

READ4RESPECT

Reading, writing, arithmetic...and Respect

February 17-28, 2014

PROGRAM AND DISCUSSION GUIDE



THIS GUIDE INCLUDES THE FOLLOWING:

- Overview of Read4Respect Program
- Information on why children’s literature is a powerful tool for addressing bullying
- Guidelines on working with younger children
- Annotated Bibliography of Read4Respect books
- Read for Respect Book Discussion Guide: includes discussion outline for each book on the Read4Respect bibliography, as well as definitions of key words in the books, and extension activities

PLEASE ALSO NOTE THAT ALL PARTICIPATING SCHOOLS AND VOLUNTEERS WILL RECEIVE AN ADDITIONAL “SUPPLEMENTARY MATERIALS” PACKET, WHICH INCLUDES ADDITIONAL BACKGROUND ON NAME-CALLING AND BULLYING.

For more information, please contact the Anti-Defamation League:

Anti-Defamation League Southeast Region

3490 Piedmont Road NE, Ste 610

Atlanta, GA 30305

PHONE: 404-262-3470

FAX: 404-262-3548

EMAIL: hlevinson@adl.org

www.adl.org/nohateatlanta

Read4Respect

INTRODUCTION

Read4Respect connects local businesses and volunteers to elementary schools by engaging them in reading books that promote respect. **Read4Respect** helps students learn an essential “4th R”--Reading, wRiting, aRithmetic... and **Respect**. **Read4Respect** is designed to get adults and kids talking to each other about how we can put an end to name-calling and bullying—and to start that conversation at an early age. Students want to discuss these issues and they want adults to demonstrate concern and support.

Since children's literature can be an effective and non-threatening way to initiate dialogue on this topic, **Read4Respect** volunteers read books to elementary age students that stimulate discussions about how to prevent bullying and name-calling and to respect differences and value diversity.

After each story, children will have the opportunity to display and expand their understanding of the lesson from the story through age appropriate activities. Lessons focus on bullying prevention, understanding and appreciating differences, empathy, and respect.

HOW IT WORKS

The Read4Respect model accommodates both individual and group volunteers but can also be coordinated by schools with their existing partners, PTA's, older students, etc.:

- ADL matches community volunteers with participating elementary schools.
- ADL provides volunteers easy to follow discussion guidelines for selected books.
- ADL provides follow-up and extension activities for classroom teachers and counselors.
- High schools and middle schools can participate by reading to your feeder elementary school(s). ADL will provide the discussion materials.
- Schools can also partner with their established business partners, existing reading programs, PTA members, or others in the community. ADL will provide the discussion materials.
- Community volunteers are asked to purchase a copy of the book (or books) that they will read and discuss and then to donate that book to the school's library.
- ADL staff is available to do volunteer training/orientation.

About ADL and our Partners

ABOUT THE ANTI-DEFAMATION LEAGUE

The Anti-Defamation League (ADL) was founded in 1913 “to stop the defamation of the Jewish people and to secure justice and fair treatment to all.” Now one of the nation’s premier civil rights/human relations agencies fighting all forms of bigotry, ADL defends democratic ideals and protects civil rights for all. A leader in the development of materials, programs and services, ADL builds bridges of communication, understanding and respect among diverse groups, carrying out its mission through a network of 30 Regional and Satellite Offices in the United States and abroad.

For More Information, please visit www.adl.org

ABOUT NO PLACE FOR HATE

Standing up to bullies and against bigotry is never easy – particularly for young people. This is why ADL’s No Place for Hate® initiative empowers the whole school community – teachers and students, administrators and parents – to tackle prejudice, bullying and intergroup conflict.

The No Place For Hate® initiative is designed to rally the entire school around the goal of stopping bullying. No Place For Hate® provides a unique framework to incorporate new and existing programs with one consistent message. No Place for Hate® can help your school foster a culture of respect and create a safe, bully-free learning environment for students of all grade levels.

For More Information, please visit www.adl.org/nohateatlanta and www.ad.org/combatbullying

GLSEN AND NO NAME-CALLING WEEK

ADL is a proud partner in GLSEN’s National No Name-Calling Week, an annual week of educational activities aimed at ending name calling of all kinds and providing schools with the tools and inspiration to launch an ongoing dialogue about ways to eliminate bullying in their communities.

The Gay Lesbian, & Straight Education Network (**GLSEN**) is a leading national education organization focused on ensuring safe schools for all students. GLSEN seeks to develop school climates where difference is valued for the positive contribution it makes to creating a more vibrant and diverse community.

For more information and additional resources, please visit www.nonamecallingweek.org or www.glsen.org

About This Guide

CREATING A COMMUNITY OF RESPECT

Thank you for your interest in participating in **Read4Respect** by bringing issues of name-calling and bullying to the forefront of the conversations happening at your school/organization. Dialogue is a powerful tool that can help students of all grade levels deepen their understanding of bias and bullying

Read4Respect helps start that conversation between students and adults. This guide provides easy to follow instructions on how to engage students in conversation after reading a book listed on our **Read4Respect** bibliography. Through the use of a series of thought provoking questions and activities, students will learn valuable lessons that they can carry into their peer interactions and that can help increase the acceptance of differences and reduce bullying incidents.

WORKING WITH YOUNG CHILDREN

Working with Young Children: Tips for discussion

In working with younger students it is important to remember that they will understand the concepts of bias-related issues differently from adults. However, most children do understand the feelings that go along with name-calling and bullying. Most of the concepts characterized in the stories you will read and discuss are presented in a way that is easily understood by younger students. However, while discussing these bias-related themes it is important to keep the following in mind:

- Discussing bias-related concepts may be easier for some students than others. As much as possible, encourage the engagement of all students. By asking children

to raise their hands and then choosing as many different students as possible to respond, you can better control the flow of the discussion. You can also avoid having a more confident student dominate the conversation.

