

The Bear with the Sword

Author: Davide Cali

Illustrator: Gianluca Foli

ISBN: 9780980607048

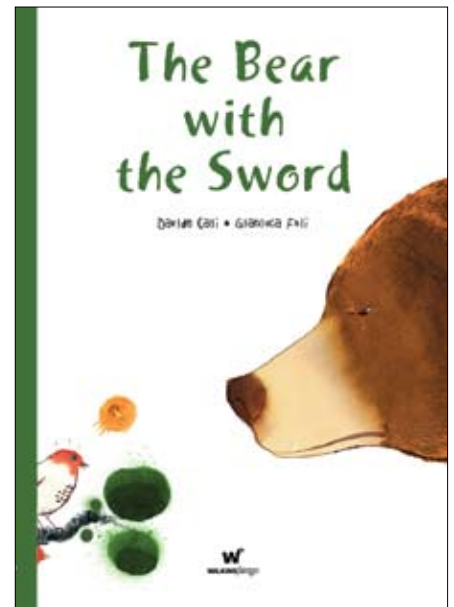
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Teachers' Notes and Student Activities compiled by Alison Lough

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1. About The Book

In this timely and ingenious parable, a bear goes out into the forest with a sword to chop down trees. Soon after, his impregnable fort is washed away by a flood and he goes out to find and punish the creature responsible.

After accusing a fascinating array of unusual creatures, including the keepers of the dam, a one-eared pigdeer, a fox who loves archery and some fruit-loving birds, he finally arrives at the truth: the flood was caused by some idiot with a sword who chopped down all the trees.

Davide Cali's powerful and timely story of the consequences of our actions, and the impact we can have on the world around us is delightfully and imaginatively illustrated by renowned Italian artist, Gianluca Foli, making his picture book debut.

The bear's remorse, and the actions he takes to make good his vandalism, will provide all young readers with food for thought.

2. A note from Alison Lough (Compiler of these Teachers' Notes)

What a terrific story with a powerful message. I hope these teacher notes will enable you to make the most of this book in your classroom.

The notes are set out in two sections: questions and activities to use throughout the various stages of reading and subject-specific activities. I hope you find the questions and activities useful as part of your teaching program.

Questions or comments may be directed to lough.alison.n@edumail.vic.gov.au

3. Discussion Points & Questions

Pre-reading questions

Look at the front cover -

- What could this book be about?
- Who is the Author? Who is the Illustrator? What job do each of these people do when a book is created?
- Who else is involved in creating a book? Have you heard of a Publisher? What do they do? Show students the publishing logo and copyright symbol – discuss.
- Is there a picture on the cover? What is it? Does it give you any clues as to what might be in the book? Do pictures always give away the storyline?
- Discuss the meaning of fiction and non-fiction. Which do you think it is? Why?
- Look at Bear, what do you think the expression on his face is saying? Does his eye give any clues as to his mood?
- Flip through the book (without reading) and focus on the style and pictures. Ask for the student's opinions.
- How have the pictures been made? Do you think they've been drawn, painted etc?
- Do the pictures look real? Are they based on real life images?
- Are all the features in the pictures accurate?
- Think of some other books you know (or look through some). What other ways are illustrations sometimes made or presented in books?
- Read the title. What words are in the title? Are they words you recognise and use regularly?
- Why would a bear need a sword?
- What do you think a bear would do with a sword?
- Where would you normally find a sword?
- Who would usually use a sword?
- Are swords commonly used these days? Why or why not? Look up their origins.
- If the book is about a bear with a sword, why isn't there a picture of a sword on the cover?
- Flip through the book and with the title in mind, try to tell the story from the pictures only.

Look at the back cover / Read the Blurb -

- Is there a blurb or other information? What does it tell us?
- Use the publisher's information to look up other children's books by the same author.
- Read and analyse words and phrases in the blurb:
- What does handsome mean?
- What are the woods? Are they different to a forest?
- What is a fortress? Why would someone need a fortress?
- Can you think of some possible culprits that could be responsible for flooding Bear's fortress?
- What could be the reason behind the answer not being what Bear expects? Make some predictions about the story.
- What is a parable?
- Discuss other well known, or even less well known parables that you have read or heard.
- What is meant by consequences of our actions? Give examples.
- What does it mean to 'make amends'?
- Why is it important to make amends when we cause trouble for others?
- Share examples of when you have had to make amends for something you have done. You could make up some role plays.

Page by Page Questions & Activities

Once upon a time there was a bear with a sword...

