

# BULLYING

## K-5

Recommended  
Resources

Newton Public Schools  
Elementary Library Teachers  
May 2006

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# **INTRODUCTION**

A 2001 study funded by the National Institute of Child Health and Human Development revealed that 16% of U.S. school children had experienced some form of bullying. Educators have discovered that bullying behavior starts from the time children enter school. The Newton Public School Elementary Library teachers have developed this annotated bibliography to guide teachers and parents to resources they can use to engage children in discussions around the topic of bullying. The titles included are available within the Newton Elementary School Libraries or can be accessed through the Newton Free Library, and are organized by themes representing forms of bullying behavior.

Children's literature that depicts bullying behavior provides students with the safe distance they need in order to begin to relate, and in some instances work through, their own experiences. Through the characters and events of the story, children can begin to define bullying behavior and develop constructive responses to what to do if confronted with a bullying situation.

After reading a title with children, an adult can start a discussion by asking:

- *Did any bullying happen in the story? Has it happened to you or to someone you know?*
- *How do you think the bully felt? What caused the bully's actions?*
- *How do you think the target felt? How did the bystander/bystanders feel?*
- *Did their feelings change during the story? What brought about the change in feelings and attitude?*
- *How was the problem solved? What strategies did the target or bystander use to stop the bullying?*
- *Do you think the solution is realistic? Would you respond the same way if you were in the same situation? What do you think the target could have done? What do you think the bystander/bystanders could have done?*
- *Was there an adult in the story? Did the adult help in solving the problem?*

When using these titles with children, let them know that when they observe bullying behaviors they can decide to help by not participating in the negative behavior. They may also choose to do or say something to help. We need to empower our children with the knowledge that they *can* send the message to *stop*.

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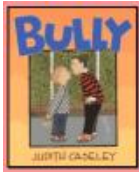
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## **WHO IS A BULLY?**

*Stereotypes are often associated with the profile of a bully. These titles can be used to start a dialogue with children about bullying and to identify bullying behavior, making the point that bullies come in all sizes, shapes, and genders.*

### **Boys As Bullies**

Caseley, Judith. **Bully**. Greenwillow Books, 2001.



Mickey has trouble with Jack, a bully at school, until he decides to try being nice to Jack and making him a friend. (Gr. K-3)

Nickle, John. **The Ant Bully**. Scholastic Press, 1999. (PB)



Sid picks on Lucas, who is smaller. Lucas in turns picks on someone smaller-- the ants in his back yard. After tormenting the ants with his squirt gun, Lucas learns a lesson about bullying when he is pulled into their ant hole. The story offers an opportunity to focus on why it is not okay to bully just because you have been the object of bullying and to raise discussion with children on self-esteem issues that cause children to bully others. It also provides the opportunity to look at bullying from three perspectives: the bully, the target, and the bystander and to focus on the power of a group confronting a bully to enact change in the bully's behavior. (Gr. 2-4)

### **Girls As Bullies**

Bottner, Barbara. **Bootsie Barker Bites**. Peggy Rathmann, illus. G.P. Putnam's Sons, 1992. (PB)



Bootsie Barker only wants to play games in which she bites, until one day her friend Lisa comes up with a better game. Great for discussion on how to manage aggression as well as the importance of friendship. In discussing with children, have them identify and name the behaviors that got in the way the friendship. This is a good choice for role playing and to brainstorm alternative solutions to the problem. (Gr. K-3)

Henkes, Kevin. **Chrysanthemum**. Kevin Henkes, illus. Greenwillow Books, 1991.



Chrysanthemum loves her name, until she starts going to school and the other children make fun of it. As if that weren't bad enough, mean spirited Victoria makes a game out of teasing Chrysanthemum, who goes home from school in tears. Her parents are supportive, but don't quite know what to do. The problem is solved by chance when a well-loved teacher announces she is going to name her new baby after a flower.

Even with the youngest students, this book can be used to generate discussion about the effects of teasing on a child's self-esteem and also to address the growing issues of girl cliques in the primary grades. (Gr. K-2)

## NAME CALLING AND TEASING

*Teasing and name calling frequently occurs among elementary children. Because of the frequency it is easy to underestimate how lasting the hurt can be to the child who is the target. Playfulness can quickly turn harmful. Besides hurt feelings, teasing and name calling can erode a child's confidence and impair social interactions with classmates. These titles have been chosen to promote discussion with children from the perspective of the target, the bully, and the bystander. Naming this type of behavior with young children is a step towards stopping it from escalating in upper grades and bringing to the forefront bullying behavior that is often subtle, occurring when adults are not around.*

Brooks, Erik. **The Practically Perfect Pajamas.** Winslow, 2000.



Percy the polar bear has a problem with peer pressure. He loves his bright red, star-studded, footed flannel pajamas. Unfortunately, the pajamas are only “practically perfect” because the other polar bears, attired only in their Arctic fur, tease and ostracize Percy for being different. Percy tries to fit in by discarding his pajamas, but he finds life without them cold, dirty, and miserable—and he is still being given the cold shoulder by the other bears. Aurora the Arctic Fox admires Percy for his individuality. The two team up and through an act of generosity, win the other bears over. The text teaches important lessons that even the youngest student will identify with. (Gr. K-2)

Bruchac, Joseph. **How Chipmunk Got His Stripes.** Dial, 2001.



In this Native American pourquoi tale, Brown Squirrel challenges prideful Bear to keep the sun from rising. When the sun does rise, and Brown Squirrel teases Bear, Bear threatens to eat Brown Squirrel, and his claw marks transform the fellow into Chipmunk. Useful for discussing how teasing and taunting can escalate. (Gr. K-3)

Caple, Kathy. **The Wimp.** Houghton Mifflin, 1994.



