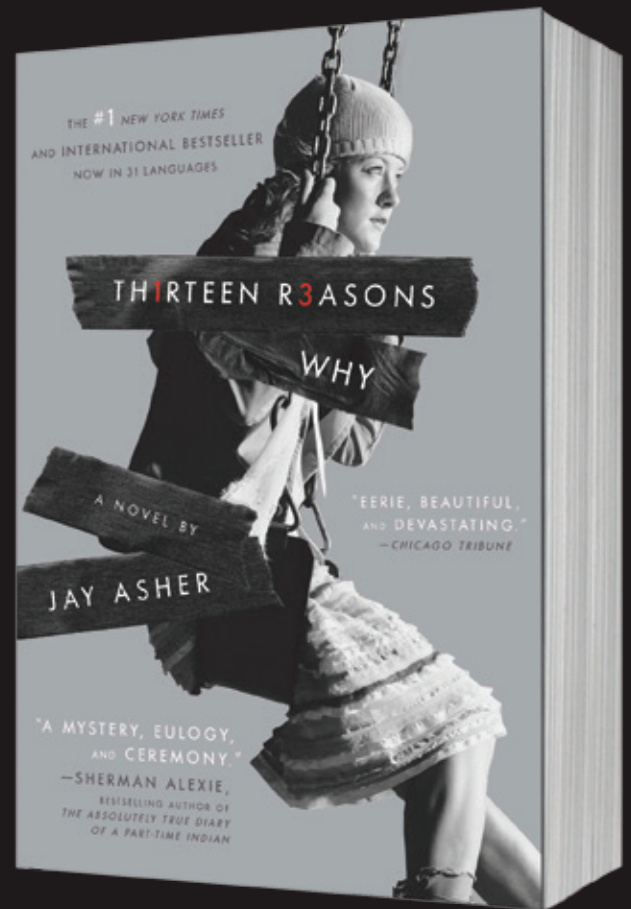


USING THE
POWER OF
CHILDREN'S
LITERATURE
TO TAKE A
STAND
AGAINST
BULLYING

A Guide for Teachers, Librarians, Educators, and Students



Correlates to Common Core Standards



THINK TWICE PLAY NICE

Using the Power of Children's Literature to Take a Stand Against Bullying

One in three children has been bullied. Recent studies have shown that 32% of students between the ages of 12 and 18 have reported being bullied; 64% of those bullied did not report it to teachers.

Think Twice, Play Nice is an anti-bullying resource for teachers, librarians, educators, and students. The books included in this guide feature thought-provoking plots and unforgettable characters that will facilitate classroom discussions about the roles we can all play to reduce bullying and its negative influence on building community.

bul•ly•ing – verb, transitive – the repeated and intentional targeting of a student who cannot defend himself or herself due to an imbalance of power between the bully and the victim, or target. Bullying may be verbal, physical, or a combination of both and can lead to feelings of social isolation.

Why is the fight against bullying so important?

More than ever, our personal and professional lives depend on our ability to interact and work with people from a diverse range of backgrounds, cultures, faiths, lifestyles, and personalities. Tolerance of others is not enough; acceptance of our differences is critical to success in the 21st century.

Consider the following:

- Words and actions are only a click away from permanent circulation on the Internet.
- Poor choices can lead to loss of access to future opportunities in school, athletics, extracurricular activities, college, and employment.
- Many kids do not bully and there is a growing sentiment that bullying is not something kids "just have to go through."



The Power of Positive Relationships

Sometimes a friend makes all the difference in the world when a child is targeted by a bully.

We often view bullying through two lenses, through students who are socially:

- Connected, where social skills, athleticism, popularity, and attractiveness often play a role, enabling bullying to happen "in plain sight"
- Marginalized, where social status eludes the bully, leading him or her to feel cruelty is the only way to maintain standing in school culture

Even though we traditionally associate bullying with pre-adolescence, the patterns begin as early as kindergarten. Recognizing that bullying is, at its roots, an imbalance in power between the aggressor and the victim, allows teachers and students to have meaningful conversations that address and eliminate bullying. Great stories facilitate these conversations by:

- Building empathy for all students by all students
- Connecting readers with courageous characters who inspire us to emulate their ideals
- Developing a greater understanding of the pain and persecution bullying victims feel
- Dispelling the myth that bullying is a rite of passage that cannot be avoided
- Demonstrating how students can make a difference through intervention and support

It is never too early to have meaningful conversations about how we treat each other in school communities.

Curriculum Connections and Common Core Standards

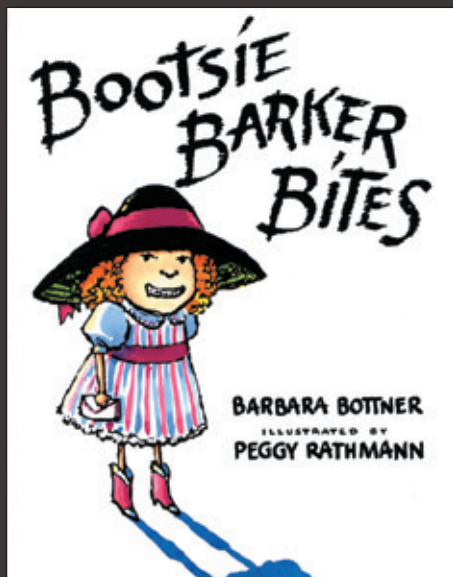
Each Curriculum Connection section is aligned with the Common Core State Standards. Specific core standards are included with each activity; the activity and discussion ideas that follow support that standard and its related strand. Standards are identified in this manner: 2.RL.4.

- The first number, 2, indicates the grade level.
- The letters RL indicate this is part of the Reading, Literature standards
- The second number, 4, indicates the standard, which is also included for your reference

Note that all standards within a strand are related and increase in complexity with each higher grade level. So an activity that is associated with a specific grade level can be readily adapted for other grade levels within that same strand.



Focusing on Bullies



Ages 4-8 • Grades PreK-3
978-0-698-11427-2 (PB) • \$5.99

Bootsie Barker Bites

by Barbara Bottner,
illustrated by Peggy Rathmann

Common Core
State Standard
1.RL.1

*I tell my mother I don't like playing with Bootsie Barker.
My mother tells me I have to learn to get along with all kinds of people.*

This classic plot and theme will resonate with young readers: when Bootsie comes over, no one seems to notice how she bullies the narrator of the story. Whenever the door closes to her room, Bootsie takes over, until our young heroine comes up with a plan that will help her stand up to Bootsie.

