

Olweus Bullying Prevention Program

Companion Bibliography for Grades K-12



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Introduction

“Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.”

(Dan Olweus)

School bullying is a commonly acknowledged problem that affects all students—not just those who are bullied, or those who bully them, but the vast majority of students who are bystanders. It also has a damaging impact on school climate and student achievement.

The most common definition (Olweus), shown in a student-friendly version above, describes bullying as a range of intentional and aggressive behaviors that are typically repeated over time. In addition, they involve an imbalance of power or strength which makes it difficult for the targeted individuals to defend themselves.

In recognition of the damaging effects of school bullying, a majority of states have enacted legislation to address it. But legislation alone is not enough to resolve this issue, and may not always provide the support of guidance schools need to implement effective bullying prevention efforts. Reducing bullying requires systematic changes at all levels of a school’s environment, not just problem-solving at an individual level with students directly involved in a particular incident. A comprehensive school-wide approach, such as the Olweus Bullying Prevention Program, has been shown to be most effective in reducing bullying because it addresses the need to intervene on school, classroom, individual and community levels (including involving parents as partners).

Implementing a comprehensive approach is likely to be best received by adults, and most effective for students, when it is seamlessly integrated into the daily classroom routine. Providing tools for teachers to make classroom connections—to integrate bullying prevention themes with academic concepts and curricula—can facilitate this process. Student literature provides one logical and highly effective link between bullying prevention themes and academic goals and content. From a bullying prevention perspective, literature provides a neutral forum for discussing sensitive issues, promoting problem-solving, and role playing bullying problems.

This targeted bibliography provides student literature selections and resources for educators and parents and is designed for use by classroom teachers and school personnel charged with implementing bullying prevention efforts, or selecting student and adult literature to support those efforts. It is particularly intended to be used as a resource for schools implementing OBPP class meetings, to facilitate academic connections with bullying prevention themes.

This bibliography is not intended to be a comprehensive listing of all materials about bullying. In this ever-expanding field, new materials are constantly being published (student literature and adult support materials, in particular). Web resources and blogs are also frequent new additions. Certain kinds of materials have intentionally not been included: aside from a few well-respected and stable web pages, internet resources and self-help sites have not been included; research articles also have not been included because of the changing nature of this emerging field; and bullying or violence prevention programs are not included because it was not possible to evaluate the “fit” of every one with the OBPP model.

Making Informed Selections

Though new bullying prevention materials are published and marketed to adults and students on virtually a daily basis, the quality of these materials varies widely. Many reinforce misconceptions and stereotypes about bullying or don't reflect best practices in the field. All entries in this bibliography have been reviewed to assess their compatibility with both best practices in bullying prevention in general, and Olweus Bullying Prevention Program (OBPP) principles specifically. While the entries in this bibliography represent the highest quality of materials available, it is virtually impossible to find any selections (let alone a variety of materials) that are ideal; many (including entries presented here) are "flawed" in some way. In making selections, there is no substitute for reading the materials yourself to determine which may or may not be appropriate for your students, staff, or parents. Use notes provided in the annotations here to navigate some of the shortcomings of the selections presented in this bibliography. Many of the annotations also provide background analysis to promote understanding about why certain items might pose issues and tips about how to address or interpret them.

Use the selection criteria below as an aid to become an informed consumer about bullying resources, to evaluate their appropriateness, and to use them more mindfully and effectively when focusing on bullying themes. As a basic requirement, all resources selected for this bibliography were evaluated with regard to their ability to support OBPP goals, principles, and implementation.

Student literature had to be age-appropriate in terms of reading level and deemed to have intrinsic teaching value. At the secondary level, consideration was first given to books generally included in syllabi for English and Literature curricula.

- Each selection had to appeal to students and be realistic in terms of language, situations and solutions portrayed.
- While some flaws (see criteria below) were acceptable if they could be used as teaching points, books that promoted major misconceptions or stereotypes about bullying were typically excluded. Note that some popular and commonly used (but flawed) titles are also listed so that teachers can proactively address problems portrayed in them; in these cases, the annotations highlight the flaws and offer suggestions to counteract potentially problematic messages.
- Annotations also reflect ways of utilizing these literature selections to discuss bullying-related themes.

The following questions were considered when selecting materials and to inform annotations. Teachers are encouraged to use books that they are familiar with and that are appealing to their students. That said, when choosing books as a catalyst for broaching bullying prevention themes, it is recommended that teachers, librarians, parents and others refer to the following questions when making decisions about selecting their own materials.

How well did the book or resource:

1. **Convey an accurate understanding of bullying?** Was it consistent with the OBPP definition? Was it consistent with research on the known characteristics of children who bully and those who are bullied? Books that reinforce inaccurate information about the causes of bullying (e.g. the myth that children who bully are almost always insecure or are from troubled homes) are not recommended.

As much as possible, look for selections that describe and label behavior, not individuals.

2. **Depict typical bullying behavior or a range of bullying behavior?** While few books show a range of direct and indirect bullying, choose a variety of books that (as a group) accurately portray different types of bullying, that are realistic, and do not promote inaccurate or overdrawn stereotypes about the ways boys and girls bully. Refer to your OBPP materials for definitions and examples of direct, indirect, and relational bullying.
3. **Reflect best practices in responding to bullying?** The responsibility for stopping the bullying is never that of bullied students. Adults should have an active and primary role in helping to stop bullying. Encouraging peers to actively support bullied peers is also desirable in creating a culture where bullying is not “cool.” Books that: endorse peer mediation or conflict resolution to resolve bullying problems, have the bullied student confront someone who has bullied them to “work it out,” promote befriending the child who bullies as a desired outcome, exclude the student who bullies or responding “in kind” as desirable responses, send inappropriate messages and should be avoided.
4. **Provide opportunities to discuss bullying prevention themes and promote prosocial behavior?** Generally, try to avoid “bibliotherapy” books (i.e. books that are written to address a particular issue, like bullying). This type of book is not inherently bad, and some may be meaningful to individual students experiencing difficulty. However, they often tend to be quite didactic, tend to provide solutions that can’t be generalized or applied to other situations, and may even reinforce inappropriate approaches (such as having the bullied student stand up to their tormentor). In addition, books that focus exclusively on bullying incidents tend to be of more limited value because they don’t address broader underlying themes such as friendships, courage, peer pressure, popularity, gender roles, biases, etc. Student literature that focuses on more diverse themes are also more easily linked to academic content and can be used to promote positive peer relationships.
5. **Reinforce active intervention by students and/or adults to try to stop or prevent bullying?** Whenever possible, choose literature that shows active pro-social bystanders—even if they are unsuccessful or don’t make ideal choices. While it may be useful to encourage students to talk about what help they would like from adults, or what happens when adults don’t intervene as they should, look for books that show caring adults who are active positive role models.
6. **Avoid stereotypes about gender or other biases?** Many older “classic” books, including some that appear in this bibliography, contain some stereotypes, particularly about class, race, and gender expectations for girls and boys. In otherwise strong literature selections, these can be used as teachable moments. When selecting books, make sure to look at both subtle and overt ways that the text and illustrations portray boys and girls, cultural minorities, and others who might be marginalized (e.g. overweight students, those with disabilities, those from non-traditional families, or those who are new immigrants). Consider whether the biases and values portrayed in the book can be used to promote inclusion and peer acceptance and to avoid bullying.
7. **Portray realistic and age-appropriate ways to respond to bullying, including resolutions or outcomes that are aligned with best practices?** Look for books that realistically represent the way your students talk and act, and that promote developmentally appropriate solutions. Many books for young students use magic or trickery to resolve bullying problems, promote unsafe risk-taking, or present unrealistic and unhealthy expectations for dealing with bullying. A couple of the most damaging promote notions such as: the bullied student is responsible for solving the problem, or befriending the child who bullies them is a viable or desired solution. These books are not recommended. Always encourage students to evaluate choices made by characters and to discuss alternative responses, particularly from bystanders.

Selecting Resources for English Language Learners

Some of the student literature included in this bibliography is available in languages other than English, particularly classic teen and young adult selections for middle and high school students. Wherever possible, notations are made to indicate available translations, but where it was not possible to identify high quality translations, none are noted. When selecting resources for students whose first language is not English, be sure to first select books that provide high-quality accurate translations—not just literal ones that lose the cadence, flow or gist of the story. In terms of bullying issues, be aware that the term bullying has different meanings in different cultures—and that not all languages have an equivalent translation that conveys the scope of both direct and indirect types of bullying. Whenever possible, it is preferable to describe specific behaviors or situations, and (as in English) to avoid labels such as “bully” or “victim.” Use opportunities to discuss with parents and students the way that culture affects attitudes and approaches to bullying. Refer to OBPP program materials for additional advice and materials about this important issue.

Selecting Resources for Educators and Parents

Reference materials and curriculum support resources for teachers, school staff, and parents were selected to support implementation of the Olweus Program and to augment information provided in existing program materials. With few exceptions, curriculum guides and other school-wide programs are not included for two reasons. First, implementing other bullying prevention “programs” in addition to the OBPP is not recommended because of the potential burden to staff and conflicting messages that can be given to staff and students. Second, though schools may decide to use additional curriculum support materials or to implement other (non-bullying) prevention or intervention programs in combination with their OBPP initiatives, it is beyond the scope and intent of this bibliography to either review the numerous programs currently available, or to assess their “fit” with the OBPP.

Information about special issues in bullying are provided primarily as a resource for teachers, but many may also be useful to parents. Parent resources were selected according to their accessibility and ability to provide parents with an informed understanding of what bullying is, their utility in offering guidance about preventing bullying, and ideas about how to respond when their child is involved in bullying.

How to Use this Bibliography

1. Student literature

Entries listed here are readily available on school and public library shelves!

They are grouped by grade and include thematic codes that correspond to overarching bullying prevention themes, such as those presented in [Class Meetings on Bullying and Related Topics](#) (Flerx, Limber, Mullin, Riese, Snyder, & Olweus: 2009).

- Books are presented in four separate sections by grade levels: Grades K-2, Grades 3-5, Grades 6-8, and Grade 9-12. Entries in each section have been screened for reading level for those grades; some offer a challenge for older or gifted students, or can be read aloud. Selections for Grades K-2 are primarily picture books, with some “beginning readers” or primers. Those for Grades 3-5 include easy readers and chapter books appropriate for most students at this level. Grade 6-8 selections are primarily chapter books (with a few easier books and short stories) that were selected from middle school reading lists. Books for Grades 9-12 include commonly used high school literature selections, some young adult books, and others with themes and topics that interest older teens.

- Because standards about acceptable content and themes vary from school to school, all listings were screened for potentially “sensitive” language and subject matter, which is highlighted in the annotations.
- Within each section, books are listed alphabetically by *title*.
- Author and publication information are provided for each entry. Please be aware that children’s literature is frequently republished by different companies—so don’t worry if you are unable to find the particular edition listed here. Most listings here are for paperbacks, if they are available. In some cases (with picture books in particular) older hardbound or “library editions” provide superior illustrations. Annotations describe general content, teaching suggestions, caveats, and ways of using flaws to enhance student discussions and/or links to academic content.
- Annotations describe the book, any potential flaws or pitfalls that need to be addressed, and information intended to facilitate discussion in OBPP class meetings, as well as potential curriculum connections.
- Below each annotation, bullying prevention (BP) themes are listed. Most books can be used to support multiple concepts and themes. “BP Themes” used in this bibliography include the following nine broad headings (examples follow in parentheses):
 - Bullying Issues (types of bullying, hotspots, impact of bullying, responding to incidents, roles of adults and bystanders, understanding motivation for bullying, cyber bullying)
 - Team-Building (building a positive class climate, promoting group cohesiveness, empathy kindness, cooperation, working together)
 - Feelings (identifying, recognizing, and expressing feelings; understanding and managing strong emotions, courage)
 - Communication (promoting active listening; communicating clearly in words or writing; recognizing nonverbal and social cues, being assertive, self-expression)
 - Peer Relationships (friendship, popularity, peer pressure, barriers, being an ally, active bystanders, respect, loyalty, making amends)
 - Respecting Differences (tolerance, respect, freedom of speech, civil and human rights, dignity, perspective-taking)
 - Biases and Stereotypes (social norms, stereotypes, prejudice, injustice, intolerance, hate, power and privilege)
 - Gender Issues (gender stereotypes, sexual harassment, homophobia, gender violence, relational aggression)
 - Serving the Community (social activism, community outreach)

2. Teacher Resources

Teacher resources included here were selected to support OBPP goals and principles. Both teacher references (books) and curriculum support resource materials are provided. As mentioned above, this section does not include listings for other bullying prevention programs or research articles.

- Resources in this section are listed alphabetically by *Author*.
- Selections are designated as either a Teacher Reference (informative text) or Curriculum Support Resource (activities for use with students, indicating grade level as possible).
- A synopsis of the resource and any caveats for use are included in the annotation.
- Some website references were included if they are generally well-respected and considered stable. Note that, though due diligence was used in screening these sites, it was not possible to screen every link, and even some excellent sites change over time or occasionally list some inadequate or inappropriate materials, or those that might ultimately not be a good “fit” with OBPP materials. Be sure to exercise your right as good consumers and investigate before you use any resource, to determine its appropriateness for your school and student population.

3. Resource About Special Issues in Bullying

There are certain issues in bullying and bullying prevention that require special attention—those include addressing students who are marginalized because of particular traits as well as emerging areas in the field. This section includes books and websites (but not research articles) related to special issues in bullying on the following topics: *Adult Bullying*, *Cyber Bullying*, *Eating Disorders & Obesity* (obesity, anorexia, body image issues), *Gender Issues* (norms and stereotypes about gender), *Intolerance*, *School Violence*, *Sexual Harassment* (including dating violence and GLBTQ issues), and *Special Learning Needs* (ADD, ADHD, ASD, specific disabilities). Please see the caveat above about web resources! You may feel that it is not appropriate to discuss certain topics in your classroom for developmental or philosophical reasons, but in an effort to provide inclusive and caring classrooms, these resources are included here.

4. Parent Resources

Parents have a key role in helping to instill pro-social behaviors in their children and, along with others in the school community, to help prevent bullying. This section includes books, pamphlets, fact sheets and websites geared to help parents better understand bullying, their role in helping to stop school bullying, and resources that help parents deal with bullying incidents involving their children. Parent resources are also highlighted in both the *Teacher Resources* and the *Special Issues* sections. Please refer to the caveat above in #2 about using web resources and always screen websites before (and whenever possible) with children of all ages!

Student Literature Grades K-2

Amazing Grace

Mary Hoffman

Dial: 1991 (first ed.)

When Grace wants to play the lead role in her class production of Peter Pan, one classmate says she can't because she's a girl and another says she can't because she's black. Bolstered by her family's support and her indomitable spirit, the determined Grace wins the coveted role. This beautifully illustrated book uses colloquial language and provides positive message of self-affirmation. Use this as a positive springboard for discussing how stereotypes (about race and gender) create barriers. Emphasize how standing up for your beliefs takes courage and perseverance. Role-play different points of view.

BP Themes: *Bullying, Feelings, Peer Relationships, Biases and Stereotypes, Gender Issues*

Amos and Boris

William Steig

Farrar, Straus and Giroux: 1992 (in Spanish: 1999)

Overwhelmed by the beauty of the sea, Amos (a mouse) accidentally falls off his boat in mid-ocean and is rescued by Boris, a friendly whale. This unlikely pair becomes fast friends and Amos hopes he can one day repay Boris for his kindness. As with many books for students this age, there is more fantasy than realism here, but this "flaw" is offset by rich vocabulary, tender illustrations, and opportunities to talk to younger students about themes like love and friendship, courage, helping others, and more. The Spanish translation is well done.

BP Themes: *Feelings, Communication, Peer Relationships*

Araboolies of Liberty Street, The

Sam Swope

Farrar, Straus and Giroux: 2001

In this fable, the Araboolies are shunned because they look and act different than their neighbors. The situation escalates because the family refuses to fit in, and they are ordered to move. Neighborhood children ultimately join forces to help them stay—a rather unrealistic plot twist, but one that reinforces the positive role of bystanders and community teamwork. Very young students may not grasp complex concepts about prejudice, but students this age will understand the notion of unfairness conveyed by the story (also listed in the Grades 3-5 section). This age can also understand the ideas that arbitrary rules and customs can exclude others and create unfairness that cause barriers to friendship. It also reinforces how courageous bystanders can work together to solve problems.

BP Themes: *Communication, Accepting Differences, Biases and Stereotypes*

Arnie and the Skateboard Gang

Nancy Carlson

Puffin: 1997

When Arnie is challenged to skateboard down a dangerous hill, he has to decide how far he is willing to go to be “cool.” His decision not to succumb to peer-pressure brings palpable relief to his friends. The illustrations and animal characters are appealing, but the concept of peer pressure may be too abstract for Kindergarteners who tend to equate courage with risky physical behavior. Discussions will be more meaningful with slightly older students. Encourage students to write alternate endings or create their own ‘you won’t be my friend if...’ stories. Though Arnie’s friendship group is mixed gender, you might also discuss ways expectations and experiences about being “cool” are different for boys and girls.

BP Themes: *Bullying, Feelings, Peer Relationships, Gender Issues*

Arthur’s April Fool

Marc Tolon Brown

Little, Brown Young Readers: 1985

Arthur’s worries about remembering his magic tricks for the April Fool’s Day assembly are compounded by Binky’s threats to pulverize him—leading Arthur to use trickery to put the unsuspecting Binky in his place. This book accurately depicts the feelings associated with being bullied and how that fear can cause physical symptoms. This book contains some serious flaws: Binky is a stereotypic “bully”; when he is subsequently humiliated, the result is presented as humorous; and the book ends with a retaliatory “trick”). But the popularity of Arthur books and the PBS cartoon series may warrant addressing them in discussion and teaching points: e.g. even “nice kids” don’t always make good choices; retaliation or responding to bullying “in kind” is neither acceptable nor justified (and hurts people’s feelings); adults should be used as a resource when threats are made. Other books in the series provide links to discussions about friendship, standing up for what’s right, and related to bullying prevention themes. Consult pbskids.org/arthur/parentsteachers/lesson/index.html for tips on incorporating specific episodes into classroom curriculum.

BP Themes: *Bullying, Feelings, Peer Relationships*

Brand New Kid, The

Katie Couric

Doubleday: 2000

This rhyming story follows Ellie, her friend Carrie, and Lazlo, the new boy at school who is taunted and excluded until Ellie finds a way to welcome and include him. Ellie’s efforts inspire others, and Lazlo lavishly returns her kindness. Written by Couric for her own daughter, this story provides a vehicle to introduce themes like empathy, kindness and compassion, making amends, courage, friendship, and accepting people who may be perceived as different. Although the rhyming is a bit choppy (practice before reading aloud) and there are some minor plot holes, students will find the text, message and illustrations engaging.