- Ask, “Can I hear from someone who has not yet spoken?”
- Take advantage of opportunities for “Teachable Moments.” If an unanticipated but valid question comes up during discussion, make time for it and use it to further understanding of the topic.
- Refocus the discussion if students begin to stray from the topic—very common when working with younger children! Here are a few tips:
 - Re-cap the last few responses to the previously asked discussion question.
 - Ask the next discussion question.
 - Speak with the teacher beforehand to find out her method of refocusing the group’s attention. (Some teachers use hand clapping or a short song to get the students to refocus their attention to the adult/teacher.)

Before the discussion:

1. Read the book and the dialogue guide.
2. Be sure to have a good understanding of key words, if included, and how you will explain them to the group.
3. If you are engaging in the optional extension activity, be sure to have all the materials.
4. Introduce yourself to the teacher and ask if there is anything that you will need to know about the group of students.

Using Children's Literature to Address Bullying

OVERVIEW AND HISTORY OF BIBLIOTHERAPY

In ancient Greece, the door of the library at Thebes bore the inscription, "The Healing Place of the Soul." For millennia, people have recognized the therapeutic value of literature. It is only over the last century, however, that an explicit practice has developed for using directed reading in the solution of personal problems. In a 1916 article in *Atlantic Monthly*, Samuel Crothers coined the term bibliotherapy when he combined the Greek words for book and healing to describe the "new science" of treating illnesses through literature. At that time, bibliotherapy was limited to hospital library services, where it was used to treat the mentally ill, help soldiers cope with wartime traumas, and to aid in the healing of disabled veterans. In 1946, Sister Mary Agnes published the first study on using bibliotherapy with children, and soon teachers began to use the technique as part of classroom instruction.

While bibliotherapy is often used as a clinical treatment, its principles can be effectively adapted by educators in a preventive or developmental rather than curative capacity, such as to address a community problem or to increase empathy and compassion among students. In her ground-breaking work during the 1950s, Caroline Shrodes defined bibliotherapy as an activity "...that lies within the province of every teacher of literature in working with every child in a group. It does not assume that the teacher must be a skilled therapist. . . Rather, it conveys the idea that all teachers must be aware of the effects of reading upon children and must realize that, through literature, most children can be helped."¹

BENEFITS OF BIBLIOTHERAPY

The use of literature to address a problem or issue, or stimulate thinking about values has a variety of benefits for students of all ages. Stories that are realistic, developmentally appropriate, and relevant to students' lives can provide emotional support by letting children know that they are not alone in their feelings or the first to encounter a particular problem or challenge. By talking about characters rather than themselves, students can discuss sensitive issues openly and take comfort in group expressions of compassion without exposing their private fears or troubles. Such facilitated dialogue can help improve students' ability to understand and cope with problems, to generate constructive resolutions, and to develop personal and social judgment. Examining multidimensional problems and issues can also stimulate critical thinking in ways that increase social sensitivity, respect for others, and the ability to take a variety of perspectives.

OVERVIEW OF BULLYING IN U.S. SCHOOLS

Children's literature can be an effective tool for addressing the growing concerns about physical, verbal, and relational bullying in schools. Though bullying has been traditionally dismissed by some as "just a part of growing up," most educators today understand that it is a pervasive problem in school communities. A 2001 study funded by the National Institute of Child Health and Human Development of over 15,000 public, private, and parochial school students reported that almost a third of 6th to 10th graders-5.7 million children nationwide-have experienced some kind of bullying.ⁱⁱ In another survey by the Kaiser Family Foundation, more eight to fifteen year-olds picked teasing and bullying as "big problems" than those who picked drugs or alcohol, racism, AIDS, or pressure to have sex. More African Americans saw bullying as a big problem for people their age than those who identified racism as a big problem.ⁱⁱⁱ

It is no surprise that students who regularly experience bullying suffer from low self-esteem, depression, isolation, fear, feelings of helplessness, poor academic achievement, and high rates of absenteeism.^{iv} According to the Educational Resources Information Center (ERIC) and Counseling and Student Services (CSS), as many as 160,000 children skip school each day because of intimidation by their peers.^v

Those who are bystanders to bullying may also suffer from feelings of helplessness and may develop poor coping and problem solving skills.^{vi} Some studies show that even students who bully may demonstrate poor social and emotional adjustment, social isolation, lack of success in school, and involvement in other problem behaviors, such as drinking alcohol and smoking.^{vii}

In school communities where bullying goes unchecked, students learn that survival requires aggression or silence, and that acts of kindness invite torment. In such environments, many despair in the perception that bullies can behave with impunity while there is no one to stand up for the vulnerable. In a survey conducted by Widmeyer Communications for the Health, Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services, students aged 9-13 reported their belief that teachers and principals are unsympathetic or apathetic to the plight of those who are bullied, and that it is not worth the effort to tell an adult about bullying.^{viii}

Notwithstanding these perceptions, research on the impact of anti-bullying programs demonstrates that school-based interventions can result in significant reductions in bullying when they include changes to school and classroom climate to increase awareness about bullying, increase teacher and family involvement, provide support to those who are bullied, and form strong social norms against bullying.^{ix} Khosropour and Walsh found that, in response to the question, "What do you think should be done about bullying in schools?," the most frequently mentioned strategy among students was "education/discussion"^x

SELECTING CHILDREN'S LITERATURE THAT ADDRESSES BULLYING

Students want their teachers to discuss the issue of bullying and to demonstrate concern and support for those who are impacted. Children's literature can be an effective and non-threatening way to initiate dialogue on this topic, to promote constructive resolutions, and to change social attitudes.