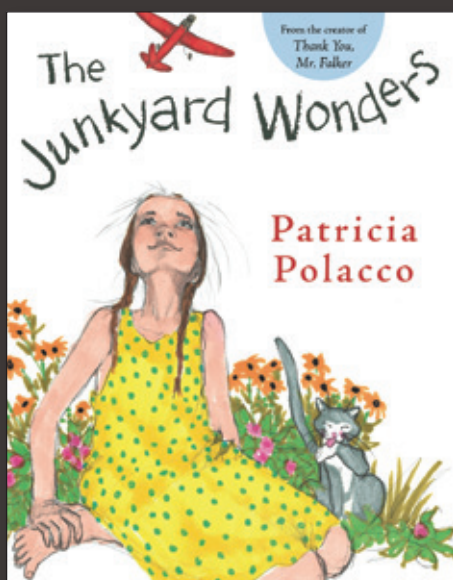
Common Core Connection:

Standard: Ask and answer questions about key details in a text.

After too many visits end up making our narrator miserable, she finds a way to assert herself in a way that is both positive and self-affirming. During and after reading this story aloud, encourage students to ask and answer questions related to how it feels when someone is not nice and you do not know how to get help. Consider the following prompts to help students get started:

- Why doesn't she want Bootsie to come visit?
- Why do you think it is hard for her to ask her mother for help?

After class and partner discussions, follow up by having students share the questions they developed on their own or with a friend. Encourage them to provide illustrations for their questions, that will help classmates and classroom visitors understand why the ideas in the story were important. Use their illustrated questions for a classroom display showing how questions help good readers while they read.



Ages 6-9 • Grades K-3
978-0-399-25078-1 (HC) • \$17.99

The Junkyard Wonders

by Patricia Polacco

Common Core
State Standard
3.RL.3

*"Mrs. Peterson, we're all junkyard kids, even though
you try to make us feel better about it. We're
throw-aways, junk, and everyone knows it."*

"Oh, my dear, that's where you are wrong. Every one of you is my wonder . . ."

What some see as bent and broken throwaways are actually amazing things waiting to be made into something new. Something unexpected. Something surprising."

Trisha does not want to return to her old school, where everyone knows she is "dumb" and struggles to read. At her new school, she gets the same looks and treatment, until Mrs. Peterson builds an atmosphere of warmth, inspiration, and celebration, that the author remembers for years to come.

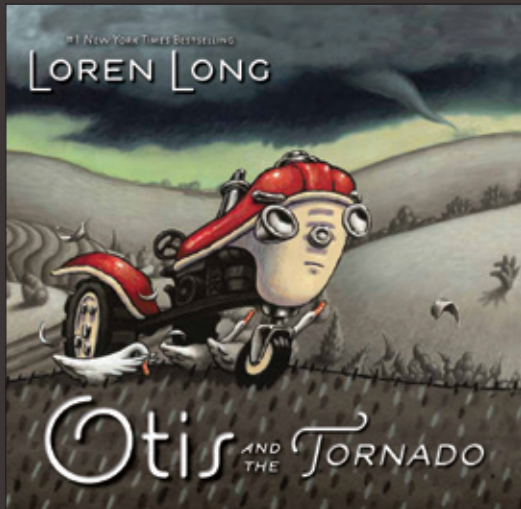
Common Core Connection:

Reading: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

This book is ideal for kicking off the school year. Students will be able to use Mrs. Peterson and her students to identify positive character traits (such as resilience and consideration for others). Create a bulletin board to track character traits, beginning with those on display in this read-aloud and maintained by other read-alouds and students' independent reading. Each day, encourage students to find examples of characters, figures in the news, or people in their lives who exemplify these traits, adding those names under the trait words on the bulletin board or display, using sticky notes to post their connections. Encourage students to use these traits in their own writing.



Playing in Picture Books



Ages 3-7 · Grades PreK-1
978-0-399-25477-2 (HC) · \$17.99

Otis and the Tornado

by Loren Long

Common Core
State Standard
K.RL.2

Once Otis tried to make friends with the bull. He took him a shiny red apple from the apple tree and invited him to play. But the bull snorted and snarled and glared at Otis. Then he stomped his hooves in the dirt and charged! The bull slammed into the fence just inches away from where Otis stood. From that day on, Otis stayed clear of the bull altogether.

Otis enjoys fun and games with all his friends on the farm, except for the bull. The bull has no interest in being friendly with anyone and delights in scaring the other animals. That all changes after a tornado puts a scare into all the animals, including the bull, and only Otis is brave enough to save the day.

Common Core Connection:

Reading: With prompting and support, retell familiar stories, including details.

Otis and the Tornado is full of details and events that students will enjoy hearing repeated. As students discuss the story in whole class and small group discussions, encourage them to organize the details of the story into categories for the beginning, middle, and ending of the story. Use this categorizing of details as scaffolding for students' own story writing that includes a beginning, middle, and end. This story provides teachers and students with an excellent platform for discussing friendship and forgiveness. Even though the bull was unkind to all the farm animals, Otis went out of his way to treat him the same way he treated his friends. Use Otis as an example when disagreements arise during recess or classroom transitions by asking students how Otis would act if he were in the same situation.



Ages 4-8 · Grades K-2
978-0-399-23416-3 (HC) · \$16.99

Stand Tall, Molly Lou Melon

by Patty Lovell,
illustrated by David Catrow

Common Core
State Standard
2.RL.4

Molly Lou Melon stood just taller than her dog and was the shortest girl in the first grade. She didn't mind. Her grandma had told her, "Walk as proudly as you can and the world will look up to you."

Taking her grandmother's advice, Molly Lou doesn't worry about being the shortest, buck-toothed, funny sounding, and fumble-fingered new student at her school. Her heart and spirit wins over her new classmates and the school bully.

Common Core Connection:

Reading: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Molly Lou Melon is the model of confidence, even when she is headed to a new school. As you read this story aloud and share it with students, take care to notice the playful language. Ask students how this language makes them feel about Molly as a character. As she faces each challenge, how does the author's use of repeated lines and parallel structure make the reader feel as if Molly will always succeed? *Stand Tall, Molly Lou Melon*, is a wonderful candidate to use for studying the author's craft. Use the story and discussions surrounding the story to encourage students to write their own versions of *Stand Tall*, where they are the main character. As they create their own personal narrative to show little moments of personal bravery, look for opportunities to share and celebrate different ways students stand up for themselves and one another.



Picture Books for Elementary Students



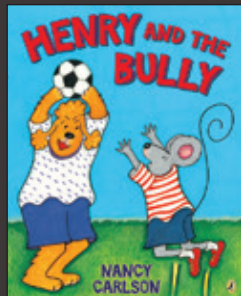
Each Kindness
by Jacqueline Woodson
illustrated by E.B. Lewis
978-0-399-246524 (HC) | \$16.99

Chloe and her friends won't play with the new girl, Maya. Every time Maya tries to join in, they reject her.



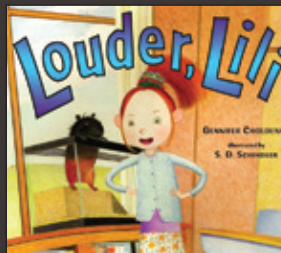
Goggles
by Ezra Jack Keats
Ages 3-8 | Grades PreK-2
978-0-14-056440-2 (PB) | \$6.99

In this timeless classic, Archie and Peter outrun and outsmart the older boys in the neighborhood who want to take their cool new goggles away.