BP Themes: *Bullying, Feelings, Peer Relationships, Accepting Differences*

Cat in the Hat, The

Dr. Seuss

Random House: 1985

Two children left at home on a rainy day are visited by The Cat in the Hat who takes over until the two (with their talking fish) assert themselves. Home invasion, absentee parent, and “dated” attire aside, use this humorous rhyming story as a catalyst to discuss peer pressure, practice assertive behavior, or address safety (strangers) and following adult instructions. Available in many languages, though choose carefully, as many translations are literal, and therefore lose the rhyme (as the 1967 Random House bilingual edition of this one does)! Also available in audio and video formats.

BP Themes: *Bullying, Communication, Peer Relationships*

Chrysanthemum

Kevin Henkes

Greenwillow: 1992; HarperCollins Big Book: 2007; Spanish version, Everest Publishing (2nd ed.): 2008

Chrysanthemum (a mouse) loves her name—until she starts school and her peers, led by self-righteous Victoria, start making fun of it. The clever drawings illustrate how it feels to be teased (especially about something as personal as a name) and how teasing can be contagious. Use this book to initiate discussion about ways bystanders can help and adults’ role in stopping teasing or bullying. The slightly flawed “epilogue” depicts Victoria’s humiliation (through her own doing), leaving our heroine gloating. Either skip it, or use it as a teachable moment to talk about acting like “good winner” or revenge.

BP Themes: *Bullying, Feelings, Accepting Differences, Peer Relationships*

Don’t Laugh At Me

Steve Seskin and Allen Shamblin

Tricycle Press: 2004

This picture book is characterized by bright stylized drawings and depicts the hurt caused by different kinds of bullying. It can be used to encourage values of kindness, tolerance, and compassion for students perceived as different, especially at this age level. However, do not place it in the class library without first engaging students in a carefully guided discussion about understanding differences and appropriate ways bystanders can intervene to include marginalized peers. Some aspects of the illustrations and text may be interpreted as both simplistic and reinforcing certain stereotypes—particularly for literal thinkers—such as with the “geeky kid.” While promoting acceptance, be careful not to minimize the impact disabilities can have and be sensitive not to single out students who may “match” the differences highlighted by the text. The ending may be viewed by some adults as having a faith-based context. Be aware that there are several CD versions available (one designed to accompany this book) of this same title; other versions are not appropriate for this age level. There is also a free curriculum kit by this same name promoted by Operation Respect (www.operationrespect.org); always be sure to reinforce for young children the need to get adult help with bullying problems, not to use conflict resolution in an effort to address bullying.

BP Themes: *Bullying, Feelings, Peer Relationships, Accepting Differences, Biases and Stereotypes*

Emma's Rug

Allan Say

Houghton Mifflin Books for Children: 1996

Inspired by images she sees in her dingy, shaggy white rug, first-grader Emma is a prodigiously talented artist. On the ill-fated day her mother decides to wash the rug, forever changing its character, Emma is bereft—believing she has lost her muse. The photographic quality of the illustrations in this picture book makes it easy for children to identify Emma's expressions of joy, despondency, and hope. Reinforce empathy and perspective-taking by pausing to encourage students to identify Emma's feelings and offer ideas for how they would intervene to help. This book also provides validation for children who have special talents that might set them apart from their peers. If possible, use this original hardcover edition rather than the newer paperback edition (Sandpiper: 2003) for image quality.

BP Themes: *Feelings, Accepting Differences*

Franklin's New Friend

Paulette Bourgeois

Kids Can Press, Ltd.; Library Ed.: 1997

Fans of Franklin Turtle will enjoy this story of what happens when a new family of moose moves into his neighborhood. When his teacher asks Franklin to be Moose's buddy, Franklin is uneasy because Moose is so large. Predictably, Franklin soon realizes that despite their differences, they can be friends. While this story is unrealistic with regard to the ease with which resolutions are reached (all this happens in the course of a single morning) this simple story can be used to help young children understand the underlying message about accepting others (regardless of physical differences) and the importance of getting to know each other.

BP Themes: *Team Building, Feelings, Peer Relationships, Accepting Differences*

Franklin's Secret Club

Paulette Bourgeois

Kids Can Press, Ltd.: June 30, 1998; Spanish: Lectorum Publications: 2003)

Franklin discovers a perfect hideaway for a secret clubhouse, but there's only room for four members. When one of his excluded friends starts her own club, Franklin begins to understand how it feels to be left out. While a bit didactic, this simple picture book portrays the value of including everyone and the benefit of incorporating others' ideas and viewpoint. It also provides an age appropriate entrée to talk about popularity and intentional exclusion. Available in Spanish.

BP Themes: *Feelings, Peer Relationships*

George and Martha: The Complete Stories of Two Best Friends

James Marshall

Houghton Mifflin Books for Children: 2008

This 25th anniversary compilation of all thirty-five George and Martha stories follows the escapades of these two hippo friends. George and Martha do everything together—but they don’t always get along! While some of the messages are uneven, the characters’ appeal to children makes it worth using these books to discuss ideas like the ups and downs of true friendship, the importance of good communication, the value of setting healthy boundaries with friends, and that “practical jokes” aren’t always funny or appreciated.

BP Themes: *Feelings, Communication, Peer Relationships, Accepting Differences*

Frog and Toad Collection (Boxed Set)

Arnold Lobel

HarperCollins: 2004

This trilogy includes the classics *Frog and Toad All Year*, *Frog and Toad Are Friends*, and *Frog and Toad Together*. Frog and Toad’s down-to-earth friendship shows the importance of being able to depend on a friend. Frog is portrayed as a bit more worldly and clever than Toad, but he is gentle, considerate and supportive of his friend. These books are appropriate for a classroom bookshelf or as a teaching tool to discuss the meaning of friendship with young children still learning social graces and nuances of making connections with peers. The underlying message that personal idiosyncrasies don’t have to get in the way of friendship is also worth instilling.

BP Themes: *Communication, Peer Relationships, Accepting Differences*

Have You Filled a Bucket Today?: A Daily Guide to Happiness for Kids

Carol McCloud

Ferne Press: 2006

Whimsical illustrations punctuate this interpretation of “The Golden Rule” that uses bucket filling vs. dipping as concrete metaphors to illustrate the effects words and actions have on the well-being of others, and ourselves. Regarding bullying, this book addresses the power of words to hurt, and the value of using words carefully. The notion of “bullies as bucket dippers” who take from others to fill their own buckets may need clarification (i.e., students who bully aren’t needy, though they may gain from their actions). Also be sure to reinforce the importance of reporting bullying to adults (kindness won’t make bullying stop). This book can help teach young or concrete thinkers about empathy, kindness, respect and consideration for others. The bucket imagery addresses “what’s-in-it-for-me?” (kindness to others fills your bucket and builds you up), positive reinforcement that egocentric learners this age need.

BP Themes: *Communication, Peer Relationships, Accepting Differences*

Hey Little Ant

Phillip M. Hoose and Hannah Hoose

Tricycle Press: 2004

The parable consists of the song lyrics by this father-daughter team (the printed music is included). The story alternates between the point of view of a boy and the tiny ant he wants to “squish.” The cartoon-like illustrations are cute and the book ends with a question that could prompt discussion about bullying and the protection of animals. The underlying message (respect all creatures) can be used to foster empathy. The format will likely appeal more to younger learners in this group and young children may enjoy acting out the different perspectives.

BP Themes: *Bullying, Communication*

Hooway for Wodney Wat

Helen Lester

Sandpiper: 2002

All Rodney Rat’s classmates make fun of him because he can’t pronounce his R’s. When a new student turns out to be a class bully (notably, a girl), Rodney’s indomitable spirit and speech impediment unwittingly drive her away. The humorously illustrated story ends with a hint of retaliation—so leave time to discuss that and the potential for bullying to escalate when in-kind responses are used. This book can also be used to build tolerance and understanding about developmental differences. Available as an audio tape set.

BP Themes: *Bullying, Peer Relationships, Accepting Differences*

How Chipmunk Got His Stripes

Joseph Bruchac and James Bruchac

Puffin: 2003

This father-son retelling of a Native American pourquoi tale (folktale), is an amalgam from Cherokee, Abenaki, and Mohawk sources; author notes provide background. Brown Squirrel cannot resist teasing boastful Bear and challenges him to keep the sun from rising. When the sun does inevitably rise, Bear is angry but Squirrel continues to goad him until Bear retaliates (clawing Squirrel, transforming him into Chipmunk). Some youngsters may be confused by oversimplified messages about teasing (e.g. “...when someone else is wrong, it is not a good idea to tease him”), and may need clarification that retaliation is not a good idea (i.e., Chipmunk’s stripes are a concrete reminder that teasing can have negative consequences—not, “we wouldn’t have Chipmunk if Bear hadn’t retaliated.”). Use that “flaw” as a teaching point, and introduce or reinforce concepts like being a good winner or loser, “saving face,” and making amends.

BP Themes: *Bullying, Peer Relationships*

How to Lose All Your Friends

Nancy Carlson

Puffin: 1997

This simple, humorous reverse-etiquette book illustrates behaviors that can lead to loss of friendship. Use it to introduce pro-social behaviors, practice friendship-making skills, discuss the advantages of social rules, and as a lead-in to activities about barriers to friendships. One word of caution has to do with the fact that “tattling” is presented as undesirable—it’s important to help students understand that reporting bullying to an adult is both perfectly acceptable and advisable.

BP Themes: *Communication, Peer Relationships*

How to Be a Friend: A Guide to Making Friends and Keeping Them

Laurie Krasny Brown with Marc Brown

Little, Brown Young Readers: 2001

This self-help picture book of practical suggestions is illustrated with dinosaur characters who demonstrate each situation. It depicts diversity of friendships and the value of being friendly, and also tackles the problems of dealing with peers who are bossy or bully others, protecting friends, making amends, and ways to resolve and avoid disagreements. It is equally useful as an addition to a classroom bookshelf or to generate classroom discussion.

BP Themes: *Peer Relationships*

Ira Sleeps Over

Bernard Waber

Sandpiper: 2008

Ira is excited about being invited to his first sleep over until his sister teases him about the fact that he still sleeps with a teddy bear. Ira worries that his friend will tease him, too—especially if he finds out the bear’s name is TahTah. This book can be used to prompt discussion about sibling teasing, peer pressure, and how even the fear of being ridiculed can make you feel awful. Teacher guide available.

BP Themes: *Feelings, Peer Relationships, Gender Issues*

It’s Mine

Leo Lionni

Dragonfly Books: 1996

Lionni’s beautiful collages illustrate this story of three frogs who spend their days taunting each other and bickering until a toad saves them from a flood on their tiny island. Young students will enjoy acting out the different points of view and brainstorming ideas for helping the characters get along.

BP Themes: *Peer Relationships*

Mrs. Rumphius

Barbara Cooney

Puffin: 1985

This American Book Award winner follows Alice as she grows to become an elderly woman, Mrs. Rumphius. The retired librarian fulfills her dream of visiting faraway places, but still feels unsatisfied. Following her grandfather's sage advice to "do something to make the world more beautiful," she decides to scatter seeds from her favorite plant everywhere she goes—then encourages her young niece to continue the cycle. Look for an older version of this for higher quality illustrations, if possible. This book can help young children consider ways they can use their interests and talents to make their world a better place—sowing the seeds of social activism and serving the community.

BP Themes: *Serving the Community*

Name Jar, The

Yangsook Choi

Dragonfly Books: 2003

Unhei, a new immigrant from Korea, is teased about her name. When she decides to choose an American name instead, her classmates fill a jar with their suggestions. Eventually, she decides to keep her own name, and one of her classmates chooses a Korean nickname meaning "friend." Beautiful, appealing illustrations include representations of Korean name stamps. Although the text is a bit didactic, use this in a class meeting about names and nicknames to reinforce that people have a right to their given names (and to expect others to correctly pronounce them).

BP Themes: *Bullying, Feelings, Communication, Peer Relationships, Accepting Differences, Biases and Stereotypes*

Nobody Knew What to Do: A Story About Bullying

Becky Ray McCain

Albert Whitman & Company: 2001

This simple book uses very well-rendered, realistic paintings to illustrate the emotional content of the text. Told from the perspective of a bystander who finds the courage to report a bullying problem to a teacher, it is unique in that it portrays active adults, reinforces the need for adult involvement and reporting, and shows the important steps a school needs to follow using "best practices" to address bullying. This book can be used to encourage young students to role-play realistic responses they can use in bullying situations and highlights common dilemmas faced by bystanders. The book ends with some guidance for adults; be careful not to confuse the recommendation for a "no tolerance" approach with the ineffective "zero tolerance" approach (not a recommended strategy for bullying). The book can be used as a catalyst for teaching tolerance and understanding for children perceived as different.

BP Themes: *Bullying, Peer Relationships*

Oliver Button Is a Sissy

Tomie de Paola
Sandpiper: 1979

Oliver is labeled a “sissy” because he likes to dance. Eventually his parents and classmates come to appreciate his talents and stop teasing him. This autobiographical story can be used to spark role-play and discussions about the impact of this kind of put-down, gender stereotypes, and how bystanders might have intervened. The PBS video “Oliver Button is a Star,” narrated by the author, can be used to further augment or illustrate points.

BP Themes: *Bullying, Feelings, Accepting Differences, Gender Issues*

Something Else

Kathryn Cave and Chris Riddell.
Mondo Publishing: 1998

Little Something Else is always left out because he is different. When another strange creature arrives, Something Else initially rejects him, but after some consideration, makes the right decision and a friendship is born. The simple illustrations of this picture book help younger children follow the storyline, which offers a subtle message about friendship, accepting differences, and how it feels to be excluded. Everyone is an outsider sometimes.

BP Themes: *Bullying, Feelings, Peer Relationships, Accepting Differences*

Share and Take Turns

Cheri J. Meiners
Free Spirit Publishing: 2003

One of an appealing but mildly didactic series on social skills, a girl learns techniques for sharing, and then shows how she shares and takes turns when playing at home with her sister and friends. Positive aspects include the fact that the character feels good about using her new skills, the illustrations feature multi-racial groups of children engaged in familiar activities, and the text depicts common problems and feelings. Aside from the obvious focus on sharing and turn-taking, use this book to reinforce concepts such as patience and generosity.

BP Themes: *Feelings, Peer Relationships*

Swimmy

Leo Lionni

Knopf/Dragonfly Books: 1973

The lone survivor of a school of fish swallowed by a tuna, Swimmy, a little fish, uses his differences as an asset and devises a plan to camouflage himself and new companions to keep them safe. This picture book promotes the idea of working together, and can be used to effectively encourage young students (the proverbial “little fish” at school) to rely on each other for support and to get help from adults when they are bullied or picked on.

BP Themes: *Team Building*

Story of Ruby Bridges, The

Robert Coles

Scholastic: 2004

The sole African American child to attend a New Orleans elementary school after court-ordered desegregation (1960), six-year-old Ruby Bridges braved angry crowds of white protesters, flanked by federal marshals and was catapulted into history. She was an ordinary person who changed our world. Parents of the white students kept them home, so Ruby and her teacher worked together in an empty classroom in an empty building. Young students may want to know what more about what Ruby’s experience was like (there is no indication of any ill effects or emotional stress that she may have felt), but quotes from her teacher add to the story and an afterword by the author provides some additional context that could be used in follow-up activities. This book allows students to explore racial discrimination from the point of view of a child their own age and to consider what it must have felt like to be in Ruby’s shoes. The book ends rather abruptly with a prayer that Ruby said daily, asking God to forgive the protesters; some teachers may feel the strong themes of violence and/or faith are not appropriate for their students.

BP Themes: *Feelings, Biases and Stereotypes*

True Story of the Three Pigs by A. Wolf, The

Sieszka, Jon

Puffin: 1996

This tongue-in-cheek rewrite of the popular tale tells the story of the (rude, name-calling and incompetent) pigs, from the perspective of the maligned, peace-loving, and cold-ridden Wolf in search of sugar to bake a cake for his Granny. The wolf is not exactly “a good guy” and he does eat the pigs, but this humorous tale provides an age-appropriate opportunity to compare different points of view, to examine how preconceived notions can influence our opinions, and may even spark an age-appropriate conversation about social justice. The book’s format also invites links to media literacy curricula.

BP Themes: *Bullying, Communication, Biases and Stereotypes*

We Are All Alike...We Are All Different

The Cheltenham Elementary School Kindergartners with photographs by Laura Dwight
Scholastic: 2002

This updated version of the 1991 original continues to celebrate diversity through children's words and drawings. This class of kindergartners share the ways they look and feel, the games they play, the foods they like, the homes they live in, and families they live with, concluding that "We are all alike. We are all different. We are a family." Use this to reinforce multicultural appreciation, anti-bias learning and as an inspiration for your class to develop their own class book.

BP Themes: *Team Building, Accepting Differences*

Whoever You Are

Mem Fox
Voyager Books: 2006

This simple beautifully illustrated picture book celebrates our common humanity and stresses the value of connections with a "we-are-all-the-same-under-the-skin" message. A bilingual board book by this same name is also available, but is geared for younger children, but may be useful with some English language learners (Libros Viajeros: 2007).

BP Themes: *Team Building, Accepting Differences*

William's Doll

Charlotte Zolotow
HarperCollins: 1985

When William wants a doll, he is teased by his friends. Even some of his family members are concerned about his choice. His grandmother buys William his doll and explains the importance of developing gentle, caring and nurturing behavior. While this book doesn't address the teasing by his peers, it can be used as a focal point for class meeting discussions about gender stereotypes. Be sure to talk about the ways adult (and social) attitudes have a powerful influence on children's thinking and behavior.

BP Themes: *Bullying, Feelings, Gender Issues*

Wolf!

Sara Fanelli

Dial: 1997

When a disarming and big-hearted, but unkempt, wolf sets out to make some new friends, he encounters fear and prejudice at every turn. After a series of misadventures that turn him back lonely and disappointed towards home, he makes a friend and his chastened detractors get to know him. This is a good read-aloud that choice. Though predictable, it is earnest and avoids being heavy-handedly didactic or tedious. Illustrations include collages of maps and newspapers (many printed in foreign languages). Class meetings can focus on bias and what it means to be a friend. Artwork can provide links to social studies or geography curricula.

BP Themes: *Feelings, Biases and Stereotypes*

Student Literature Grades 3-5

A Mouse Called Wolf

Dick King-Smith

Yearling/Knopf: 1999

If you are looking for a Dick King-Smith book that hasn't (yet) been made into a Hollywood movie, this might be it. Named after Mozart (his mother decides he's such a minuscule mouse that he needs a big name), "Wolf" discovers he can sing. His talent builds his self-esteem and enables him to summon help when his elderly human companion and mentor falls and can't get up. This appealing beginning-chapter book for young readers can be used to address themes of empathy, friendship, courage, and differences. That it offers a sympathetic portrait of a kindly elderly widow living alone also provides an opportunity to talk about different kinds of friendships and the effects of showing regard and kindness to others.