The last decade has seen the emergence of a body of children's literature on bullying and a variety of social issues, so it is possible for educators to find materials that speak to the particular needs of their students. Great care must be taken, however, in selecting and presenting literature that deals with the issue of bullying. As noted in the ERIC Clearinghouse on Reading, English, and Communication Digest, "a poorly written novel with stereotyped characters and simplistic answers to complex questions is probably worse than not reading anything at all..."^{xi} Burnett^{xii}, Huck, Helper, & Hickman^{xiii}, Ouzts^{xiv}, and Rudman^{xv} recommend that literature to help children cope with problems should have the following features:

1. Be well written and appropriate to the child's developmental level
2. Provide stories using language familiar to children that is realistic in terms of their life experience
3. Honestly portray the condition and future possibilities for the characters
4. Present multidimensional characters experiencing legitimate and relatable emotions
5. Explore the process of working out problems
6. Demonstrate clear channels of communication and responses to children's questions
7. Offer situations which generate genuine enthusiasm in the reader

Literature that addresses bullying will be most helpful to children when it portrays fully developed characters along all parts of the social spectrum rather than one-dimensional or clichéd personas. Books, for example, that depict all targets of bullying as "brainy nerds" and all aggressors as "dim jocks" help to perpetuate stereotypical archetypes and make it difficult for the majority of students between those margins to see themselves in the stories' characters.

Similarly, bullying occurs in a variety of social contexts and in many forms, including physical harassment, verbal intimidation, exclusion, ostracism, gossip, and rumors. Educators who employ literature to address the problem of bullying may wish to present a range of books that explore these different contexts and avoid formulaic storylines that are irrelevant to students' lives.

The way in which bullying is managed and resolved is a critical and often problematic component in many children's books. The following types of solutions represent common themes that may satisfy children's fantasies about retribution or happy endings, but which in reality are ineffective or unlikely to occur.

- **Vengeance:** Though most people imagine themselves exacting revenge at some time in their lives, stories that focus on retaliation undermine community values—such as non-violence—and ignore the power dynamics that exist in most schools (which make it unlikely that socially isolated students would stand up to more popular or aggressive peers).

- **Suspension or Expulsion:** Studies show that as many as one in five students admit to bullying their peers periodically, which makes severe punishments such as suspension or expulsion unrealistic. According to the Stop Bullying Now! project of the Health, Resources and Services Administration, the threat of such punishments may actually discourage children from reporting bullying that they observe. The project also reports that children who frequently bully their peers are at risk of engaging in other problem behaviors and are more likely to be helped by exposure to pro-social role models at school rather than by removal or exclusion.^{xvi}
- **Peer Mediation or Conflict Resolution:** Mediation situations in which students are brought together to work out a problem are helpful to friends who have had a playground spat or disagreement, but may be traumatic for children who are forced to face their tormentors. Bullying is a form of victimization, not conflict. Mediating a bullying incident may send the inappropriate message that neither party is right or wrong, and may further victimize rather than help the target.
xvii

Since some of the above themes are common in children's literature, television, and movies, educators may wish to discuss with students the ways in which these responses to bullying are gratifying to imagine, but ineffective in reality. Such discussions can be followed up with presentations of literature that offer interventions and resolutions that can be safely emulated by children.

USING CHILDREN'S LITERATURE TO ADDRESS BULLYING

Stories that offer empowering and realistic ways to cope with and respond to bullying can activate a process of dynamic interaction between readers and literature that take students through the following stages.^{xvi}

- **Identification:** Students identify with characters and/or events in the story.
- **Catharsis:** Students become emotionally involved in the story and express their feelings in a safe and structured setting, through discussion, writing, artwork, or other activities
- **Insight:** Students imagine possible solutions to the issues presented in the story, and become aware of ways that their own problems might be addressed or solved

Early childhood education professor, Susan Miller, proposes the following guidelines for taking students through these stages and for developing constructive solutions to community problems.^{xvi}

- **Identify:** Determine and discuss the problem. It should be meaningful, interesting, and appropriate for children.
- **Brainstorm:** Encourage children to think about possible solutions. Listen to and respect all of their ideas. Keep a record of the solutions suggested in case the children want to try more than one.
- **Select:** Help children examine the advantages and disadvantages of various solutions and then choose one that seems workable.

- **Explore and Implement:** Let children gather the necessary materials and resources and then, if it is feasible, implement the solution they select.
- **Evaluate:** With the children, observe and discuss whether the solution to the problem was successful. If appropriate, help the children think of changes in the solution implemented, or encourage them to explore new solutions.

In order to engage students in this work, it will be necessary to set guidelines for safe and respectful communication, and to promote group norms that encourage students to behave toward one another with support and compassion. In such an atmosphere, students can be engaged through small and large group discussion, writing, role play, art work, and other activities to move from literal interpretations of books to analyses that have personal meaning and real-life applications. In this way literature can serve as a bridge that connects students to new ways of seeing themselves and others; to new coping mechanisms and social possibilities; and to their shared humanity with one another. As James Baldwin wrote, "It was books that taught me that the things that tormented me most were the very things that connected me with all the people who were alive, or who had ever been alive."