- It says that Bear is proud of his sword. What does it mean to be proud of something?
- It is easy to be proud of achievements you have made, but it is possible to be proud of things you own or objects that you love. Can you give some examples of items that you or someone you know is proud of? What makes them proud of these things?
- In which part of the text is Bear speaking? How do you know?
- What is it that he says which explains why he is proud of his sword?
- Look at the illustration on the opposite page to the text. It's a bit of a mess. Why do you think it's presented this way?
- How do you think Bear is feeling as he slashes away with his sword? Does his expression give anything away?
- Why do you think Bear is wearing a satchel (bag)? What could he be carrying in it? Make a list of possible contents.

One day to prove how powerful...

- What could some of the environmental implications be for cutting down an entire forest?
- Who or what would be affected by such destruction?
- Make a list of all the creatures you can imagine would be affected.
- Aside from animals, what other problems can be caused by the destruction of a forest? What else do trees provide?
- Look closely at the illustrations. Can you see the creatures hiding in the picture? What are they and how are they in particular affected by the destruction?
- It's an interesting way the illustrator has represented sadness in the picture. How has this been done? Do you think it's an effective representation?
- Is Bear sad also? How do you know?
- Look at Bear holding his sword up proudly. Does he have any idea of the sadness he's just caused a whole forest of creatures?

Now the bear lived in a fortress...

- Do you know what a fortress is?
- How is a fortress designed to keep out enemies?
- Find pictures of fortresses in books, encyclopaedias or in the internet. What do they have in common? What is different about them?
- Have a close look at the illustration and make comments.
- Does anything about Bear in this picture suggest he has a gentler side? What is it?
- Why do you think Bear is holding his teddy bear in this picture? When do you hold your teddy bear or other comfort item? What is happening to Bear that makes him need his teddy now?
- Imagine you are sitting in the comfort and safety of your home when all of a sudden water comes gushing in around you, through cracks, under doors and in windows. How would you react and feel? What would you do? How would it damage your home?

The bear was furious...

- Think about the word furious. Do you know what it means? Is it the same as angry? Look up the meaning of the two words and compare their definitions. Find other words that are similar using a thesaurus and read the sentence 'The bear was furious' using the replacement words. Do any other words convey the message as well as furious does?

- Who are the keepers of the dam? What kind of creatures do you think they are?
- Find a picture or photograph of a beaver. What do beavers do? How do they build dams and why?
- In the picture the keepers of the dam are wearing what appear to be gardening gloves. Why do you think the illustrator has drawn them this way? What do you think the gloves are representing?
- The thought bubble above the beavers has a picture of a creature in it rather than an emotion. What sort of creature does it look like?
- Why are they thinking about a different creature?
- Have you ever heard of a pigdeer before?
- What do you imagine a pigdeer would look like? Can you draw what you imagine?
- Look up pigdeer on the internet. What is the other name for them (babirusa / babirusa pig). Find out and report as much information about them as you can.
- This part of the story shows the bear jumping to conclusions about who destroyed his fortress. What does it mean to jump to conclusions?
- Jumping to conclusions can be an easy thing to do in certain situations. Can you give some examples whereby you could easily jump to a conclusion about what happened? Eg. A soccer ball is lying on the floor near a broken window, so the conclusion you could come to would be that someone kicked the ball through the window.
- Provide some scenarios such as this and write down or act out the obvious conclusion and then provide an alternative reason. Eg the window was actually broken by a bird flying into it and the ball just happened to be on the floor nearby.
- The beavers have said that the pigdeer only has one ear! Why might this be the case? What could have happened to his ear?

The pigdeer was lying on the ground moaning...

- Why might the fox have been aiming at the pigdeer?
- How do you think the pigdeer was reacting to the bear holding a sword at him like that? Would he be scared? Could he be trying to make up excuses simply because he's scared or do you think he's telling the truth?
- What are all the fruit pictures on the ground for?
- Why are there so many arrows sticking in the ground?
- Do you think the fox really was aiming for the pigdeer or could it have been an accident?
- Why does the bear feel so strongly about cutting in two the one responsible for flooding his fortress?
- Have you ever felt so angry about something that you just wanted to hurt the person responsible? How did you work through the problem before you did something you might regret?
- How could Bear manage his anger? What strategies can you suggest for him, or for anyone who might be feeling so angry that they want to lash out? Make a list of anger management strategies and list them on the board. Copy the ideas onto a poster and put it up in the classroom as a reminder of what you could do to make yourself feel calmer if you begin to feel angry.
- Does it help to try and solve a problem in anger?

The fox was sitting in front of her house...

- What are alternative ways of scaring birds away from a garden without using a bow and arrows?
- Why did the arrows shoot all over the place when the fox was aiming at the birds? Look at the pictures for some clues.
- Why is there fruit all over the ground?
- If the fox thinks the birds ate all the fruit, why is so much of it lying on the ground?
- Why do you think the fox needs so much fruit? Is she eating it all or using it for some other purpose? Look at her house, what is in the jars?

