31% of students will be bullied in U.S. schools this year.
National Center for Education Statistics

Bullying Prevention Resources K-5
Books and Websites for Teachers and Parents

Newton Public Schools
Department of Information Technology and Library Media
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INTRODUCTION

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 or 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 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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WHO IS 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

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

Sid picks on Lucas, who is smaller. Lucas in turn picks on those even smaller-- the ants in his backyard. 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. Teachers can discuss with children the self-esteem issues that cause children to bully others. The story 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)

McLelland, Michael J. **Beating the Bully**. Cedar Fort, 2007.
Tired of being bullied, a boy vows to get revenge, but when the opportunity finally presents itself, he decides to be kind instead. Describes a sometimes fine line between being the bully and being bullied. Written in rhyme with very large watercolor illustrations. (Gr. 3-5)

Advice from kids:

“Don’t be a bully. Be a friend.”

“If you lend a hand, you’ll make a friend.”
**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 of the friendship. This is a good choice for role-playing and brainstorming alternative solutions. (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 issue of girl cliques in the primary grades. (Gr. K–2)

Maddox, Jake. *Ballet Bullies*. Stone Arch Books, 2010. (PB) Marissa falls victim to teasing from other girls in her ballet class, making her doubt her dancing ability despite support from her friend and encouragement from her teacher. The ending is a bit contrived, as one of the bullies realizes that she has hurt Marissa and apologizes right before Marissa is ready to go onstage, but the general problem of girls bullying girls is portrayed in a straightforward manner. (Gr. 3-5)

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!”
NAME CALLING AND TEASING

Teasing and name calling frequently occur 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 perspectives of the target, the bully, and the bystander.


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)


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)


Jessica is a first grade student who is anxious and worries about everything. Her biggest worry is Brenda, the bully. Brenda teases her, calls her names and belittles her. Her teacher tells Jessica to ignore Brenda but she is unable to do this. Jessica finally confides in her mother and confronts Brenda. The most important lesson of this story is that telling a troubled child to ignore bullying is not a satisfactory solution. (Gr. K-3)


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 perspectives of bully, target and bystander. (Gr. K-5)

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)


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, and warns that if he changes to suit other people, he may give up too much of himself. This beginning reader speaks directly to topics of concern to young children. (Gr. K-3)


With help from his father, older brother, and teacher, D.J. learns how to handle a classmate who claims that his mean-spirited “teasing” is just a joke. Includes discussion questions, a list of teasing do’s and don’ts, and recommended resources. Other useful titles by this author include **Sorry**, **Trouble Talk**, and **My Secret Bully.** (Gr. 2-5)


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)

**Advice from kids:**

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

“Be a friend. Don’t tease.”
AGGRESSION AND PEER PRESSURE

Bullying 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. These 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)

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)

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)

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?” (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 up to teach the bully a lesson he’ll never forget. A good book to use to discuss appropriate ways to deal with bullies without retaliation. (Gr. K-3)

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)

Provides a valuable lesson about the negative consequences of name calling and hurting people’s feelings. 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 discuss 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)

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)

Sid picks on Lucas, who is smaller than him. Lucas in turn picks on those even smaller - the ants in his backyard. 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 looks at bullying from the perspectives of the bully, the target, and the bystander, and how confronting a bully can enact change. (Gr. 2-4)

Presents an illustrated picture book about a sneaky weasel who enjoys playing tricks on everyone and can’t understand why he doesn’t have any friends. Sneaky Weasel has become very successful in life in terms of material things, as shown in the quirky posters on the inside cover, illustrating his various bullying businesses. It takes each of his friends standing up and telling him the truth about his behavior to get him to finally see the error of his ways. By the end of the story, when he has (mostly) reformed, he develops some kindly new endeavors, shown in posters on the inside back cover. Kids will like the illustrations and accompanying text floating across the pages. (Gr. K-5)

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

Bullying at school is a serious problem across the country and in long-term can damage a child’s self-esteem, impacting their ability to form social relationships.