BP Themes: *Feelings, Peer Relationships, Accepting Differences, Biases and Stereotypes*

All For the Better: A Story of El Barrio

Nicholasa Mohr

Steck-Vaughn: 1992

In 1933 the Great Depression hit Puerto Rico as hard as the U.S. This simple biography opens as eleven-year-old Evelina López is sent to live with her aunt in Spanish Harlem (El Barrio), so her family won't be so financially burdened. The reader learns about what it was like for her to attend her first class in English, deal with bullying and prejudice, and make friends. She soon becomes a spokesperson helping neighbors with problems, like getting food supplements they were too proud to ask for. From this humble beginning, Evelina López Antonetty became an educator and prolific activist on behalf of the Spanish community in New York, ultimately founding the United Bronx Parents Group. The text is rich with Spanish words, simple drawings highlight important details. The hopeful underlying message is that one caring person can make a difference. This book can be used to help students think about ways that they can work to improve their community and make a difference. Teachers may want to refer to *Latinas in the US: A Historical Encyclopedia* by Vicki Ruiz, available to read online at books.google.com, for more background information.

BP Themes: *Accepting Differences, Biases and Stereotypes, Serving the Community*

Angel Child, Dragon Child

Michele Surat

Scholastic Paperbacks: 1989

Ut, a lonely Vietnamese immigrant to the U.S., is picked on by her classmates, including a bully named Raymond. Eventually, class efforts help reunite Ut with her mother, and she is befriended by her peers, including Raymond. Be sure to carefully discuss this critical flaw of the plot with your students: It is not a likely scenario or a realistic expectation that a bullied student become friends with one who bullies her. However, this book has intrinsic value in its anti-bias message, its realistic portrayal of a child brought to the U.S. by her family in search of a better life, and how communities can come together to help each other. Make appropriate curriculum links to academic themes; use this book to spark discussion about feelings, perspective-taking, and bystanders' positive roles in assisting others.

BP Themes: *Bullying, Team-Building, Feelings, Peer Relationships, Accepting Differences, Biases and Stereotypes*

Araboolies of Liberty Street, The

Sam Swope

Farrar, Straus and Giroux: 2001

In this fable, the Araboolies are shunned because they look and act different from their neighbors. The situation escalates because the family refuses to fit in, and they are ordered to move. Neighborhood children ultimately join forces to help them stay, a rather unrealistic plot twist, but one that reinforces the positive role of bystanders and community teamwork. If students have used this book in younger grades, use it as a free-read choice or to encourage writing assignments about prejudice, the negative effect some “traditions” can have, and ways courageous bystanders can work together as a community to stop injustice.

BP Themes: *Communication, Accepting Differences, Biases and Stereotypes*

Arthur's Valentine

Marc Tolon Brown

Little, Brown Young Readers: 1988

Though not “good literature,” the popular series and its PBS cartoon companion may warrant using this book as a teaching tool (rather than just a free-read choice) because it focuses on boy-girl friendships—often fodder for teasing at this age. When Arthur receives a mystery valentine from a secret admirer, he incorrectly guesses the sender's identity. When his cards are blown across the schoolyard, he is teased about having a girlfriend, and it affects a friendship. This book could provide a neutral catalyst for asking students why they think this kind of teasing happens and what can be done about it. Be sure to also discuss what should have happened to address the teasing in the story. Reinforce discussions with writing assignments about friendship. Consult pbskids.org/arthur/parentsteachers/lesson/index.html for lesson plan ideas incorporating specific episodes into classroom curriculum.

BP Themes: *Bullying, Peer Relationships, Gender Issues*

Babe the Gallant Pig

Dick King-Smith

Knopf Books for Young Readers: 2005 (20th Anniversary ed.)

When Babe arrives at the Hogget's farm as a tiny piglet, he has many obstacles to overcome. It is hard not to compare this book to E.B. White's *Charlotte's Web*, and many of the themes are similar. Babe is an earnest, sensitive soul, who is deeply loyal to those who are kind to him—he in turn earns respect through pluck, kindness, and respecting humans and creatures alike, demonstrating that “might is not right.” This simple story about the power of love and gallantry addresses overcoming traditional boundaries. There are numerous opportunities throughout to address bullying and teasing, being different, courage to stand up for what you believe in and those you care about, and the rights of others to be treated with dignity and respect. Some of these important messages are not captured in the movie version.

BP Themes: *Bullying, Team-Building, Feelings, Communication, Peer Relationships, Accepting Differences*

Because of Winn-Dixie

Kate DiCamillo

Candlewick (Reprint ed.): 2009

This Newberry Honor book tells the story of lonely 10-year-old, Opal, who moves to a small-town trailer park in Florida. Abandoned by her (alcoholic) mother, she lives with her taciturn “preacher father” and a scruffy dog she names Winn-Dixie, after the grocery store where she found him. The dog leads Opal to make friends with some unusual residents of her new hometown and gives her the courage to talk to her father about her mother's desertion. Characters are portrayed with all their shortcomings, and don't always give her good advice, but the book celebrates friendship, forgiveness, tolerance, and new beginnings. There are a few mild curse words and some older readers may find the plot too slow or incredible (e.g., Can you really make so many friends in one day?), but the chapters may be used almost as short stories to focus on themes of loneliness, friendship, and new beginnings. Broader concepts include love, peace, forgiveness and acceptance. Be aware that the movie version of this title is not recommended as it has many shortcomings: changing some of the key characters and adding an unnecessary subplot.

BP Themes: *Feelings, Communication*

Blubber

Judy Blume

Yearling: 1986

This realistic work of fiction deals with a common focus of bullying among fifth graders—weight and body image. When Linda, a shy overweight 5th grader, writes a report on whales, popular Jill and Tracy dub her “Blubber.” The nickname is soon circulated and the crisis comes when Jill, who decides to be a flenser (someone who strips the blubber from whales) for Halloween, is ordered by her best friend to “strip the blubber” in the bathroom. Jill is forced to choose between impressing the popular girls and not humiliating Linda. While written in the 1970’s, the dialogue and social politics among the girls is still relevant to today’s “tweens” and lends itself well to role-playing, using the Bullying Circle to explore changing roles; discussing name-calling, shifting friendships, popularity and loyalty. This book also provides many obvious links to talking about the motivations and effects of bullying—along with what actions bystanders can take before things go too far. Talking about stereotypes and social norms about weight is another logical connection for health and physical education classes.

Because adult characters are disengaged, and no consequences are given for the bullying behavior, students might be encouraged to write about what they think should have happened, and what they think the adult characters should have done to intervene. Note: There is occasional use of mild profanity in the dialogue.

BP Themes: *Bullying, Feelings, Peer Relationships, Accepting Differences, Biases and Stereotypes, Gender Issues*

Bridge to Terabithia

Katherine Patterson

HarperTeen: 2004

Set in rural Virginia, 10-year-old Jess has a lot in common with his new neighbor, Leslie: they both love to run, both have trouble fitting in at school (Jess because of his interest in art, Leslie because of her scholastic ability and eccentric parents), and both try to find a way to deal with being bullied at school. In their shared awkwardness, they find a soul-mate in each other and use their unique imaginations to create a hideaway they call Terabithia. As with other books by this author, there are no happy endings—in fact the author drew on a personal tragedy (the accidental death of her son’s best friend) to write this book, which ends with Leslie’s accidental drowning. Appropriate for competent readers in Grades 4 and up, this book can be used to explore gender stereotypes, boy-girl friendships, the impact of student and adult responses to bullying, and more global issues like dealing with personal tragedies, financial difficulties, etc. This is available in Spanish, audio-tape, and a movie version (which is not recommended as it fails to address key issues raised by the book, and focuses more on Terabithia as a fantasy-world-come-to-life).

BP Themes: *Bullying, Feelings, Peer Relationships, Gender Issues*

Charlotte's Web

E.B. White

HarperCollins: 2001; Spanish Version, Rayo: 2005

When Wilbur the pig goes to live on a farm away from his former owner Fern, he is forlorn. Teased by the other barnyard creatures, he's finally befriended by Charlotte, a wise and plucky spider. This classic tale provides many openings to discuss different kinds of bullying; to role play responses; and to consider ways that friends and mentors act as role models who support courageous acts.

BP Themes: *Bullying, Feelings, Communication, Peer Relationships, Accepting Differences*

Crowboy

Taro Yashima

Puffin: 1976

Set in a small post WWII Japanese village, this is the story of a strange isolated child who (until he is in the 6th grade) is ignored by his bewildered teachers. A remarkable talent for mimicking birds earns him a new nickname, though how well he is accepted or included in his school or community is never made clear.

Though this picture book is written for younger students, better discussions are achieved with students in Grades 3-5. The text and illustrations depict many issues worthy of discussion: the effects of teasing and bullying, social norms about differences (in particular, learning difficulties, like ASD), social responsibility for those who are different and marginalized, the role of adults in setting the tone for classrooms, and how nicknames can have positive and negative connotations. There are also logical connections to academic content as well: exploring cultures and their different social norms; how attitudes about customs and ideas have changed since this book was written in the 1940s, etc. If possible, use an older large format library hardcover edition—it's easier to read and does justice to the illustrations.

BP Themes: *Bullying, Team-Building, Feelings, Communication, Peer Relationships, Accepting Differences, Biases and Stereotypes, Gender Issues*

Dominic

William Steig

Square Fish: 2007

The author's engaging use of language and drawings brings Dominic the Dog to life as he sets out to learn about the world. While this book is not about bullying, the portrayal of this considerate, compassionate, generous, and philosophical dog provides a springboard to explore the personal qualities that make a good person and a true friend—qualities such as courage and perseverance, standing up for what you believe is just, and helping and protecting others. There are much deeper philosophical threads that you can follow with older or gifted students as well: the meaning of life, the nature of good and evil, the value of art, and the desire for true love.

BP Themes: *Feelings, Communication, Peer Relationships, Accepting Differences*

Great Gilly Hopkins, The

Katherine Patterson

HarperCollins: 1987

Eleven-year-old Gilly has spent her young life in foster homes. She is bitter, sarcastic, bigoted and arrogant and doesn't know what to make of her new foster mother, a foster brother she views as retarded, a blind elderly neighbor, or her African American teacher. She lashes out and bullies everyone as she tries to make sense of her life. Because it includes some mild curse words and overtly biased put-downs, this book is more appropriate for older readers in this grade range. It is notable in that there is no happy ending and that it offers an interesting portrait of a girl "bully victim." It can be used to talk about broader issues about class, race, privilege and abandonment.

BP Themes: *Bullying, Feelings, Biases and Stereotypes, Gender Issues*

Harriet the Spy

Louise Fitzhugh

Yearling: 2001

Harriet Welsch is not a typical, loveable heroine. She aspires to become a famous author, but in the meantime, "practices" by spying on her friends and family, filling her secret notebooks with observations and often unkind critiques. When her classmates find her notebook and read it aloud, Harriet finds herself a shunned and lonely, and has to figure out how she can make amends. This book can be used to explore friendship, popularity, and peer pressure; to problem-solve ways of dealing with unpleasant behaviors and making amends when behaviors hurt others; and also to consider (in this age of cyber-bullying) ways to maintain healthy boundaries of privacy, and consequences for crossing them. A movie version is also available as a possible follow-up to compare versions.

BP Themes: *Feelings, Communication, Peer Relationships*

Hundred Dresses, The

Elinor Estes

Sandpiper: 2004

Written and set in the 1940's this book focuses on Wanda Petronski and her older brother (economically struggling Eastern European immigrants), as they try to fit into a new school. The story is told by Maddie, the best friend of a girl who baits and bullies Wanda. Though uncomfortable, Maddie gives into peer pressure and joins in. After Wanda's brother fights with a boy who bullies him, the Petronskis leave town without a trace and Maddie is left with a guilty conscience and no way to make amends. This story has much potential (using the Bullying Circle) to practice perspective-taking from different roles, to discuss the effects of "harmless" teasing, and the role of peer pressure. There are numerous academic links to social study curricula about immigration, social class and other discrimination. Encourage students to consider when bullying crosses the line to more serious behaviors (such as discrimination). Because the text and illustrations depict "traditional" stereotypes about the ways boys and girls were expected to look and act, there are also openings to discuss gender issues as well.

BP Themes: *Bullying, Peer Relationships, Biases and Stereotypes, Gender Issues*

Leonardo daVinci

Diane Stanley

HarperCollins: 2000

This beautifully illustrated biography chronicles the life of the famous artist, scientist and inventor from birth to death. Students may be surprised to learn that this man, who was centuries ahead of his time, was relatively uneducated, as a result of circumstances of his birth. For all his prolific accomplishments, he was also a bit of an odd duck. He was so restless and had such a short attention span that he often failed to complete his paintings; he was solitary his entire life, and had a penchant for “backwards writing.” In addition to academic links exploring da Vinci’s many talents and contributions, and exploring the effects of stereotypes, class, and privilege that shaped his upbringing, students might be encouraged to think about how they would react if Leonardo was the kid sitting at the desk next to them!

BP Themes: *Accepting Differences*

Michelangelo

Diane Stanley

HarperCollins: 2003

This detailed and magnificently illustrated biography of Michelangelo Buonarroti documents his artistic genius as a man who was an accomplished sculptor, painter, and architect and is known as one of the greatest artists of all time. We also learn that he was not exactly a nice man: he was irritable, arrogant, impatient, and his perfectionism, unrealistic expectations and lack of humility drove away many potential friends. This book provides solid academic connections to art, mathematics, and history, along with options to talk about the human side of this great man—to consider what it takes to be a good friend, and what it might be like to try to befriend such a character.

BP Themes: *Peer Relationships, Accepting Differences*

Matilda

Roald Dahl

Puffin: 2007; Spanish translation, Alfaguara Infantil: 2005

One of Roald Dahl’s most enduring (and endearing) characters, Matilda, is a genius. But she suffers cruel and neglectful treatment first at the hands of her doltish, obnoxious, dishonest parents (who scapegoat her for everything), and then a tyrannical boarding school that has struck terror into generations of its students. Dahl’s over-the-top characterizations and humor do create some unfair stereotypes, but the message that one can overcome anything (particularly with the support of a loving and understanding adult like Miss Honey) shines through. Review British vocabulary words with students in advance, and guide them to discuss the power of love, friendship, courage, loyalty, and the dangers of retaliation. The book is available in a Spanish translation and a passable movie version (but students will find the book much more satisfying).

BP Themes: *Bullying, Team-Building, Feelings, Communication, Peer Relationships, Accepting Differences, Biases and Stereotypes, Gender Issues*

Molly's Pilgrim

Barbara Cohen

HarperCollins (revised ed.): 1998

Molly, a newly arrived Jewish immigrant from Russia, hates her new school. Her third grade classmates tease and exclude her, making fun of her old-world clothes and accent. When the teacher assigns a project to make a doll for their Thanksgiving unit, Molly's mother helps and, much to Molly's embarrassment, creates a doll that looks like a Russian peasant. This easy chapter book can be used to talk about the line between bullying and discrimination, the barriers created by stereotypes, and the responsibilities of bystanders to step in. A teacher guide including cross-curricular lessons by Susan Kilpatrick (Teacher Created Resources: 2004) is available separately.

BP Themes: *Bullying, Team-Building, Feelings, Communication, Peer Relationships, Accepting Differences, Biases and Stereotypes, Gender Issues*

Moon Runner

Carolyn Marsden

Candlewick: 2007

A somewhat timid new girl, Mina is relieved to be accepted by the fourth-grade clique of girls known as the "the Fellow Friends" group, who engage in many rituals common among 4th grade girls. Mina discovers she is good at running—and finds herself purposely losing a race against one of her new friends out of fear of jeopardizing their friendship. She must face her own disappointment and her friend's reaction. The resolution to the conflict is a bit pat, so encourage students to discuss whether this solution is realistic and even write more realistic alternate endings. Use this book to talk about peer pressure, being true to oneself, the need for give-and-take and honesty in friendships, what it means to act like a true friend, and the ethical dilemma of "hiding your own light under a bushel" to preserve a friendship. While the characters in this book are all girls, these are issues that boys can relate to as well.

BP Themes: *Bullying, Peer Relationships, Gender Issues*

My Secret Bully

Trudy Ludwig

Tricycle Press: 2005

This overtly bibliotherapy self-help book is one of several by this author tackling the topic of bullying—this one focuses on relational bullying. Monica and Katie have been friends since kindergarten, but lately Katie increasingly excludes and publically embarrasses Monica. Monica’s confusion and hurt feelings are realistically portrayed and when she finally tells her mother what’s going on, she gets positive support and realistic advice that models assertive behavior. The author includes discussion points; however, there are several key flaws that need to be addressed when using this book. First, while Monica’s mother supports her daughter, no adults at school take action. Second, no peers provide support or are engaged in a positive way. Both these issues need to be addressed and raised as points for student discussion and problem-solving (e.g. Why do you think Monica didn’t talk to her teacher? What do you think would have happened if she had? Why didn’t other kids try to help her? What could bystanders do when they see these kinds of things happen, even if they don’t like the student being bullied?). In addition, although the main characters are girls, be sure to acknowledge that boys are also subject to this type of bullying—and invite students to discuss the reasons for that and ways that boys and girls may react and respond differently. Be sure to discuss bystander responsibility here as well. Lists of resources for adults and children are included.

BP Themes: *Bullying, Feelings, Peer Relationships, Gender Issues*

Nobody Knew What to Do: A Story About Bullying

Becky Ray McCain

Albert Whitman & Company: 2001

This simple book packs a lot into its text and uses very well-rendered and realistic paintings to depict the emotional content. Told from the perspective of a bystander who finds the courage to report a bullying problem to a teacher, it is unique in that it portrays an engaged bystander, active adults, and shows the important steps a school needs to follow using “best practices” to address bullying. Although written to appeal to somewhat younger students, third graders can be engaged in a lively discussion about the dilemmas faced by bystanders and to role play both solutions and motivations. The book ends with some guidance for adults. The only word of caution has to do with not confusing the author’s recommendation for a “no tolerance” approach to bullying with “zero tolerance,” which is not a recommended best practice. Otherwise, this book provides realistic basic strategies for dealing with bullying and shows how children and adults can work together to stop and prevent bullying. At the same time, it can be used as a catalyst for teaching tolerance and understanding for students perceived as “weaker” or different (e.g. the bullied child might have learning difficulties). Students this age should also be encouraged to consider the effect gender has on bullying.

BP Themes: *Bullying, Peer Relationships, Gender Issues*

Ramona the Pest

Beverly Cleary

HarperCollins: 1992; Spanish version, Rayo (Tra ed.): 1996

This engaging chapter book depicts the challenges and delights of young Ramona Quimby as she begins kindergarten. Ramona loves her teacher and school, though she is tormented about having to wear hand-me-downs. She is energetic to a fault, often annoying her classmates with her lack of impulse control. Like Judy Bloom's *Fudge* books, students in this age range will appreciate the opportunity to talk about feelings associated with dealing with younger siblings, particularly when they attend the same school. Because sibling bullying is often transferred to school, consider a follow-up activity that leads students to consider mentoring younger students—to build understanding, cooperation, and leadership. Also available in Spanish.