The bear found the birds...

- How do you think Bear feels being told 'you're wrong' by the birds?
- Birds must be very brave to face up to a big bear and tell him that he's wrong. Have you ever had to be brave and tell someone bigger than you that you think they're wrong? How did they react? Were you scared or confident?
- After reading the first side of the page, predict what the next saga may be in the story.
- The bird explains that somebody in the wood cut down all the trees. Who was that?
- How is Bear going to get mad with the person responsible if the person responsible is him?

The bear looked around...

- Imagine how Bear must have felt realising that he was the one responsible for all the destruction in the forest.
- Make a list of possible emotions that Bear might have experienced at that moment – would he feel silly? Ashamed? Stupid? Sad? Regretful?
- Look at the thought/emotion bubbles having over his head, do they explain his mood?
- Is he still holding his sword up proudly like he did earlier in the story? Why is it hanging by his side now?

The bear finally understood...

- How could Bear possibly fix all this?
- Do you think he will end up cutting himself in two?
- Suggest some ways that Bear could solve the problem he's created.
- Will the animals affected forgive him? Would you?

So he went back to the keepers of the dam...

- Do you think the animals would be fearful when they see Bear coming toward them again? Perhaps he's come to cut them in two after all.
- How has Bear's facial expression and body language changed in the pictures on this page?
- Are the beavers happy with Bear's gift? How do you know?
- What does a shield do? How can it make you feel safer?
- Pigdeer seems more content with the arrows removed from his body. Have you ever been hurt and felt that relief from being taken care of by someone?
- What would Fox have been thinking when he saw Bear coming carrying those big bags of fruit?
- Was Bear feeling satisfied with his actions to repair some of the damage he'd done? Or do you think he resented having to do it?

Then the bear planted some new seeds...

- How long does it take for newly planted seeds to grow into trees?
- What will the birds do while they're waiting for the seeds to grow?
- Do you think the birds will enjoy living with Bear while they're waiting for the forest to grow?
- Chopping up the fallen trees to make a house is a great way of recycling old resources. What else could fallen trees be used for?

A big house, full of little cubbyholes...

- Do the birds like their new house? How do you know?
- What has Bear done with his sword in this picture?
- Do you think the birds forgive Bear after the effort he has made to make amends?
- How has Bear's expression and body language changed from the start of the book?

4. Subject Specific Activities

English:

- Use these literacy activities with the whole grade or use them in a small group (Early Years Literacy) style setting, with each group doing a different activity.
- Sequencing – photocopy the pictures with no text and have students sequence the story. Students take it in turns of telling the story from the pictures, using as much detail as possible.
- Make short statements summarising the story then cut them out and mix them up. Ask students to place them in the correct order, then create illustrations to match each one.
- Use the story in a guided reading group (I have attached reading assessment rubrics you could use to assist with reporting).
- Make a glossary of some of the new words you have come across in the book. Eg – fortress, consequence, furious.
- Write the new words you have learned in a different sentence each.
- Ask young children to pick out words in the text that they recognise. Make a list of these words on the board. Make another list of the unfamiliar words from the story (just choose a few words, age appropriate). There are plenty of High Frequency words in the story, so there are countless spelling activities you could do.
- Break unfamiliar words (eg fortress) into syllables and listen to the sounds that make the word. Copy some of the words onto flashcards (you could cut the words into syllables and ask children to match them up). This could be done prior to reading the book and then the children could try to find the word during the story, or do this activity after reading.
- List or categorise words from the book (depending on the age group using the book), eg list all the double letter words in the book; find as many two/three/four letter words as you can, identify nouns, adjectives, verbs etc.

Science/Environmental Studies:

- Research the environmental implications of cutting down forests.
- Choose one particular species to focus on and create a poster or write a report on how the destruction of forests is devastating the habitat and population of the species.
- What do trees provide other than homes and shelter for animals? What can you imagine would happen if all trees were destroyed?
- What can we do to help protect forests?

- Have a tree planting event at the school, or in a local park or garden with permission/ assistance from local council.
- Take an excursion to a National Park and study the trees and plants there. What species can you identify? What animals might live in the area? Speak to the local ranger about the area and the importance of looking after it.

Art:

- It's an interesting way the illustrator has represented emotions (eg sadness) and thoughts in the pictures. How has this been done? (Coloured thought bubbles). Do you think it's an effective representation? Draw your own scene in which the emotions of the characters are depicted in bubbles showing emotive faces (smiley, sad, worried, angry etc).
- Design and build your own model fortress using given materials.

Drama:

In small groups, select characters from the story, rehearse and then act it out for the rest of the class. Class can offer constructive comments, compliments and questions after each performance.

5. Thinking Strategies

Use the Thinker's Keys (on the next page) to enhance student's critical thinking skills and provide fun activities for extended use of this book.