Arnold the pig and his sister Rose turn the tables on a classroom bully. Arnold tries following his sister's advice by shouting “Get lost!” to the pair that bully him on the way to school. They don't and tear up his homework. Rose decides to step in. This causes the bullies to maneuver the situation so that Arnold and Rose are blamed for the bullies' prank. Arnold seizes an opportunity to turn the tables on the bullies in a non-violent way. The lesson of the story is clear in Arnold's words, “It is all just a matter of knowing how to talk to them.” Teachers could use this title to read aloud and to brainstorm possible solutions to Arnold's and Rose's problem before revealing the ending. It raises the discussion point that sometimes, through the act of being an ally, the ally runs the risk of being bullied. (Gr. K-3)

Crary, Elizabeth. **My Name Is Not Dummy**. Parenting Press, 1996. (PB)



This story explores (through a series of choices students make) the various ways Jenny might react when Eduardo calls her a dummy. She thinks of ideas like crying, calling him a dummy back, telling on him, or finding someone else to play with. (Gr. K-3)

DePaola, Tomie. **Oliver Button Is A Sissy**. Harcourt Brace, 1979. (PB)



Oliver is teased by other boys because he likes to dance. When his parents and classmates come to understand Oliver's passion, they cease their taunting. This book is useful in tackling gender stereotypes and labeling, talking about feelings, and in role-playing the perspective of bully, target and bystander. (Gr. K-5)

Henkes, Kevin. **Chrysanthemum**. Kevin Henkes, illus. Greenwillow Books, 1991.



Chrysanthemum loves her name, until she starts going to school and the other children make fun of it. As if that weren't bad enough, mean spirited Victoria makes a game out of teasing Chrysanthemum, who goes home from school in tears. Her parents are supportive, but don't quite know what to do. The problem is solved by chance when a well-loved teacher announces she is going to name her new baby after a flower. Even with the youngest students, this book can be used to generate discussion about the effects of teasing on a child's self-esteem and also to address the growing issues of girl cliques in the primary grades. (Gr. K-2)

Howe, James. **Pinky And Rex And The Bully**. Melissa Sweet, illus. Aladdin Paperbacks, 2006.



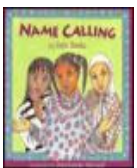
Standing up for one's beliefs is key as Pinky learns when he stands up to the neighborhood bully and champions his friendship with Rex. When a bully calls him a sissy because he likes pink and plays with girls, Pinky has second thoughts about who he is and how he fits in. Mrs. Morgan, a neighbor who takes a friendly interest in the boy, listens as he struggles to find the answers, but she warns that if he changes to suit other people, he may give up too much of himself. This beginning reader books speaks directly to topics of concern to young children. (Gr. K-3)

Reider, Katja. **Snail Started It**. North-South, 1997.



It all starts when Snail calls Pig "fat." Snail's remarks upsets Pig so much that when she meets Rabbit, she insults him. He in turn insults Dog; Dog insults Spider; Spider insults Goose; and, coming full circle, Goose insults Snail. Since Snail started it all, it's up to him to set things right, initiating a cycle of apologies. A good choice for discussing with young students the importance of thinking before speaking and the hurt that can result from thoughtless words. (Gr. K-3)

Sadu, Itah. **Name Calling**. Women's Press, 1992. (PB)



The author uses a storyteller's format to treat problems in an interracial primary school with both humor and seriousness. (Gr. K-3)

## **AGGRESSION AND PEER PRESSURE**

*Bullying behavior can manifest itself through aggressive behavior. Some children become victims of bullying because of fear of peer pressure and becoming a target. Threats and dares make children feel unsafe. Talking about aggressive behavior and peer pressure with children helps them realize that when they feel their world is threatening they can turn to an adult they trust—a parent, a teacher, a school counselor. The titles can be used to generate discussions with students and brainstorm solutions for coping with bullies.*

Agassi, Martine, **Hands Are Not For Hitting**. Free Spirit, 2000.



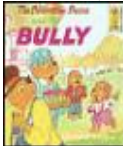
Suggests many positive uses for using our hands besides hitting, such as saying hello, playing, creating, and helping. Positive alternative suggestions for younger students as well as activities and resources are included. (Gr. K-3)

Bang, Molly. **When Sophie Gets Angry ... Really, Really Angry**. Molly Bang, illus. Blue Sky, 1999. (PB)



When Sophie gets angry, she goes outside where she runs, cries, and climbs her favorite tree. Calmed by the breeze, she is soon ready to go back home. Great for guiding a discussion with lower grades on how to manage anger. (Gr. K-1)

Berenstain, Stan and Jan. **Berenstain Bears And The Bully**. Random, 1993 (PB)



When Sister Bear is beaten up by Tuffy, the new cub in town, Brother decides to set this bully straight. But he's in for a surprise--Tuffy's a little girl, and Brother just can't bring himself to fight her. Like all the Berenstain's books, the theme speaks directly to young children about what concerns or troubles them. A good choice to use with a whole class to understand what causes children to be bullies. (Gr. K-3)

Bottner, Barbara. **Bootsie Barker Bites**. Peggy Rathmann, illus. G.P. Putnam's & Sons, 1992. (PB)



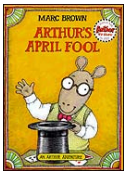
Bootsie Barker only wants to play games in which she bites, until one day her friend Lisa comes up with a better game. In discussing with children, have them identify and name the aggressive behaviors that got in the way of their friendship. This is a good choice for role playing and brainstorming alternative solutions. (Gr. K-3)

Advice from kids:

*“If you’ll lend a hand, you’ll make a friend.”*

*“Be a friend. Don’t tease.”*

Brown, Marc. **Arthur's April Fool.** Little Brown, 1983. (PB)



Arthur is as worried about remembering his magic tricks for the April Fool's Day assembly as he is about the school bully, Binky Barnes, who threatens to pulverize him. Great for discussion on how bullying affects the victim with physical and emotional symptoms. Binky is large and menacing in the illustrations, making this title a good choice for discussing the assumptions, stereotypes, and misconceptions that children have of bullies. The ending lends itself to discussion with children because Arthur retaliates in a kind and non-threatening way. After reading the story, pose questions such as, "Could this have had other results in real life?" and "Should Arthur have talked with an adult?" Other titles in the Arthur series touch on teasing at school and in the classroom. In *Arthur's Valentine*, even Arthur's best friend Buster joins in teasing Arthur when the valentines from his secret admirer fall out of his pocket in front of everyone on the playground. *Arthur's Tooth* deals with name calling as Arthur is teased and called a "baby" because he hasn't yet lost any teeth. (Gr. K-3)