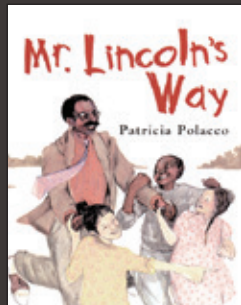
Henry and the Bully
by Nancy Carlson
Ages 3-5 | Grades PreK-K
978-0-670-01148-3 (HC) | \$15.99

When a bully steals Henry's soccer ball, he has to learn how to solve his problem.



Louder, Lili!
by Gennifer Choldenko
illustrated by S. D. Schindler
Ages 4 up | Grades PreK up
978-0-399-24252-6 (HC) | \$16.99

Lili is the quietest kid in class and allows Cassidy do her talking for her. But will Lili have the courage to speak up when it means keeping a classmate from getting hurt?



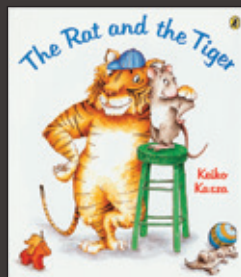
Mr. Lincoln's Way
by Patricia Polacco
Ages 6-10 | Grades 1-5
978-0-399-23754-6 (HC) | \$17.99

"Mean Gene" is a bully, a bad student, and he calls people awful, racist names. But Mr. Lincoln, the principal, knows that Eugene isn't really bad—he's just repeating things he's heard at home.



My Best Friend
by Mary Ann Rodman,
illustrated by E.B. Lewis
Ages 4 up | Grades PreK up
978-0-670-05989-8 (HC) | \$15.99
978-0-14-240806-3 (PB) | \$5.99

It's summertime at the neighborhood pool, and Lily has her best friend picked out: Tamika. But Tamika already has a best friend and doesn't care about Lily.



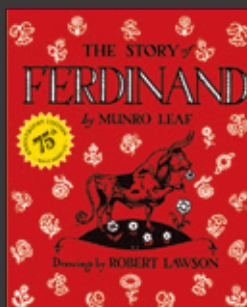
The Rat and the Tiger
by Keiko Kasza
Ages 3 up | Grades PreK up
978-0-14-240900-8 (PB) | \$6.99

Rat and Tiger are best friends, but Tiger always wants to do things his way.



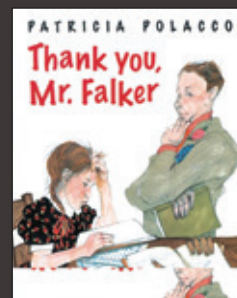
Stand Straight, Ella Kate
by Kate Klise,
illustrated by M. Sarah Klise
Ages 6-8 | Grades 1-3
978-0-8037-3404-3 (HC) | \$16.99

Ella Kate was a real-life giant, but she refused to hide herself away. Instead she used her unusual height to achieve her equally large dreams.



The Story of Ferdinand
by Munro Leaf
illustrated by E.B. Lewis
Ages 3-8 | Grades PreK-3
978-0-670-67424-4 (HC) | \$17.99
978-0-14-050234-3 (PB) | \$3.99

All of the other bulls like to snort and bash their heads together—but Ferdinand would rather smell the flowers.



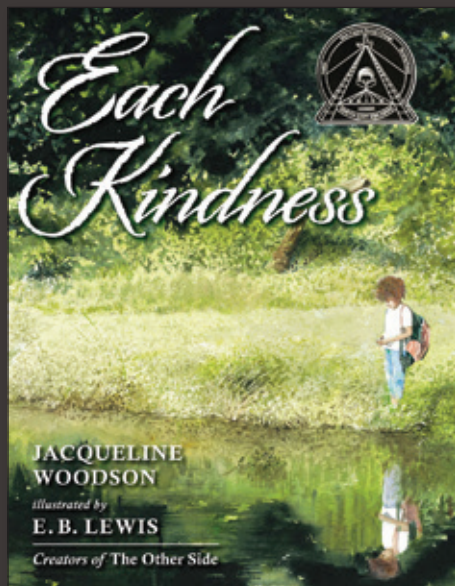
Thank You, Mr. Falker
by Patricia Polacco
Ages 6-10 | Grades 1-5
978-0-399-23166-7 (HC) | \$16.99
Discussion Guide available

When Trisha starts school, she can't wait to learn how to read, but the letters just get jumbled up. She hates being different, and begins to believe her classmates when they call her a dummy.

KINDNESS

in the Classroom:

SPREAD KINDNESS WITH YOUR STUDENTS



Ages 5-8 · Grades K-3
978-0-399-24652-4 (HC) · \$17.99

Common Core
State Standard
2.RL.4

Each Kindness

by Jacqueline Woodson
illustrated by E. B. Lewis

"This is what kindness does. Each little thing that goes out, like a ripple, into the world"

Chloe and her friends won't play with the new girl, Maya. Every time Maya tries to join Chloe and her friends, they reject her. Eventually Maya stops coming to school. When Chloe's teacher gives a lesson about how even small acts of kindness can change the world, Chloe is stung by the lost opportunity for friendship, and thinks about how much better it could have been if she'd shown a little kindness toward Maya. Each kindness makes the world a little bit better.

Create a Wall of Kindness:

- Have students post pictures and stories about being kind to others
- Have students post stories of when others were kind to them and how that made them feel

Create a Kindness Journal:

- Have students document times when others have been kind to them and they have been kind to others
- At the end of a set period of time, have students evaluate their attitudes toward kindness
- Additionally, have students come up with ways to show kindness in their everyday lives. Have the students make up a list and ask them to begin incorporating them in their daily routines.



Books for Transitional Readers

The transition from beginning to fluent reader can be both exciting and stressful for students. Not only is becoming an independent reader important for academic growth; learning to read also plays an important role in a child's social and emotional growth. As students explore new ideas in the books they read, they are also learning about relationships and growing up. At this stage, it is important to remember that students are not simply learning to read; they are also learning how to act. Books that help them through these transitional stages can be even more engaging when the characters they meet face challenges that are recognizable. Classrooms that provide access to an environment rich with different reading and learning opportunities help teachers establish and build positive relationships, providing students with the foundation they need for academic, social, and emotional growth.



Bully
by Patricia Polacco
Ages 3-5 | Grades PreK-K
978-0-399-25709-9 (HC) | \$17.99

Lyla makes a great friend in Jamie on her very first day at school, but when she makes the cheerleading squad and a clique of popular girls invites her to join them, she jumps right in, leaving Jamie behind.



Dragonbreath
by Ursula Vernon
Ages 8-12 | Grades 3-7
978-0-8037-3363-3 (HC) | \$12.99
Discussion Guide available

It's not easy for Danny Dragonbreath to be the sole mythical creature in a school for reptiles and amphibians—especially because he can't breathe fire like other dragons (as the school bully loves to remind him).



