, Hannah is a victim of bullying. Like many students recently, Hannah feels the only way to solve her problems and stop the hurt is to take her own self out of the equation. Hannah leaves audiotapes behind, telling those who persecuted her about the exact impact that they had on her life. Clay believes some of the people included in the tapes may interpret the tapes only as Hannah's way of blaming everyone else for her problems. Some good comes from Hannah's story as Clay decides to take an active role in helping those around him.</p>
<b>Suggestions to teachers on how to use this book to address issues of school bullying:</b>	<p>During the classes, different parts of the tapes described in the novel as being registered by Hannah can become subjects of role plays in class. First, certain students can receive the role of bullies and then they will pass to the role of the bullied person. At the end, the teachers will conduct the discussions on encouraging students to express their feelings during playing both roles, when did they feel comfortable and when they didn't and why.</p>
<b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b>	<p>No</p>

## Book 7

<b>Book:</b>	<p><b>Country:</b> USA  <b>Language(s):</b> English  <b>Title:</b> Shredderman: Secret Identity  <b>Author:</b> Wendelin Van Draanen  <b>Illustrator:</b> Brian Biggs  <b>Publisher:</b> Yearling  <b>ISBN:</b> 9780375823510  <b>Target audience age:</b> 7-10</p>
<b>Tags:</b>	Bullying, Teasing, Heroes, Creative Problem Solving, Cyberbullying
<b>Cover image:</b>	
<b>Availability:</b>	<p><b>Online:</b>  <a href="http://www.mediafire.com/download/q8zjufmopvafldj/Secret+Identity+-+Wendelin+Van+Draanen.pdf">http://www.mediafire.com/download/q8zjufmopvafldj/Secret+Identity+-+Wendelin+Van+Draanen.pdf</a></p> <p><b>Print only:</b>  <a href="https://www.amazon.com/Shredderman-Identity-Wendelin-Van-Draanen/dp/0440419123">https://www.amazon.com/Shredderman-Identity-Wendelin-Van-Draanen/dp/0440419123</a></p>
<b>Retelling:</b>	<p>Shredderman is the secret cyber-hero identity of Nolan "Nerd" Byrd, a fifth grade math whiz who can't keep his shoes tied. Inspired by his teacher Mr. Green – who asks, <i>"Is there something you feel angry about? An injustice you see in the world?"</i> – Nolan creates Shredderman to expose the bullying of Bubba Bixby. Bubba lies, cheats, steals and cuts in line. He is the terror of the school; not even the teachers or principal can control him.</p> <p>Armed with a digital camera hidden in his backpack, Nolan quickly captures the evidence he needs. He then builds Shredderman.com, a website dedicated to exposing and humiliating Bubba. But having a secret superhero identity is only the beginning of the project. Nolan must figure out how to encourage people to look at his website without getting caught.</p> <p>Shredderman transforms Nolan from nerdy victim into an innovative superhero. He utilises such strengths as his computer and problem</p>

	<p>solving skills. He also overcomes weaknesses like sewing and climbing. One of the most memorable scenes in the book involves Nolan sneaking out of class, climbing on top of the school building and distributing leaflets advertising his website. As Nolan gains confidence, Bubba loses his power to intimidate.</p> <p>Like other superheroes, Nolan is a loner. His secret identity protects him from Bubba retaliating, but it also means that he cannot benefit from the attention Shredderman gains. Nolan is lucky to have a number of supportive adults in his life who don't ask too many questions, including his parents and Mr. Green. What he lacks are friends. This is Shredderman's greatest weakness.</p>
<b>Commentary regarding the story's connection to combating school bullying:</b>	<p>The story is developed in a school environment which will make it more interesting for young readers by creating the impression of real life situation. The main character faces bullying but he finds creative ways to fight against it. More than that, the story puts the accent on the importance of the presence of adults in fighting against bullying. Using the story, students have the framework to compare characters' decisions and use them as an example of what they can do in similar situations.</p>
<b>Suggestions to teachers on how to use this book to address issues of school bullying:</b>	<p>The teachers can use this book for young readers to encourage students to think and discuss about bullying, and by reading specific fragments about Bubba to help them learn to recognise different forms of bullying and, at the same time, to stand up against bullying. Starting from the title ('Secret Identity') the teacher can ask students to make a realistic description of their own, by trying identifying: how they see themselves, how they believe the others perceive them, how some dishonest behaviours can create a secret identity of them in the eyes of the others.</p>
<b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b>	<p>Lesson plans available at:  <a href="https://www.teachingbooks.net/tb.cgi?sid=71">https://www.teachingbooks.net/tb.cgi?sid=71</a></p>