Carlson, Nancy. **Loudmouth George and the Sixth-Grade Bully.** Carolrhoda, 2003. (PB)



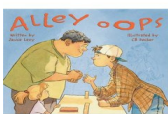
After his lunch is repeatedly stolen by a bully twice his size, Loudmouth George and his friend Harriet team together to teach him a lesson he'll never forget. A good book to use to discuss appropriate means for dealing with bullies without retaliation. (Gr. K-3)

Cole, Joanna. **Bully Trouble.** Random House, 2003. (PB)



Part of the *Step Into Reading* series, the text is accessible for young readers to read on their own. Big Eddie delights in taunting Arlo and Robby and taking their things. The two friends devise a plan to teach Big Eddie a lesson. Great for discussion of how the two friends tackled the problem together and how playing tricks, or being mean back, can generate an endless cycle of aggressive behavior. Teachers could use this with students to brainstorm and role play alternative endings. (Gr. K-3)

Levy, Janice. **Ally Oops.** C. B. Decker, illus. Flashlight Press, 2005.



Provides a valuable lesson about the negative consequences of name calling and hurting people's feeling. A young boy's father is asked to have a heart-to-heart talk with his son, who has been teasing an overweight boy in his class. When lecturing doesn't work, the father reveals that he was guilty of the same behavior in school and that many years later the boy he bullied took him to task for what it did to him. The father - son talk works. The bullying stops and the two children become friends. Teachers can use this book to raise discussion about the effect bullying has on self esteem, and how the father felt when revealing his own part in bullying to his son. This will remind children that the consequences of their actions stay with them. (Gr. 2-4)



Ludwig, **My Secret Bully**. Abigail Marble, illus. Tricycle, 2005.



Monica and Kate have been best friends since kindergarten. Increasingly, Kate seeks to exclude Monica and embarrass her in front of classmates. An anguished Monica eventually confides in her mother that her best friend is treating her badly, and together they figure out what to do about it. There are no pat solutions in this story. Suggested discussion questions are included to tackle the subject of female aggression and friend-turned-bully with young students. Includes bibliographical references. (Gr. K-3)

Nickle, John. **The Ant Bully**. Scholastic Press, 1999. (PB)



Sid picks on Lucas, who is smaller than him. Lucas in turns picks on someone yet smaller - the ants in his back yard. After tormenting the ants with his squirt gun, Lucas learns a lesson about bullying when he is pulled into their ant hole. The story offers an opportunity to focus on why it is not okay to bully just because you have been the object of bullying yourself. Teachers can engage students in discussing issues of self-esteem that cause children to bully others. The story provides an opportunity to look at bullying from the perspective of the bully, the target, and the bystander and how confronting a bully can enact change. (Gr. 2-4)

Advice from kids:

*“Don’t dare, but share!”*

*“No making fun of how slow people run.”*

*“Sharing is caring.”*

## **BULLYING ON THE PLAYGROUND, BUS, AND AT SCHOOL**

*In 2004, KidsHealth.org conducted a survey of 1200 children between the ages of 9 and 13. Forty-eight percent of the students surveyed responded that they had seen someone else being bullied, and forty-two percent admitted to bullying other kids at least once in a while. Bullies are smart and often harass their targets out of the sight and hearing of adults resulting in acts of bullying on the playground during recess, and on the bus ride to and from school. These titles will help generate meaningful discussions with children about the bullying that occurs in their everyday world.*

Best, Cari. **Shrinking Violet**. Giselle Potter, illus. Farrar, Straus and Giroux, 2001.



Violet is shy and hates for anyone to look at her in school. Irvin wants to be noticed and does so by making fun of others, especially Violet. The class play helps to even out their behaviors, especially for Violet who finally comes out of her shell when she is cast as Lady Space in a play about the solar system and saves the production from disaster. The text can lead to in depth discussions about self-confidence and examining the role of the “target” and the bully. (Gr. K-3)

Bosch, Carl W. **Bully On The Bus**. Rebekah Strecker, illus. Parenting Press, 1988. (PB)



Written in the style of a “Choose Your Own Adventure” book, the reader gets to make decisions about dealing with a bully. (Gr. 3-5)

Couric, Katherine. **The Brand New Kid**. Marjorie Priceman, illus. Doubleday, 2000. (PB)



When second grader Laslo Gasky arrives at school from another country, the kids are quick to tease him. Ostracized and taunted, Laslo grows more miserable each day. One day Ellie observes Laslo’s mother sadly leaving the school. She reaches out to Laslo, risking ridicule herself. In the introduction Couric wrote, “I hope this story will inspire all of us to reach out and make someone feel a little less scared and a little less lonely.”

This is a good message for all kids to hear. (Gr. K-2)

DePaola, Tomie. **Trouble In The Barker’s Class**. Putnam, 2003.



Morgie and Muffy, along with their classmates, plan a variety of activities to welcome the new student. When Carole Ann arrives however, she will not smile, join in the activities, and shows no respect to the class. The children make a plan to combat this kind of bully, but one day when Morgie discovers Carol Anne alone, he realizes the reason for her hostility. This book tackles conflict resolution, dealing with bullies and the importance of making friends in a way that will resonate with children. (Gr. K-2)

Lovell, Patty. **Stand Tall, Molly Lou Melon.** David Catrow, illus. Putnam, 2001.



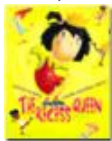
Though Molly Lou is clumsy, small, and has a voice like a bull frog, she doesn't fail in self-esteem and confidence. She is put to a test when she moves to a new town, away from her beloved grandmother who has always inspired her to believe in herself. All of Ronald Durkins taunts don't stop Molly Lou who proves herself and leaves Ronald the bully feeling very foolish. (Gr. K-2)

Naylor, Phyllis R. **King of the Playground.** Nola Langner Malone. illus. Aladdin, 1991. (PB)



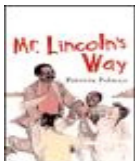
Kevin overcomes his fear of the school bully who threatens him physically. Each day, when Kevin goes to the playground, Sammy, the self-proclaimed king of the sandbox, ousts him. With guidance from his father, Kevin learns that words are better than fists. The book offers an insight into bullies as well as targets, and would be a good choice for discussing both perspectives with students. (Gr. K-2)

O'Neill, Alexis. **The Recess Queen.** Laura Huliska-Beith. illus. Scholastic, 2002.