EllRay Jakes is Not a Chicken
by Sally Warner
illustrated by Jamie Harper
Ages 6-8 | Grades 1-3
978-0-670-06243-0 (HC) | \$14.99
978-0-14-241988-5 (PB) | \$5.99

EllRay Jakes is tired of being bullied by a classmate and when he tries to defend himself he always winds up in trouble.



Friendship according to Humphrey
by Betty Birney
Ages 8-12 | Grades 3-7
978-0-399-24264-9 (HC) | \$14.99
978-0-14-240633-5 (PB) | \$5.99
Discussion Guide available

Room 26 has a new class pet! Humphrey tries to welcome Og the frog but Og doesn't welcome him back. Friendship can be tricky, but Humphrey is an intrepid problem-solver. If any hamster can become buddies with a frog, he can.



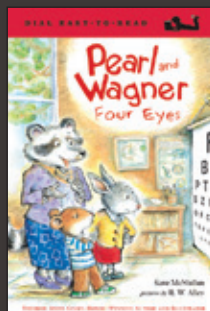
Katie Kazoo: Anyone But Me #1
by Nancy Krulik
illustrated by John and Wendy
Ages 7-11 | Grades 2-6
978-0-448-42653-2 (PB) | \$3.99
Discussion Questions available

Katie can't stand George, the class bully. He constantly picks on everyone, but he really torments Katie. One day she wishes she could be anyone but herself...



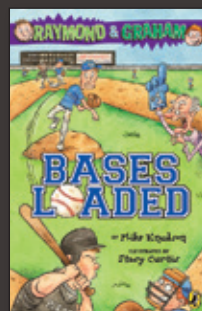
Mal and Chad: Food Fight!
by Stephen McCranie
Ages 8-11 | Grades 3-6
978-0-399-25657-8 (PB) | \$9.99

Poor Mal. It's not easy being a kid genius who wears a lab coat to school. Megan, has formed a club that has a no-boys-allowed policy. Mal would do anything to feel like he belongs.



Pearl and Wagner: Four Eyes
by Kate McMullan
illustrated by R. W. Alley
Ages 5-8 | Grades K-3
978-0-8037-3086-1 (HC) | \$15.99

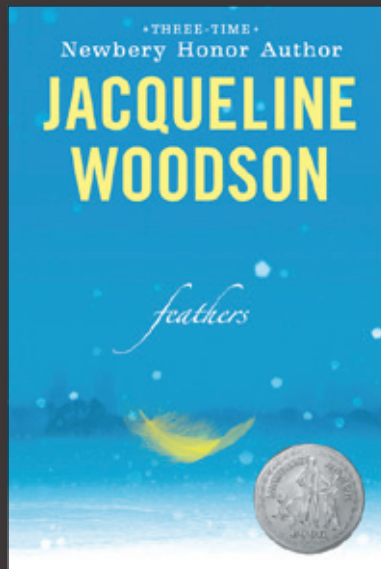
Wagner's new glasses earn him some mean nicknames—until Pearl turns things around.



Raymond and Graham: Bases Loaded
by Mike Knudson
illustrated by Stacy Curtis
Ages 8-12 | Grades 3-7
978-0-670-01205-3 (HC) | \$14.99
978-0-14-241751-5 (PB) | \$6.99

Raymond and Graham can't wait to defeat their rival team and win the Little League championship. But the road to victory is long when a bully tries to get in the way...

GREAT books for MIDDLE GRADE STUDENTS



Ages 12 up · Grades 6 up
978-0-14-241550-4 (PB) · \$7.99

Feathers

by Jacqueline Woodson

"My daddy said it would be better here," he said, almost whispering it. "He said people would be . . . he said people would be . . . you know, nice to me." He looked down at his hands again. After a minute, he put his head down on his desk and sighed.

Growing up in the 1970s means that Frannie's friends still think about which side of town you are from. As a new student joins Frannie's class, fears and prejudices seem even more heightened than normal. When a confrontation with the class bully leads to a moment of surprising tenderness and forgiveness, Frannie begins to develop a newfound sense of confidence and understanding.

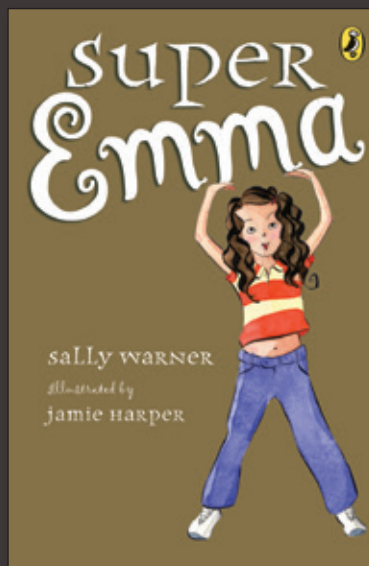
Common Core Connection:

Standard: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Jacqueline Woodson makes extensive use of the Emily Dickinson poem "Hope is the thing with feathers," returning to it throughout the narrative as Frannie's understanding of hope and the poem develops, through her experiences with friends, family, and classmates. Woodson uses the poem to help illustrate Frannie's struggle not just to understand the poem, but show how hard it can be to develop hope in the face of intolerance.

Encourage students to identify some of their favorite poems. Have them share memorable lines or lyrics with a partner or small group, and discuss why those lines stand out to them. Use these conversations as a springboard to having students create their own poems around a central theme (i.e., hope, loyalty, bravery) and illustrate that theme through the use of figurative language and extended metaphors. Be sure to model your own writing process with students; be sure to demonstrate that it takes writers multiple attempts to develop truly memorable and meaningful representations of important ideas.

Common Core
State Standard
5.RL.4



Ages 8 up · Grades 5 up
978-0-14-241088-2 (PB) · \$5.99

Super Emma

by Sally Warner, illustrated by Jamie Harper

"Quit it, you big bully," that person yells. Hey, it's me! Emma McGraw!

I must be the most surprised person in the world right now, because I am not exactly brave. I like peace and quiet too much for that.

When Emma sticks up for her friend who is getting bullied, life just gets more complicated. Even though she feels good for doing the right thing, she also feels nervous and queasy about what will happen next. Will Jared try to get even with her? Will she be able to be just regular Emma again, rather than Super Emma?

Common Core Connection:

Standard: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

When Emma sticks up for her friend EllRay, she doesn't think of herself as brave. Things get even worse when EllRay is embarrassed because a girl saved him from a bully. With lots of dialogue and quick action, many sections of *Super Emma* are well suited for Reader's Theater. Have students practice performing scenes with partners, including a narrator who can help describe the scene to the class. As each group prepares for their Reader's Theater performance, direct them to identify the chapter and scene they are acting out as part of the introduction. Have them make sure that they identify key events that lead up to and result from the scene they present, and how it fits into the overall plot of the story.

Common Core
State Standard
3.RL.5





Ages 10 up · Grades 5 up
978-0-14-242054-6 (PB) · \$7.99

Small Persons with Wings

by Ellen Booraem

I made myself look up, and the first person I saw was Janine. Our eyes met, and in that instant we both knew everything. She knew I didn't have a fairy on me. I knew she'd never let anyone forget this moment.