NB: The Thinker's Keys are a range of question starters developed by Tony Ryan. They are designed to engage and motivate students in divergent thinking activities and provide a framework for teachers when developing units of work.

The Thinkers Keys include:

- The reverse - Pose a question based on what you cannot do.
- The what if.? - Pose a question beginning "what if..."
- The alphabet - compile a list of words from A- Z relating to the topic
- The BAR - make a chosen item bigger, add something to it, replace something on it. Illustrate and label your design.
- The combination - list the attributes of two dissimilar objects. Combine all the attributes to make a single object.
- The disadvantages - Choose an item and list all of its disadvantages.
- The question - Provide an answer and students come up with possible questions that would have that answer.
- The different uses - find different uses for a chosen object other than what it is intended for.
- The prediction - predict what will happen or what something will be like in the future.
- The picture - draw a simple diagram (a few lines or abstract shapes) and students work out how to link it to the topic.
- The ridiculous - make a ridiculous comment that would be impossible to implement and then attempt to substantiate it.
- The variations - describe different meanings or ways of explaining the same thing.
- The Interpretation - make a statement and interpret the meaning.
- The Brainstorming - brainstorm ideas about a given topic.
- The Commonality- list two objects or characters as similar or different as you like and make a list of all they have in common.

Five Whys:

This strategy helps focus and refine beliefs or reasons for thinking certain ways. Students are asked 'why?' repeatedly – and they must state reasons in further increments of refinement until they reach a better, more concise understanding.

Example:

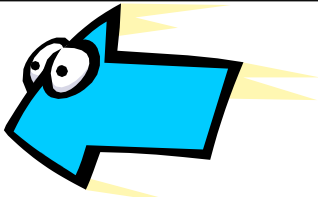

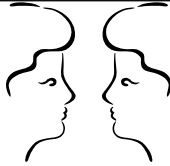

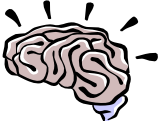



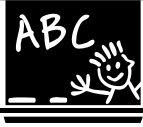






- Why is the bear going to cut the person responsible in two?
 - - Because he's angry
 - Why ? - Because his fortress has been flooded.
 - Why ? - Because the dam broke.
 - Why ? - Because the keepers were distracted.
 - Why ? - Because they were frightened.

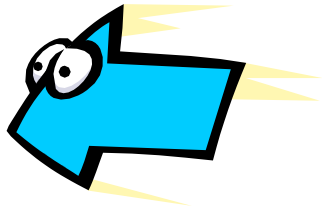
Have students working in pairs, pose starter 'why?' questions for each other and write down their five why answers.

THINKERS KEYS CHECKLIST:

(Print one for each student –

Colour in the box as you complete an activity)

 <p>The Reverse</p>	 <p>The B.A.R</p>	 <p>The Commonality</p>
 <p>The Different Uses</p>	 <p>The Brainstorming</p>	 <p>The What If?</p>
 <p>The Disadvantages</p>	 <p>The Interpretation</p>	 <p>The Alphabet</p>
 <p>The Variations</p>	 <p>The Picture</p>	 <p>The Prediction</p>
 <p>The Ridiculous</p>	 <p>The Question Key</p>	 <p>The Alternatives</p>



The Reverse

List 5 things you cannot do with a sword.



The Question

The answer is "fortress". Think of 5 questions which could have this answer.



What if?

What if the animals decided to take revenge on the bear?



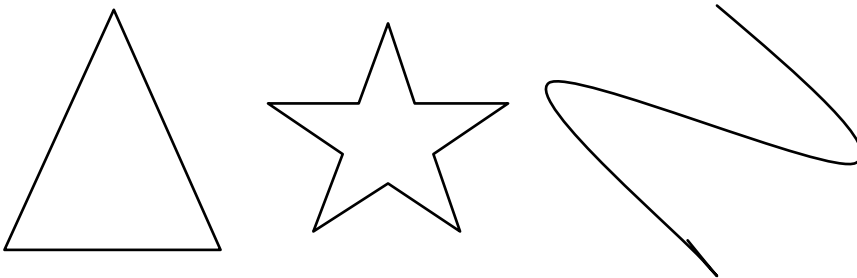
The Variations

Name all the different types of forests you can think of. What are the different kinds of animals that live in these forests?



The Picture

Design a shield that uses just these shapes & lines:



The B.A.R

Draw the sword from the story. Make it BIGGER, ADD something and REPLACE something (Label the 'BAR' parts.)



Different Uses

List 10 different uses for a sword.



The Ridiculous

The school is going to have a fortress built around it to keep students in and danger out. Develop an argument to support this.