BP Themes: *Bullying, Feelings, Communication, Peer Relationships, Serving the Community*

Say Something

Peggy Moss

Tilbury House Publishers: 2008

This obviously didactic book seems intended to generate discussion. While the simple text seems appropriate for younger readers, third and fourth graders are more likely to grasp and discuss the topics meaningfully. The stylized watercolor illustrations show a widely diverse group of students and accurately depict facial expression and body language. This book is narrated by a bystander, a young girl who describes bullying incidents she witnesses at school and on the bus, but who remains silent (and apparently unfazed). It is not until she is bullied that she seems to grasp the hurtful impact that disengaged bystanders have on chronically bullied peers. Her anger and frustration about no one assisting her results in a well-intentioned, though pat and superficial, ending—and her transformation seems a little “out of the blue.” However, the final pages, if used by a teacher to generate student discussion, rather than as teaching points, can yield some interesting discussion and problem-solving. Be sure to reinforce that while one person can make a difference, working together is even more effective.

BP Themes: *Bullying, Peer Relationships, Accepting Differences*

Sneetches, The and Other Stories

Dr. Seuss

Random House: 1961

This picture book contains four stories which can be used to discuss discrimination and prejudice, conflicts, peer pressure, perspective-taking, friendship, problem solving and other bullying prevention themes. *The Sneetches* provides academic connections for talking about civil rights and the Holocaust, and is also useful for addressing peer pressure and exploitation. *The Zax* (about two creatures that literally refuse to budge an inch to resolve a disagreement) can be used to brainstorm and evaluate resolutions and to explore the way “give and take” can help maintain friendly relationships. Though written for younger children, the underlying concepts in these two stories are sophisticated enough to appeal to students in this age group and can lead to lively discussions and interesting writing assignments.

BP Themes: *Communication, Peer Relationships, Biases and Stereotypes*

Sorry

Trudy Ludwig

Tricycle Press: 2006

Another in a series of bibliotherapy books, this one deals with the ubiquitous insincere apology. Jack’s friend Charlie has a habit of behaving badly and seems to get away with it by saying he’s sorry—even though he clearly isn’t. Jack doesn’t like this about Charlie but is conflicted about what to do because Charlie makes him feel important and popular. When Charlie damages Leena’s science-fair project, she tells him that “Sorry doesn’t cut it!” and a teacher helps him understand that he has to make amends for the hurt and damage he has caused. Unfortunately, the solution (that Charlie and Jack repair Leena’s project) doesn’t cut it either—it is unrealistic and contrived, as is the fact that Jack ultimately chooses Leena’s company over Charlie’s. Although the illustrations capture the character’s emotions well and add to the text, older student may not find the character’s voices authentic. This book, a popular choice in many classrooms, needs to be presented carefully, with attention to its flaws. An afterword explains how some apologies heal while other hurt, offers a four-part apology explanation, and discusses the purpose of an apology. This book has some value as a teaching tool to raise this issue and to provide a catalyst for meaningful role play on this topic; a real apology is not only genuinely remorseful, it takes into account the need of the injured party for reparation that is meaningful to them!

BP Themes: *Bullying, Communication, Peer Relationships*

Through My Eyes

Ruby Bridges

Scholastic Press: September 1, 1999

Surrounded by federal marshals, six-year-old Ruby Bridges became the first black student ever at the all-white William Frantz Public School in New Orleans, Louisiana, on November 14, 1960. An icon of innocence in the face of intolerance and hatred, this remarkable memoir, told in simple language, conveys her compassion. Interspersed with quotes from newspapers, family members, teacher Barbara Henry, and an informative update on Bridges' life and civil rights work, this simple book offers more depth for Grades 3-5 than Robert Cole's picture book on the same topic. As a follow-up, teachers may want to show the (Disney) made-for-TV *Story of Ruby Bridges* or visit the official Web site (www.rubybridges.com) or show students the Norman Rockwell painting memorializing Ruby's walk into school. The messages about hatred, intolerance, compassion and caring offer numerous connections to bullying prevention themes and academic concepts and curricula.

BP Themes: *Bullying, Biases and Stereotypes*

Tales of a Fourth Grade Nothing

Judy Bloom

Puffin: 2007

This is the first in the series of books that follow Peter Hatcher; his little brother, Fudge; baby sister, Tootsie; their neighbor, Sheila Tubman; various pets, and minor characters through New York City and on treks to suburbs and camps. Though written in the 1970's, it stands the test of time, as the author humorously and accurately conveys what it feels like to be "a fourth grade nothing" in a family with three siblings (including the "disgustingly cute" little brother, Fudge). This is one of the few books for this age group that sensitively features boys expressing a range of feelings such as fear and frustrations in everyday life, and can be used to talk about why boys may be hesitant to express feelings such as fear, sadness, and caring.

BP Themes: *Feelings, Peer Relationships, Gender Issues*

Teammates

Peter Golenbock

Harcourt Brace Jovanovich: 1990

This dense picture book presents the true story of Jackie Robinson, the first African-American Major League baseball player. Handpicked by Branch Rickey because he could stay calm in the face of adversity, Robinson endured intense racial discrimination and humiliation—and kept his cool. It is also the story of a friendship between two would-be competitors—Robinson and teammate, Pee Wee Reese. The text provides details about baseball, bound to appeal to young fans, and offers an age-appropriate way to address the more complex issues of racism faced by these men. The story portrays many aspects of personal courage and how even a simple act can lead to change.

BP Themes: *Team-Building, Feelings, Peer Relationships, Biases and Stereotypes*

Thanksgiving Visitor, The

Truman Capote

Knopf Books for Young Readers: 1996

This beautifully illustrated story is an autobiographical reminiscence of Capote's life with eccentric older relatives who raised him in 1930's rural Alabama. Buddy, a lonely second grader, is relentlessly bullied at the hands of an older boy, Odd Henderson, who declares: "You're a sissy and I'm just straightening you out." The denial and ineffectiveness of the adults to stop the bullying culminates with his cousin demanding that Buddy invite Odd to Thanksgiving dinner, knowing full well how Odd had tormented Buddy. The story ends with an unexpected turn that invites students to consider what it means to "act like a boy," the meaning of the term "sissy" (and a discussion of other terminology common in today's schools), and concepts of courage, retribution and forgiveness. There are also opportunities to connect this book to social studies curricula related to studies of Depression Era America and the rural South.

BP Themes: *Bullying, Feelings, Accepting Differences, Biases and Stereotypes, Gender Issues*

Thank You, Mr. Falker

Patricia Pollacco

Philomel: 2001; Spanish version Lectorum Publications: 2006

This autobiographical story deals with being bullied because of learning difficulties. Though she resorts to creative methods to hide the fact that she cannot read, Patricia's fifth-grade peers label her "dummy." Their merciless teasing only compounds her difficulties and shame, until a kind teacher takes her under his wing and tutors her. Both the text and illustrations poignantly depict her feelings. The story emphasizes the impact adults can have on individual students' experiences at school, in setting a tone of acceptance, and creating a climate where bullying and teasing are unacceptable. Available in a Spanish language version.

BP Themes: *Bullying, Feelings, Peer Relationships, Accepting Differences*

Wizard of Oz, The

L. Frank Baum

HarperCollins (100th Anniversary ed.): 2000

This first truly American fairy tale (and somewhat of a political satire at the time), follows Dorothy Gale and her dog, Toto, as their Kansas house is swept away by a tornado that drops them into the fantasy land of Oz. Familiar items like a cornfield scarecrow, a mechanical woodman, and a humbug wizard reinforce that "There's no place like home." If you already include this classic as a read-aloud book in your classroom, consider using it to reinforce notions such as compassion, friendship, belonging, courage, and the idea that we all have what we need inside us to succeed—though we may need the love and support of friends and family to help us recognize our strengths. This anniversary version reproduces the original illustrations. Available translated into many languages.

BP Themes: *Bullying, Peer Relationships, Accepting Differences*

Student Literature Grades 6-8

Adventures of Huckleberry Finn, The

Mark Twain

Puffin: 2008

This classic American novel about the human condition in the poor South of the mid-19th century follows Huckleberry Finn on a series of adventures with his friend, Tom Sawyer. When his cruel and alcoholic father kidnaps him, he escapes on the Mississippi River with runaway slave, Jim. Huck and Tom encounter adversity but stick together as friends, and decide they must try to free Jim from slavery. If you use this selection at the middle-school level (with grade 8), focus on themes of what it means to be a true friend, bullying, how bullying crosses the line to become more serious forms of violence, and discrimination. Racial epithets and other aspects of racism that are portrayed in the book will need to be addressed directly (“it’s not acceptable to use those words or talk that way now”)—and might lead to follow-up discussions about gender norms, ways racism is still manifested today, or parallels between racism, classism, homophobia and other overt biases in modern society

BP Themes: *Bullying, Peer Relationships, Biases and Stereotypes, Gender Issues*

Alice in Wonderland and Through the Looking Glass

Lewis Carroll

CreateSpace: 2008

Based largely on Alice Liddell, a real-life child Carroll (Charles Dodson) was very fond of, the story is spread across two books, published in 1865 and 1871 respectively (contained here in one volume). As a heroine, Alice is a bright, logical, sensible girl who tries reasoning her way out of preposterous situations. Her adventures bring her into contact with many memorable creatures: Mad Hatter, the Queen of Hearts, March Hare, White Rabbit, the Cheshire Cat, Dormouse, Tweedledee and Tweedledum, and other invented creatures. These characters provide a backdrop for wordplay, symbolism, double meanings, and hidden messages, along with several parodies of what were well-known songs and rhymes in England at the time. While young children love the books for their fantasy, students in middle school will more likely pick up on the many puns and jokes. Even so, this may be best as a read aloud selection in grades 6 or 7. The book offers many bullying-related metaphors: blindly following illogical rules, arbitrary “traditions,” social cruelty and injustice, peer pressure, friendship and courage. This book has been translated into many languages; try to get an edition that includes the original illustrations. Though students may be familiar with the 1951 Disney movie, it is not recommended as a resource—the book makes more sense!

BP Themes: *Bullying, Communication*

Animal Farm

George Orwell

1st World Library-Literary Society: 2004

This classic dystopian fable of a workers' revolution gone wrong tells of the struggle and bold efforts of the animals of Mr. Jones's Manor Farm to transform it into a democratic society called Animal Farm—built on the credo that “All Animals Are Created Equal.” The inherently clever pigs (Napoleon, Squealer, and Snowball) emerge as leaders in an evolution that leads to disaster, climaxing in the brutal betrayal of the faithful hard-working horse, Boxer. Totalitarian rule is reestablished with the bloodstained postscript to the founding slogan: “But Some Animals Are More Equal Than Others. . . .” This book gives older middle-schoolers a chance to talk about how social hierarchies are formed and to explore the complex concepts of power and privilege as they might relate to their own lives. It also provides opportunities to discuss its features as an allegory and to examine utopian ideals (or the fate of experiments of utopian societies).

BP Themes: *Bullying, Communication, Biases and Stereotypes*

Boy: Tales of Childhood

Roald Dahl

Puffin: 2009

In this first non-fiction account of the author's formative years (the second is *Going Solo*), Dahl details many boyhood experiences. He uses humor and exaggeration to portray his eccentric upbringing and a glimpse into the pain, alienation and vulnerability he suffered as a result of abuse by his boarding school peers. This book, also available in audio tape, can provide an introduction into discussing bullying, its consequences, and the long-lasting effect on one's psyche.

BP Themes: *Bullying, Peer Relationships, Gender Issues*

Briar Rose

Jane Yolen

Tor Teen: 2002

This book intertwines the fairy tale of Briar Rose (Sleeping Beauty) with a fictional account of the Holocaust, as a young woman's promise to her dying grandmother leads her on a quest to Poland to uncover the connection between the tale she has heard her whole life, the mystery of her beloved grandmother's past, and her own personal history. This alternative Holocaust story may be more appealing to female students, but provides an interesting and clever link between fairy tale genre and the history of the Holocaust and its enduring effect on generations. It also provides a way to talk about discrimination, power and privilege.

BP Themes: *Biases and Stereotypes*

Counting on Grace

Elizabeth Winthrop

Yearling: 2007

Inspired by a Lewis Hine photo of a child laborer in an early 20th century Vermont cotton mill, this is a fictional present-tense account of a 12-year-old French Canadian girl named Grace. Torn from her one-room schoolhouse and forced to work long hours in the textile mill, Grace's saga captures the dangerous working conditions of child laborers and the work of activists fighting for change on their behalf. This story has added appeal in that Grace is not a sweet victim: she is angry, combative with her family and quarrelsome with her peers, one of whom deliberately injures himself to get out of the mill and return to school. Historical notes about Hine are provided, and a bibliography includes books such as Russell Freedman's *Kids at Work: Lewis Hine and the Crusade against Child Labor* (1994), and accounts of child labor abuse today. In addition to looking at the characters' relationships with their families and each other, be sure to make curriculum connections to power, privilege, and classism, and social injustice. Middle-schoolers may feel inspired to get involved in their own community service projects.

BP Themes: *Bullying, Feelings, Communication, Peer Relationships, Biases and Stereotypes, Serving the Community*

Crash

Jerry Spinnelli

Laurel Leaf: 2004

John "Crash" Coogan, the main character in this book, is an archetypical smug, brawny, bullying jock who has always been comfortable with and rewarded for his tough, aggressive behavior. Since first grade, he has been tormenting "dweeby" Penn Ward, a skinny vegetarian who lives in a tiny former garage with his aged social activist parents. Fast-forwarding to the present, seventh grade Penn is subjected to escalated bullying when he joins the cheerleading squad. Though Crash becomes the school's star football player and wears just the right clothes, he longs for what Penn has: his parents' attention and the admiration of the most gorgeous girl in school. Some personal tragedies cause Crash to reconsider his behavior and the meaning of friendship—and he begins a transformation into an empathetic, mature young man. Though the flaw of this book is in the author's stereotypic portrayals and pat (less than realistic) ending, this book will appeal to many students in this age bracket. Its redeeming qualities include that it accurately depicts bullying (without pathologizing Crash) and tackles gender roles, family relationships, friendship and the power to change beliefs and behavior. Be sure to reinforce accurate motivations for bullying and discuss realistic ways that students might choose to change their behavior if they were Crash.

BP Themes: *Bullying, Peer Relationships, Accepting Differences, Gender Issues*

Ellen Foster

Kaye Gibbons

Vintage: 1997

This novella focuses on 11-year-old Ellen who, following the death of her mother and neglect and abuse by her father, is shuttled between foster homes. She finally finds a place to belong, in spite of some Dickensian challenges (predatory adults and isolation), surviving on her wits and courage, and the occasional kindness of others. In the bittersweet ending, Ellen triumphs. Though perhaps a bit clichéd, this book demonstrates resilience in the face of adversity and may spark students to share their own experiences with adversity, bullying, building friendships, and dealing with differences.

BP Themes: *Bullying, Feelings, Accepting Differences, Biases and Stereotypes*

Feathers

Jacqueline Woodson

Puffin (Reprint ed.): 2009

Set against the backdrop of Vietnam anti-war protests of the early 1970's, this book focuses on sixth-grader Frannie who has all but given up hope for a better life. Her life is filled with hardship and challenges, including poverty and a deaf older brother who is desperately trying to fit into the hearing world. When a white boy joins her all-black class, the "school bully" promptly dubs him "Jesus Boy." This culminates in a face-off between the two and forces Frannie to grapple with her own understanding of hope, faith, and spirituality. This is a book that requires discussion before adding it to the class library, as some conclusions and issues are not addressed. The story is at times disjointed and some themes are not developed. Some of the issues about mixed-race students or students adopted by parents of a different race may not have the same import that they did during the period during which the book is set. But, one merit of this book is that the author flips the "fitting in" situation, having a white student trying to fit into a predominantly black school, and she attempts to tackle some worthy topics: classism, racism, fear, loss, poverty, the pain and isolation of deafness, and the potential for goodness in everyone. The title of the book comes from an Emily Dickinson poem about hope—which might be introduced as a follow-up.

BP Themes: *Bullying, Feelings, Communication, Peer Relationships, Biases and Stereotypes*

Gift of the Magi

O. Henry

Candlewick: 2008

Set in a rundown flat in turn-of-the-century Victorian New York City, this short story depicts the ironic sacrifices Della and her husband Jim make to show their love for each other—she cuts her hair to buy a chain for his beloved heirloom watch; he buys a set of combs for her exquisite hair. Did they squander their most precious gifts, or was the fact that they were gifts from the heart more important? This story of love, devotion and sacrifice will not be lost on students whose own families are struggling and making their own sacrifices in hard economic times.

BP Themes: *Feelings*

Harry Potter

(Boxed set of 7)

J.K. Rowling

Arthur A. Levine Books: 2007

While the seven Harry Potter books have been maligned and criticized in some circles, they are an enduring favorite of this age group. In spite of the magic and other symbolism that has raised objections, the relationships between the characters ring true, including very realistic depictions of incidents of many kinds of peer bullying: physical bullying, name-calling, relational bullying, sibling rivalry, and sibling bullying. One thing that is interesting about these portrayals is that characters typically do not use magic in an effort to resolve their differences—or if they try to, things turn out badly. Though the characters may have extraordinary powers, they suffer the effects of bullying and rejection just as their “muggle” counterparts. If using books from this series fits within the boundaries of what you feel is appropriate school-reading, then there are many opportunities to discuss bullying and motivations, and to evaluate characters’ choices.

BP Themes: *Bullying, Feelings, Communication, Peer Relationships*

Harrison Bergeron (from Welcome to the Monkey House)

Kurt Vonnegut

The Dial Press: 1998

In this dystopian short story, set in the year 2053, mediocrity rules the world. Social equality has been achieved by handicapping the more intelligent, athletic or physically attractive members of society, with the goal that no one will feel inferior. The exceptionally gifted and attractive protagonist must bear enormous and bizarre hindrances: such as headphones that play distracting noises, three hundred pounds of weight strapped to his body, glasses designed to give him headaches, and black caps on his teeth, to name a few. In spite of this, he still manages to excel and ultimately invades a TV station, strips himself of these “handicaps,” and dances with a ballerina whose handicaps he has also discarded. Both are shot dead by the relentless Handicapper General as Bergeron’s parents watch, unable to concentrate enough to comprehend the significance of the event. First printed as a magazine article and then in *Welcome to the Monkey House*, this story may be more accessible to younger students than novels of this genre. This story provides a cautionary tale about the negative effects trying to avoid elitism by “leveling down” rather than “leveling up.” It provides an age-appropriate vehicle for students to consider the notion of unfair rules or traditions, conformity versus individuality, personal freedom and human rights, the courage to be different, the power of individuals to stand up for their beliefs, and injustice that may result from treating people “equally.” A downloadable study guide (2002) and a 1995 made-for-TV film are available for this selection.