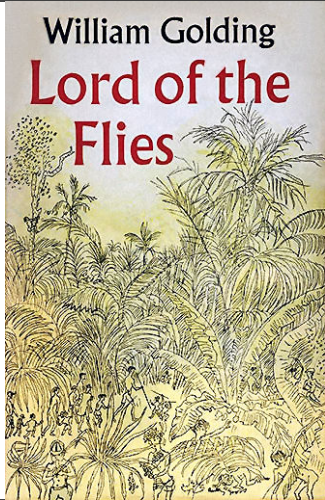
## Book 8

<b>Book:</b>	<p><b>Country:</b> Spain – Belgium</p> <p><b>Language(s):</b> Spanish and English</p> <p><b>Title:</b> Rojo o por qué el bullying no es divertido – Red or why bullying is not fun</p> <p><b>Author:</b> Jan De Kinder</p> <p><b>Illustrator:</b> Jan De Kinder</p> <p><b>Publisher:</b> Tramuntana Editorial</p> <p><b>ISBN:</b> 9788494166228</p> <p><b>Target audience age:</b> 6-8</p>
<b>Tags:</b>	<p>Causes of Bullying, Effects/Consequences of Bullying (Emotional/Psychological, Physical, Social), Actors Involved in Bullying and Their Role, Warning Signs in Victims, Support to Victims, Resilience Techniques, Encouraging Bystanders to Report, Self-esteem</p>
<b>Cover image:</b>	
<b>Availability:</b>	<p><b>Print only:</b></p> <p><a href="http://www.boolino.es/es/libros-cuentos/rojo-o-porque-el-bullying-no-es-divertido/">http://www.boolino.es/es/libros-cuentos/rojo-o-porque-el-bullying-no-es-divertido/</a></p>
<b>Retelling:</b>	<p>A story of a bullying episode seen from the point of view of the actors where Tomas, is a boy who blushes easily. That involuntary physical reaction lead to some of their classmates laughing. The situation became worse and Maria, even though she was one of the bullies, decided to report the situation but feared of Pablo's reaction and did not know how to manage the situation.</p>

<b>Commentary regarding the story's connection to combating school bullying:</b>	<p>One of the most valuable features of the story is that it shows all the steps of bullying from the very beginning until the end; from the point of view of the actors involved; that is to say, in first person, trying to show the reader the feelings and fears that they have to face during such conflict allowing children to identify themselves with the actors involved and reflect their role in this phenomenon.</p> <p>Also, the story underlines the key role of the witnesses and the need of reporting about bullying incidents describing how to give a step further and the importance of a culture against bullying and the union of the group.</p>
<b>Suggestions to teachers on how to use this book to address issues of school bullying:</b>	<ul style="list-style-type: none"> <li>• To identify actors involved in the bullying incident and their role.</li> <li>• To analyse feelings and fears of each of the actors involved in the situation.</li> <li>• To describe the behaviours that created the bullying episode and those that helped to solve it and raised awareness against bullying.</li> </ul>
<b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b>	<p>No</p>