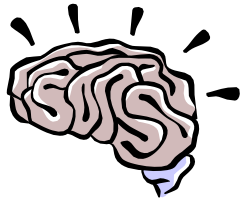
The Alternatives

Come up with 3 different weapons that could have been in the title of the story that bear could have used to destroy the forest instead of a sword. (eg The Bear with the Scissors).



The Interpretation

Some people/animals like the way it feels to break or destroy things. Why is this?



Brainstorming

Brainstorm as many reasons you can think of that a person might build a fortress around their home.



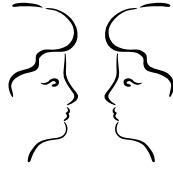
Disadvantages

List 6 disadvantages of cutting down a tree.



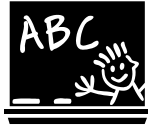
The Prediction

Predict what it would be like in the forest 3 years after the bear planted the new seeds. How about in 10 years?



The Commonality

Choose two different characters from the story and make a list of all the things they have in common.



The Alphabet

Compile a list of words from A-Z of things you could find in a forest.

Rubrics for reading assessment

1. Read and Retell

VELS English Progression Points	Level 1 - (1.0)	Level 2 - (1.25)	Level 2 - (1.75)	Level 3 - (2.25)
Retelling the story - Reading	<p>Is able to use the illustrations to assist them sequence the main events and ideas in the story coherently.</p> <p>(eg. The keepers of the dam are blaming the pigdeer and the pigdeer is blaming the fox etc)</p>	<p>Is able to retell the story using the text as a prompt.</p> <p>Includes most of the main ideas in retelling the story.</p> <p>Uses self-correction, on recognition that they have said something that does not make sense.</p> <p>(eg. The fox said the birds were to blame as they ate all his fruit etc)</p>	<p>Demonstrates ordered retelling of the main ideas of the story in sequence.</p> <p>Uses vocabulary and phrases from the text.</p> <p>(eg.The characters are all blaming someone else in the story to try and work out who flooded Bear's fortress etc)</p>	<p>Demonstrates an understanding of the main ideas in the text.</p> <p>Is able to begin making inferences about the characters' motivations and intentions in the text.</p> <p>(eg. Bear loved slashing with his sword but didn't realise his actions were destroying the forest etc)</p>

2. Predict what will happen during the story.

Reading	<p>Uses title and illustrations to predict and/or extend meaning.</p> <p>(eg. I think the bear is going to cut down everything he comes across with his sword.)</p>	<p>Is able to make predictions of what the book will be about, using textual features and some known words.</p> <p>(eg. I think bear is going to blame the animals.)</p> <p>Begins to make valid predictions of what might happen next in the story when asked during reading.</p> <p>(eg. on the next page, the fox might tell Bear it was his own fault.)</p>	<p>Predicts a plausible ending for the story.</p> <p>(eg. I think Bear might rebuild his fortress).</p> <p>Is able to infer characters' feelings.</p> <p>(eg. I think the pigdeer would have been terrified when the bear wanted to cut him in two).</p>	<p>Is able to predict likely events throughout the reading of the story.</p> <p>(eg. I think the bear will realise that he was to blame all along.)</p> <p>Can make inferences about the consequence of actions represented in the story.</p> <p>(eg.the animals in the forest will have nowhere to live if Bear destroys it.)</p>
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6. Other Reference Material

Department of the Environment, Water, Heritage and the Arts The Australian Government Department of the Environment, Water, Heritage and the Arts develops and implements national policy, programs and legislation to protect and conserve Australia's environment and heritage and to promote Australian arts and culture. <http://www.environment.gov.au/>

My Environment provides a window onto the environment and heritage around where you live. <http://www.environment.gov.au/erin/myenvironment/index.html>

CSIRO is committed to protecting forests and providing environmental solutions for forestry activities. <http://www.csiro.au/science/Forests.html>

WWF works to conserve the nation's biodiversity, providing practical solutions to our greatest environmental threats. <http://wwf.org.au>

Australian Conservation Foundation campaigns to protect restore and sustain the environment. <http://www.acfonline.org.au>

National Tree Day (Schools Tree Day - Friday 30 July, 2010) <http://treeday.planetark.org/>

7. Interview with Author Davide Cali

What gave you the idea for *The Bear with the Sword*?

Often we accuse somebody or something for things which happen to us. I think this is quite stupid. We're responsible for ourselves, for what we do, and everything we do has got some consequence. When a flood destroys thousands of houses we talk about nature out of control which kills people, but we never consider that, maybe, we too are responsible about this. When things happen we prefer to find an enemy to fight against but most of the times our worst enemy is... just us.

Why did you choose to tell the story with animals rather than people? Is the pigdeer a product of your own imagination?