The new kid arrives at school and is not scared of Mean Jean, the playground bully. She even asks Mean Jean to play with her. Through the story, children realize that negative behavior can be changed. Possible classroom uses include asking children to voice the "Mean Jean" behaviors they have observed on the playground and brainstorm how to handle potential "Mean Jean" behaviors. The story also lends itself to comparing and contrasting the beginning and end of the story using a Venn diagram. (Gr. K-2)

Polacco, Patricia. **Mr. Lincoln's Way.** Philomel, 2001. (PB)



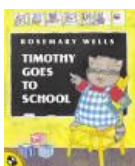
Mean Gene sasses teachers, picks on other children, and uses racial slurs. Mr. Lincoln, the principal, is convinced he is not really a bad boy and capitalizes on his interest in birds. Through Mr. Lincoln's guidance, Mean Gene begins to be transformed. This book is useful in demonstrating that bullying behavior can be harnessed and changed. (Gr. K-5)

Wells, Rosemary. **Bubble Gum Radar.** Hyperion, 2002. (PB)



This title addresses the "hard to define" classroom behavior that borders between good natured fun and bullying. The Frank brothers manage to disrupt the class and play tricks on their classmates. When asked, they claim innocence. Things change when the classmates express disapproval of the brothers' behavior by excluding them. (Gr. K-3)

Wells, Rosemary. **Timothy Goes To School.** Puffin, 2000. (PB)



Timothy is excited about his first day at school—until Claude informs him that he is wearing the "wrong shirt." Each day, Timothy tries to dress correctly according to Claude's standards, but nothing will do. Timothy enviously watches Claude at lunchtime, surrounded by his classmates and the center of attention. Eventually, Timothy finds a friend in Violet. The book raises many good discussion points with children including acts of exclusion and how students feel when excluded. Worth examining also is Claude. Are the students gathered round him really friends, or are they giving him the attention he craves so that they won't become his next target? (Gr. K-2)

## TARGETING THOSE WHO ARE DIFFERENT

*Bullies often target someone who is different and focus on that characteristic. Wearing glasses, being in a wheelchair, having a speech impediment, or wearing “uncool” clothes can make a student become the target of a bully’s taunting and teasing or becoming the object of exclusion. Children can also become targets because of religious and racial differences.*

Allen, Debbie. **Dancing In The Wings**. Kadir Nelson, illus. Dial, 2000. (PB)



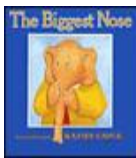
Sassy is an aspiring African-American ballerina who tries out for a summer dance festival despite the other girls’ taunts that she is much too tall and her feet are too big. The cover illustration provides a clue for young readers—don’t give up on your dreams because of what others say or do. It can also be used to demonstrate that anyone can be bullied no matter how tall or how small. (Gr. K-3)

Bruchac, Joseph. **Eagle Song**. Dan Andreasen, illus. Puffin Books, 1999. (PB)



Fourth grader Danny Bigtree moves from a Mohawk reservation to Brooklyn, NY, where he is taunted by classmates for his Native American heritage. (Gr. 3-5)

Cagle, Kathy. **The Biggest Nose**. Houghton Mifflin, 1985. (PB)



Eleanor, the elephant, is self-conscious about her large nose after she is teased by Betty the hippopotamus, but she overcomes her sensitivity when she realizes Betty has the biggest mouth. A good choice for developing sensitivity regarding physical differences. (Gr. K-3)

Carlson, Nancy. **Arnie And The New Kid**. Puffin, 1992. (PB)



The new boy, Philip, is different than most because he is in a wheelchair. Arnie is his main tormentor—until the day he falls down the stairs while taunting Philip and discovers for himself how hard it is to navigate using crutches. The two develop a friendship and enjoy common things together. When Arnie’s cast eventually comes off, he finds a way to continue to include Philip. (Gr. K-3)

Howe, James. **Horace And Morris But Mostly Dolores**. Amy Walrod, illus. Aladdin, 2003. (PB)



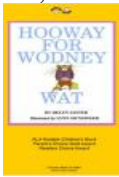
Horace, Morris, and Dolores are three mice children, best friends, and intrepid adventurers until the day Horace and Morris make a decision: “A boy mouse must do what a boy mouse must do” and join a club that doesn’t allow girls. Eventually, Dolores and another girl become fed up and visit the club house to invite the boys for a day of exploring. The gentle humor in the story makes a point that “girl” and “boy” behavior need not be mutually exclusive and pokes fun at the ways gender roles needlessly impose limits and derail friendships. (Gr. K-3)

Myers, Christopher. **Wings**. Scholastic Press, 2000. (PB)



Myers retells the myth of Icarus through the story of Ikarus Jackson, the new boy on the block, who can fly above the rooftops and over the crowd. In this contemporary version, the winged kid nearly falls from the sky, not because he flies too high and dares to go too near the sun, but because jeering kids in the schoolyard and repressive adults don't like his being different and try to break his soaring spirit. The narrator of the story is a shy girl whose sensitive nature has generated more than her fair share of teasing. Knowing how Ikarus feels, she quietly empathizes with his dilemma. Finally, she cannot remain a silent witness to his pain, and offers words of encouragement to him. The theme of the book is worth sharing, and the author states it on the book jacket: "Every child has his own beauty, her own talents." There is much to discuss in this book from the perspectives of the bullied, the bullies, and the bystander. Because of the allegorical nature, it is best suited for discussion with upper grade students, though it could be used with younger grades as well. (Gr. 3-5)

Lester, Helen. **Hooway For Wodney Wat**. Lynn Munsinger, illus. Houghton Mifflin, 1999. (PB)



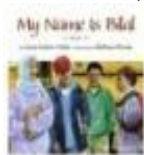
Rodney's speech impediment makes him the butt of many jokes and constant teasing by his classmates. They all make fun of Rodney because he can't pronounce his name. Rodney buries his head in his coat and wishes to disappear until the day that Camilla Capybara plows into the room and announces that she's bigger, meaner and smarter than anyone else. It is Rodney's speech impediment that drives away the class bully. Rodney is declared a hero by his former tormentors who vow never to tease him again. Kids will empathize with Rodney and perhaps recognize themselves as having had a part in making fun of someone in their own class for having a disability. (Gr. K-5)

Mills, Lauren. **The Rag Coat**. Little, Brown, 1991.