The day Mellie told her kindergarten class that she had a fairy in her bedroom continues to haunt her each and every school year. Even moving to a new town does not help her escape her bullies . . . or the fairies who make her life seem alternately magical and miserable.

Common Core Connection:

Standard: Craft and Structure: Explain how point of view or purpose shapes the content and style of a text.

After Mellie's family moves to a new town and into an inherited inn filled with "small persons with wings" Mellie still struggles to make friends. Ellen Booraem shares this about bullying on her blog: "Back in those days, we thought we were supposed to deal with this stuff on our own . . . It would never have occurred to me to tell an adult what was going on." Encourage students to read more of the author's bullying advice (available at <http://www.ellenbooraem.com/itsreal.php>) She shares that, like Mellie, she "was a nerdy only child more comfortable with adults than with my peers." How does this perspective on her own life shape Mellie's character? Have students compare and contrast this advice with how Mellie struggles with bullying. How do authors' experiences make them better writers? How did Booraem's experiences with bullying shape this story?

More resources and information about Ellen Booraem and her books maybe found at www.ellenbooraem.com.

Common Core
State Standard
6.RL.6



Ages 10 up · Grades 5 up
978-0-14-241747-8 (PB) · \$7.99

Secret Saturdays

by Torrey Maldonado

I was about to say, "This is hot, right? But I noticed Sean's eyes were closed. He inhaled real deep. Maybe he was thinking about something. I closed my eyes and did what I thought he was doing. "Justin, it's cool," Sean said. "What's cool?" "I won't tell anyone we came up here."

Justin's life seems full of secrets, but none bigger than the secrets Sean seems to be keeping from him and his friends. As Sean's life seems to slip out of control and he slips from being tough to being a bully, Justin wonders if the friendship is worth saving.

Common Core Connection:

Standard: Determine the theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text

Throughout this novel, Justin faces a dilemma: do you ask the hard questions to save your friend but risk losing his friendship, or do you not say anything and potentially lose your best friend?

Secret Saturdays provides opportunities for students to put themselves in the characters' shoes. Using the knowledge that they gain from reading about Justin's and Sean's separate struggles, have students act out improvised scenes that extend scenes from the book. Students should be able to justify the actions and thoughts they improvise by connecting what they say and do to major themes in the book.

Common Core
State Standard
8.RL.2

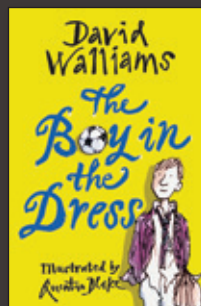
More books for MIDDLE GRADE STUDENTS



The Best Bad Luck I Ever Had

by Kristin Levine
Ages 10 up | Grades 5 up
978-0-399-25090-3 (HC) | \$16.99
978-0-14-241648-8 (PB) | \$6.99

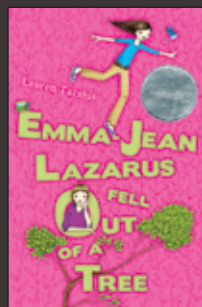
Proper-talking, brainy Emma doesn't play baseball or fish too well, but she sure makes Dit think, especially about the differences between black and white.



The Boy in the Dress

by David Williams
illustrated by Quentin Blake
Ages 9 up | Grades 4 up
978-1-595-14299-3 (HC) | \$15.99

Dennis is the best scorer on his soccer team—but he also loves fashion. Will his teammates still accept him if he wears a dress?



Emma-Jean Lazarus Fell Out of a Tree

by Lauren Tarshis
Ages 12 up | Grades 7 up
978-0-14-241150-6 (PB) | \$6.99

Emma-Jean Lazarus classmates don't understand her, but that's okay because Emma-Jean doesn't quite get them either. But one afternoon, all that changes when she sees Colleen Pomerantz crying in the girl's room.



The Fingertips of Duncan Dorfman

by Meg Wolitzer
Ages 8–12 | Grades 3–7
978-0-525-42304-1 (HC) | \$16.99

Duncan discovers he has a magic power—he can feel words beneath his fingers and tell what they are without looking. When a classmate wants Duncan to use his powers to help win Scrabble games, Duncan must decide which is more important—honesty or being liked by others.



The Girls

by Amy Goldman Koss
Ages 10-14 | Grades 5-7
978-0-8037-2494-5 (HC) | \$17.99
978-0-14-230033-6 (PB) | \$5.99

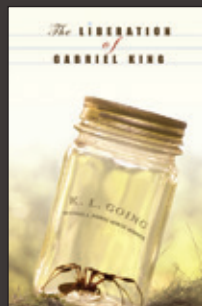
Maya has been part of the group ever since the day Candace asked her if she wanted to “do lunch” in the cafeteria. Yet when Candace suddenly deems her unworthy, Maya's so-called friends just blow her off.



Larger-Than-Life Lara

by Dandi Daley Mackall
Ages 10 up | Grades 5 up
978-0-525-47726-6 (HC) | \$16.99

When Lara Phelps walks into Laney Grafton's fourth-grade class, Laney thinks there will finally be someone else for the boys to pick on.



The Liberation of Gabriel King

by K. L. Going
Ages 8-12 | Grades 3-7
978-0-14-240766-0 (PB) | \$6.99

Frita is spending her summer helping Gabe get over his list of fears. But can Gabe help Frita face her fear of the Ku Klux Klan?



Notes from a Liar and Her Dog

by Jennifer Choldenko
Ages 10-14 | Grades 5-7
978-0-14-250068-2 (PB) | \$6.99

Living in a family with two perfect sisters and parents who just don't get her, Ant finds it easier to lie. But when a concerned teacher sees the truth behind Ant's lies, it seems as though she might be in for a change...



Slob

by Ellen Potter
Ages 8-12 | Grades 3-7
978-0-399-24705-7 (HC) | \$16.99

Owen is the fattest kid in school. But he's also a genius who invents cool contraptions. It takes a revelation for Owen to see that no matter how large he is on the outside, he doesn't have to feel small on the inside.



Sticks

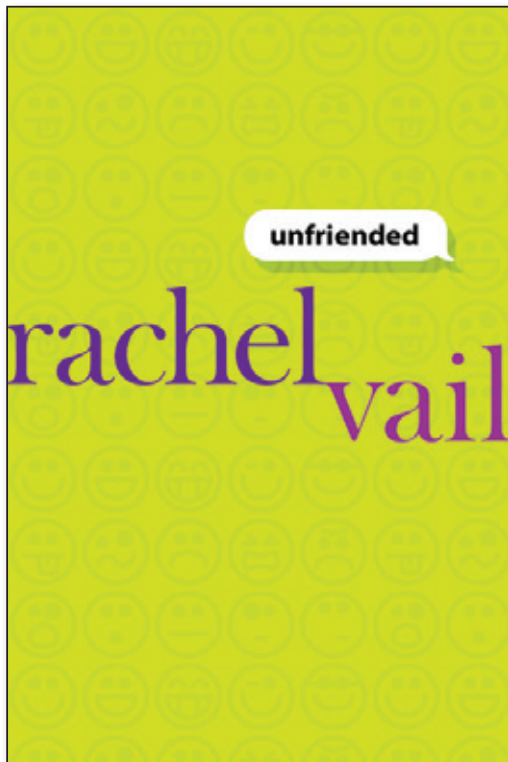
by Joan Bauer
Ages 10 up | Grades 5 up
978-0-14-240428-7 (PB) | \$7.99

Mickey wants to be a pool champion like his dad. But a game with his archrival might mean an end to that dream.