Well, actually, at first the bear was a human warrior. My Italian publisher asked me to convert him into an animal (because the theme of the book was quite heavy so we needed something to make it easier) and he chose the bear. Then I transformed all the humans into animals. I like animals, when I was a kid I was a little expert about them. My favourites are always the most strange ones. The pigdeer lives in Malaysia, it's a kind of pork and I chose it because I liked how it sounded in Italian: *babirusa* (quite similar to its Malaysian name *babirusa*; *baby*=pig, *rusa*=deer).

What kind of collaboration did you have with the illustrator, Gianluca Foli?

As often happens, there was no real collaboration. I meet most of my illustrators after having done the book. So was the art director Cristiana Valentini to work with me both. When I met Gianluca I was surprised to discover that we are very alike, we both have a great passion for animals, we both love sushi and make it at home, we both hate football. Somebody could say we're twins!

I have to say that the first time I saw Gianluca's work in advertising, I didn't like it. His work was interesting but, I thought, not for me and especially not for that book. So I was particularly surprised when I saw the complete book. After having seen some pictures realized by Gianluca for children's press, I wrote especially for him a new story. I think we'll start to work on it next year. It will be, again, a very strong theme on which I wanted to work since long time.

Often your stories have powerful messages. What messages do you hope children take from this book?

As I told, we all are responsible of what we do and so of what happens to us. I think it's a simple and good message to grow with.

It seems you like to make children (and their parents and teachers) think about the world they live in. How hard is it to both make them think but also produce a story that is entertaining?

Not so hard. Anyway I can't do anything different. It's my way to write books. I like to tell stories as life is, so in life everything is mixed: nice and bad days, love and death, war and happiness. I like to tell amusing stories but in each of them I love to put many elements. In real life doesn't exist love or fun or melancholy, separated from the rest of things. In everything there's a part of everything else.

What children's authors do you admire most? Who inspires you?

Many ones. I loved the stories by Saki and Roald Dahl and I enjoyed very much also some Italian author like Gianni Rodari and Silvana Gandolfi. As I was at first illustrator and cartoonist too (now I'm doing most the writer that anything else) also many illustrators (like Satoshi Kitamura, Tomi Ungerer, Beatrice Alemagna, Tony Ross) and comics authors (Andrea Pazienza, José Parrondo, Charles Schulz, Lewis Trondheim) inspired me. Also many adults writer inspired me. I loved the books by Italo Calvino, Stefano Benni, Jack Ritchie and many ones.

Then I like rock music, cooking and movies. Everything I like is, or will be, part of my stories someday. The Natural Museum of Science I was used to visit when I was kid in Genoa is in one of my first French books, *Bernard et moi*, which tells also the life of me and my girlfriend. In *J'aime t'embrasser* I realized a personal diary of our love for our anniversary (10 years together).

And then: the kid protagonist in *Piano Piano* really exists, and I wrote a story about sushi (my favourite food) and I'm going to put the gothic imaginary of my best favourite rock band, The Smashing Pumpkins in one of my next books. My latest comics album, *Dix petits insectes* (published this year by Sarbacane) mixed my passion for insects and my favourite roman by Agatha Christie: *Ten Little Indians*.

What are you working on next? Would you like to work with an Australian illustrator one day?

I always work on many projects at the same time. So now I'm working on two comics album for kids and on a big comics album for all readers. They'll be published in France (for Sarbacane) in 2010 and 2011.

In France I'm doing also other two, maybe three books. I'm trying to make a book in USA too. At the same time I'm working in Italy on a book which will be published this year by Zoolibri. I think I'll meet soon my Italian publisher to discuss our next two books.

So, what else? I'm thinking about books and comics ready to be published in 2011, 2012. It's a quite strange work, we all have always to think to future with large advance.

I left the Italian magazine I worked for 14 years last years and now I'm doing comics on a French monthly magazine for kids (*Mes Premiers J'aime Lire*, published by Bayard) and I have many other comics projects for magazines. I left Genoa last summer, now I live in the countryside. Since some month I got a rock band. I play the electric guitar. I hope to show you our song on www.youtube.com, very soon.

About an Australian illustrator, why not? I don't know their work at all, so everybody could be interested in working with me can contact me by my website. On the other side, if you already got somebody you would like to work with on my text, we can talk about it. The country where I work better is France, as you know, but I would like to work in Japan and Usa too, and then Germany, Korea and, why not, Australia. I find interesting the idea to work with many different people in many countries. I know it's quite difficult, we have different cultures and different ways to make books, but to find the way to work together could be a nice challenge.

8. Interview with the illustrator Gianluca Foli

How did you start your career in illustration?

Well..since I were a child! We had a lot of illustrated books at home, some of them were so old I couldn't even touch them, others were newer and resistant to my little hands. I still carry inside the sensations I felt touching those pages and looking at those beautiful drawings lulled by the voice of my mother. Surely my love for paper and the desire to create fantastic things came out from those moments and never stopped.