Bullies often harass their targets out of 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.

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. She 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)

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)

When second grader Laslo Gasky arrives at school from another country, some of 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 and 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)

Morgie and Muffy, along with their classmates, plan a variety of activities to welcome the new student. When Carole Anne arrives, however, she will not smile or 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 Morgie finds Carol Anne alone, and discovers 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)

Though Molly Lou is clumsy, small, and has a voice like a bull frog, she doesn’t lack self-esteem and confidence. Her attitude is put to the 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)

McLelland, Michael J. **Beating the Bully.** Cedar Fort, 2007.

Tired of being bullied, a boy vows to get revenge, but when the opportunity finally presents itself, he decides to be kind instead. Describes a sometimes fine line between being the bully and being bullied. Written in rhyme with very large watercolor illustrations. (Gr. 3-5)


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)


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 sometimes be harnessed and changed. (Gr. K-5)

Polacco, Patricia. **Thank you, Mr. Falker.** Philomel Books, 1998. (PB)

This is a memoir from Patricia Polacco’s elementary school experience. At first, young Patricia loves school, but her difficulty learning to read makes her feel dumb and vulnerable to bullying. Her fifth grade teacher helps her overcome her problem and takes action to silence the bully and build her self-esteem. The story shows the way learning disabilities can make children targets for bullying and emphasizes the need for teachers to be aware of bullying behavior and develop appropriate responses to eliminate it. (Gr. 2-5)
TARGETING THOSE WHO ARE DIFFERENT

Bullies often target someone who is different and focus on that characteristic. A child can become the target of a bully’s taunting and teasing or become the object of exclusion for any difference, from wearing glasses to wearing “uncool” clothes. Children can also become targets because of religious and racial differences.

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)

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

Eleanor, the elephant, becomes 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)

The new boy, Philip, seems different because he is in a wheelchair. Arnie is his main tormentor—until the day Arnie 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 insists that everyone include his friend Philip. (Gr. K-3)

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 way gender roles needlessly impose limits and derail friendships. (Gr. K-3)
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 make fun of Rodney because he can’t pronounce his name. Rodney buries his head in his coat and wishes he could disappear. One day, 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 this class bully. Rodney is declared a hero by his former tormentors who vow not to tease him again. Kids will empathize with Rodney and may recognize themselves as having made fun of someone’s disability. (Gr. K-5)


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)


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)

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 author states the theme 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)


Lila and Jamie become best friends on their first day of school. When Lila makes the cheerleading squad, she becomes part of the popular girls’ clique and Jamie is left out. The girls’ clique begins to use Facebook for vicious teasing of classmates including Jamie. Lila knows this is bullying and wants no part of it - setting herself up as a target for the cliques’s revenge. (Gr. 4-5)
Polacco, Patricia. **Thank you, Mr. Falker.** Philomel Books, 1998. (PB)

This is a memoir from Patricia Polacco’s elementary school experience. At first, young Patricia loves school, but her difficulty learning to read makes her feel dumb and vulnerable to bullying. Her fifth grade teacher helps her overcome her problem and takes action to silence the bully and build Patricia’s self-esteem. The story shows the way learning disabilities can make children targets for bullying and emphasizes the need for teachers to be aware of bullying behavior and develop appropriate responses to eliminate it. (Gr. 2-5)


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)


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)


Maya is new in town. Whenever she tries to join Chloe and her friends, they reject her. Chloe eventually learns that even small acts of kindness may make a difference. (Gr. K-3)
THE ROLE OF THE BYSTANDER

Every bully needs an audience, and the bystander fulfills that role. The bystander, however, 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.