## Book 9

<b>Book:</b>	<p><b>Country:</b> England  <b>Language(s):</b> English  <b>Title:</b> LORD OF THE FLIES  <b>Author:</b> WILLIAM GOLDING  <b>Illustrator:</b> -  <b>Publisher:</b> FABER AND FABER  <b>ISBN:</b> 0-571-05686-5 (first edition)  <b>Target audience age:</b> Young adults</p>
<b>Tags:</b>	Bullying related to Thinking and Intellectual Differences, including Beliefs, Bullying based on Disability
<b>Cover image:</b>	
<b>Availability:</b>	<p><b>Online:</b>  <a href="http://carlsbadhs.schoolloop.com/file/1313210386718/1177180624730/823260908851847759.pdf">http://carlsbadhs.schoolloop.com/file/1313210386718/1177180624730/823260908851847759.pdf</a></p>
<b>Retelling:</b>	<p>The story is about a group of schoolboys, stuck on an uninhabited island due to a plane crash. The boys decide that they need a leader, who is to be Ralph. He also chooses another boy, Jack, to be responsible of the boys who are in charge with hunting. After an expedition on the island, Ralph decides that they need to set a fire in order to catch the attention of any potential plane or ship crossing that area. Because their attention is focused on the games they play, the forest burns. There is an internal conflict in the group and many times, Piggy is the one the others are laughing at. Their stay on the island makes some of them not to think rationally. They become afraid of a sort of monster which, probably, is hunting them. They organise an expedition. They are to discover the silhouette of a parachute which, from distance, seems to be a huge ape. During the next meeting, Jack calls Ralph coward and considers that he must be out of power. Fortunately, the other boys refuse to vote it. In the attempt to set a new fire, most of the boys leave Ralph to join Jack, who declares himself the leader and organises a hunt and a violent ritual. Step by step, the boys become savages and treat</p>

	each other in this way. This behaviour causes the death of Simon and Piggy and Ralph is also hunted by Jack's wild group. Finally, they are rescued by a ship.
<b>Commentary regarding the story's connection to combating school bullying:</b>	This book could be used in combating school bullying because it highlights the evolution of the schoolboys' relationship in an inadequate environment. Firstly, they organise themselves in a hierarchical way, which is meant to help them survive but it also provokes conflicts. Moreover, the smart boy of the group, the one with the logical solutions, is the source of laughing, Jack and his fellows bullying on him every time they have the occasion. Also, Piggy's appearance is in connection with his intellectual development. The lack of shelter, food and the difficult days spent there make the children act unusual. The primitive side of humanity comes to light, they forget about education and good manners. The only one who remains as in the beginning of the story is Ralph, who suffers a lot because he loses his friends and companions. Being alone, he cannot face the others and fight against their inhuman behaviour. So, this story is also a good example of how things could get in a group of children if they lose control and how each of the schoolboys has to suffer. It could serve as a moral lesson about friendship and the consequences of losing moral values.
<b>Suggestions to teachers on how to use this book to address issues of school bullying:</b>	<p>The teacher presents the summary of the book (if the students have previously read the book entirely, this phase is not necessary anymore).</p> <p>The teacher carefully selects excerpts from the book, which emphasise the personality of each of the main characters (Ralph, Jack, Piggy, Simon) and ask different students to read them loudly in front of the others. Then s/he ask pupils to imagine (re-tell) the story with Ralph and Piggy having a new personality: a first scenario with Piggy having the courage to confront Ralph and the other guys, and a second scenario with Ralph having the patience and empathy to listen Piggy's opinion and to follow advices of the other guys for cooperation, trust and friendship among them all.</p>
<b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b>	No