Maybe my deeper and more important aim, as an illustrator, is being able to become part of the memories of those looking at my drawings.

How is illustrating a children's book different from your usual work providing illustrations in magazines and newspapers?

Generally I like everything I do but I love working on children's books. When I was a child I remember I loved to turn over the pages of Andersen fairy tales, with their magical northern illustrations. We had such a lot of those books in the house, some so old I couldn't even touch, I've got those feelings still alive in me, those colours, my mother voice reading of magical places, sitting by the bed.. feeding my dreams.

My love for paper and my desire to create fantastic images were born on those days and I'm truly inspired by knowing that some child in the world could feel the same way by reading my books.

Last but not least, books are more free and request more interpretation than a magazine or any advertisement work, they really bring your style to surface, that's why you have to be confident in what you do.

What art materials and tools did you use to create the illustrations in *The Bear with the Sword*?

Very simple materials: watercolours, inks, pencils and spray. To make the sun, for example, I used the bottom of a glass dirty with colour and to make trees I sprayed hundreds of spots on a test sheet and then I chose the best ones.

The right paper was rather more difficult to find, due to the different techniques I used. At the end my choice was a 310g watercolor paper specially made by an ancient Italian paper factory.

What techniques did you use in the pictures? For example: how did you create the cuts made by the bear's sword?

Each line was born from an intuition, from tranquillity, from a strong emotion or a challenge with myself, from a pleasure, even from a need.

Everything can become sign and design, that's why I chose simple techniques, such as pencil and watercolours, to tell the adventure of this funny bear.

The "cuts" intuition was kinda automatic; I thought about how I would have liked to see cut objects if I'd had a sharp sword, and so I did: A clean cut to the real drawing, an empty space created by the bear's sword. Children go crazy when they see it!

What kind of collaboration did you have with the author, Davide Cali?

Our relationship was born in an almost casual and fun way but it was immediately established on the basis of friendship and respect.

Just to say a little anecdote; I knew Davide's work as an author and illustrator, but he didn't know mine. When Zoolibri wrote him to tell they had found the right illustrator for his bear book, he immediately went to see my site.

Five minutes later he wrote back to them saying "What has this man got to do with my book?"

Then we met, we began to really know each other and although he didn't follow the precise stages of the "making of", at the end he said he totally understood the reason of their choice.

There are a lot of unusual details in the illustrations, such as the bear having his own teddy, speech bubbles for the animals and so on. Whose idea were these?

They came along the way, speaking with Cristiana Valentini (my editor) and also following ZOOlibri guideline which is "telling with pictures what the text hides between the lines". Some were simple intuitions, like the balloons; clear and effective for narration. Others were a little more reasoned just like the bear's own teddy bear or like his bag closed with acorn buttons, something to have fun with while reading.

Which illustrators do you admire most? Who inspires you?

I didn't have a proper classical education, if we exclude high school studies attending my own town School Of Art. I've grown up over the years with various experiences, not always strictly in the field of illustration. I found myself having to decide what value Drawing had to have to me and what I had to search in it. And then I just looked around, freely, starting from cave paintings, and through Renaissance, Expressionism and Modern Age, up to the most popular comics and to those more intellectuals in Italy, France and Japan. I didn't want to resemble anyone in particular and then I began my journey.

Will you illustrate more children's books? What are you working on next?

Sure! This book is just the beginning :)

I've spent most of my time, lately, working on another children's book which took me almost a year. It's only the second one for me and I considered it a great challenge. By the way, I didn't missed working on commercial and on my personal portfolio, sketching my old Moleskine diary.

My future plans are all addressed to create more project as an author and these are the right occasions to catch.

9. About the contributors

The Author

Daide Cali is the author of *Piano Piano*, *The Enemy*, *I Love Kissing You*, *A Dad Who Measures Up*, *I Like Chocolate*, and *Santa's Suit*, Davide is one of Europe's most innovative and acclaimed writers of illustrated books for both children and adults.



He is the author of over 20 illustrated books, including *I Can't Wait* (illustrated by Serge Bloch), which won France's prestigious Baobab Prize for the most innovative book of 2005 and was Honour Book in the American Library Association's Batchelder Award.

His books have now been translated and published in 15 countries. Swiss-born Davide lives in Genoa, Italy, but writes in French.

The Illustrator

Italian **Gianluca Foli** is a professional illustrator whose works have appeared in *Rolling Stone*, the *Wall Street Journal*, the *Boston Globe* and the *Los Angeles Times*, among many others. This is his first children's picture book.



The Publisher

Wilkins Farago has been a small, privately-owned book publishing company in Melbourne, Australia since 1998. We don't publish a lot of books, so we care about the ones we do publish.