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

Abash, one of a group of unique beings (emoticons), each of which represents a different emotion, becomes upset when a picture of him wearing two left shoes finds its way onto the Internet. His friends help him learn to deal with cyberbullying in a constructive way. (Gr. K-3)

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

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

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 can intervene and help. (Gr. K-5)

A young narrator witnesses bullying 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 from then on. (Gr. 3-5)

The author assigns likely human characteristics to the colors, depicted as vibrant splashes on a white background. Red picks on Blue while Yellow, Orange, Green, and Purple wonder what they can do until One unites the colors and helps everybody learn about acceptance, tolerance, and boundaries amidst bullying. The concluding message, “Everyone counts!” is very clear as the colors come together to stand up to Red, and then kindly offer to include the chastened Red at the story’s end. (Gr. K-5)


In this picture book tale, a girl and her dragon friend cross paths with a bully of a knight, who says the dragon cannot play because he is “too big, tall and green.” The girl stands up for the dragon, but other bystanders do nothing. She tells the camp counselor, who sets up a discussion with all the campers to talk about how to treat others. The story is told in rhyme, and includes information about actions to take to help stop bullying. (Gr. K-2)

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. She tells her parents and 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

Applegate, Katherine. **Roscoe Riley Rules #2: Never Swipe a Bully’s Bear**. HarperCollins, 2008. Roscoe is a young boy whose favorite stuffed animal goes missing. Roscoe immediately blames the class bully and seeks revenge by taking the bully’s stuffed animal. When it turns out he has made a mistake, Roscoe finds a way to make things right. Very kid-friendly dialogue and illustrations; short chapters. (Gr. K-2)

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+)

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+)

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 creates 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+)

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+)

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. (Gr. 3+)

Maddox, Jake. **Ballet Bullies.** Stone Arch Books, 2010. (PB)

Marissa falls victim to teasing from other girls in her ballet class, making her doubt her dancing ability despite support from her friend and encouragement from her teacher. The ending is a bit contrived, as one of the bullies realizes that she has hurt Marissa and apologizes right before Marissa is ready to go onstage, but the general problem of girls bullying girls is portrayed in a straightforward manner.

Namioka, Lensey. **Yang the Third and Her Impossible Family.** Bantam, Doubleday, Dell, 1996.

While trying so hard to fit in with her new American friends, Yang risks losing sight of the importance of respecting herself and her family’s heritage. (Gr. 3-5)

Peters, Stephanie True. **Lacrosse face-off.** Little, Brown, 2006. (PB)

In this sports chapter book, two brothers are on the same lacrosse team, one very athletic, the other one just learning the game. At first the athletic brother is just embarrassed by his brother’s lack of athletic ability, but then a team bully creates more problems for the pair and others on the team. A combination of teamwork on the field and off results in a successful challenge to the bully’s power. The story offers positive ways for kids to stand up to bullies and they can relate it to their own experiences in team sports. The adults in the story do not play a direct role in solving the bullying issue, but the coach is portrayed as a leader who wants all of his players to have a positive sports experience.

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. At the same time, he 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).
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 encourage discussion as to possible solutions to Marvin’s predicament. (Gr. 1-4)

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+)

Warner, Sally. **Super Emma.** Puffin Books, 2006. (PB)
Third grader Emma becomes a reluctant heroine when she defends a friend from the class bully, but her friend is not appreciative of her effort and Emma is confused when she returns to school the following day. This story does a good job of addressing the conflicted feelings of Emma, and all others involved in the bullying. While it has a positive resolution, it does not leave one with the impression that all of the problems of bullies in school can be neatly solved.

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**Until we talked about bullying, a teacher said, I don’t think my kids realized how serious it is and how seriously adults take it. They thought it happens, that it’s a rite of passage. Now, they know that bullying is not all right, and that they can choose to behave differently.**

Responsive Classroom Newsletter
February, 2007
NONFICTION


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 a good friend. (Gr. K-3)


Helps students understand the importance of tolerance toward those with different opinions, perspectives, and beliefs. Reviews six skills for ending conflict. Part of a series that also includes Why Are You Picking On Me?, which deals with bullies and victims, offering solid suggestions for handling various situations from different viewpoints. (Gr. 3-5)


With his parents’ help, Steve devises a plan to deal with the school bully. (Gr. 3+)