Endnotes

- ⁱ Russell, D., & Shrodes, C. (1950). Contributions of Research in Bibliotherapy to the Language Arts Program. *The School Review*, 58, 335-342, 411-420.
- ⁱⁱ Nansel, Tonja R., Overpeck, Mary, Pilla, Ramani S, Ruan, W. June, Simons-Morton, Bruce, Scheidt, Peter (2001). Bullying Behaviors Among US Youth: Prevalence and Association With Psychosocial Adjustment, *JAMA*, 285, 2094-2100.
- ⁱⁱⁱ Kaiser Family Foundation & Children Now (2001). Talking With Kids About Tough Issues: A National Survey of Parents and Kids.
- ^{iv} Widmeyer Communications for the Health, Resources and Services Administration of the U.S. Department of Health and Human Services (2003). *National Bullying Prevention Campaign Formative Research Report*.
- ^v Coy, Doris Rhea (2001). *Bullying*, ERIC Clearinghouse on Counseling and Student Services, Greensboro NC.
- ^{vi} Nansel, Overpeck, Pilla, Ruan, Simons-Morton, Scheidt.
- ^{vii} Ibid.
- ^{viii} Widmeyer Communications.
- ^{ix} Olweus, D. (1994). Bullying at School: Long-Term Outcomes for the Victims and an Effective School-Based Intervention Program. In: Huesmann LR, ed. *Aggressive Behavior: Current Perspectives*. New York, NY: Plenum Press, 97-130.
- Olweus, D. (1991). Bully/Victim Problems Among School Children: Basic Facts and Effects of a School Based Intervention Program. In: Pepler D, Rubin KH, eds. *The Development and Treatment of Childhood Aggression*. Mahwah, NJ: Lawrence Erlbaum Associates Inc., 411-448.
- Smith, PK. (1997). Bullying in Schools: The UK Experience and the Sheffield Anti-Bullying Project. *Ir J Psychol*. 18:191-201.
- Sharp, S, & Smith, PK. (1991). Bullying in UK Schools: The DES Sheffield Bullying Project. *Early Child Dev Care*. 77:47-55.
- ^x Khosropour, Shirin C. & Walsh, James (2001). That's Not Teasing-That's Bullying": A Study of Fifth Graders' Conceptualization of Bullying and Teasing, Paper Presented at the Annual Conference of the American Educational Research Association, Seattle, Washington.
- ^{xi} Aiex, Nola Kortner. Bibliotherapy, ERIC Clearinghouse on Reading, English, and Communication Digest #82.
- ^{xii} Burnett, J. (1997). Opening the World to Children: Using Books to Develop Problem-Solving Strategies. Portland, OR: Annual International Conference of the Association for Childhood Education.
- ^{xiii} Huck, C. S., Hepler, S., & Hickman, J. (1993). *Children's Literature in the Elementary School*. Forth Worth, TX: Harcourt Brace.
- ^{xiv} Ouzts, D. T. (1991). The Emergence of Bibliotherapy as a Discipline. *Reading Horizons*, 31 (3), 199-206.
- ^{xv} Rudman, M. (1995). *Children's Literature: An Issues Approach (3rd Edition)*. White Plains, NY: Longman.
- ^{xvi} Take a Stand, Lend a Hand, Stop Bullying Now, a project of the Health, Resources and Services Administration of the U.S. Department of Health and Human Services, <http://www.stopbullyingnow.org>.
- ^{xvii} Ibid.
- ^{xviii} Russell, D., & Shrodes, C. (1950). Contributions of Research in Bibliotherapy to the Language Arts Program. *The School Review*, 58, 335-342, 411-420.
- ^{xix} Miller, S. (1997). *Problem Solving Safari - Blocks*. Everett, WA: Totline.

DEFINITIONS RELATED TO NAME-CALLING AND BULLYING

BULLYING: Repeated actions or threats of action directed toward a person by one or more people who have (or are perceived to have) more power or status than their target in order to cause fear, distress or harm. Bullying can be physical, verbal, psychological or any combination of these three. Bullying behaviors can include name-calling, obscene gesturing, malicious teasing, rumors, slander, social exclusion, damaging a person's belongings, threats and physical violence.

CYBERBULLYING: The intentional and repeated mistreatment of others through the use of technology, such as computers, cell phones and other electronic devices. Cyberbullying includes, but is not limited to, sending mean, hurtful or threatening messages or images about another person; posting sensitive, private information about another person for the purpose of hurting or embarrassing the person; and pretending to be someone else in order to make that person look bad and/or to intentionally exclude someone from an online group.

NAME-CALLING: The use of language to defame, demean or degrade individuals or groups.

ROLES IN BULLYING/BIAS INCIDENTS

Ally: Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.

Bystander: Someone who sees something happening and does not say or do anything.

Confronter: Someone who speaks out when an incident of bias takes place. The role of confronter can be filled by other people (allies) or by targets themselves.

Aggressor: Someone who says or does something harmful or malicious to another person intentionally and unprovoked.

Target: Someone against whom mistreatment is directed.

Perhaps the most effective role we can play is that of an ally. As adults, working with students to move them from bystanders to allies will make a significant difference in the school environment. Make sure there are confidential and anonymous ways for students to report incidents without fear of retribution. It is also important to note that most people have personally played ALL of these roles at one time or another!

Bibliography

INTRODUCTION

This bibliography is not intended to represent a comprehensive list of children's books addressing name-calling and bullying. Looking for a book on a topic not included in this list? Have another book in mind? Go to ADL's Children's Bibliography for additional book selections. Please also note the information on evaluating children's books.

Any books on this list are approved for use in the Read4Respect initiative. If you have a book in mind that is not on the list, please contact us. If you need help with discussion questions or activities, please let us know!

ADDITIONAL RESOURCES ON USING CHILDREN'S LITERATURE

How can I use books to address bullying among young children?

http://www.adl.org/education/miller/q_a/answer17.asp

Using Children's Literature to Address Bullying:

http://www.adl.org/education/curriculum_connections/winter_2005/

ADL's Children's Bibliography: <http://www.adl.org/bibliography/>

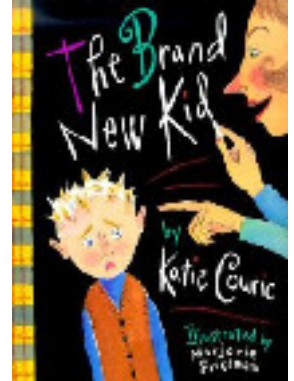
Read4Respect Bibliography

THE BRAND NEW KID

by Katie Couric

Everyone remembers feeling excited and nervous each fall on the first day of school. But this year for Ellie and her friends, there's not only a new teacher to meet, but a brand new kid as well. Lazlo S. Gasky doesn't look or speak quite like the other kids, and no one is sure what to make of him. In fact, they respond to his arrival by taunting and teasing him. But when Ellie realizes how tough it is for Lazlo, she reaches out. Besides making a new friend, she and Lazlo teach their classmates an important lesson about accepting people who are different.

[Grade Level: K - 4]



CHRYSANTHEMUM

by Kevin Henkes

Chrysanthemum loves her name until the other children at school start to make fun of it. Only when a well-respected teacher compliments her name do the other children begin to accept Chrysanthemum.

[Grade Level: Pre-K - 3]



THE CRAYON BOX THAT TALKED

by Shane DeRolf

Although they are many different colors, the crayons in a box discover that when they get together they can appreciate each other and make a complete picture.