In recent years, we have developed a reputation for publishing acclaimed and award-winning children's picture books from around the world, many of them translated into English for the first time.





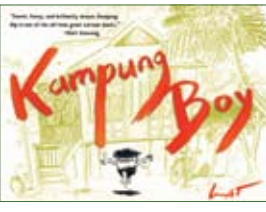



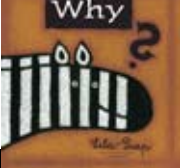
Through publishing the finest international children's books, we hope to expose children in Australia and New Zealand (and their parents and teachers) to new cultures, new perspectives, and new styles of illustration.

Teachers' Notes Compiler

Alison Lough has been teaching in Victorian Primary Schools for over 10 years. She is passionate about teaching literacy skills to children and has a 2 year old daughter who loves reading picture story books.

Alison currently teaches at Chelsea Heights Primary School and has enjoyed sharing these books and activities with her own students. She has created teachers' notes for several children's books published by Wilkins Farago.

10. Also Available - With Teachers' Notes (Download from www.wilkinsfarago.com.au)

	<p>A Dad Who Measures Up by Davide Cali, illustrated by Anna-Laura Cantone ISBN 9780958557191, RRP A\$16.99/NZ\$19.99, pb ISBN 9780958557177, RRP A\$26.99/NZ\$29.99, hb What makes a dad ideal? One little girl is about to find out, in this funny, charming and ultimately moving story of her search for a dad who can measure up to the mummy she loves.</p>
	<p>The Enemy by Davide Cali, illustrated by Serge Bloch ISBN 9780958557184, RRP A\$29.99/NZ\$34.99, hb The Enemy is a profound, moving and poignant fable for our time about two lonely soldiers facing each other across a barren desert battlefield. Are they the only soldiers left? How can they end the war? Just who is the enemy?</p>
	<p>I Like Chocolate by Davide Cali, illustrated by Evelyn Daviddi ISBN 9780980416589, RRP A\$24.99/NZ\$29.99, hb Can you remember the allure of chocolate when you were a child? Every child loves it, and the delicious and funny picture book I Like Chocolate exactly captures why children love it so much. A warm and entertaining celebration of our most guilty pleasure, I Like Chocolate also contains important messages about friendship, sharing, and eating in moderation.</p>
	<p>In Just One Second by Silvio Freytes, illustrated by Flavio Morais ISBN 9780980416596, RRP A\$24.99/NZ\$29.99 This ingenious picture book depicts commonplace street scenes. The final page shows that these events have one thing in common: they're all happening simultaneously. As well as providing a colourful and entertaining streetscape for children to explore, this striking picture book also introduces the concept of Time to kids, and encourages them to consider all the things that are happening in just one second in their own world.</p>
	<p>Kampung Boy by Lat ISBN 9780980607000, RRP A\$22.99/NZ\$29.99, hb Lat recounts the life of Mat, a Muslim boy growing up in rural Malaysia in the 1950s: his adventures and mischief-making, fishing trips, religious education, and work on his family's rubber plantation. This delightful autobiographical graphic novel is hilarious and affectionate, with brilliant, super-expressive artwork that opens a window into ordinary Malay life.</p>
	<p>Piano Piano by Davide Cali, illustrated by Eric Heliot ISBN 9780980416534, RRP A\$24.99/NZ\$29.99, hb ISBN 9780980416565, RRP A\$14.99/NZ\$19.99, pb In this funny and entertaining picture book about finding your passion, young Marcolino doesn't want to practice the piano, but Grandfather helps him find the musical instrument that's right for him - and it's a real surprise!</p>
	<p>The Red Piano by Andre Leblanc, illustrated by Barroux ISBN 9780980607017, RRP A\$27.99/NZ\$39.99, hb This stirring and beautiful picture book relates the moving and inspiring story of a gifted young girl's passion for the piano in a time of historic turmoil. Inspired by an amazing true story this acclaimed picture book from France poetically relates an extraordinary story of perseverance set against a cataclysmic period of history which is, to this day, still shrouded in mystery.</p>
	<p>Waiting for Mummy by Tae-Jun Lee & Dong-Sung Kim ISBN 9780958557146, RRP A\$26.99/NZ\$29.99, hb Book of the Year in Korea, Waiting for Mummy is a deceptively simple story of patience rewarded. A child waits for his mother at a tram-stop. Trams come and go, people alight, yet her devoted son waits stoically and patiently.</p>
	<p>Why? by Lila Prap ISBN 9780958557153, RRP A\$16.99/NZ\$16.99, pb A hit across Europe, this informative and entertaining picture book gives both funny and factual answers and features Hans Christian Andersen Award nominee Lila Prap's acclaimed pastel drawings.</p>