Through short age-appropriate questions and answers, fifth-grader Sam Strong talks to kids about bullying, offering simple advice on the best ways to respond to different types of bullies. Bright illustrations; multicultural characters; suggested solutions might not fit every situation. (Gr. K-2)


An illustrated introduction to bullying that provides suggestions to thwart teasing, name-calling, harassment, threats, intimidations, and violence from bullies. Creatively designed collages and kid-friendly text; also gives possible reasons for bullying behavior, and steps to take to “shut down” the bully machine. (Gr. K-5)


Discusses what cyberbullying is, why people do it, how to figure out a cyberbully’s real identity, building a case against them, getting help, stopping a cyberbully, Internet safety, and not becoming a cyberbully. Addresses students directly; engaging photographs; an ideal book for reading together. (Gr. 3-5)


Discusses the power and dangers of social networking sites; how to decide if a site is right for you; how to stay safe in a social networking site. Includes vibrant photographs, safety tips, additional resource listings. (Gr. 3-5)

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


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+)


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+).


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


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


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 both teachers and parents.


Presents a comprehensive guide for educators, administrators, and counselors that provides strategies for reducing bullying in school and creating a safe environment for all students. Summarizes what should be included in any solid anti-bullying program: clear expectations, consequences, positive role models, building on strengths and positive actions.


Ten lessons focused around three sequential themes include 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.


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


Simmons interviewed 300 girls to collect information on how girls handle and fail to handle bullying. 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

Provides advice for parents on teaching their children how to deal with bullying, teasing, and other aggressive behavior at school, with information on what creates bullying behavior, how to foster social skills, and assertiveness techniques, and when and how to get help from a teacher, counselor, or other school administrator.

Prentes 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.

A thorough examination of methods of bullying and bullying responses, including child empowerment, including adult intervention and educational programs in school settings.

Provides insight into the social lives of children, and addresses forty of the most common and compelling worries parents and educators have about the social problems children often experience, including peer rejection, name-calling, bullying, exclusion, and others. Contains several chapters focusing on bullies, bystanders, the role of self-esteem, and the role of the school system, all in the context of the whole child.

Bullying usually starts with small, mean, gateway behaviors that gradually escalate when adults fail to respond, or respond inappropriately. It’s absolutely critical that we learn to see and respond immediately to gateway behaviors. Doing so will help transform our classrooms into places of safe and joyful learning for all children.

Responsive Classroom Newsletter
Nov. 2012
WEBSITES

Bullying.org
www.bullying.org
This site is dedicated to increasing awareness of and preventing bullying by providing resources to individuals and groups. There are a variety of services such as online courses and presentations. It is a Canadian-based site that was founded following an attack in a high school in Taber, Alberta, Canada. It has grown into a collaborative and international project.

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.

Massachusetts Aggression Reduction Center
www.marccenter.org
MARC is housed at Bridgewater State University, Bridgewater, MA. The Center provides services such as training, research, consultation, and workshops in the area of bullying prevention, cyberbullying information and prevention, and violence prevention. It was founded and is directed by Dr. Elizabeth Englander, a professor of psychology at Bridgewater, and an expert in the field. The site itself contains helpful overviews and practical advice for educators and parents.

McGruff
http://mcgruff.org
In a child friendly way, the cartoon character McGruff offers information for elementary students on bullying, cyberbullying, and staying safe online.

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. The interactive game and short video clip will appeal to students.

Stop Bullying Now
http://stopbullyingnow.hrsa.gov/
An excellent resource, this site defines bullying, has a section on what adults can do, video clips that offer bullying scenarios for discussion, and games that involve grade 4+ students in decision-making about bullying.

Stop Cyberbullying
http://www.stopcyberbullying.org/
Sponsored by Wired Kids, this site defines cyberbullying and discusses why kids cyberbully, with 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.

Stop Bullying
http://www.stopbullying.gov/
Sponsored by U.S. Department of Health and Human Services. Defines bullying, provides support, resources, and information on state policies and laws.