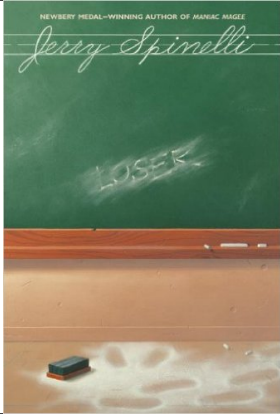
## Book 10

<b>Book you would like to nominate:</b>	<p><b>Country:</b> USA  <b>Language(s):</b> English  <b>Title:</b> TANGERINE  <b>Author:</b> EDWARD BLOOR  <b>Illustrator:</b> -  <b>Publisher:</b> SCHOLASTIC PAPERBACKS  <b>ISBN:</b> 0439286034  <b>Target audience age:</b> Young adults, elementary and secondary school children</p>
<b>Tags:</b>	Bullying based on Disability
<b>Cover image:</b>	
<b>Availability:</b>	<p><b>Online:</b>  <a href="https://teacherweb.com/FL/sarasotamiddleschool/West,Michelle/Tangerine-PDF.pdf">https://teacherweb.com/FL/sarasotamiddleschool/West,Michelle/Tangerine-PDF.pdf</a>  <b>Print only:</b>  <a href="http://www.abebooks.com/9780439286039/Tangerine-Bloor-Edward-0439286034/plp">http://www.abebooks.com/9780439286039/Tangerine-Bloor-Edward-0439286034/plp</a></p>
<b>Retelling:</b>	<p>Before the beginning, when Paul Fisher is in kindergarten, one of his brother's friends calls him "Eclipse boy". On his first day in kindergarten, he is bullied by 5<sup>th</sup> grade students because he was blind. In the beginning of the novel, the Fishers move houses, from Houston, Texas, to Tangerine, Florida. Erik, the older son, looks forward a football scholarship. Paul is visually impaired and considered blind, but plays soccer. In the first tour in his new school, Paul meets Mike and Joey. One day, during the football practice, Mike is killed by a lightning. After hearing the news, Erik and his friend, Arthur, are telling jokes about this event, even though Mike was their mate. Paul tries to join the football team of the school but he is rejected due to his impairment. He blames his mother for this, considering her guilty of telling the school administrators about it. While at school, a field of portable classrooms collapses into a sinkhole. Paul and Joey are one of the people who rescued those trapped there. Now, the pupils have to change school, Paul going to Tangerine Middle School, which is located in a poorer part of the county. There, he has the opportunity to play soccer again. Throughout the story, houses in the neighbourhood are fumigated by termites and robbed by Erik</p>

	<p>and Arthur. Theresa is Paul's friend. Her brother, after a violent conflict with Erik and Arthur, is hit by Arthur, and dies six days later. All this sad happening is witnessed by Paul. Tino and Victor are looking for revenge. After a fight in the schoolyard, Paul runs back to his house, where he newly remembers that Vincent and Erik, in the belief that Paul exposed him (Erik) and his friend Vincent Castor for spray painting a wall in their old neighbourhood. Vincent held Paul's eyelids open while Erik sprayed paint into Paul's eyes, and confronts his parents for concealment of the story. Arthur is arrested for murdering Luis, and Erik is expected to be arrested later but is then placed on <u>house arrest</u> until further notice. Paul is expelled from the Tangerine school district for jumping on the coach, and transferred to St. Anthony's, a private Catholic school. Readers are left with Paul presumably returning to <u>Tangerine Middle School</u> the following school year.</p>
<b>Commentary regarding the story's connection to combating school bullying:</b>	<p>This story is a heartbreaking example of bullying based on disability and bullying between brothers. It can be seen as a positive example because Paul manages to fight against his physical impairment and follows his dream. Neither his blindness nor the people around him manage to make him give up. His strength, determination and innocence should be capitalised to portrait a positive example of how one can succeed, despite the others do not sustain him. He also manages to find true friends. Unfortunately, throughout the story, we can also observe of bad example, Paul's brother, who is totally opposite to him. The contrast between the two brothers is the best way of exemplifying the moral and real consequences of an inadequate behaviour. Despite the fact that the circumstances are favourable to Erik, he does not succeed, he loses himself, falling into decay. By contrasting the two life stories of these brothers, young adults are provided a deep moral lesson, which makes them think about success, brotherhood, friendship, fail and destruction.</p>
<b>Suggestions to teachers on how to use this book to address issues of school bullying:</b>	<p>Teacher asks students to read the book and allocates a certain time for this task. Then s/he stimulates the class to analyse the behaviour of the main characters and to argue why bullying is bad. Then students will work in pairs: in each group, one student will keep the eyes closed and will use coloured pens or markers to make a drawing (his/her peer will help him/her by giving the requested colour). Then, 'the painter' will turn his/her back to the peer (thus s/he can opens the eyes) and listen the description of his/her drawing told by the peer. Based on this the teacher will stimulate discussions regarding: disability-based bullying, how we perceive/how we should perceive the disabilities of the others, feelings of disabled.</p>
<b>Are there any pedagogical materials already</b>	No