BP Themes: *Accepting Differences, Biases and Stereotypes*

Mossflower

Brian Jacques

Philomel: 1988

In this allegorical prequel to the Redwall series, Martin the warrior mouse sets off on a quest to find the missing ruler of Mossflower, while the other animal inhabitants of the woodland prepare to rebel against the evil wildcat who has seized power. If the vocabulary and syntax are too daunting for younger students or less competent readers to tackle, this makes a great read-aloud book. Many passages of this fantasy can be used to generate age-appropriate discussions about intolerance, aggression, the way fear and aggression are used to control or oppress others, power and privilege. Interactions between the wildcat and her troops also portray the contagion of bullying. Students may want to follow up with planning or writing about their own personal (or spiritual) quests.

BP Themes: *Bullying, Team-Building, Biases and Stereotypes*

Number the Stars

Lois Lowery

Laurel Leaf: 1998

This Holocaust book, drawn from experiences of the author's close friend, follows 10-year-old Annemarie Johansen and her Jewish friend, Ellen Rosen, in WWII Copenhagen. When the Jews are "relocated," Ellen moves in with the Johansens, pretending to be part of their family. Annemarie musters the courage to save her best friend's life. An afterword provides historical background for the story. Aside from obvious links to discrimination, this book raises points relevant to bullying prevention as well: quiet acts of courage, making choices to do the right thing, and the power of friendship.

BP Themes: *Peer Relationships, Biases and Stereotypes, Serving the Community*

Red Badge of Courage, The

Stephen Crane

Simon & Schuster: 2005

Set during the U.S. Civil War, this is the ultimate anti-war book. Told in the third person, the narrative focuses on the experiences of the protagonist Henry Fleming and the transformative experience that war has on his psyche. Henry enlists based on a sense of duty, and to prove his courage and manhood. But he runs in fear at his first brush with battle, only to return out of a sense of shame, responsibility towards his comrades, and anger at himself. Henry's heroism and courage do not come naturally, and Crane argues that courage in response to violence is unnatural. There is certainly the potential to link this book to current events and study of wars in general, to discuss how notions about manhood have changed (or not), and to emphasize the value of peaceful acts of courage, and loyalty to friends, and the perils of blind obedience.

BP Themes: *Feelings, Gender Issues*

Roll of Thunder, Hear My Cry

Mildred D. Taylor

Puffin (25th Anniversary Ed.): 2004; Spanish version, Tandem Library: 1999

All the author's novels balance the joy of growing up in a large extended family with the trials of segregation and bigotry—and this one is no exception. Set in the Deep South in the 1930's, nine-year-old Cassie Logan and her family endure illness, poverty, and racism. During the course of one year, families in her community turn against each other, and her family's precious land—her father's legacy—is threatened by the KKK. Several teacher guides are available for this title, which provides ample opportunity for curriculum links as well as to explore the themes such as: rules and injustice, courage and determination, tolerance and discrimination, and to explore when bullying crosses the line to become discrimination.

BP Themes: *Peer Relationships, Biases and Stereotypes*

Rules

Cynthia Lord

Scholastic Paperbacks: 2008

Twelve-year-old Catherine loves her autistic younger brother, David, but she feels embarrassed and impatient about his behavior and neglected by their parents. As a coping mechanism, she creates a series of elaborate rules for David. When a new girl moves in next door, Catherine hopes they will become friends, but she is anxious about her reaction to David. Ultimately they do become friends, though it is a bumpy process. But Catherine also meets and befriends a nonverbal boy with cerebral palsy at her brother's clinic, and her views about "what is normal" begin to shift. Eventually, she realizes rules are less consequential than accepting others as they are. Set in coastal Maine, this story is about finding acceptance. Unlike many books about autism and differently-abled students, it can be used to discuss developmental differences and promote understanding without being too preachy.

BP Themes: *Bullying, Feelings, Communication, Peer Relationships, Accepting Differences, Biases and Stereotypes*

Sacrificed

Kathleen Benner Dubble

Aladdin: 2007

This is a relatively new novel about the Salem witchcraft hysteria in the late 17th century, in which 10-year-old Abigail constantly questions and challenges social norms and is frequently branded a “sinner” for her bold and unrepentant disregard for the strict rules set by her community. Ultimately, she and several women in her family (including her mother and sister) are denounced and accused, and are unprotected by the status of Abigail’s preacher-father (who has also challenged the madness). In the end, Abigail speaks up about the evil of false accusations and helps bring the insanity to an end. While on the surface, this might seem unrealistic, we learn that this story is based at least in part on the author’s own family history. The novel captures the contagion of community fear and shows how individual courage can lead to change. This book can certainly be used to discuss group dynamics like social contagion, the harmful effects of gender stereotypes on the health and development of both boys and girls, the role active bystanders have in affecting change, and modern social injustices—and the social responsibility we all have to protect the rights of others.

BP Themes: *Communication, Accepting Differences, Biases and Stereotypes, Gender Issues, Serving the Community*

Shiloh

Phyllis Reynolds Naylor

Aladdin: 2000

Eleven-year-old Marty Preston faces ethical dilemmas when he finds an abused beagle pup near his West Virginia home. In addition to lying to his parents and stealing food for the dog he names Shiloh, he struggles about whether to return the dog to his abusive owner and tell his parents. This book provides opportunities to talk about keeping secrets and telling the truth, the idea that rules intended to protect sometimes fail, and the value of standing up for your principles. The book also clearly depicts the power imbalance that exists in bullying situations.

BP Themes: *Bullying, Feelings, Communication*

Skin I'm In, The

Sharon Flake

Hyperion: 2007

Seventh-grader Maleeka Madison attends a depressed inner-city school. Aside from family hardships associated with poverty and illness, she is the target of cruel bullying about the darkness of her skin and her unstylish clothing. A new teacher (on sabbatical from a high-paying advertising job) with an in-your-face style creates additional tension and becomes another focal point of ridicule because she has a skin condition (which we assume is vitiligo) that gives her black skin a mottled appearance. This novel, told in a colloquial voice of the inner city, chronicles Maleeka's struggles with a clique of powerful and nasty girls, including doing homework for one of her tormentors in hopes of protection. When Maleeka's journal wins a writing contest, she is bullied into committing a dangerous act of vandalism. The violence is contrived, the characters a bit predictable, and the resolution isn't exactly politically correct, but the author does an accurate job of portraying peer pressure and bullying, and describing a situation that is prominent in some African American communities: intra-racial division and bigotry. In addition, the authenticity of Maleeka's voice, one underrepresented in literature for this age group, may make it a good choice for your students.

BP Themes: *Bullying, Feelings, Communication, Peer Relationships, Accepting Differences, Biases and Stereotypes, Gender Issues*

Tangerine

Edward Bloor

Sandpiper: 2006

New to Tangerine County, Florida, middle-schooler Paul Fisher is legally blind—but he is intuitive and insightful, and depicted as a “regular kid.” This well-written book is told in journal form and highlights what it's like to be different (legally blind) and “geeky.” Paul soon begins to uncover the scary truth about his football-hero brother and the lies his parents cling to. Paul's chronicles of making friends and being accepted, popularity and cliques will ring true with students this age, and will appeal to both boys and girls. This book will also bring attention to such issues as the fact that “popular” doesn't necessarily mean “nice,” the true meaning of friendship and loyalty, and acting courageously to make good choices. The disturbingly cruel and violent behavior of Paul's brother and his buddies provides an entrée for talking about ways society accepts and enables violent behavior (including “jock culture”). Due to graphic content about how Paul became blinded, carefully screen this selection before presenting it to students.

BP Themes: *Bullying, Feelings, Peer Relationships, Accepting Differences, Gender Issues*

Third House Down Hidden Cove

Kevin D. Garrahan

PublishAmerica: 2009

Written by a Fairfax County, Virginia middle school teacher, this book follows likable protagonist Dan as he is faced with peer pressure and emotional bullying, and the realistic consequences. Dan has a close circle of friends, each of whom has a role in the bullying. As the leader, Eddie, escalates attacks on a weaker classmate, Dan becomes increasingly more uncomfortable but worries about risking his status and alienating his friends. In spite of mounting peer pressure, Dan feels he knows what is right. His dilemma to make his friends understand forces him to take action. This book, which is a bit contrived, is likely to appeal more to boys than girls. It provides a perfect opportunity to use the Bullying Circle to discuss motivations and solutions for each of the players, the consequences of their actions and whether they made good choices, and possible assistance by adults.

BP Themes: *Bullying, Feelings, Peer Relationships, Accepting Differences, Gender Issues*

Truth About Truman School, The

Dori Hillerstad Butler

Albert Whitman & Co.: 2008

While this book is not “good literature,” by nature of the fact that it consists primarily of colloquialisms more fit for texting, students will no doubt find it an enjoyable quick read. Its value is that it deals with some relatively new dilemmas faced by secondary students as a result of the use of cyber-technology. At the center of this book is an online newspaper that is intended to “expose the truth about Truman School.” Predictably, things quickly get out of hand and the site is used to gossip, cyber bully, harass, and spread homophobic rumors about certain classmates. Students will likely appreciate the clever use of screen icons to represent various characters. Girls are portrayed rather one-dimensionally, so that should be addressed as part of class discussions about this selection, should you decide to use it.

BP Themes: *Bullying, Feelings, Communication, Peer Relationships, Gender Issues*

Tuck Everlasting

Natalie Babbitt

Square Fish: 2007

When 10-year-old Winnie Foster is taken into the Tuck family, she discovers the secret of their spring (eternal life). Though this book is a fantasy, it is included here as a selection because it is popular in sixth grade literature syllabi. It can be connected to bullying prevention by focusing on themes of friendship, loyalty, exploitation, and honesty.

BP Themes: *Team-Building, Communication, Peer Relationships*

Underneath, The

Kathi Appelt

Atheneum: 2008

This first novel chronicles a group of animals in crisis. Though strong themes of magic are used (the animals are presented as sentient beings and a shape-shifter is involved in a parallel story) this selection can be used as an allegory. Starved and abused, a lonely hound finds companionship with a stray cat and her two kittens. When the cat becomes a casualty of abuse, the surviving animals struggle to create a makeshift family. The fantasy refers to traditions of the east Texas Caddo people and uses the bayou as a backdrop. Some aspects of this story are repetitive and fragmented, but sixth-graders are likely to find the adventures of the vulnerable pets appealing. Use of animals and animal rights is often a good way to encourage empathy and to help students this age to consider social activism related to animal rights.

BP Themes: *Feelings, Communication, Peer Relationships, Serving the Community*

Wringer

Jerry Spinnelli

HarperTeen: 2004

Nine-year-old Palmer dreads the day he will turn ten—that’s the day he must either accept the violent role of becoming a “wringer” for a grisly community fundraiser benignly dubbed “Pigeon Day,” or find the courage to oppose this bizarre tradition. This book can be used to spark discussions about friendship, going against traditions that oppose one’s moral views, courage, and violence. Adult previewing and guided discussion of this selection is recommended due to graphic scenes that might be repugnant and disturbing to some students.

BP Themes: *Bullying, Feelings, Communication, Gender Issues*

Student Literature Grades 9-12

A Fine Balance

Rohinton Mistry

Vintage: 2001

This selection (dubbed the “Indian Les Miserables”) is recommended for older students and readers who are ready for a literary challenge. Told through the eyes of four protagonists, this novel chronicles the corruption and cruelty of the 1979 “State of Internal Emergency” under Indira Gandhi’s regime, and portrays the resilience of the human spirit in the face of heartbreaking hardship of those trying to survive. Central themes for discussion include: privilege and power, corruption, human rights, injustice, dignity, violence, and the power of love.

BP Themes: *Communication, Biases and Stereotypes*

A Lesson Before Dying

Ernest Gaines

Serpent’s Tail: 2001

The protagonist and narrator, Grant Wiggins, an elementary school teacher in his mid-twenties, is forced by his aunt to help a young black man named Jefferson who is sentenced to death after his unwitting role in a liquor store shootout and murder of three men in a small Cajun community in the late 1940’s. Jefferson is young, sincere, sensitive, and slightly retarded. When his lawyer labels him a “hog,” he withdraws and becomes uncommunicative—choosing to accept death, rather than try to defend himself against the white-dominated society. Grant is himself a troubled character who struggles to help Jefferson regain some dignity and fight the oppression he is subjected to. Both characters represent different aspects of positive change. Themes for discussion include racial and class bias, the role of education, friendship, the meaning of dignity, and human rights.

BP Themes: *Feelings, Communication, Peer Relationships, Biases and Stereotypes, Serving the Community*

A Midsummer Night's Dream

William Shakespeare

Signet Classics: 1998

This play tells three interconnected stories that deal (as do most of Shakespeare's works) with complex and intricately intertwined themes about love and betrayal, gender roles (and blurring the lines between genders), power, life and death.

BP Themes: *Feelings, Communication, Peer Relationships, Gender Issues*

Adventures of Huckleberry Finn, The

Mark Twain

Puffin: 2008

This classic American novel about the human condition in the poor South of the mid-19th century follows Huckleberry Finn's hard life, interspersed with adventures with his friend Tom Sawyer. His escape down the Mississippi River with a runaway slave, Jim, includes natural disasters, brushes with the law and other adversity, but the friends stick together. The book culminates as Tom and Huck try to free Jim from slavery. Racial epithets and other aspects of racism portrayed will need to be addressed directly ("that kind of language isn't acceptable now"). If this book is used at the high school level, focus not just on aspects of friendship, but use opportunities to discuss where racism is still manifested today, or parallels between racism and classism, homophobia and other overt biases in modern society. Be sure to address Huck's relationship with Jim: though Huck thinks he is smarter, Jim teaches Huck true morality, beyond the social stereotypes that have been ingrained in them. An obvious connection to history at this level includes attitudes about racism in post-war U.S. (and South). High school readers might be interested to know that the recent discovery of a long-lost first half of Twain's original manuscript (with omitted episodes and other variations) shows that the author had intended to write a more scathing indictment of racism.

BP Themes: *Bullying, Peer Relationships, Biases and Stereotypes*

Annie John

Jamaica Kincaid

Vintage Books: 2009

Set in Antigua, this coming-of-age story follows 10-year-old Annie John over a two-year period that changes her life. She moves from a world centered on her mother and love to a world of lies, hostility, pain and betrayal, as her mother regards her as rival for her father's attention. In the throes of conflict with her mother, she learns some hard truths about relationships, mortality and sexuality. This book provides a chance to talk about the links between hatred and fear, different kinds of love, and relationships.

BP Themes: *Feelings, Communication, Peer Relationships, Biases and Stereotypes, Gender Issues*

Bluest Eye, The

Toni Morrison

Knopf: 1993

Set in Lorain, Ohio, in 1941, this ensemble piece focuses on an 11-year-old black girl named Pecola Breedlove, whose entire family is inexplicably ugly. Pecola is subjected to discrimination, ridicule and incest, causing her to wish she was a white child with “soft blond hair and the bluest eye.” Originally published in 1970, *The Bluest Eye* was Toni Morrison’s first novel. Teacher and student study guides are available. Teacher screening is recommended due to the depiction of rape and intense scenes of racial hatred.

BP Themes: *Bullying, Biases and Stereotypes*

Brave New World

Aldous Huxley

Harper Perennial Modern Classics: 2006

This classic work of science fiction is eerie in that many of its predictions have come to pass. “Community, Identity, Stability” is the motto of this utopian World State where capitalist society has been reconstituted through both scientific and psychological engineering. People are genetically designed and medicated to be passive and useful to the ruling class. Though there is no violence and everyone is provided for, protagonist Bernard Marx wants more, including true love with a woman he is acquainted with (something not permitted). For teens torn between the conformity of fitting in and exerting their individuality, this book provides much to discuss and relate to their own lives, including power and privilege, the need for caring and fulfilling relationships, and the purpose of social rules.

BP Themes: *Bullying, Peer Relationships*

Bread Givers, The

Anzia Yezierska

Persea Books (3rd ed.): 2003

The author draws on her own family history to highlight the experiences of an early 20th century American Jewish immigrant family. Sarah, the narrator, details the life she, her sisters, and her mother live in order to support their revered father, a Torah scholar. Sarah struggles to remain loyal but feels resentful of the sacrifices she must make as a girl. This selection can be used to generate discussions about friendships, loyalty and responsibility, boundaries created by stringent gender role expectations, rules that chafe, and discrimination.

BP Themes: *Feelings, Peer Relationships, Biases and Stereotypes, Gender Issues, Serving the Community*

Bury My Heart at Wounded Knee

Dee Brown

Holt Paperbacks: 2007

Since it was first published in 1970, this book has changed the way Americans think about indigenous cultures. Beginning with the Long Walk of the Navajos (1860) and ending with the 1890 massacre of the Sioux at Wounded Knee, SD, it chronicles the U.S. Government's systematic pillage of Native American lands to accommodate an ever-expanding white society. The broken promises and the greed of settlers pushing west are juxtaposed with the plight of the countless tribes herded off their ancestral lands onto ever-shrinking reservations (and who were starved and killed if they resisted). It is one of the few books that looks at the opening of the American West from the Native American viewpoint, and still challenges stereotypes held by many white Americans. While perhaps less shocking to current generations, this book should generate lively discussions about racism (and the ongoing disenfranchisement and marginalization of native peoples), and extend talk about the ways that we continue to marginalize certain people—and why. It also can be related to students own lives by talking about concepts such as empathy, communication, making assumptions, trust, respect, human dignity, acceptance (not simply tolerance), and making restitution or amends.

BP Themes: *Team-Building, Feelings, Communication, Peer Relationships, Accepting Differences, Biases and Stereotypes, Serving the Community*

Cat's Eye

Margaret Atwood

Anchor: 1998

This semi-autobiographical novel follows an adult Elaine Risley as she returns to her hometown of Toronto, which holds painful memories for her. Once there, Elaine struggles to deal with childhood memories—many related to her relationships with three girls, their secret world of friendship, betrayal, and social politics. Preview this selection for younger readers to evaluate its appropriateness for your group, or select passages to initiate discussion about indirect and relational bullying, the role gender and cultural expectations play in relationships, friendship and setting healthy boundaries regarding assertive behavior. Passages lend themselves to problem-solving and role playing about being active bystanders, and to talk about both the long-term negative effects of bullying and the limited effect that social politics has on our ultimate success or failure as adults. While the characters portrayed are girls, it is important to acknowledge that boys also fall victim to relational aggression—often in a way that challenges their male identity—so it is important to include this as part of class discussion. A separate downloadable teacher study guide is available.