Eight-year-old Minna is teased at school because the coat she wears is made of rags. When she tells her classmates that the coat is made from pieces of all their childhoods, they come to understand how special it really is. Though the story is set in Appalachia, the lesson about economic differences is a real one for today's children who often become focused on "what one has" as being important—and use it to put down other children. (K-5)

Mobin-Uddin, Asma. **My Name Is Bilal**. Barbara Kiwak, illus. Boyds Mills Press, 2005.



A brother and sister are the only Muslim students at their new school. When the sister is teased for wearing a head scarf, Bilal finds the courage to stand up to the bullies. (Gr. 3-5)

Mochizuki, Ken. **Heroes**. Dom Lee, illus. Lee & Low Books, 1995.



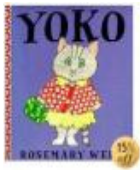
A Japanese-American boy is told he must play the bad guy in playground games with friends because he looks like the enemy of the U.S. in World War II. (Gr. 3+)

Seskin, Steve and Allen Shamblin. **Don't Laugh At Me.** Glin Dibley, illus. Tricycle Press, 2002.



Based on a folk song, this plea for tolerance features kids with glasses, braces, and disabilities saying, “Don’t laugh at me. Don’t call me names. Don’t get your pleasure from my pain. In God’s eyes we’re all the same.” The book includes a CD with the song, and is the anthem for the “Don’t Laugh At Me” program. The book itself demands discussion of the various types of ridicule that children who have physical differences have experienced. It can be used as a whole, or in part, to focus attention on this topic and on those who are often targets of harassment. (Gr. K-3)

Wells, Rosemary. **Yoko.** Hyperion Press, 1998.



Yoko the kitten has gone off to her school with her cooler filled with sushi, looking forward to a good day. Her classmates tease her mercilessly when lunch time rolls around. The teasing continues at snack time. Yoko’s teacher plans an International Food Day and requires the students to try everything-- but only hungry Timothy (a raccoon) is brave enough to taste Yoko’s sushi. That proves to be enough for Yoko and by book’s end, Timothy and Yoko are fast friends. The message about differences and respecting other cultures is clear for young children. (Gr. K-1)

### **BULLY MYTH: Bullying will disappear if you ignore it.**

*In fact, the opposite is the case. Closing your eyes to the problem is giving bullies a license to continue inflicting pain on other children, while telling their victims they must handle the problem on their own. One student, when asked why he was bullying another student, gave the simple answer “because I can.” He was bullying because he thought he could get away with it. The reality is that bullying must be confronted vigorously, and bullies must be held accountable.*

**Dr. Kenneth Shore, *The ABC’s of Bullying Prevention***

## THE ROLE OF THE BYSTANDER

*The role of the bystander is an important one. Every bully needs an audience, and the bystander fulfills that role. The bystander has another role. The bystander has the power to voice disapproval of the bully's behavior. When bystanders stick together, the opportunity for a bully to be a bully diminishes. These titles can be used to examine the role of the bystander and to discuss with children the importance of "saying something" when they observe bullying behavior.*

Bateman, Teresa. **The Bully Blockers Club.** Jackie Urbanovic, illus. Albert Whitman, 2004.



When a bully at school bothers Lotty, she helps start a club where everyone is welcome. (Gr. K-3)

Cosby, Bill. **The Meanest Thing To Say.** Cartwheel, 1997. (PB)



Little Bill and friends are confronted by Michael, a new student, who proposes that they play a game. In the game, whoever says the meanest thing wins. Jose and Andrew start playing the game, coming up with mean things to say about each other. Michael turns to Little Bill and says, "You shoot like a girl." Little Bill is saved from responding by the recess bell. This gives Bill the time he needs to think of a solution that doesn't involve retaliation, or "saving face." There is much to discuss with children in this book, including brainstorming possible solutions to Little Bill's problem. (Gr. K-5)

Crary, Elizabeth. **My Name Is Not Dummy.** Marina Megale, illus. Parenting Press, 1996.



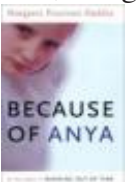
Using a story about two friends, Jenny and Eduardo, various ways are explored that Jenny might react when Eduardo calls her a dummy, and the consequences of her possible reactions. (Gr. K-3)

Estes, Eleanor. **The Hundred Dresses.** Louis Slobodkin, illus. Harcourt Brace, 1974. (PB)



Maddie must examine her role as a silent bystander during the abuse of a poor classmate who is teased relentlessly when she claims to have a hundred silk and velvet dresses at home. (Gr. 2-6)

Haddix, Margaret Peterson. **Because Of Anya.** Simon & Schuster Books, 2002.



When the leader of the popular clique teases Anya, Keely, her classmate, learns how to stand up for what she knows is right, and to make friends with Anya. (Gr. 4-6)

Hofmann, Ginnie. **The Big Bad Bully Bear**. Random, 1996. (PB)



When all the neighborhood teddy bears join together against him, Bully Bear realizes that he would rather have friends than be a bully. Good for raising discussion with children as to the choice they can make to stick together to confront bullies. (Gr. K-3)

McCain, Becky Ray. **Nobody Knew What To Do**. Todd Leonardo, illus. Albert Whitman, 2001.



A boy tries to figure out what to do when he repeatedly witnesses a classmate being bullied. The boy and his classmates band together and defend the student who is being harassed until adults intervene and help. (Gr. K-5)

Moss, Peggy. **Say Something**. Lea Lyon, illus. Tilbury House Publishers, 2004.