**developed to  
explore the  
book? If yes,  
which?**

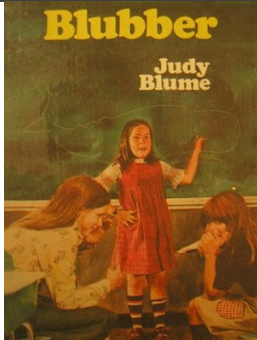
## Book 11

<b>Book you would like to nominate:</b>	<p><b>Country:</b> USA  <b>Language(s):</b> English  <b>Title:</b> LOSER  <b>Author:</b> JERRY SPINELLI  <b>Illustrator:</b> -  <b>Publisher:</b> HARPER COLLINS  <b>ISBN:</b> 0060540745  <b>Target audience age:</b> Young adults, elementary and secondary school children</p>
<b>Tags:</b>	Bullying based on Mental Disability
<b>Cover image:</b>	
<b>Availability:</b>	<p><b>Online:</b>  <a href="http://www.anderson5.net/cms/lib02/SC01001931/Centricity/Domain/222/Loser.pdf">http://www.anderson5.net/cms/lib02/SC01001931/Centricity/Domain/222/Loser.pdf</a>  <b>Print only:</b>  <a href="https://www.amazon.com/dp/0060540745/ref=rdr_ext_tmb">https://www.amazon.com/dp/0060540745/ref=rdr_ext_tmb</a></p>
<b>Retelling:</b>	<p>'Loser' is the story of Donald Zinkoff, a schoolboy who has a hard time in achieving success in everything he does. His physical awkwardness and lack of aptitude for schoolwork gradually isolate him from his peers. However, the boy never loses his love of life, self respect, and his desire to help the others. At the beginning of the book, he seems so thrilled to be in the first grade that he can hardly stop shouting and laughing with glee. Thus, he is isolated by the others. Fortunately or not, he is not aware that he is unusual, maintaining his openness to relationships with people of all ages. But only a few adults appreciate his special nature and among his fellows, he makes no friends. Luckily, his family is quite supportive, but the boy next door and another boy in school whom Zinkoff attempts to befriend reject his advances. In the fourth and fifth grade, his classmates become more critical and observant. Getting an A in a test is a reason of laughing. His mates praise him endlessly, but Zinkoff does not realise that, in fact, they are mocking him. They start calling him loser, but not in his face. Thus, he is half-unaware of his nickname. Despite of being bad at music, he</p>



	wants to join the band. He finds solace from the growing pressures of school in Willow Street near his home, where he once went with his father, a mailman. An old lady there speaks to him, as does the young mother of a small child named Claudia. In the sixth grade, he is no longer the “loser”, but he becomes invisible, a nobody. During that winter, Claudia gets lost, and he decides to go for her. She is quickly fond but Zinkoff almost dies in his failed attempt to rescue her. This event touches the adults. By being true to himself, the boy has become a hero.
<b>Commentary regarding the story’s connection to combating school bullying:</b>	This is a touching story which is perfect to use in schools in order to illustrate the innocent and pure soul of a poor-gifted boy and how important is the acceptance of the others as they are. This issue seems to be truly understood only by the adults, who have a mature thinking and can see deep inside Zinkoff’s soul and mind. They are the only one capable to perceive his qualities. On the other hand, the children compare Zinkoff to them at a superficial level and are not able to integrate him among them and, in this way, help him grow up. It is important to highlight the fact that acceptance and integration could help a poor-gifted pupil develop and think deeper, not only see the world throughout the eyes of innocence. The moral impact of the story is extremely deep, which could lead to a better understanding of the needs of our fellows. In almost each group of students we can identify this type of child. As we can see in the story, this kind of behaviour does not happen only among very young students, but also among students in secondary school. When these traits of character get more and more highlighted and determine a total isolation of the child.
<b>Suggestions to teachers on how to use this book to address issues of school bullying:</b>	Relevant sections of this book (selected by the teacher) can be read in the class and discussed with the students from the perspective of the disability-based bullying. Teachers can request students to analyse the fairness of the behaviour of different characters, to try explaining potential causes of the bullying described in the excerpt they have read, and express how they felt while reading about different characters (angry, fury, empathy, mercy, etc.). A last activity should be a short role-play ‘ <i>Ten minutes in the shoes of Zinkoff</i> ’ with a focus on the actions and treatments that Zinkoff suffered on behalf of the others.
<b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b>	No