BP Themes: *Bullying, Team-Building, Feelings, Communication, Peer Relationships, Gender Issues*

Coming of Age in Mississippi

Anne Moody

Delta: 2004

This first-person account begins with the author as a young girl in the mid-20th century as she struggles to cope with the harsh realities of racism in the American South. The author's experiences are told in a way that provides a compelling history lesson that high school students can relate to. The ending reflects the author's own frustration with the sluggish results of the Civil Rights Movement and highlights the fact that the struggle against racism has not ended. This dense book may be more appropriate for older competent readers; preview it as needed (e.g., there are recollections of murders of family members by the Ku Klux Klan and episodes such as hiding from the Klan during the Mississippi Freedom Summer). You may want to draw parallels to Maya Angelou's *I Know Why the Caged Bird Sings*. Senator Edward Kennedy's quote about this book could be used to initiate an extension activity motivating student social action: "[This is] a history of our time, seen from the bottom up, through the eyes of someone who decided for herself that things had to be changed...[and] a timely reminder that we cannot now relax."

BP Themes: *Team-Building, Feelings, Communication, Biases and Stereotypes, Serving the Community*

Curious Incident of the Dog in the Nighttime

Mark Haddon

Vintage (Illustrated ed.): 2004

This mystery is narrated by Christopher Boone, a British autistic 15-year-old. Mathematically gifted, Christopher relaxes by groaning and doing math in his head, is peculiar in his eating habits, and screams when he is touched. Raised in a working-class home by parents who can barely cope with his quirks, Christopher's literal interpretation of the world renders him socially hopeless as he attempts to sort out the behaviors of his peers. When he is found cradling his neighbor's dead poodle in his arms, the dog's owner has him arrested for killing the animal, forcing the boy to spend the night in jail. Once released he sets out to find the dog's killer, against parental advice, and his school social worker encourages him to keep a journal of his investigations. Events unfold, leading him to unravel a host of secrets. This humorous account provides many opportunities to talk about individuality, peer relationships, and accepting differences and provides a poignant glimpse into the world of a child on the autism spectrum.

BP Themes: *Feelings, Communication, Peer Relationships, Accepting Differences*

Diary of Anne Frank

Anne Frank

Bantam: 1993

Anne Frank received a blank diary on her 13th birthday, just weeks before she and her family went into two years of stifling confinement in the back of a warehouse in Nazi-occupied Amsterdam. This edition contains many entries that had been omitted from the original 1947 edition and provides a more balanced, realistic and accessible portrait of the teen. Her detailed, personal entries chronicle the claustrophobic, quarrelsome intimacy with her family, a second family, and a fussy middle-aged dentist. Anne's candid descriptions will ring true to adolescents: she struggled with vacillating emotions, her awakening sexuality, argued with her parents, was critical of her fellow roommates, and bristled at her lack of privacy. This is a fascinating forum to talk about how people create healthy boundaries and a sense of normalcy in the face of brutality, and to explore the value of social rules for getting along and maintaining positive relationships. Her death at Bergen-Belsen, Germany, in 1945 has come to symbolize the madness of the Holocaust.

BP Themes: *Bullying, Feelings, Communication, Peer Relationships, Biases and Stereotypes, Gender Issues*

Good Earth, The

Pearl S Buck

Pocket Books: 2005

Written in 1930s, this story follows a peasant farmer in the eastern coastal province of Kiangsu in China. Wang Lu and his wife, O-Lan, endure the effects of poverty, intense social change, and natural disasters (famine, drought, and flood). Wang Lu loses his respect for the earth as his desire for wealth and status clashes with his faithfulness to old religious and filial traditions. His success brings him into conflict with his family as they exploit his simple respect for the earth and wealth, and ultimately disregard his wishes not to sell his precious land. This book provides a catalyst to talk about the effects that social and political changes have on ordinary people (a logical link to current events), barriers created by social and gender stereotypes, the effects of traditions, violence and discrimination.

BP Themes: *Team-Building, Feelings, Communication, Biases and Stereotypes, Gender Issues*

Fences

August Wilson

Theatre Communications Group: 2008

This portrayal of an African American family takes place during a time of growing social change leading up to desegregation and women's shifting roles. Proud, middle-aged garbage collector, Troy Maxson, clashes with his son over an athletic scholarship, in part because it raises feelings of his own personal loss of possibilities and dreams of a better life. His wife, Rose, finds herself caught between her husband's decisions and what she thinks is right. You may choose either to have students read this two-act play aloud or to act it out, discussing themes of relationships, change, communication and rights.

BP Themes: *Team-Building, Feelings, Communication, Biases and Stereotypes, Gender Issues*

Hiding Place, The

Corrie Ten Boom

Hendrickson Publishers: 2009

The author and her family risked their lives to help Jews escape the Nazis, and their reward was a trip to Hitler's concentration camps. But the author survived and was released as a result of a clerical error. Her dramatic life story is filled with messages of faith and forgiveness in the face of unthinkable evil and betrayal. This riveting story details how a middle-aged Dutch watchmaker became a heroine of the Resistance, a survivor of Hitler's death camps, and one of the most remarkable evangelists of the 20th century.

BP Themes: *Feelings, Communication, Biases and Stereotypes, Gender Issues, Serving the Community*

House on Mango Street

Sandra Cisneros

Vintage: 1991

This coming-of-age story depicts the thoughts and emotions of Esperanza Cordero, a young girl growing up in the Hispanic quarter of Chicago. Told through vignettes, poems and stories, the book captures the joys and heartbreak of a young girl living in a harsh environment and dealing with low expectations that the world has for her. Use this book to encourage students to discuss their own hopes and dreams, what friendship means to them, and to consider the barriers created by gender, class, and ethnic discrimination.

BP Themes: *Bullying, Feelings, Communication, Peer Relationships, Biases and Stereotypes, Gender Issues*

I Know Why the Caged Bird Sings

Maya Angelou

Ballantine Books: 2009

In this first of five volumes of poet Maya Angelou's autobiography, she recalls the gritty details of her youth, which was filled with disappointment, frustration, and tragedy. Sent to Arkansas to live with her grandmother in her tight-knit African American community, the young Maya learns lessons that help sustain her through hardships and tragedy, and ultimately instill in her a sense of hopeful independence. Screen this book for appropriateness with your students—passages address violence, a rape and unwanted pregnancy. Students might want to read other books in the series and to consider the prodigious accomplishments of this beloved author in light of the many challenges she confronted as a young girl, focusing conversations on hope and the power of self-transformation, determination to affect change, regardless of the cards you are dealt.

BP Themes: *Team-Building, Feelings, Communication, Biases and Stereotypes, Gender Issues*

John Dollar

Marianne Wiggins

Simon & Schuster: 1999

Set in early 20th century Burma (now Myanmar), eight British schoolgirls are shipwrecked with their widowed governess and her eponymous lover, captain of the small ship. Things soon unravel as what begins as an innocent picnic is altered by a tidal wave that leaves the girls to survive on their own with a paralyzed John Dollar. This book is recommended for older, mature students and should be carefully screened due to the sexual affair of the two adult characters, graphic violence and cannibalism. However, this book, described by the author (wife of Salman Rushdie) as a “female Lord of the Flies,” offers many of the same opportunities for discussion. It might also be used in tandem with Golding’s work to compare the differences and similarities in the characters’ behavior and to highlight gender issues (particularly the notions that not just boys resort to physical violence, or that good and evil coexist).

BP Themes: *Bullying, Team-Building, Feelings, Communication, Peer Relationships, Gender Issues*

Kite Runner, The

Kahled Hosseini

Riverhead Trade: 2004

This novel follows Amir, the privileged son of a wealthy Afghani businessman in Kabul, and Hassan, the son of Amir’s father’s servant. In the relatively stable, beautifully-described Afghanistan of the early 1970’s this inseparable pair spend idyllic days flying (running) kites and telling stories. Amir’s betrayal of his best friend (who is beaten up by a group of bullies) changes their relationship forever. Even after Amir and his father flee to America, Amir remains haunted by his cowardly actions and disloyalty. His return to his war-torn country to rescue his friend’s son after his parents are murdered by the Taliban is in part a quest for atonement. Once there, he learns his friend’s son is being held hostage by one of Hassan’s bullies, now a prominent Taliban official. The book ends with a plot twist where Amir learns the true nature of his relationship with Hassan. Though some of the plot elements may seem somewhat implausible, the positive qualities of this story outweigh any negative ones—not the least of which is to promote understanding about a culture and country that is often presented in a negative and one-sided light. Also worthy of discussion is the nature of friendship, the circle of violence, the lingering effects of childhood choices, and what it means to make amends.

BP Themes: *Bullying, Team-Building, Feelings, Communication, Peer Relationships, Biases and Stereotypes*

Life of Pi

Yann Martel

Mariner Books: 2004

This adventure of survival and faith follows Pi Patel, a 16-year-old from Pondicherry, India. After his zookeeper father packs the family and their menagerie onto a freighter, a harrowing shipwreck leaves Pi stranded and alone on a 26-foot life raft in the vast Pacific—with a hyena, an orangutan, an injured zebra and a 450-pound Bengal tiger named Richard Parker. After the tiger gorily disposes of the other animals, Pi is left to survive for 227 days in shark-infested waters with the large cat. He manages to survive by relying on his imagination, wits, knowledge, and a faith drawn from Hindu, Christian and Islamic ideals. While the story line seems initially implausible, the final rescue provides an interesting twist for readers to ponder “What really did happen out there?” Discerning between fantasy, reality and hallucination, discussions can focus on enduring questions of life, love, faith, perseverance and survival.

BP Themes: *Team-Building, Feelings, Communication*

Lord of the Flies

William Golding

Penguin (Non-Classics): 1999

This classic tale about a group of English schoolboys stranded after a plane-crash on a deserted island is still as controversial and relevant as when it was published in 1954. Led by Ralph (the proverbial fair-haired boy) and his bespectacled sidekick, Piggy, the stranded boys cooperate—attempting to gather food, make shelters, and build signal fires. Ralph’s efforts to maintain order are soon counteracted by the boys’ wishes to run free, and the efforts of Jack, a budding sociopath, who bullies and lures many of the boys to join him. All trappings of “civilization” soon fall away and Ralph and Piggy are brutally hunted down. This novel offers students a chance to explore many themes from privilege and responsibility; to peer pressure, social hierarchies, and the value of social rules; to the difference between healthy and unhealthy competition, the motivations for cruelty, and the boundaries between human reason and animal instinct. An interesting curriculum link would be to explore the author’s use of content in this book to express his own horror about the atrocities of WWII. If you have not used this book, be sure to screen it for graphic depictions of violence and its appropriateness with your students. See also notes about the potential links to John Dollar by Marianne Wiggins.

BP Themes: *Bullying, Team-Building, Feelings, Communication, Peer Relationships, Gender Issues*

Middlesex

Jeffrey Eugenides

Picador: 2007

Set in Suburban Detroit, this novel follows the transformation of a rare genetic hermaphrodite (Cal Stephanides) from a girl (Callie) to a young man (Cal). The author balances Cal/Callie's shifting voices convincingly. As a vehicle to help Callie/Cal understand this rare condition, the author follows 80 years of the immigrant family's history of from Greece to the US. This controversial novel written by the author of *The Virgin Suicides* is also a challenging read, and should be screened carefully for its appropriateness with your students. That said, all students, including those struggling with their own sexuality and sexual identity, will likely find an appeal in transcending the stereotypes of gender, talking about the pressures of social norms about what it means to act like a girl or boy, the concerns about body image, and challenges of peer bullying about being "different."

BP Themes: *Bullying, Accepting Differences, Biases and Stereotypes, Gender Issues*

Of Mice and Men

John Steinbeck

Penguin: 2002

This tragic novella, first published in 1937 and also adapted into a three-act play, tells the story of two migrant workers during the Great Depression: retarded Lennie Small and George Milton, the friend who loves and tries to protect him. George is a father figure who calms Lennie in an effort to help him control his impulses and rein in his tremendous physical strength. When Lennie accidentally kills their employer's flirtatious daughter-in-law, George shoots his friend rather than let him to be captured by a vengeful lynch mob. Discussions can focus on understanding and accepting differences, prejudice, friendship, supporting vulnerable peers, the line between right and wrong (including whether violence is ever justified), making choices, courage, and the effects of poverty and lack of education. Translations, study guides, and a Hollywood movie version of this title are also available.

BP Themes: *Bullying, Feelings, Communication, Peer Relationships, Accepting Differences, Biases and Stereotypes*

One Flew Over the Cuckoo's Nest

Ken Kesey

Penguin (Non-Classics): 1999

This icon of 1960's anarchy provides social commentary on the era and an indictment of our mental health system, and explores the often fuzzy boundaries between sanity and insanity. Characters from this book have become enduring symbols of triumphant courage (Chief) and despotic manipulation (Nurse Ratched). The tyrannical reign of Nurse Ratched over the doctors and all the inhabitants of a mental ward is challenged by McMurphy, a brawling war veteran with a history of insubordination. McMurphy's determination to oppose her authority results in anarchy on the ward, and a harsh tragic retaliation. McMurphy inspires Chief (who everyone assumes is deaf, mute and simple-minded) to recover his own identity and rebuild his self-esteem. Aside from examining the historical subtexts for this book, students can relate to issues of social alienation, manipulation, patent injustice, and the need for friendship and acceptance.

BP Themes: *Bullying, Team-Building, Feelings, Communication, Peer Relationships, Accepting Differences, Biases and Stereotypes*

Opposite of Fate, The: A Book of Musings

Amy Tan

Penguin (Non-Classics): 2004

This collection of personal essays spans the author's literary career. It tackles her childhood remembrances (including a prize-winning essay written when she was eight and memories of prejudice and exclusion by peers), touring in a middle-aged, leather-clad rock band, her worries about her books being the subject of a "Cliff's Notes" abridgement, her struggles with the debilitating effects of Lyme disease, and her feelings in the aftermath of 9/11. Also available in audio version, this selection can be used to explore this literary genre, as well as to consider the messages of the individual essays. As a follow-up, students might be encouraged to use their journals to write their own essays.

BP Themes: *Bullying, Feelings, Communication*

Romeo and Juliet

William Shakespeare

Simon & Schuster: 2004

This classic tragedy about the ill-fated romance between Romeo (Montague) and Juliet (Capulet) highlights the feuding, brawling, and violence of their two prominent families in medieval Verona. Even efforts of their servants to appease the violence fail, and the disgusted neighbors call upon the Prince to stop the bloodshed. Through a series of Shakespearian plot twists and mishaps, the pair is united in death—finally drawing their families together in common grief. Though Shakespearian dialogue is often challenging to students, the issues presented by the Bard are right up their angst-ridden, misunderstood and alienated teenaged alley. This play provides a springboard for talking about a host of issues, including loyalty and friendship, gender roles, the influence of family values on attitudes, violence, and courage to follow your own path. There are several good film adaptations of this title, true to the dialogue of the play, including a 1996 Baz Luhrmann production that places this conflict in a futuristic Verona Beach setting.

BP Themes: *Bullying, Feelings, Communication, Peer Relationships, Biases and Stereotypes, Gender Issues*

Secret Life of Bees, The

Sue Monk Kidd

Penguin (Non-Classics): 2008

This coming-of-age story is set in 1960's North Carolina against racial unrest at the height of the Civil Rights Movement. Fourteen-year-old Lily Owen is miserable: neglected and isolated on her father's peach farm, she longs for her dead mother who, as family lore has it, she accidentally killed. Lily's only keepsake of her mother is a picture of a Black Madonna with the words "Tiburon, South Carolina" written on it. So, when her beloved nanny insults a group of angry white men on her way to register to vote, the pair flees to Tiburon, allegedly to find clues about Lily's mother. As luck would have it, Tiburon is headquarters of Black Madonna Honey, produced by three middle-aged black sisters. They graciously take in the fugitives, and put Lily to work in the honey house. In the process of trying to coax the moody teen out of her shell, they teach her to "mother herself." There are many options for connecting events in the book to the study of the Civil Rights Movement and registration of black voters, as well as to talk about common emotional themes in the lives of teens: feelings of isolation, alienation from parents, and the inherent need to be loved for oneself.

BP Themes: *Feelings, Communication, Biases and Stereotypes*

Secret's Out, The

Jason Ellis

iUniverse, Inc.: 2004

The author of this collection of easy-to-read fictional short stories about bullying was in his twenties at the time this was published. He has clearly drawn from personal experience and those of friends, and the voices of these four stories (each focused on one character) and their content will ring true to high school students. Topics include gender put-downs, physical assault and hazing, exclusion, relational bullying, and cyber bullying. It is written in diary form in colloquial British English, so some of the terms and put-downs (which do include a few mild but common examples of high-school profanities) may need “translating.” Bullied teens should find the four “Do’s” and “Don’ts” provided in the preface helpful—and they mesh with good bullying prevention practices. The only flaw is that the role of bystanders is not directly addressed, but this book is told in the first-person voices of four bullied students. Students may be interested to know that, as students, Mr. Ellis and his two collaborators set up an anti-bullying campaign in their own school to tackle these issues—this book is part of that effort. It might be an interesting community service extension activity to encourage students to set up their own campaign.

BP Themes: *Bullying, Feelings, Peer Relationships, Accepting Differences, Gender Issues, Serving the Community*

To Kill a Mockingbird

Harper Lee

Grand Central Publishing: 1988

Harper Lee’s first and only novel chronicles three years in the life of eight-year-old Scout Finch; her brother, Jem; their father, Atticus, and other memorable characters in the Depression-Era small town of Maycomb, Alabama. Told through Scout’s voice, the story juxtaposes the childhood pranks and adventures of Scout, Jem and their summering friend, Dill, with the selflessly-supportive Calpurnia (mother-figure and African American housekeeper), and the horrifying arrest and trial of a young black man, Tom Robinson, who is wrongly accused of raping a white woman and brilliantly defended by Atticus. While this book is generally used to talk about race and class issues, it provides a rich context for addressing power and privilege, justice, and a multitude of “-isms” (including gender stereotypes, bias about age, addiction, learning disabilities and mental health issues), standing up for your beliefs, and responsibility to others. Bullying prevention themes also include friendship, loyalty, taunting, bullying, and exclusion. Teacher guides are available. The original film of this title (starring Gregory Peck as Atticus) would make an interesting follow-up activity.

BP Themes: *Bullying, Team-Building, Feelings, Communication, Peer Relationships, Accepting Differences, Biases and Stereotypes, Gender Issues, Serving the Community*

Water for Elephants

Sarah Gruen

Algonquin Books: 2007

Confined to a nursing home, the aging Jacob Jankowski is in failing health. The arrival of a circus in town triggers his recollection of his youth when he left behind dreams of becoming a veterinarian to join the circus, a week after learning his parents' tragic deaths had left him alone and penniless. Even in Depression-era America, the Benzini Brothers Circus is about as pitiful as a circus can be. Conditions are filthy and the animals are abused, sick and malnourished. The owner is a corrupt and sadistic bully, the trainer is a certified paranoid schizophrenic prone to brutal outburst (often directed at Jacob), and the other performers are treated like animals and mysteriously "disappear" in the middle of the night. Jacob becomes not only the caretaker and veterinarian for the animals but also the moral compass for the rag-tag group. When he falls in love with Marlena, one of the show's star performers and the battered wife of the circus boss, events lead to a predictable (but satisfying) ending. The author's meticulous research about circus lore and use of old photographs will appeal to some students, and provide an interesting perspective for looking at the Great Depression. The text provides many opportunities to discuss bullying and explore the links it has to violence, abuse, and cruelty to animals.