A young narrator describes different examples of bullying that she witnesses at school and on the bus, but remains silent. One day she is the target of mean jokes, and finds that no onlookers come to her defense. She then resolves to say something! (Gr. 3-5)

Smith-Mansell, Dana. **Stop Bullying Bobby! Helping Children Cope With Teasing And Bullying**. Suzanne Riggo, illus. New Horizon Press, 2004. (PB)



A classmate is proactive when she sees a student being bullied. Telling her parents, the teacher and school counselor become involved. The author includes lists of valuable resources and suggestions for adults, peers, and victims. Teachers could use this to stage role playing in their classroom. (Gr. K-5)

Advice from kids:

*“Be included, not excluded.”*

*“Help a friend till the end.”*

*“Friends help.”*



## CHAPTER BOOKS WITH A BULLY THEME

Blume, Judy. **Blubber**. Atheneum Books for Young Readers, 2001.



Jill goes along with the rest of the fifth-grade class in tormenting a classmate, and then finds out what it's like when she also becomes a target. (Gr. 3+)

Byars, Betsy. **The 18th Emergency**. Puffin Books, 1981. (PB)



When the toughest boy in school swears to kill him, twelve year old Mouse finds little help from friends and must prepare for this emergency alone. (Gr. 4+)

Clements, Andrew. **Jake Drake, Bully Buster**. Simon & Schuster Books for Young Readers, 2001. (PB)



Now in fourth grade, Jake looks back over his school years and realizes he has always been a bully's target. He faces the challenge of cooperating with the school bully on a class project and surprisingly learns that behind every bully face is a real face. Though humorous in tone, the book has an important message about resolving conflicts and surviving bullying. (Gr. 3+)

Clements, Andrew. **The Janitor's Boy**. Simon & Schuster Books, 2000. (PB)



Fifth grader Jack finds himself the target of ridicule at school when it becomes known that his father is one of the janitors, and he turns his anger onto his father. (Gr. 3+)

Cohen, Barbara. **Molly's Pilgrim**. Daniel Duffy, illus. Lothrop, Lee & Shepard Books, 1998. (PB)



Molly is a young Jewish immigrant from Russia and a black sheep among her classmates. They tease her and call her names. Told to make a Pilgrim doll for the Thanksgiving display at school, Molly is embarrassed when her mother tries to help her out by creating a doll dressed as she herself was dressed before leaving Russia to seek religious freedom.

This short book will touch the reader's or listener's heart as they experience Molly's anguish due to her classmates teasing. The book is thought-provoking and guaranteed to generate discussions regarding the treatment of those who are "different." (Gr. 3+)

Cox, Judy. **Mean, Mean, Maureen Green**. Holiday House, 1999. (PB)



With help from Adam, a boy in her third grade class, Lilley gains enough confidence to stand up to the school bus bully, Mean Maureen Green. The reader feels Lilley's fear, and shares in her triumph as she stands up to Maureen's bluster. (Gr. K-3)

Duffey, Betsy. **How To Be Cool In The Third Grade.** Viking, 1993. (PB)



When Robbie York is marked as a target by a bully at school, he decides that the only way to survive the third grade is by being cool. (Gr. 3+)

Duncan, Lois. **Wonder Kid Meets The Evil Lunch Snatcher.** Little, Brown, 1988. (PB)



Terrorized by a lunch-snatcher at his new school, Brian devises, with the help of a fellow comic book fan, a plan involving a new superhero called Wonder Kid. (Gr. 3+)

Estes, Eleanor. **The Hundred Dresses.** Louis Slobodkin, illus. Harcourt, 2004, c1944. (PB)



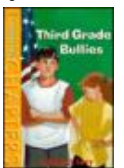
Peer pressure and courage are integral themes in this Newbery Award book. Though Wanda claims to have a hundred dresses in her closet at home, she wears the same worn dress day after day. The teasing she endures from classmates seems harmless—but it is not. In winning a medal she is no longer there to receive, a tight-lipped little Polish girl teaches her classmates a lesson. This story offers much for discussion from the perspective of Wanda the victim, and Maddie the bystander, who stands by while Wanda is taunted by her classmates. It also touches on economic differences that can make a child a target for bullying by not wearing the “right” clothes. This book includes a note from the author’s daughter, Helena Estes. (Gr. 3+)

Gorman, Carol. **A Midsummer Night’s Dork.** HarperCollins, 2004.



Jerry Flack, recently elected sixth grade president, organizes an Elizabethan festival at school but accepts a challenge from a bully that may mean he will once again be considered a “dork.” The book addresses students concerns about popularity and bullying in middle school life. In the end, the characters realize that it is integrity and compassion that count towards making a person “cool.” (Gr. 3+)

Levy, Elizabeth. **Third Grade Bullies.** Tim Barnes, illus. Hyperion, 1998. (PB)



This is a contemporary chapter book about name calling in a third grade class. The teacher is aware of the problem, but is at a loss to stop the insults and put-downs that fly fast and furious between Sally and Jake until they realize that they’ll need to work together in order to stop an older bully. (Gr. 2-4)

Advice from kids:

*“Don’t be a bully. Be a friend.”*

McNamee, Graham. **Nothing Wrong With A Three-Legged Dog.** Dell Yearling, 2002. (PB)



The book centers on Keath, a fourth grader who endures punches and nicknames such as Whitey, Ghost, and Mayonnaise while attending an urban school. He's an outcast until he is befriended by Lynda, who comes from a biracial family. Keath's grandmother has recently suffered a stroke, and he is afraid to visit her. When his father tells him about the pets brought into convalescent homes for therapeutic reasons, he finds it easier to visit. He also begins helping Lynda and her father walk dogs after school and becomes attached to a three-legged beagle with one ear. With the help of his good friend Lynda, Keath learns how to handle the class bully and deal with being the only white boy in his class. (Gr. 3+).

Paterson Katherine, **The Field Of The Dogs.** Emily McCully, illus. Harper Trophy, 2002, (PB)



Josh, who has just moved to Vermont with his mother, stepfather, and new baby brother, must deal with the bullying of a neighbor boy and discovers that his dog, whom he hears talking with other dogs, is also facing a bully of his own. The novel offers a glimpse of how cruel children can be to an outsider and how difficult it is to be the newcomer. (Gr. 3-6).