UNDERSTANDING

A Guide for



Unfriended

by Rachel Vail

In middle school, nothing is more important than friendship.

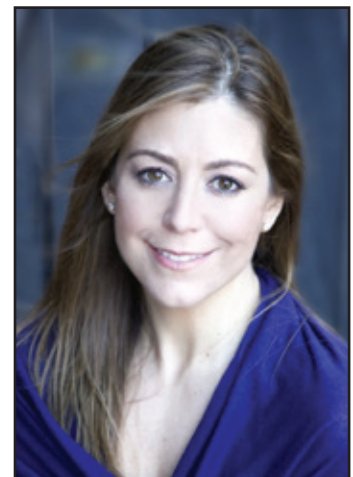
When Truly is invited to sit at the Popular Table with the group she has dreamed of joining, she can hardly believe her luck. Everyone seems so nice, so kind to one another. But all is not as it seems with her new friends, and soon she's caught in a maelstrom of lies, misunderstandings, accusations and counter-accusations, all happening very publicly in the relentless, hyperconnected social media world from which there is no escape.

Six eighth-graders, four girls and two boys, struggle to understand and process their fractured glimpses into one another's lives as they find new ways to disconnect, but also to connect, in Rachel Vail's most searching book.

Ages 12 up · Grades 6 up
978-0-14-241187-2 (PB) · \$8.99

What inspired you to write the book?

I love middle school kids. They are such a disaster area of passion and tumultuous change and courage and humiliation. Just when they've mastered the whole being a kid thing, boom: everything gets super weird, especially socially. I wanted to get right into the pit of social politics in middle school. I've done connected novels before – characters appear in one another's books (like *The Friendship Ring* and *The Avery Girls* trilogy) but in *UNFRIENDED*, I went all in: there are 6 different narrators, each of whom has a very different idea about what the heck is going on and why.



CYBER BULLYING: TEACHERS

What is Cyber Bullying?

- Bullying through email, instant messaging, chat room exchanges, website posts, or digital messages or images sent to a cellular phone or personal digital assistant (Kowaiski, et al, 2008). Cyber bullying, like traditional bullying, involves an imbalance of power, aggression and negative action that is often repeated.

Five Key Factors that Separate Cyber Bullying from Traditional Bullying:

- Anonymity
- Disinhibition
- Accessibility
- Punitive Fears
- Ambiguous Bystander Roles

What are the Warning Signs of Cyber Bullying?

The warning signs of cyber bullying are similar to those of traditional bullying in terms of the emotional effects. It may be harder to determine if a child is being cyber bullied because there will be no physical evidence of abuse. If a child exhibits the following signs, he or she may be the victim of cyber bullying:

- Appears sad, moody or anxious
- Avoiding school
- Withdrawing from social activities
- Declining academic performance
- Appears upset after using the computer at school
- Appears upset after viewing a text at school

What can Teachers do to Prevent it?

- Specify clear rules regarding the use of the Internet, computers and electronic devices. Post signs around the classroom to remind students to use technology responsibly.
- Teach students to never share personal information online including full name, address, telephone number, school name, parents' names and Social Security number. Students should only share their password with their parents.
- Encourage students to share with you what they are doing online
- Model appropriate online behavior. Show them what appropriate emails look and sound like.
- Hold class discussions about safe surfing (i.e. evaluate websites for usefulness and validity, and only open emails from trusted sources)
- Create a peer mentoring program where older students informally teach lessons and share experiences with younger students

Promoting Safe Online Conversations: What Parents/Guardians Need to Know

- Computers should be in a public space in the house for easy monitoring
- Limit amount of computer use to one hour a day
- Discuss the "golden rule" as it applies to cyberspace. Ask your child, "do you want someone to say that about you?" before they say it about someone else
- Discuss the ease with which rumors are spread online. Tell them to be rumor blockers, not rumor starters.
- Encourage students to not send a message when they are feeling upset or angry. Let them know it is ok to wait to respond until they are feeling calm.
- Online friends should also be friends in the real world. Make sure the friends your child keeps online are ones he/she knows.

References

Centers for Disease Control, 2010
Olweus Bullying Prevention Program
Cyber Bullying: A Prevention Curriculum for Grades 3-5 and Cyber Bullying: A Prevention Program for Grades 6-12.
Hazelden



Giving Students a VOICE

Asking students what they do to handle bullying shows a wide range of strategies, including these identified by the Youth Voice project (Davis and Nixon, 2011):

- Pretended it didn't bother me
- Told a friend
- Told the person or people to stop
- Walked away
- Reminded myself that what they are doing is not my fault and that they are the ones who are doing something wrong
- Told an adult at home
- Did nothing
- Made a joke about it

Giving students a voice and the confidence to oppose bullying may be one of the most important supports and lessons we can provide them in school and in our communities. Good young adult and children's literature can help readers experience feelings and situations they normally would avoid. Through greater understanding of bullies, bystanders, and victims, students can delve into realistic conversations about how youths handle bullying today. Students need to have a voice in creating school and classroom climates that:

- use more inclusive language in everyday conversations
- are considerate of race, religion, abilities, intelligence, gender, sexual orientation, and nationality
- encourage students to intervene and end rather than ignore and perpetuate bullying that happens in their social circles

In today's connected world, the choices students make are just a mouse click away from being publicized, influencing their ability to learn at school, participate on teams and extracurricular activities, and, in the most extreme cases, attend college or gain desirable employment. Luckily, the internet and social networking outlets also allow students, teachers, and researchers to share solutions and strategies that help create safe and supportive environments for all students.

Engaging students in important discussions about empathy and positive school relationships will build democratic classrooms and improve school climate. Peers play an important role in promoting conditions that lead to the prevention of bullying. When students are part of the solution, they begin to understand the power they have by not being a bystander. Together, we can help ensure students grow up in healthier, safer school communities.



Establishing a culture of ACCEPTANCE

Developing a culture of acceptance by all members of a school community begins with a common, agreed upon definition of bullying. As Landrum, Lingo, and Scott (2011) thoughtfully point out, “the same routines used to teach and reinforce reading, math, or science concepts can and should be used to teach and promote positive social and classroom behavior.” The fight against bullying is more authentic and purposeful when built on a foundation of shared beliefs.