## Book 12

<b>Book:</b>	<p><b>Country:</b> USA  <b>Language(s):</b> English  <b>Title:</b> BLUBBER  <b>Author:</b> Judy Blume  <b>Illustrator:</b> -  <b>Publisher:</b> Bradbury Press  <b>ISBN:</b> 0-87888-072-0  <b>Target audience age:</b> Young adult, elementary and secondary school children</p>
<b>Tags:</b>	<b>Bullying passed on Physical Appearance</b>
<b>Cover image:</b>	
<b>Availability:</b>	<p><b>Online:</b>  <a href="http://ibatefl.com/wp-content/uploads/downloads/2013/08/Blubber-by-Judy-Blume.pdf">http://ibatefl.com/wp-content/uploads/downloads/2013/08/Blubber-by-Judy-Blume.pdf</a>  <b>Print only:</b>  <a href="https://www.amazon.com/Blubber-Judy-Blume/dp/148141013X">https://www.amazon.com/Blubber-Judy-Blume/dp/148141013X</a></p>
<b>Retelling:</b>	<p>The book is about Linda Fischer, a fifth grade student, and the bad treatment she receives from some of his mates and apparently friends. The story begins with Jill Brenner listening the other students' presentations on animals. Linda stands up to do her report about whales. Wendy gives a note to Jill where she writes: <i>"Blubber is a good name for her"</i>. This note is passed around the room and all the students start laughing. Then on the school bus, the bullying begins. The children are playing with Linda's coat, calling her Blubber. As Halloween is coming, Linda wants for her an original suit. Jill decides that she wants to be a flenser, a person who strips blubber off of whales. But the next day, Jill is extremely disappointed because she does not win most original costume. Then, being in the bathroom, Wendy, Caroline and Jill start to bully Linda by stripping off her clothes and making her cry. During the Halloween night, Tracy and Jill put rotten eggs in Mr. Machinist's mailbox. But the bullying does not stop. The girls are telling Linda that she is eating too much and, then,</p>

	<p>the next day, Linda brings only saltine crackers and celery. She is also forced to say that she is a blubber, the smelly whale of class 206, to kiss a boy even if she does not want and many other things. But the girls do not escape from what they did in the Halloween night. Mr. Machinist wants them to be punished. Jill is suspicious on Linda. One day at school, Jill suggests having a trial to find out if Linda was the one who told the old man what they did. Linda was locked in the closet, Jill tries to stick up for Linda and goes against Wendy by saying that Blubber should get a lawyer. But Wendy gets mad, and the next day, Jill receives the same treatment as Linda before. The whole class is calling her "Baby Brenner". Wendy's bad character is also revealed. Even if everyone stops calling Jill "Baby Brenner", she understands what Linda felt.</p>
<b>Commentary regarding the story's connection to combating school bullying:</b>	<p>This kind of behaviour is extremely common among students. Students usually have the tendency to analyse their mates by their physical appearance, which could become a torture for the one in case. This story is a good example of the consequences of such a bad treatment on those who apply it. It can be used in at least two ways: to illustrate the feelings of Linda, to analyse them, and to illustrate that not only she can be the victim, but the aggressor could become a victim of his/her own weapons too. Happening in a school context, the story becomes more actual and proper to make connection between the real world and this fictional universe. The fact that in the end, the aggressor understands that what she is doing is wrong, provides the students a veritable moral lesson. The punishment is not a solution, as we can see in the case of the Halloween night. Being in the shoes of the victim, instead, experimenting the same feelings could help one to re-evaluate his own behaviour.</p>
<b>Suggestions to teachers on how to use this book to address issues of school bullying:</b>	<p>The teacher can perform an analysis in the classroom on the positive and negative characters described in the book. S/he can ask students to do an antithesis of the bullied and the bullies (Linda vs. Wendy, Caroline and Jill) and then establish a set of rules – composing a code of conduct – which, if applied, could have lead to avoiding the bullying of Linda.</p>
<b>Are there any pedagogical materials already developed to explore the book? If yes, which?</b>	<p>No</p>