Sachar, Louis. **Marvin Redpost: Why Pick On Me.** Random House, 1993. (PB)



A small incident during recess threatens to turn nine-year-old Marvin into the outcast of his third grade class. Sachar has done a wonderful job of tackling the bullying issue in a way that will appeal to young readers and provide discussion as to possible solutions to Marvin's predicament. (Gr. 1-4)

Spinelli, Jerry. **Wringer.** HarperCollins, 1997. (PB)



As Palmer comes of age, he must either accept the violence of being a "wringer" at his town's annual Pigeon Day or find the courage to oppose it. A good read-aloud to spark discussion concerning the perils of peer pressure. (Gr. 4+)

Van Draanen, Wendelin. **Shredderman, Secret Identity.** Random House, 2004. (PB)



Bullied by Bubba Bixby, fifth grader Nolan creates a website that features photographic and video clip evidence of Bubba's misbehavior. Students will enjoy this humorous story in which brains and technology triumph to solve the bullying problem. Tongue-in-cheek illustrations accompany the breezy text. (Gr. 3+)

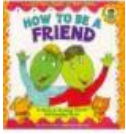
Yep, Laurence. **Cockroach Cooties.** Hyperion, 2001. (PB)



When Teddy and Bobby encounter Arnie-zilla the school bully, Teddy tells his younger brother, "There are two kinds of people in this world--the bullies and the victims. Guess which we are?" When the boys discover that the bully is afraid of cockroaches, Teddy and his little brother Bobby devise strategies using bugs to defeat him. (Gr. 3-5)

## NONFICTION

Brown, Laurie Krasny and Marc Brown. **How To Be A Friend: A Guide To Making Friends And Keeping Them.** Marc Brown, illus. Little Brown, 1998.



Dinosaur characters illustrate the value of friends, how to make friends, and how to rate them, and how to not be a good friend. Great discussion guide for families providing practical advice on what to do and what not to do to be good friend. (Gr. K-3)

Cohen-Posey, Kate. **How To Handle Bullies, Teasers And Other Meanies: A Book That Takes The Nuisance Out Of Name Calling And Other Nonsense.** Rainbow Books, 1995.



Contains more than twelve ways for melting meanness plus dozens of examples and practice exercises to teach a comic approach to handling cruelty. A parent-child resource book. (Gr. 4+)

DePino, Catherine. **Blue Cheese Breath And Stinky Feet: How To Deal With Bullies.** Bonnie Matthews and Charles Beyl, illus. Magination Press, 2004.



With his parents' help, Steve devises an eleven-point plan to deal with the school bully. (Gr. 3+)

Johnson, Julie. **Bullies And Gangs.** Christopher O'Neill, illus. Millbrook Press, 1998.



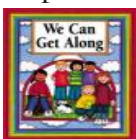
Discusses why people bully others, who they pick, and how to cope with the problems of being bullied. (Gr. K-3)

Johnston, Marianne. **Dealing With Bullying.** PowerKids Press, 1996.



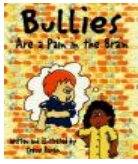
Describes what is meant by bullying; then goes on to explain why bullies act as they do, how to deal with them, and how to stop being one. (Gr. K-3)

Payne, Lauren Murphy and Claudia Rohling. **We Can Get Along: A Child's Book of Choices.** Free Spirit Publishers, 1997. (Gr. K-3)



The universal theme of getting along is addressed in a child friendly way intended to empower children to make choices about their behavior.

Romain, Trevor. **Bullies Are A Pain In the Brain**, Free Spirit Pub., 1997.



A deceptively simple approach to dealing with a difficult issue faced by millions of children every day. The advice throughout is clear, unequivocal, and helpful: “Tell your friends if you’re being bullied.” Children who are being bullied are likely to pick up this book on their own due to the attractive format with cartoon characters. (Gr. 3+)

Romain, Trevor. **Cliques, Phonies and Other Baloney**. Free Spirit Pub., 1998.



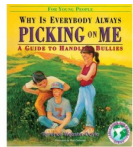
Students who are sometimes victimized by their peers will appreciate this reassuring and humorous treatment of cliques versus friendship groups, phonies versus real friends, and popularity versus liking one’s self. (Gr. 3+).

Thomas, Pat. **Stop Picking On Me: A First Look at Bullying**. Lesley Harker, illus. Barron’s, 2000.



Explains the problem of bullying to children, discussing why it happens, how it might make them feel, and how they can handle bullies. (Gr. K-3)

Webster-Doyle, Terrance, **Why Is Everybody Always Picking On Me?: A Guide To Handle Bullies**. Weatherhill, 1999.



Stories and activities demonstrate how to resolve conflicts nonviolently and how to peacefully confront hostile aggression. (Gr. 5+)

*Given the serious effects bullying behavior has on both students and schools, we can't afford to simply dismiss it as a "normal" or inevitable part of childhood. There is nothing "normal" about ongoing incidents of harassment, violence, and intimidation. Bullying not only leads to depression, anxiety, and low self-esteem in students who are targeted, but also causes other students to feel unsafe at school and significantly interferes with learning.*

Northwest Regional Educational Laboratory  
<http://www.nwrel.org/request/dec01/>

## TEACHER RESOURCES

Beane, Alan. **The Bully Free Classroom: Over 100 Tips And Strategies For Teachers K-8.** Free Spirit Publishing, 1999.

This book has three sections: Creating a Positive Classroom, Helping Victims, and Helping Bullies. It is recommended not only for teachers dealing with classroom issues, but for all adults who encounter bullying not only through their children but in their own lives.

Coloroso, Barbara. **The Bully, The Bullied, And The Bystander: From Preschool To High School -- How Parents And Teachers Can Help Break The Cycle Of Violence.** Harper Collins, 2004.

This book's particular strength is its focus on the bystander's role, which is sometimes given short shrift in other studies of bullying. Useful for teachers and parents both.

Froschi, Merle. **Quit It! A Teacher's Guide On Teasing And Bullying For Use With Students In Grades KDG-3.** Wellesley Center for Women Publication, 1998.