[Grade Level: Pre-K - 3]

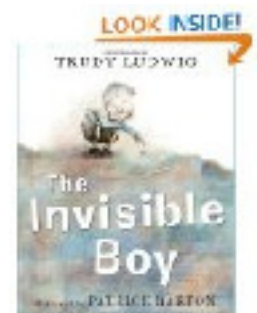


THE INVISIBLE BOY

by Trudy Ludwig

In her new book, Trudy Ludwig introduces Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party . . . until, that is, a new kid comes to class. When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

[Grade Level: 1-4]



IT'S OKAY TO BE DIFFERENT

by Todd Parr

It's Okay to Be Different cleverly delivers the important messages of acceptance, understanding, and confidence in an accessible, child-friendly format featuring Todd Parr's trademark bold, bright colors and silly scenes.

[Grade Level: K - 3]

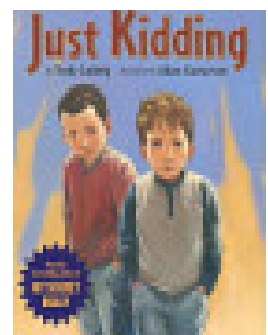


JUST KIDDING

by Trudy Ludwig

Just Kidding is a rare look at emotional bullying among boys from the best-selling author of *My Secret Bully*. D.J.'s friend Vince has a habit of teasing D.J. and then saying, "Just kidding!" as if it will make everything okay. It doesn't, but D.J. is afraid that if he protests, his friends will think he can't take a joke. With the help of his father, brother, and an understanding teacher, D.J. progresses from feeling helpless to taking positive action, undermining the power of two seemingly harmless words.

[Grade Level: K - 5]

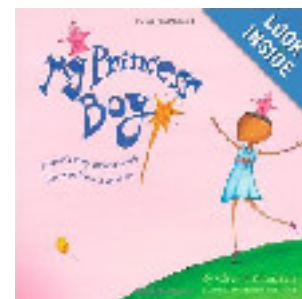


MY PRINCESS BOY

by Cheryl Kilodavis

Dyson loves pink, sparkly things. Sometimes he wears dresses. Sometimes he wears jeans. He likes to wear his princess tiara, even when climbing trees. He's a Princess Boy. Inspired by the author's son, and by her own initial struggles to understand, this is a heart-warming book about unconditional love and one remarkable family. It is also a call for tolerance and an end to bullying and judgments. The world is a brighter place when we accept everyone for who they are.

[Grade Level: PreK-3]



MY SECRET BULLY

by Trudy Ludwig

My Secret Bully is the story of two girls that have been friends since kindergarten. Suddenly, one of the friends excludes and embarrasses the other in front of their classmates. Relational aggression is an act of emotional bullying hidden among tightly knit networks of friends. Instead of using knives and fists to bully others, emotional bullies employ relationships, words and gestures as their weapons of attack.

[Grade Level: 4 - 5]

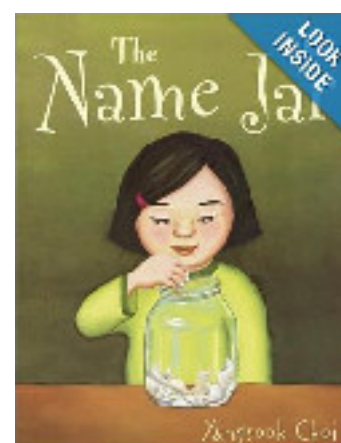


THE NAME JAR

by Yangsook Choi

Being the new kid in school is hard enough, but what about when nobody can pronounce your name? Having just moved from Korea, Unhei is anxious that American kids will like her. So instead of introducing herself on the first day of school, she tells the class that she will choose a name by the following week. Her new classmates are fascinated by this no-name girl and decide to help out by filling a glass jar with names for her to pick from. But while Unhei practices being a Suzy, Laura, or Amanda, one of her classmates comes to her neighborhood and discovers her real name and its special meaning.

[Grade Level: K- 5]

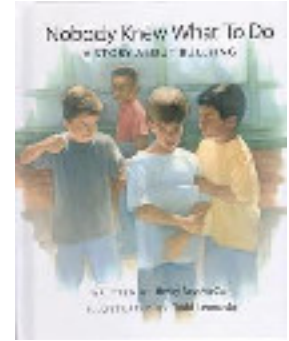


NOBODY KNEW WHAT TO DO: 'A STORY ABOUT BULLYING'

by **Becky Ray McCain**

When bullies pick on a boy at school, a classmate decides that he must do something. The book provides basic strategies for dealing with bullies and encourages children and adults to work together to make sure that bullying doesn't happen.

[Grade Level: K - 5]

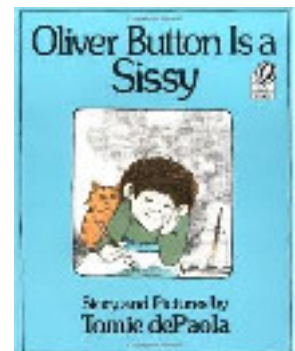


OLIVER BUTTON IS A SISSY

by **Tomie dePaola**

A little boy must come to terms with being teased and ostracized because he'd rather read books, paint pictures, and tap-dance than participate in sports.

[Grade Level: K - 3]



ONE

by **Kathryn Otoshi**

Blue is a quiet color. Red's a hothead who likes to pick on Blue. Yellow, Orange, Green, and Purple don't like what they see, but what can they do? When no one speaks up, things get out of hand — until One comes along and shows all the colors how to stand up, stand together, and count.

[Grade Level: PreK-4]

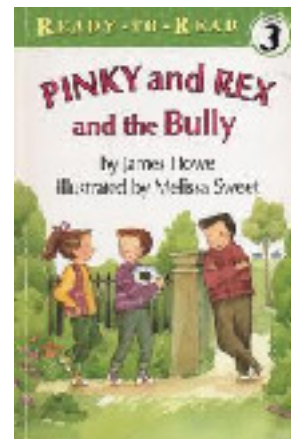


PINKY AND REX AND THE BULLY

by James Howe

The third grade bully, Kevin, taunts Pinky because his favorite color is pink and his best friend, Rex, is a girl. Kevin, the third-grade bully, says that makes Pinky a sissy. Deep down, Pinky thinks Kevin is wrong, but he's still worried. Does Pinky have to give up his favorite things, and worse, does he have to give up his best friend?