Once teachers and other staff members have accepted a common definition of bullying, the next three steps provide a strategy and structure for any school’s anti-bullying efforts:

1. Assess the culture and climate of your classroom and school. How prevalent do students think bullying is? Does their perception mirror that of parents? Teachers? How does your school respond to reports of bullying?
2. Raise awareness by publicizing your anti-bullying efforts. Share the school’s definition of bullying, plans to support any victims of bullying, and the strategies in place to address those students who are bullies.
3. Create a school-wide culture of acceptance. Promoting the positive attributes valued by the school community—respect, responsibility, and safety for all—helps establish that bullying is not part of growing up. Provide students with explicit explanations of expectations.

What is your school’s or community’s definition of bullying? Identify attitudes and actions that coincide with the definition and incorporate them into your anti-bullying efforts.

All members of a school community bring different background experiences and feelings about bullying. School communities must work together to dispel the myths that bullying is something that:

- is a rite of passage that all students must go through
- students need to deal with on their own
- only affects the victim

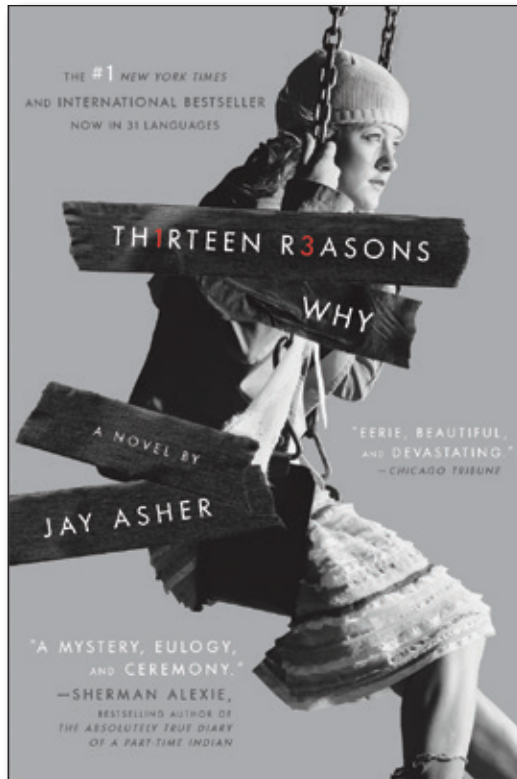
When bullying is reported, it is important to remember that many victims:

- Are unwilling to report bullying
- Fear that reporting bullying will lead to retaliation and continued harassment
- Lack confidence that adults will be able to understand what is happening or that reporting to intercede in any meaningful way
- End up feeling they have done something wrong when the solution offered is to reconcile a “conflict” between the bully and the victim



EVERYTHING affects EVERYTHING

Common Core
State Standard
9.RL.3



Ages 12 up · Grades 6 up
978-1-595-14188-0 (PB) · \$10.99

Thirteen Reasons Why

by Jay Asher

I think I've made myself very clear, but no one's stepping forward to stop me. A lot of you cared, just not enough. And that . . . that is what I needed to find out.

*And I did find out.
And I'm sorry.*

Clay Jensen does not want to have anything to do with the tapes his classmate and crush, Hannah, has left behind after committing suicide. Compelled to listen as she shares each act of cruelty or selfishness that contributed to her feelings of ostracism, Clay relives the pain Hannah felt, as her classmate's lack of empathy becomes increasingly disturbing.

Common Core Connection:

Standard: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

In haunting prose and page-turning suspense, Clay's and Hannah's stories unwind as her final days and hours are revealed on the cassette tapes she has left behind. Encourage students to keep a journal to record their feelings and reactions to the raw emotions that both characters reveal on the pages of *Thirteen Reasons Why*. Have non-fiction resources on teen suicide available to students as they read this book.

The online media for this book give readers multiple ways to interact with the content and characters, especially through links and artifacts on Hannah's blog. From song lyrics to podcasts to video tributes, the emotional rawness of this book inspires creative responses that eulogize Hannah's life. Have students work in teams to create timelines that feature memorable aspects related to the book's theme and message by comparing and contrasting how Clay's and Hannah's characters change and evolve through the intertwined narratives shared in the book.

To learn more, visit

www.thirteenreasonswhy.com and 13RWProject.com.

USING THIRTEEN REASONS WHY AS A COMMUNITY READ

Start a common dialogue about bullying, abuse, and suicide.

Visit www.penguin.com/13RWcommunityread to download resources including:

- Discussion Guide
- How to Start a Successful Community Read
- Using *Thirteen Reasons Why* in Your Community
- The Complete Stageplay (Adapted from the Book)
- 13 Questions for Author Jay Asher
- And more!





Jay Asher, author of the international bestseller *Thirteen Reasons Why* will visit one school in each of the 50 states this school year to amplify national conversation about bullying

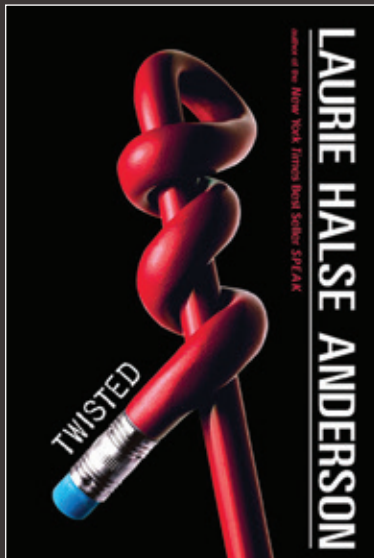


- Follow Jay's journey, and Hannah's legacy, at 50StatesAgainstBullying.com
- *New York Times* bestseller, *13 Reasons Why* continues to resonate with teens across the country. Jay Asher says, "Novels are a safe way to talk about things and to let teens know that we do affect each other for good or for bad, and everyone has different issues they're dealing with and different thresholds they can handle. It's important to make teens realize the influence they have on others."
- Join the movement on social media using the hashtag [#ReasonsWhyYouMatter](https://twitter.com/ReasonsWhyYouMatter)
- Readers reactions:
 - "Hannah's story changed Clay's life. It has the power to change many more" —Lauren
 - "When a book actually affects the way you breathe, you know it is powerful. When a book changes the way you look at life, you know it is nothing short of spectacular. *Thirteen Reasons Why* is that book. I can't think of anyone who shouldn't read this book. You will hurt, you will smile, and you will never be the same." —Dianna
 - "This book changed the way I look at the world... at the people around me. It was drastically life-changing, especially since I can relate to Hannah's emotions. I will always love this book. It teaches the reader to be careful about what they do and how they act. It can also help those in a similar situation, or those who know someone suffering. Definitely worth reading." —Maya Dom

To Find out more visit
50statesagainstabullying.com



Thought-provoking books for YOUNG ADULT STUDENTS



Ages 12 up · Grades 6 up
978-0-14-241184-1 (PB) · \$9.99

Twisted

by Laurie Halse Anderson

I closed my eyes and let my enemy win.