BP Themes: *Bullying, Feelings, Communication, Peer Relationships, Accepting Differences, Gender Issues*

Wicked: The Life and Times of the Wicked Witch of the West

Gregory McGuire

Harper: 2007

This postmodern dystopian tale re-creates a Kingdom of Oz co-habited by humans, talking animals, dwarves to pose a clever back-story for the maligned Wicked Witch of the West (here named Elphaba). Though rejected by her own family and peers, the misunderstood Elphaba grows up to become a do-good activist who fights for animal rights, among other things. Her serious and altruistic nature is contrasted against her superficial roommate Glinda, (who literally only has one leg to stand on, yet enjoys popularity). When Elphaba learns that the Wizard's corruption is leading the land to certain economic ruin, she makes it her mission to stop him and restore harmony to Oz. Though a series of mishaps and intrigue doom the empathetic Elphaba, this novel makes an entertaining selection (or read-aloud) for older readers who appreciate satire. Be sure to screen for appropriateness with your students, as it contains some profanity and sexual explicitness. Use curriculum connections to explore themes like idealism, cynicism, and the social issues presented in the story (e.g., animal rights, social change, and unequal representation) as well as to discuss frank examples of bullying and discrimination.

BP Themes: *Bullying, Communication, Peer Relationships, Accepting Differences, Serving the Community*

Other Resources

Teacher Resources

99 Activities and Greetings: Great for Morning Meeting... and Other Meetings, Too!

Melissa Correa-Connelly

Northeast Foundation for Children: 2004

Easy-to-understand games and greetings presented here can be used to enhance OBPP class meetings. Suggestions include grade level and links to academic curricula. When making selections for use with OBPP class meetings, be sure the choices support bullying prevention themes.

Curriculum Support Resource

Activities That Teach

Tom Jackson

Red Rock Publishing: 1993

For grades K-12 (incl. Special Ed.) Fun, easy activities can be used to kick off an open-ended class discussion, promote community building among students, or build interest in content areas. Each consists of topic area, concept, method, required time and materials, an activity, and discussion ideas. This resource can help teachers enrich and enhance OBPP class meetings with students; select topics appropriate to bullying prevention themes.

Curriculum Support Resource: Grades K-12

Bully, the Bullied, and the Bystander: From Preschool to High School—How Parents and Teachers Can Help Break the Cycle of Violence, The

Barbara Coloroso

Collins Living: 2004

This is a popular book marketed to parents and teachers. While it does provide useful information that can broaden basic understanding about bullying, it also subtly reinforces some misconceptions. In addition, it uses “labels” that the OBPP avoids. One main concern is that it oversimplifies ways of stopping bullying, and (if adults skip over chapters) may mislead readers into thinking that bullied students are responsible for stopping bullying. It does have value in that it frames bullying as a learned behavior, and regardless of the role a child plays, the behavior can be unlearned and “scripts can be rewritten.” Using the Olweus Bullying Circle as a guide, the author offers suggestions for encouraging positive behavior for each role. She also recognizes related behaviors, such as cliques, hazing, taunting and sexual bullying, though it is not clear enough that these behaviors often cross the line to illegal behavior. Another important caveat: the author’s emphasis on aikido-related self-defense skills (which may have benefit in building student’s self-esteem) overestimates students ability to decide if a situation warrants using those skills to respond to bullying (not a recommended best practice!).

Parent/Teacher Reference: Grades K-8

Bullying at School: What We Know and What We Can Do

Dan Olweus

Wiley-Blackwell: 1993

Written by the founder of the OBPP, this book is the definitive book on bully/victim problems in school and on effective ways of counteracting and preventing such problems through a whole-school intervention. This book presents essential research findings in a readable format. Of note is that since this book was written, the OBPP approach has added a fourth program component, to include the broader community.

Parent/Teacher Reference: Grades K-12

Bullying Prevention and Intervention: Realistic Strategies for School

Susan Swearer, Dorothy Espelage, and Scott A. Napolitano

The Guilford Press: 2009

The authors and contributors, all experts in the field of bullying prevention, provide readable research-based information to help educators understand bullying and best practices for stopping it. Rather than promoting particular programs, the book presents the issues and processes that need to be considered to make the best use of evidence-based best practices. Case examples at the end of each chapter provide a real-world context for theories described. Special topics include involving parents and staff, cyber bullying, legal issues, and evaluating intervention effectiveness.

Teacher Reference: Grades K-12

Children and Bullying: How Parents and Educators Can Reduce Bullying at School

Ken Rigby

Blackwell: 2008

While the author's viewpoint differs somewhat from those of Olweus, many of the principles are similar and this resource may provide additional background information and insights for staff and parents. Be sure to note where their ideas are different so as not to cause confusion or conflicting messages.

Parent/Teacher Reference: Grades K-12

Classroom of Choice: Giving Students What They Need and Getting What You Want, The

Jonathan C. Erwin

Association for Supervision & Curriculum Development: 2004

This book proposes ways teachers can create learning environments that support cooperation and positive relationships while motivating students and addressing their individual needs and differences. Based in William Glasser's Choice Theory, the author proposes 200 teaching and classroom management strategies that can be applied across all grade levels. These techniques can be used to support OBPP goals by creating a secure, caring learning environment, helping students make positive choices and changes, and boosting self-worth, but not at the expense of peer relationships.

Teacher Reference: K-12

Empowering Bystanders in Bullying Prevention

Stan Davis

Research Press: 2007

This book and accompanying DVD focus on a key element in best practices of bullying prevention: engaging bystanders as part of the solution. Based on the work of Dan Olweus, the book offers insights into the motivations and behaviors of bystanders along with practical suggestions for supporting them, encouraging them to show responsibility for peers and take action—an approach that builds empathy and compassion. Bystanders are encouraged to report problems to adults, and the key role adults play in providing a comprehensive anti-bullying policy is stressed. The text presents specific techniques for teaching empathy and social problem-solving skills, limiting the rewards of bullying behavior, and building partnerships between students and staff to change attitudes toward bullying. The 50-minute DVD illustrates key points and can be used to reinforce school efforts to implement the OBPP.

Teacher Reference: Grades K-8

Hot Issues, Cool Choices: Facing Bullies, Peer Pressure, Popularity and Put-Downs

Sandra McLeod Humphrey

Prometheus Books: 2007

In spite of the off-putting cover art, this latest iteration of ethical dilemmas is best used by teachers to spark role playing or discussion in OBPP class meetings. Each dilemma has questions, extensions and “turnabout” questions to stimulate discussion or for extension writing activities. The book provides some bullying statistics and online resources (which should be carefully screened for “fit” with OBPP goals and principles). An afterword includes information about steps bystanders can take to help prevent bullying—be sure to reinforce that adults have the primary responsibility to stop bullying.

Curriculum Support Resource: Grades 4-8

If You Had to Choose, What Would You Do?

Sandra McLeod Humphrey

Prometheus Books: 1995, 1998, & 2003

These ethical dilemmas (each version still in print and offering slightly different scenarios) are a good resource for teachers for problem solving or role play with students. Each vignette provides a set of follow-up questions. For OBPP class meeting purposes, choose from those that address bullying prevention themes and that are appropriate to the experiences and developmental needs of your students.

Curriculum Support Resource: Grades 4-8

“Let’s Get Real” Curriculum Guide (and companion video/DVD)

Bob Kim with Judy Loden

Women’s Educational Media (now Groundspark): 2004

While this guide and accompanying video production are recommended by the author/producers for middle school and up, some of the content and the complexity of the situations and themes portrayed make it more appropriate for use with older students in grades 9-12—so screen both carefully and use your discretion before deciding to use it with younger students. Because it only uses youth voices, it is sometimes unclear whether the speakers (especially those who admit to bullying) feel remorse, or whether they are sharing their feelings before or after intervention has occurred. In any case, it is recommended that you read the caveats in the guide, and pair lessons with selected segments of the film, rather than showing it to students in a single viewing. The guide focuses on topics particularly relevant to secondary students and raises thought-provoking questions.

Curriculum Support Resource: Grades 7-12

More Activities that Teach

Tom Jackson

Red Rock Publishing: 1995

This book includes more activities to spice up learning activities and class meetings; these are especially appropriate with middle and high school students to help build self-esteem, promote honesty and test a student’s decision-making processes. This book provides ideas that can be used to enhance OBPP class meetings, as well as training for staff and parents.

Curriculum Support Resource: Grades K-12

Morning Meeting Book (Strategies for Teachers, 1), The

Roxanne Kreite

Northeast Foundation for Children: (Expanded ed.) 2002

This teacher reference is a useful resource for teachers unfamiliar or uncomfortable with implementing class meetings. While the book was not designed to support OBPP class meetings, the techniques and practical advice can easily be applied to them. This expanded version provides step-by-step implementation guidelines in K-8 classrooms. It provides ideas for 45 greetings and 66 group activities that can be used to promote class cohesiveness. Also included are chapters about implementing meetings in middle school classrooms and advice for using them with second language learners.

Curriculum Support Resource: Grades K-8

Peaceful School Bus Program: A Program for Grades K-12, The

Jim Dillon

Hazelden: 2008

While this is a self-described bullying prevention “program,” this resource has been included because it offers an approach to address a common “hotspot” for bullying. It also provides resource materials for teachers that are compatible with OBPP principles and goals and provides connections to building-level OBPP Bullying Prevention Coordinating Committees. This book, along with the accompanying DVD and CD-Rom, provides information and techniques to decrease inappropriate behavior on buses while creating a positive climate of respect and cooperation. Teachers, administrators, parents, and students take part in school bus route meetings that promote teamwork, develop mentoring relationships between older and younger students, and build rapport and respect with the drivers. While not a curriculum, it is categorized as such because it provides teacher-led activities for students.

Curriculum Support Resource: Grades K-6 (with adaptations to Grade 12)

Power of Our Words: Teacher Language that Helps Children Learn (Paperback), The

Paula Denton

Northeast Foundation for Children, Inc.: 2007

This book uses anecdotes and concrete examples to demonstrate ways teachers can use constructive language (as conveyed by both word choices and tone), even in challenging situations, to provide positive encouragement for students. It also provides tips on ways to avoid language that discourages student engagement.

Teacher Reference

Schools Where Everyone Belongs: Practical Strategies for Reducing Bullying

Stan Davis with Julia Davis

Research Press: 2007

In this second edition, the author draws on theory, research, and decades of practical experience as a school counselor to recommend practical ways schools can create welcoming inclusive climates. He draws on research by Dan Olweus to inform his practices and includes topics such as: myths about bullying, acknowledging positive behavior, effective discipline, working with parents, relational aggression, empowering bystanders, and preventing disability harassment. Perhaps the strongest aspect of this book is an element often neglected by schools—the acknowledgement that to change behaviors, negative consequences have to be balanced by helping students take responsibility for their actions and reinforced by positive encouragement. Interventions to help aggressive youth internalize rules and develop conscience are also suggested. These techniques support the implementation of the OBPP.

Teacher Reference: Grades K-8

Setting Limits in the Classroom: How to Move Beyond the Classroom Dance of Discipline

Robert J. MacKenzie

Prima Publishing: 1996

This step-by-step guide is a resource for teachers who would like to improve their classroom management skills or to deal more effectively with challenging students. Topics include limit-setting, power struggles, tips for establishing problem-solving, and promoting cooperation and a peaceful class climate. Be sure to remember that bullying is a form of aggression, not a form of conflict to be mediated.

Teacher Reference

Stick Up for Yourself!: Every Kid's Guide to Personal Power and Positive Self-Esteem

Gershen Kaufman, Lev Raphael, and Pamela Espeland

Free Spirit Publishing; 2 Revised edition (October 1, 1999)

This revised and updated self-help guide for “tweens” is meant to be used directly by students, but younger students in particular will benefit from adults pre-selecting relevant sections and incorporating them into class meetings. Advice and anecdotes are realistic and are presented in a logical non-condescending way that will appeal to this age group. The section on bullying provides sound advice for students, though you may want to emphasize the role of adults in providing help and promoting peer social supports for bullied students.

Curriculum Support Resource: Grades 4-7

Stone Soup for the World: Life-Changing Stories of Ordinary Kindness and Courageous Acts of Service

Marianne Larned (Ed.)

Three Rivers Press; Updated 2002

This book provides accounts of “one hundred stories of ordinary people doing extraordinary things” including notable (e.g., Jimmy Carter, Steven Spielberg, Nelson Mandela) and unsung heroes devoted to improving the world and making positive contributions to society, usually with little if any public recognition. It offers realistic ideas for initiating volunteer efforts and community service campaigns and it lists organizations and Web resources at the end of each piece.

Curriculum Support Resource: Grades K-12

Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K-8

Ruth Charney

Northeast Foundation for Children: Revised ed. 2002

This practical guide to effective classroom management is designed to promote a positive school climate, one of the basic principles of the Olweus program. Each chapter offers practical suggestions for constructing and implementing a positive behavior management plan in classrooms.

Teacher Resource: Grades K-8

We Can't Teach What We Don't Know: White Teacher, Multiracial Schools

Gary Howard

Teachers College Press: 2006

Though somewhat controversial, this expanded second edition, offers an accessible “Multicultural Ed. 101” for white teachers unfamiliar or uncomfortable with the issues of working with diverse student populations. It provides more of a focus on “why” than “how” but is one of only a few resources to tackle the issue of white privilege and racism directly, and in a way that is accessible to a broad audience. It can be a useful tool for initiating discussions about race and social justice in education. While the issue of gender inequality and bias (which some would argue is an even bigger issue) is not addressed, some parallels might apply.

Teacher Reference

Weakfish: Bullying Through the Eyes of a Child

Michael Dorn

Safe Havens International, Inc.: 2006

Based on the authors own experiences with bullying and abuse as a child, this book examines bullying from a child's viewpoint and a school safety perspective. The title, a metaphor for the bully/victim dynamic, emphasizes the need for adults to recognize and act on this form of aggression, and graphically depicts the tragic consequences of failing to do so. This edition contains a "school climate survey" and a handful of bullying prevention references.

Parent/Teacher Reference

Yardsticks: Children in the Classroom Ages 4-14

Chip Wood

Northeast Foundation for Children: 2007

This accessible reference provides quick, clear snapshots of children's development (including a reality check regarding expectations that might be unrealistic) from pre-K through middle school. A narrative description of developmental traits, with charts summarizing physical, social, language, and cognitive growth patterns, are provided for each age level. Suggestions are provided for academic areas, student literature, and teacher resources. This new edition includes an overview of issues in bilingual education for Hispanic children that teachers may find helpful. This book focuses on school issues and may be especially useful in training volunteers and paraprofessional staff or for parents wondering if their child is on target.

Parent/Teacher Reference: Grades PreK-8

www.bullypolice.org

This watch-dog organization advocating for bullied children reports on state anti-bullying legislation. You may not agree with their ratings of state laws (they give a grade to each), but you will find easy access to the original text of each law through this site.

Teacher Reference

www.eric.ed.gov

Educational Resources Information Center collection includes one of the largest educational resources data bases. It includes bibliographic records of education literature, plus a growing collection of full text, journal index (1966-present) and featured publications (with search by topic).

Teacher Reference

www.olweus.org

This official Web site offers basic information about bullying for the general public, information about Olweus Bullying Prevention Program, links to purchase program materials, and training information. Separate information portals for school administration, school staff, and parents provide articles, bullying prevention funding sources, general information about state laws, and recent media articles about bullying.

Parent/Teacher Reference

www.stopbullyingnow.hrsa.gov

The federally-funded National Bullying Prevention Campaign "Stop Bullying Now!" includes resources for "tweens" and adults. Highlights include webisodes, games, tips for students, classroom materials for teachers, fact sheets (in English and Spanish) for parents, educators, and other professionals, public service announcements and a list of (unscreened) resources.

Curriculum Support Resource: Grades 4-8, Parent/Teacher Teacher Reference

Resources About Special Issues in Bullying

Adult Bullying

Breaking the Silence: Overcoming the Problem of Principal Mistreatment of Teachers

Joseph Blase and Rebajo Blase

Corwin Press, Inc.: 2002

Abusive principal behavior can damage morale, school effectiveness, student learning and quality of life. This book explores this type of mistreatment, which is often a taboo subject. This book offers practical solutions, real-life examples, indicators of mistreatment and includes six survival skills.

Parent/Teacher Reference

Bully at Work: What You Can Do to Stop the Hurt and Reclaim Your Dignity on the Job, The

Gary Namie and Ruth Namie

Sourcebooks Inc.: 2009

Researchers and experts on workplace bullying, this husband-wife team bases their work on concepts based on principles similar to Olweus. This books helps victims and onlookers understand what is happening and how to cope best with the situation. They also have a Web site: www.workplacebullying.org

Parent/Teacher Reference

Bullying and Emotional Abuse in the Workplace

S. Einarsen, H. Hoel, D. Zapf and C. Cooper (eds.)

Taylor & Francis: 2003

This book explores international perspectives in research and practice on bullying, emotional abuse and harassment at work, as distinct from harassment based on sex or race and primarily of a non-physical nature.

Parent/Teacher Reference

How Full Is Your Bucket? Educator's Edition: Positive Strategies for Work and Life

Tom Rath & Donald Clifton

Gallup Press (Educator's edition): 2007

Explore how using positive psychology in everyday interactions can dramatically change lives. The book comes with a unique access code to www.bucketbook.com, which offers a positive impact assessment and drop-shaped note cards that can be used to give praise and recognition to others.

Parent/Teacher Reference

Cyber-Bullying

Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying

Sameer Hinduja and Justin W. Patchin

Corwin Press: 2008

Focuses on how technology can facilitate or magnify bullying behavior and provides proactive strategies, current research, and legal rulings to protect students from cyber bullying. These professors of criminal justice approach this social and educational problem involving youth by focusing on the role of principals, educators, and parents as “first responders.” This resource provides a hands-on text for classrooms, parents and law enforcement professionals. Personal accounts from students are included.

Teacher Reference

Cyber Bullying A Prevention Curriculum for Grades 3-5

Susan P. Limber, Robin M. Kowalski, and Patricia W. Agatson

Hazelden: 2009

This prevention curriculum with CD-ROM provides a series of lessons geared to help younger students communicate respectfully and safely using cyber technology. It can be used to inform class meetings on this topic and includes at-home activities to help increase parents’ awareness of cyber bullying and a short staff development outline.