Ten lessons focused around three sequential themes address class discussions, role plays, drawing and writing activities, games and exercises, as well as connections to children's literature. The book gives children a framework to understand the distinction between teasing and bullying.

Mullin-Rindler, Nancy. **Selected Bibliography About Teasing and Bullying for Grade K-8 (Revised and Expanded Edition).** The Project on Teasing and Bullying, (Center for Research on Women) Wellesley Centers for Women, Wellesley College, 2003.

A useful and extensive resource for literature, teaching tools, and materials that can be used by adults to address bullying with elementary and middle school students.

Shore, Kenneth. **ABC's Of Bullying Prevention: A Comprehensive Schoolwide Approach.** National Professional Resources, Inc., 2005.

This book includes strategies for teachers, parents, and principals on how to deal with bullying.

Simmons, Rachel. **Odd Girl Out: The Hidden Culture Of Aggression In Girls.** Harcourt, 2002.

This book begins with the premise that girls are socialized to be sweet with a double bind: they must value friendships, but they must not express the anger that might destroy them. Lacking cultural permission to acknowledge conflict, girls develop what Simmons calls "a hidden culture of silent and indirect aggression." Simmons interviewed 300 girls to collect invaluable information about how the "gentler" sex handles and fails to handle bullying. Although the book is aimed at middle school/high school situations, this is useful reading for teachers and parents of elementary students to aid them in recognizing early indicators of this hidden culture.

Stein, Nan. **Bullyproof: A Teacher's Guide On Teasing And Bullying For Use With Fourth And Fifth Grade Students.** Wellesley College Center for Research, 1996.

A teacher's guide with eleven sequential lessons, with some emphasis on sexual harassment.

## PARENT RESOURCES

Freedman, Judy S. **Easing The Teasing: Helping Your Child Deal With Name Calling, Ridicule And Verbal Bullying.** McGraw-Hill, 2002.

Presents strategies for teaching young children vital coping skills to help them manage teasing. This is a reference for parents and educators who want to help teasing victims acquire the coping skills necessary to manage these painful incidents. The repertoire of strategies includes ways to ignore and reframe the teasing, positive self-talk, humorous responses, and finally advice about asking adults for help.

Fried, SuEllen. **Bullies And Victims: Helping Your Child Through The School Yard Battlefield.** M. Evans and Company, Inc. 1998.

A thorough examination of methods of bullying, the final chapters suggest ways to empower children, including adult intervention and educational programs in school settings.

Frankel, Fred. **Good Friends Are Hard To Find: Help Your Child Find, Make And Keep Friends.** Perspective Publishing, 1996.

The title explains itself. Since the book targets parents of children who are having problems, bullying is an intrinsic part of material covered.

Advice from kids:

*“Bullying is bad, but being a friend is great!”*

*“If you hurt someone, people won’t want  
you to join in the FUN!”*

*“If you lend a hand, you’ll make a friend.”*

## **WEBSITES**

*iSafe.org reports some startling statistics about technology and bullying. In a survey of 1500 students in grade 4-8, 42% reported they had experienced being bullied while online. Bullies are finding their way into cyberspace, giving rise to cyberbullying that can take many forms. Kids can bully by sending threatening e-mails or text messages, inappropriate postings to Web sites, or harassing IM's. Several of these suggested Web sites address this in a child friendly way and provide parents and teachers with the information they need to address this growing trend in bullying.*

### **Anti-Defamation League**

<http://www.adl.org>

Searching the ADL Web site will help teachers locate bibliographies and lesson plans for addressing bullying.

### **Cyberbully**

<http://www.cyberbully.org/>

An offshoot of the Center for Safe and Responsible Internet Use, Cyberbully.org provides resources for educators on this topic of growing concern. The site provides a definition of cyberbullying, and a guide for parents and educators.

### **McGruff**

<http://mcgruff.org>

In a child friendly way, the cartoon character McGruff offers information for elementary students on bullying, cyberbullying, and staying safe on line.

### **PBS Kids: It's My Life**

<http://pbskids.org/itsmylife/friends/bullies/>

Useful for discussing bullying with upper elementary students, the site provides information on bullying and offers advice on what to do if you are being bullied. The interactive game and short video clip will appeal to students.

### **Stop Bullying Now**

<http://stopbullyingnow.hrsa.gov/>

An excellent resource for teachers, parents and elementary school children grade 4 and above. The site defines bullying, has a section on what adults can do, a series of animated video clips that offer bullying scenarios for discussion, and games that involve students in making decisions about bullying issues.

### **Stop Cyberbullying**

<http://www.stopcyberbullying.org/>

Sponsored by Wired Kids, this site defines cyberbullying and discusses why kids cyberbully, as well as how to prevent it from happening and what action to take if it does. There is useful information for teachers and parents to share with upper grade elementary students and young adults. A nice feature of the site is the division of information into sections based on age levels.



## VOCABULARY FOR ELEMENTARY BULLYING PREVENTION MODEL

*contributed by Nancy Beardall  
Health & Wellness Department*

### **Bullying**

Bullying happens when a person or a group, that is physically or verbally more powerful, persists in treating another person, or group, disrespectfully. Bullying is unwanted and unwelcomed behavior and can happen physically, verbally, through gesture, and in written form.

### **Put-downs or Insults**

Negative, disrespectful comments or behavior directed at another person or group of people.

### **Direct Bullying**

A type of bullying directed at the target.

### **Indirect Bullying**

A type of bullying done very discreetly, mostly behind the target's back. Some forms of indirect bullying could be excluding a certain person, spreading rumors, or designating someone as a target.

### **Aggressor**

The person who directs the bullying behavior and/or takes action against the target.

### **Bystander**

A person who happens to observe the bullying behavior

### **Target**

The person the bullying action is aimed towards.

### **Follower**

A person who supports the bully and in some way contributes to the bullying behavior.

### **Buddy or ally**

A person who takes action in a bullying situation. The action may be to comfort the target, get adult help, or say something to the bully to try to stop the bullying behavior.

### **Respect**

To treat another kindly, with patience and care.

### **Active Listening**

To carefully listen to another while looking at them.

### **Understanding Differences**

To know and understand that each person is special in their own way.

### **Empathy**

To understand what it is like to "walk in another's shoes."