[Grade Level: K - 3]



THE RECESS QUEEN

by Alexis O'Neill and Laura Huliska-Beith

Mean Jean is the playground bully. All of the children are fearful of her. When a new student, Katie Sue, comes to school, she unknowingly does all of the things that Mean Jean forbids. When Mean Jean attempts to set the record straight, Katie Sue pulls out a jump rope and asks Mean Jean to play with her. She does, and the social environment of the playground is improved for everyone.

[Grade Level: Pre-K - 2]



SAY SOMETHING

by Peggy Moss

A young narrator describes different examples of bullying that she witnesses at school and on the bus, but remains silent. One day, when her friends are absent, she must sit alone in the cafeteria, and several students make jokes at her expense. In addition to feeling angry about being treated this way, the girl is frustrated with the other kids who look on sympathetically but say nothing. She is then able to empathize with other victims. The next day, she approaches a quiet girl who is often teased and finds a new friend.

[Grade Level: 1 - 5]

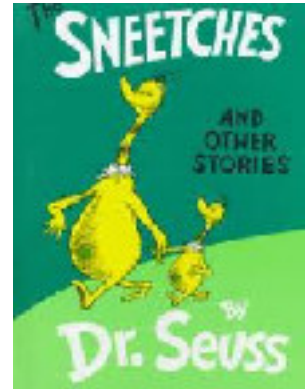


THE SNEETCHES AND OTHER STORIES

by Dr. Seuss

Four rhyming stories address the social issues of prejudice, conflict, similarities and differences, and the fear of the unknown. In the story of the Sneetches, having a star on your belly is the way to be and those without find themselves on the outside. This story brings to light the issue of discrimination and prejudice in a manner that is easily understood by young children.

[Grade Level: Pre-K - 3]

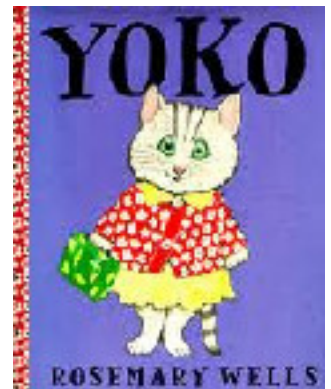


YOKO

by Rosemary Wells

When Yoko brings her sushi to school for lunch, the other children don't understand why anyone would eat raw fish and seaweed! Yoko feels terrible about the response of her classmates to her favorite foods, but as the story moves on we learn that understanding and appreciation can come from trying new things.

[Grade Level: Pre-K - 1]



Looking for a book on a topic not included in this list? Have another book in mind? Go to ADL's Children's Bibliography for additional book selections. Please also note the information on evaluating children's books.

Any books on this list are approved for use in the Read4Respect initiative. If you have a book in mind that is not in the list, please contact us. If you need help with discussion questions or activities, please let us know!

ADL's Children's Bibliography: <http://www.adl.org/bibliography/>

READ4RESPECT

Reading, wRiting, aRitRithmetic...and Res

PART 2: BOOK DISCUSSION GUIDE



The Brand New Kid



RATIONALE

Lazlo S Gasky was “different”. He dressed funny, had an accent, and his hair was a little, well, “strange.” Not only did Lazlo look different, he was also the new kid in Miss Kincaid’s second grade class. Most students can identify with either being the new kid or meeting one. In this discussion and activity students will learn how to appreciate diverse friendships and how social exclusion and isolation can hurt just as much as name-calling or other forms of bullying.

REQUIREMENTS:

Participants:

Kindergarten - 4th grade students

Key Words:

Diversity, Ally

Definitions:

Diversity: Means different and varied.

Ally: Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.

PROCEDURE:

Define Key words

Read The Brand New Kid

Ask students to re-cap the story, using the prompt: “What was it about Lazlo that made the other kids in the class treat him badly”?

Encourage the class to continue to tell the story.

- How do you think Lazlo felt, being the new kid? How do we know? *(Have children take cues from the pictures and the story itself. Direct them to Lazlo’s body language)*
- What did the other kids at school **think** about Lazlo? Why?
- What did the other kids at school **know** about Lazlo? *(Guide students to notice the difference between what the kids in the story thought about Lazlo vs. what they knew about him.) How did this affect the way they decided to treat him?*
- How did Lazlo’s mother feel about the way Lazo was being treated in school?

Ask: Have you ever thought you wouldn’t like something, and then when you actually tried it, realized that you did? *Give a personal example: for example, “I used to tell my dad I thought putting ketchup on eggs was gross, but when I finally tried it, I discovered I really like the way it tastes!”*

Ask: Have you ever been the “new kid”—at school or with another group (e.g. a sports team, youth group, etc.) where you didn’t know anyone? How did you feel?

Ask: What are some things that you can do or say to make a new student feel welcomed?

Wrap Up by offering to take any questions or opening the floor to students to share their experiences. Also remind students that it is okay to ask questions about the things that make us unique and to ask a teacher or trusted adult how to do it in a respectful way.

Extension Activity: Being an Ally

RATIONALE

Help students to explore safe and realistic ways in which they can act as an ally to peers who are the targets of name-calling and bullying.