All it took was one mistake to move Tyler from hardly noticed to in the spotlight.

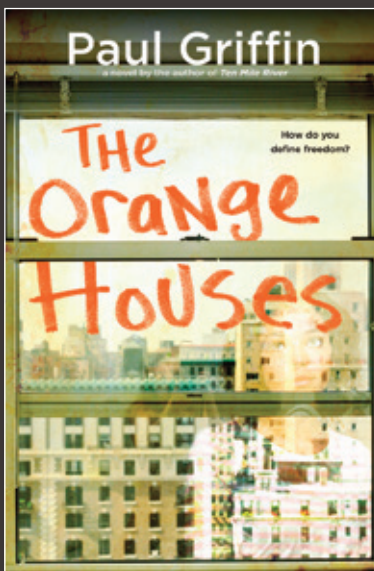
Although his prank—graffiti on the side of the school—gains him a little notoriety and popularity, expectations and closer scrutiny at home and school are now beginning to paint him into a corner. Bullying comes in many guises and all contribute to Tyler's growing feeling that his life is spinning out of control.

Common Core Connection:

Standard: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Have students explore the different perspectives each character has on Tyler as they interact with him at different stages in the story. As he experiences a fall from grace, what perspectives seem to dominate his classmate's opinion of him? Guide your students to consider this idea: when Tyler's classmates believe that he is responsible for humiliating a popular girl (even though he isn't), does the way they shun and threaten him constitute bullying? Ask students to incorporate technology and social media to re-create scenes and conflicts at George Washington High as if they were students there with Tyler. What might a blog post say? What might an online comment lead to? How does the language of a blog post or online comment change coming from different perspectives? As students explore this activity, have them create different entries from the viewpoint of a bystander, another bully, or another bullying victim.

Common Core
State Standard
10.RL.3



Ages 14 up · Grades 9 up
978-0-14-241982-3 (PB) · \$7.99

The Orange Houses

by Paul Griffin

She'd do a slow kid's math or help a blind lady cross the street. Hit and run, over and done, like that. She didn't know why she did these things. They didn't make her feel good. They didn't make her feel bad either. She couldn't figure it out.

Fifteen-year-old Tamika Sykes is largely deaf and uses her failing hearing aids to shut out the world. She prefers what is in her own mind, until she meets Fatima, a sixteen-year-old refugee, and Jimmi Sixes, a recovering addict and war veteran. Together they face an explosion of violence and prejudice, in ways that will forever change them all.

Common Core Connection:

Standard: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Tamika's and Fatima's stories are seamlessly woven together in this powerful narrative. As Tamika deals with bullies by shutting them out, Fatima displays courage by facing each day with optimism and positive attitude despite the odds stacked against her. Each character symbolizes a different perspective on the world, one half full in the face of tragedy, the other half empty in the toils of everyday life. As Fatima's faith begins to melt Tamika's unwillingness to join the world of the hearing, encourage students to explore how each character's traits contribute to the unfolding of a richer story. Have students keep notes on key events and interactions that help build Tamika's confidence and self-reliance.

Common Core
State Standard
10.RL.3



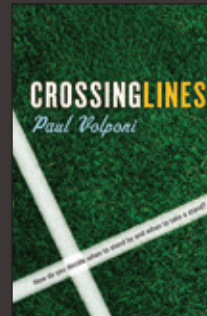
More Books for Young Adult Students



Because I Am Furniture

by Thalia Chaltas
Ages 12 up | Grades 7 up
978-0-14-241510-8 (PB) | \$8.99
978-0-670-06298-0 (HC) | \$16.99

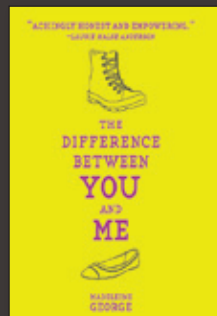
Anke's father is abusive to her brother and sister. But not to her. Because, to him, she is like furniture—not even worthy of the worst kind of attention.



Crossing Lines

by Paul Volponi
Ages 12 up | Grades 7 up
978-0-670-01214-5 (HC) | \$16.99

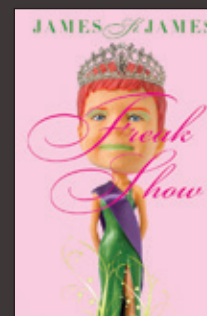
Can Adonis stand up for what's right when the rest of his team are planning to pull a dangerous prank on a cross-dressing classmate?



The Difference Between You and Me

by Madeleine George
Ages 12 up | Grades 7 up
978-0-670-01128-5 (HC) | \$16.99

Two girls who have nothing in common except for the secret time they spend together on Tuesday afternoons find themselves on opposite ends of a heated school conflict.



Freak Show

When Billy Bloom has to move to Florida and ends up in a school of Bible Belles, Aberzombies, and Football Heroes, his efforts to fit in and stand out at the same time are both hilarious and heartrending.



Jerk, California

by Jonathan Friesen
Ages 12 up | Grades 7 up
978-0-14-241203-9 (PB) | \$9.99
Discussion Guide Available

Living with Tourette's Syndrome and a ridiculing stepfather, Sam sets out to learn his real father's secrets.



Keep Holding On

by Susane Colasanti
Ages 12 up | Grades 7 up
978-0-670-01225-1 (HC) | \$17.99

Noelle's life is all about survival. Even her best friend doesn't know how much she gets bullied. When the antagonism of her classmates takes a dramatic turn, she realizes it is time to stand up for herself.



Leverage

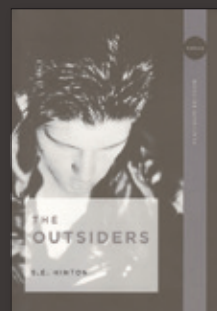
by Joshua Cohen
Ages 14 up | Grades 9 up
978-0-525-42306-5 (HC) | \$17.99

It's gymnasts versus football players in this steroid-fueled high school war.



Looks

Aimee is as skinny as Meghan is large, and as outwardly angry as Meghan is inwardly sad. Together they join forces against one girl who hurt them both.



The Outsiders

by S. E. Hinton
Ages 12 up | Grades 7 up
978-0-670-53257-5 (HC) | \$17.99
978-0-14-240733-2 (PB) | \$10.00

It's the haves versus the have-nots in this ultimate YA classic.



The Rules of Survival

It all starts when Matthew observes a heroic scene in a convenience store: A man named Murdoch puts himself between an abusive father and his son. Matt is determined to find out why.





RESOURCES

StopBullying.gov

Pacer's National Bullying Prevention Center
www.pacer.org/bullying/

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ABOUT THE AUTHOR

Jerry Michel is currently principal at Willard Elementary School in Evanston, Illinois, and has been involved in literacy education for more than twenty years as a classroom teacher, literacy coach, consultant, and school administrator. He is the co-author of *Can You Hear Me Now? Applying Brain Research and Technology to Engage Today's Student*.



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