Curriculum Support Resource: Grades 3-5

Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Aggression, Threats, and Distress

Nancy E. Willard

Research Press: 2007

This text provides an overview of the challenging issues of Internet use and other digital technologies. It highlights technologies commonly used by teens to cyber bully (e.g., e-mail, chat, and text messaging; peer-to-peer networking and gaming) and ways they are used to send offensive messages, spread rumors online, disclose personal information, break into e-mail accounts and more. The book includes detailed guidelines for managing in-school use of the Internet and personal devices, including cell phones.; contains a Parent’s Guide to Cyberbullying and Cyberthreats, concise fact sheets, a situation review process and school action plan for working with parents and students. This reference combines understanding of technology, education, and the law.

Parent/Teacher Reference

Cyber Bullying: Bullying in the Digital Age

Robin M. Kowalski, Susan P. Limber, and Patricia W. Agatson

Wiley-Blackwell: 2007

This essential reference on cyber bullying is based on research, including interviews with middle and high school students during the spring and fall of 2006. The text includes statistics from leading academic researchers covering cyber bullying and real-life bullying around the world. It provides insights about the issues and offers helpful suggestions for parents and educators to monitor and track students’ use of technology.

Parent/Teacher Reference

Cyber Bullying Curriculum for Grades 6-12

Susan P. Limber, Robin M. Kowalski, and Patricia W. Agatson

Hazelden: 2009

This highly engaging, eight-session curriculum helps students understand what cyber bullying is, its consequences, and what students should do if they are cyber bullied. The program includes a facilitator's guide and a CD-ROM of reproducible handouts, posters, parent materials (in English and Spanish) and information on how to address cyber bullying in a comprehensive schoolwide prevention effort. A short training on cyber bullying for program facilitators is also included.

Curriculum Support Resource: Grades 9-12

Cyber-Safe Kids, Cyber-Savvy Teens: Helping Young People Learn to Use the Internet Safely and Responsibly

Nancy E. Willard

Jossey-Bass: 2007

Concerned with the critical issue of children's Internet safety and what to do about it, this book provides helpful advice for educators and parents, law enforcement, and policy-makers.

Parent/Teacher Reference

Eating Disorders and Obesity

Full of Ourselves: A Wellness Program to Advance Girl Power, Health, And Leadership

Catherine Steiner-Adair and Lisa Sjostrom

Teacher College Press: 2005

This health-and-wellness education program for girls in grades 3-8 was designed at the Harvard Medical School to foster improved body image and self-esteem, healthier eating and exercise habits, leadership and media literacy skills, and a variety of skills to resist unhealthy peer and cultural pressures.

Curriculum Support Resource

Real Kids Come in All Sizes

Kathy Kater

Broadway: 2004

This book "challenges toxic myths" to help children (PreK-Grade 12) and adults to develop a positive body image by challenging cultural myths that promote unhealthy body images and eating. There is a companion curriculum, "Healthy Body Image: Teaching Kids to Eat and Love Their Bodies Too", and a Web site called "Model for Healthy Body Image," which is designed by the author.

(www.bodyimagehealth.org)

Parent/Teacher Reference

www.bodypositive.com

The Body Positive educational program encourages positive self-image and teaches young people to adopt the Health at Every Size philosophy, allowing them to enjoy healthy eating and physical activity in their natural bodies. The program offers training, consultations, workshops, and speaker presentations.

Parent/Teacher Reference

www.naafa.org

NAAFA (National Association to Advance Fat Acceptance) Kids Project provides speakers and curriculum materials on the issue of body image. The project promotes healthy eating and exercise, combats weight-related teasing, and boosts self-esteem for children of all sizes. The Kids Project also

invites teachers who want to address these important—and often overlooked—topics in their classrooms to use their resources.

Parent/Teacher Reference and Curriculum Support Resource

www.nationaleatingdisorders.org

This group sponsors an annual national Eating Disorders Awareness Week (late February), information and referral helpline, and support groups for specific audiences (e.g. women and girls, men and boys, family and friends, educators and coaches). It also features a section for treatment professionals.

Parent/Teacher Reference and Curriculum Support Resource

www.yaleruddcenter.org

Yale's Rudd Center (and the Web site) conduct research (including links between bullying and obesity) and provides many resources for parents and teachers about how to address weight bias in and out of the classroom.

Parent/Teacher Reference and Curriculum Support Resource

Gender Issues

Gender Violence/Gender Justice: An Interdisciplinary Teaching Guide for Teachers (Grades 7-12)

Dominic Cappello and Nan Stein

Wellesley Centers for Women: 1999

This teaching guide explores the role of gender, power inequities and violence in relationships, as well as friendship, interventions, justice, and courage. Classroom discussions can be extended into academic curricula.

Curriculum Support Resource: Grades 7-12

Handbook of Studies of Men and Masculinities

Michael Kimmel, Jeff Hearn, and Robert W. Connell (Eds.)

Sage Publications, Inc: 2004

Drawing on international and interdisciplinary research, this book provides a broad view of what it means to be male in our society and provides a framework for understanding gender identities. The Handbook is organized in a way that moves from the larger, global expression of "masculinities," to more personal expressions.

Parent/Teacher Reference

How Schools Shortchange Girls: The AAUW Report: A Study of Major Findings on Girls and Education

American Association of University Women

Marlowe & Company (TRADE Paperback ed.): 1995

This landmark study presents major findings on girls and education, documenting exactly how and why schools shortchange girls in the educational process, how girls and boys learn, what the differences are in their classroom experiences.

Parent/Teacher Reference

Quit It!: A Teacher's Guide to Teasing and Bullying for Use with Students in Grades K-3

Merle Froschl, Barbara Sprung, Nancy Mullin-Rindler with Nan Stein and Nancy Gropper

Wellesley Centers for Women: 1998

This approved OBPP supplemental material contains 10 graded lessons focused on three sequential themes (creating rules, talking about teasing and bullying, and exploring courage). Class discussions, role plays, creative writing activities, physical games and exercise and connections to children's literature give children a vocabulary and a framework that helps them understand the distinction between teasing and bullying. The role gender plays in bullying is central to this guide, which includes age-appropriate questions to help students understand and discuss this topic. A CD-ROM with story vignettes is also available to supplement vignettes in the guide (Education Equity Concepts, NY).

Curriculum Support Resource: Grades K-3

Raising Children in a Socially Toxic Environment

James Garbarino

Jossey-Bass: 1999

The author's social critique of ways that cultural norms adversely affect children's development is both illuminating and controversial. In this earlier work, he explores the impact and incidence of school violence, drugs, AIDS, poverty, uncaring communities, and family issues that children face daily and proposes ways that adults can combat these toxic challenges to development.

Parent/Teacher Reference

Real Boys: Rescuing Our Sons from the Myths of Boyhood

William Pollack and Mary Pipher

Owl Books: 1999

In a primer designed for parents, this book examines what the authors dub "Boy Code"—cultural expectations to act in a certain way that reinforce negative behaviors, such as those associated with bullying. The book provides suggestions to help counteract these harmful stereotypes. The authors also counteract the long-held assumptions that homosexuality is an abnormal psychiatric disorder (or lifestyle choice).

Parent/Teacher Reference

Reviving Ophelia: Saving the Lives of Adolescent Girls

Mary Pipher and Ruth Ross

Riverhead Trade: 2005

Backed by anecdotal evidence and research findings, the author argues that today's teenaged girls are coming of age in "a girl-poisoning culture." She points to the fact that, despite the advances of feminism, girls continue to be victims of abuse, self-mutilation, eating disorders, anorexia, consumerism and media pressure to conform to others' ideals. Though written about girls, an argument could also be made that boys who do not conform to the traditional image of masculinity also suffer from some of these same pressures.

Parent/Teacher Reference

Intolerance

www.adl.org

The Anti-Defamation League's "No Place for Hate" curriculum materials and A World Of Difference® Institute focus on the harm that intolerance of diversity, prejudice, and stereotypes cause. There are many free downloadable resources for teachers, fact sheets, and books published by the organization (suitable for teachers and parents).

Parent/Teacher Reference and Curriculum Support Resource: Grades PreK-12

www.teachingtolerance.org

Teaching Tolerance (a project of the Southern Poverty Law Center) magazine is highly respected in the field of anti-bias education. The organization also offers online education and resources for parents, teachers, teens, and children aimed at stopping hate and promoting diversity (including the well-known Mix It Up Day® Campaign for secondary students). Ten free kits and handbooks are available to schools, along with ideas for classroom activities. Specific topics vary and range from preK to 12th grade.

Parent/Teacher Reference and Curriculum Support Resource: Grades PreK-12

www.UnderstandingPrejudice.org

This Web site is designed for students, teachers, and others and focuses on understanding the causes and consequences of prejudice. On-line resources include tools for understanding prejudice, slide tours, surveys, sample curricula, and classroom activities. There is also a searchable database with information about researchers in the field and links to social justice organizations.

Parent/Teacher Reference and Curriculum Support Resource: Grades 5-12

School Violence

www.ncpc.org

The National Crime Prevention Council Web site is geared for parents and teachers and lists useful resources, articles and materials.

Parent/Teacher Reference and Curriculum Support Resource: Grades 8-12

www.safeyouth.org

The national youth violence prevention resource center includes pdf factsheets for teens about bullying and school violence

Student/Parent/Teacher Reference and Curriculum Support Resource: Grades 8-12

Sexual Harassment and GLBTQ Issues

Bullying and Harassment: A Legal Guide for Educators

Kathleen Conn

ASCD: 2004

This book reviews trends in legal responses to cases of bullying and harassment in schools and provides information to help educators identify liability issues, differentiate between bullying and sexual harassment, and to respond proactively while respecting individual students' civil rights.

Parent/Teacher Reference

Changing Bodies, Changing Lives: A Book for Teens on Sex and Relationships

Ruth Bell

Times Book: 2005

This encyclopedic book containing information about sexual health, as well as chapters on violence, eating disorders and other issues teens experience.

Student/Parent/Teacher Reference and Curriculum Support Resource

Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School

American Association of University Women

AAUW: 2001

This follow-up study of 2,064 public school students in Grades 8-11 found that four out of five boys and girls report that they have experienced some type of sexual harassment in school, despite a greater awareness of school policies dealing with the issue. It provides recommendations for change.

Parent/Teacher Reference

Laramie Project, The

Moisés Kaufman

Tectonic Theater Project: 2000

This play, written about the reaction to the 1998 hate crime murder of Matthew Shepard (a gay University of Wyoming student) in Laramie, Wyoming has been produced by high schools nationally as a way of promoting tolerance for GLBTQ youth and raising the issue of human rights. Scripts are available on-line.

Curriculum Support Resource: Grades 9-12

Lesbian, Gay, Bisexual and Transgendered Rights: A Human Rights Perspective

David Donahue

Human Rights Resource Centre: 2000

Using the Universal Declaration on Human Rights as a standard, this curriculum guide sets GLBTQ struggles for rights in a human rights perspective, helping promote better understanding about GLBTQ people.

Curriculum Support Resource: Grades 8-12

My Gender Workbook: How to Become a Real Man, a Real Woman, the Real You, or Something Else Entirely

Kate Bornstein

Routledge: 1997

This book features a collection of exercises, quizzes, puzzles and essay questions that break down ingrained ideas about how men and women should act, leading people to imagine who they might be without a fixed gender identity or restrictive gender roles.

Teacher Reference and Curriculum Support Resource: Grades 9-12

Safe Dates: An Adolescent Dating Abuse Prevention Curriculum

Vangie Foshee and Stacey Langwick

Hazelden: 2004

This nine-session research-based curriculum is a SAMHSA Model Program that helps middle and high school students distinguish between healthy, caring, and supportive relationships, and controlling, manipulative, and abusive dating relationships.

Curriculum Support Resource: Grades 7-12

Take Charge

Karen Unger

Girl Scouts of the USA: 2002

Part of the Studio 2B Series, this 25-page pamphlet covers topics ranging from dating violence, family and sexual harassment, incest and sexual abuse, and rape. It includes practical and positive tips for getting help and helping friends, victim accounts, resources, and contact information. Information is clearly geared for girls but some sections are useful for boys. Notably lacking are sexual exploitation and GLBTQ issues.

Student/Parent/Teacher Reference

www.glsen.org

The Gay, Lesbian, Straight Education Network (GLSEN) Web site features information and resources for GLBTQ students and their straight allies, aimed at making school communities safe and accepting of all students.

Parent/Teacher Reference

www.nyacyouth.org

The National Youth Advocacy Coalition Web site offers information and resources for young GLBTQ activists.

Parent/Teacher Reference

www.pflag.org

The Parents, Families and Friends of Lesbians and Gays (PFLAG) Web site offers information and resources for the families and friends of GLBTQ people.

Parent/Teacher Reference

www.safeschoolscoalition.org

This respected educational Web site for students, parents and educators provides on-line articles, resources, videos, and links related to sexual harassment and bullying at school, including harassment based on sexual identity, anti-gay bias, and GLBTQ. The site includes some materials in Spanish.

Student/Parent/Teacher Reference

Special Learning Needs

101 Ways to Teach Children Social Skills: A Ready-to-Use Reproducible Activity Book

Lawrence E. Shapiro

Bureau for At Risk Youth/Sunburst Visual Media: 2004

While not specifically geared to students with special needs, this guide and accompanying CD (with PDF versions of reproducibles) cover basic communication skills required for social success—skills often lacking in students with autism spectrum disorders, ADHD, and others with communication and impulse disorders often lack. It could readily be used in class meetings or in therapeutic settings with students who have difficulty reading social cues or with impulse control (behaviors that impair peer relationships). Topics include empathy, recognizing body language, making social overtures, borrowing, helping, responding to criticism, and more. Use the lesson on using I-messages with care, or omit them altogether.

Curriculum Support Resource

Autism and Me: Sibling Stories

Ouise Shapiro

Albert Whitman & Company: 2009

Intended for students, these first-person essays by siblings of children along the autism spectrum are accompanied by photographs. This book is listed here as a resource (rather than with student literature) because it needs adult-guided discussion to be used effectively.

Parent/Teacher Reference and Curriculum Support Resource: Grades 3-8

Disability Research and Policy: Current Perspectives

Richard Morris

Lawrence Erlbaum Associates: 2005

Research from the University of Arizona's Meyerson Disability Research Project (MDRP) is presented along with policy recommendations. This reference includes relatively new areas of research and scholarship with adults and children, such as the use of technology (e.g., videoconferencing and computer technology) in service delivery.

Parent/Teacher Reference

Invisible Victims: Crime and Abuse Against People with Learning Disabilities

Christopher Williams

Jessica Kingsley Publishers: 1995

This book outlines the range and nature of crimes against people with learning disabilities, and the way the law does (or should) relate to these crimes. It discusses the sources of victimization and deals with prevention specifically from the perspective of learning difficulties.

Parent/Teacher Reference

Parenting Children with Learning Disabilities

Jane Utley Adelizzi and Diane B. Goss

Bergin & Garvey Trade: 2001

The authors offer straightforward advice to parents whose children have disabilities about a host of issues, including dealing with bullying and exclusion.

Parent Reference

Perfect Targets: Asperger Syndrome and Bullying—Practical Solutions for Surviving the Social World

Rebekah Heinrichs

Autism Asperger Publishing Co. (illustrated ed.): 2003

This book provides insights into the different types of bullying experienced by children along the autism spectrum and recommends actions adults can take. Suggested strategies and solutions are mostly in line with best practices. The role of adults in preventing and protecting students (and promoting acceptance of differences) is key, while also teaching children who are “on the spectrum” ways of adapting their own behavior.

Parent/Teacher Reference

Teaching About Disabilities Through Children’s Literature

Tina Taylor Dyches and Mary Anne Prater

Libraries Unlimited (annotated ed.): 2008

This book (geared to educators and other professionals) provides a comprehensive guide to selecting and using children’s books to teach about disabilities.

Parent/Teacher Reference and Curriculum Support Resource: Grades K-8

www.americanaspergersassociation.net

www.NationalAutismAssociation.org

www.aane.org

These three Web sites (American Asperger’s Association, National Autism Association and the Asperger’s Association of New England, respectively) all provide articles and links to resources about bullying and children with Asperger’s, autism, or autism spectrum disorders.

Parent/Teacher Reference

www.disabilitylawcenter.org

While this site does not provide specific information about bullying, it does provide information about the rights of individuals with disabilities and responsibilities of schools. There are also state-level law centers in most states.

Parent/Teacher Reference

www.ldonline.org

This leading Web site on learning disabilities and ADD provides links to articles for parents about bullying and articles for parents on special needs. It also includes other articles and information about students with learning difficulties who are also learning English.

Parent/Teacher Reference

www.njbullying.org

The New Jersey Coalition for Bullying Awareness and Prevention provides an online article about the legal ramifications of bullying for special needs students (based on New Jersey law).

Parent/Teacher Reference and Curriculum Support Resource

www.StopBullyingNow.hrsa.gov

The national bullying campaign provides PDF fact sheets for parents and others, including some on the topic of bullying and students with special needs, special language learners, and more. Characters in the webinars geared to “tweens” depict a diverse student population, including some with physical challenges.

Parent/Teacher Reference and Curriculum Support Resource: Grades 4-8

Note: Consult local and national support groups on specific disabilities, mental illness and bipolar disorders in children, and the special learning needs of English language learners (ELL) for more information.

Parent Resources

Bullying at School: What We Know and What We Can Do

Dan Olweus

Wiley-Blackwell: 1993

Written by the founder of the OBPP, this book is the definitive book on bully/victim problems in school and on effective ways of counteracting and preventing such problems through a whole-school intervention. This book presents essential research findings in a readable format. Of note is that since this book was written, the OBPP approach has added a fourth program component, to include the broader community.

Parent/Teacher Reference: Grades K-12

Children and Bullying: How Parents and Educators Can Reduce Bullying at School

Ken Rigby

Blackwell: 2008

While the author’s viewpoints differ somewhat from those of Olweus, many of the principles are similar and this resource may provide additional background information and insights for staff and parents. Be sure to note where their ideas are different so as not to cause confusion or conflicting messages.

Parent/Teacher Reference: Grades K-12

www.stopbullyingnow.hrsa.gov

The national bullying campaign provides many PDF fact sheets for parents, including many in Spanish.

Parent/Teacher Reference

www.preventchildabuse.org

Prevent Child Abuse America produces, among other things, a helpful pamphlet for parents called *What Parents Should Know about Bullying* that includes tips for preventing bullying, helping a child who is being bullied, as well as what to say if your child bullies others. Advice given is based on best practices in bullying prevention.

www.pto.org

The National Association of Parent Teacher Associations provides many resources for parents, including links and articles on bullying.

Parent/Teacher Reference

*Note: Please consult previous sections on **Teacher Resources** and **Special Issues in Bullying** for many more additional books and Web site references appropriate for parents.*