REQUIREMENTS:

Materials:

The Brand New Kid by Katie Couric

Time:

30 minutes

PROCEDURE

1. **Read the scenario, “The New Girl,” to the class and ask students how the story makes them feel.**
 - a. Introduce the term ally and ask students to define it (someone who helps, supports, or speaks out on behalf of someone else).
 - b. Ask if anyone in the story acted as an ally to Jane.
2. **Label a sheet of chart paper, “Being an Ally,” and divide it into two columns titled “Risks” and “Benefits.”**
 - a. Ask what risks Stephanie took when she spoke out in defense of Jane (e.g., losing friends, being teased herself).
 - b. List students’ ideas about the risks of being an ally.
 - c. Ask students what benefits may have come from Stephanie’s behavior (e.g., the teasing stopped, Jane felt supported, Stephanie felt proud, both girls made a new friend).
 - d. List students’ ideas about the benefits of being an ally. Tell students that although there are risks involved in being an ally, there are always safe ways that we can help others.
 - e. Ask students to suggest high-risk and low-risk ways that students in the story might have been an ally to Jane.
3. **Divide the class into groups of four and provide each with the Pyramid of Alliance. Instruct each group to brainstorm low, moderate, and high levels of alliance.**
 - a. Allow each group to share their ideas and hang the pyramids on a bulletin board.
 - b. Reinforce the importance of finding ways-small or large-to be an ally to others when name-calling or bullying occurs.

Adapted from A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/Intermediate and Secondary levels. New York: Anti-Defamation League. © 2000 and 1999.

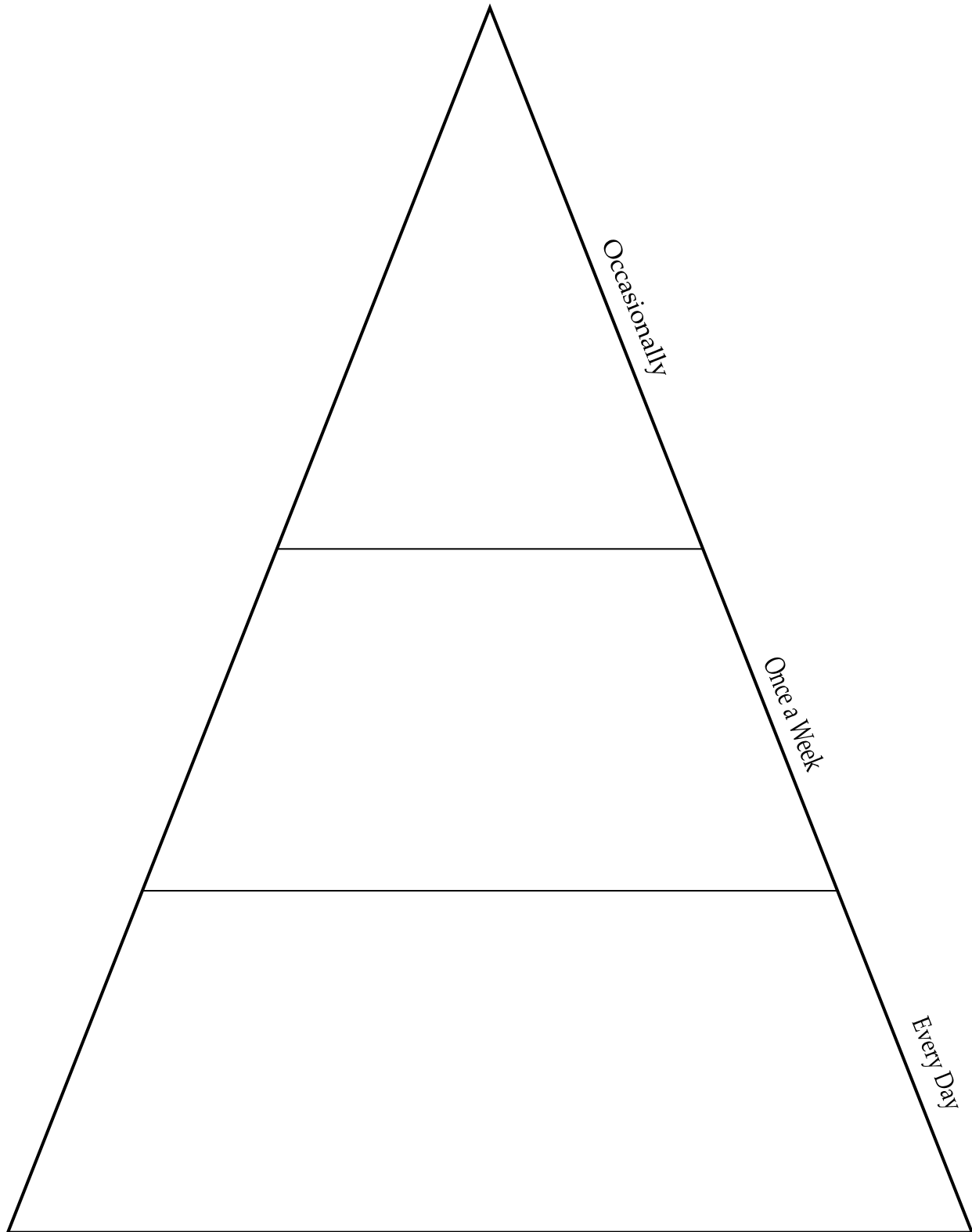
THE NEW GIRL

Jane was new to the school; her family had only recently moved into the area. Because Jane and her family moved a lot, she was used to starting over in new places, but even so it was always hard to meet new friends and get used to new teachers. It was also difficult for Jane to keep up with her studies because she had to care for her brothers and sisters when she came home from school while her parents worked.

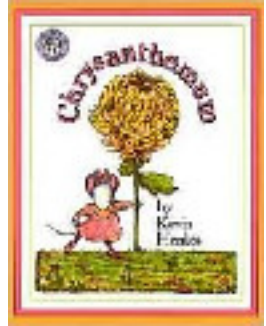
As Mr. Borden introduced Jane to the class, some students in the back of the room began to giggle. One student whispered loud enough for others to hear, "Look at that outfit! Does this girl get her clothes from charity, or what?" Others joined in the laughter. Jane knew the laughter because she had heard it many times before. She knew the kids laughed at her clothes because they weren't the latest style, and when they found out that her parents were farm workers, she would be nicknamed "lettuce picker." It had all happened before. Mr. Borden paused for a moment while the giggling stopped and then continued by saying, "Let's all make Jane feel welcome."

As the day continued, Jane felt anything but welcomed. There was a group of girls who giggled every time they looked her way, and when it was time to divide into small groups to work on an assignment, no one in the group even talked to her; in fact, everyone acted as if she was invisible. When lunchtime came, everyone began running to the cafeteria. A few of the girls who had been laughing at Jane all morning, brushed by her and one of them said, as if to no one in particular, "Hope she knows there's no free lunch program at this school." This seemed to be the funniest thing the other girls had ever heard, but as they laughed and continued walking, one of the girls, named Stephanie said, "C'mon, leave her alone, she hasn't done anything to us."

Pyramid of Alliance



Chrysanthemum



RATIONALE

Chrysanthemum thinks her name is perfect until she starts school. At school, her peers tease her about having such a long name and being named after a flower. The constant taunting from her peers causes Chrysanthemum to dislike her name to the point of wanting to change it. Through discussion, students will identify some of the motivations behind teasing and also explore their own experiences being a bystander, ally, or the one affected by bullying.

REQUIREMENTS:

Participants:

K-5th grade students

Key Words:

Bystander, Ally

Definitions:

Ally: Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.

Bystander: Someone who sees something happening and does not say or do anything.

PROCEDURE:

Define Key words

Read Chrysanthemum

Ask students to re-cap the story, using the prompt, “What happened in the story?”

Encourage the class to continue to tell the story.

- How do you think Chrysanthemum felt when the others were teasing her?
- How do you think the children felt when they were teasing Chrysanthemum? Did the narrator in the story “tell” or “tattle” when he shared what had been going on with his teacher?
- Why do you think the children were teasing her?
- What did Chrysanthemum do when the children were teasing her?
- What did Mrs. Twinkle do to help stop the teasing?

Ask: Has anything like what happened to Chrysanthemum ever happened to you? What did you do?

Ask: Has anything like this ever happened to someone you know? What did she or he do?

Ask: Why do people tease or bully other people? What are things you can do to stop teasing and bullying?

Ask: Are there students in your school who get picked on often (**no names, please**)? Why do you think this happens?

Ask: How does it make you feel when others get teased or bullied? What do you do when this happens?

Ask: What are things you can say to stop teasing and bullying? *Offer specific language such as (1) "I don't like when you say/do that. You hurt my feelings."(2) "That's not right; Chrysanthemum's feelings are hurt when you say/do that."*

Ask: What are things you can do to be safe from bullying?

Ask: Why would you decide not to tell an adult? What do you wish adults would do differently?

Wrap Up by offering to take any questions or opening the floor to students to share their experiences with bullying or being an ally. Also tell children that adults can be helpful when they know someone is being teased. *Mrs. Twinkle did not need to directly confront the children doing the teasing but she still made a big difference.*

Extension Activity: I Belong to Many Groups

RATIONALE:

This lesson provides an opportunity for students to recognize that they can maintain a unique identity while belonging to many groups.

REQUIREMENTS:

Materials:

Chrysanthemum by Kevin Henkes

Time:

60 minutes for full activity

PROCEDURES:

1. Begin this lesson by having students think about groups to which they belong. Provide students with several examples that illustrate many different types of groups - 4th grader, oldest child in the family, African American, Italian American, Girl Scout, girl, Jehovah's Witness, etc. Ask students to add to the list of examples.
2. Have students stand in a straight line along the length or width of the classroom. Tell students that you are going to say the names of several groups. If students see themselves as part of the group named, they should move forward two steps; if they don't see themselves as part of the group, they should remain standing where they are. Encourage students to observe who is stepping forward with them, how often the whole class steps forward or if they, or anyone else, ever step forward alone. [NOTE: Remind students to move back to the starting line before calling the next group.]
3. Call several groups one by one. Some of the groups should be groups that all, or many, students will belong to and some groups should be ones that will involve fewer students stepping forward (e.g., student in this school, 3rd grader [or whatever grade students are in], oldest child in the family, Cub Scout, member of school chorus).
4. After calling several groups, ask students what they observed (e.g., sometimes everyone belonged to a group; sometimes only some people did). Continue the exercise by having students volunteer the names of groups.

5. Have students return to their seats. Explain that they are each going to identify the groups that they belong to by completing a pie graph. Ask students to explain what a pie graph is and where, if at all, they have seen one. Show students a picture of a pie graph.
6. Distribute the I Belong to Many Groups: Pie Graph handout. Ask students to think about groups to which they belong and how each of those groups is like a "piece" of who they are. Give students some general categories of groups as examples: family (brother, daughter, grandchild, only child), personal identity groups (gender, race, religion, etc.), school groups (band, chorus) and community groups (Boys & Girls Club, Girl Scouts). Once students have determined the groups that they will identify on the pie graph, have them consider the size of each "pie piece," helping them to understand that the groups that they belong to may not all be equal in importance. [NOTE: Teachers may want to share their own pie graphs with students as a model.]
7. Provide students with rulers and have them complete their pie graphs. Remind them to put their names and the date at the bottom of the paper.
8. After students have completed their pie graphs, have each pair off with a partner. Provide each pair of students with crayons or colored pencils.
9. Have partners compare their pies, looking for similarities and differences. Tell students that if both people have a piece of pie that is the same (e.g., soccer team) then they should both use the same color crayon or marker to color that piece of pie on their individual pie graphs. When partners have pie pieces that are different from one another, they should color those pieces of pie in different colors from each other.
10. Have each pair of students share their pies with the class, explaining the groups that they belong to, the groups they had in common and the groups that they didn't have in common. As students finish, have them post their graphs in front of the room.
11. After all students have shared their pie graphs, have a discussion using the following questions:
 - Which groups, if any, did many of you in this class have in common?
 - Which groups, if any, did few (or none) of you have in common?
 - What are some reasons why people don't belong to all the exact same groups?
 - What are some groups that people choose to belong to? (e.g., sports team)
 - What are some groups that people have no choice about? (e.g., age)
 - Can the groups that people belong to change? Give examples (e.g., 4th graders become 5th graders)
 - Do some of the groups that people belong to stay the same? Give examples (e.g., "racial" or ethnic group)

- Do you see yourself as unique even though you may belong to the same groups as some of your classmates? Explain your answer.

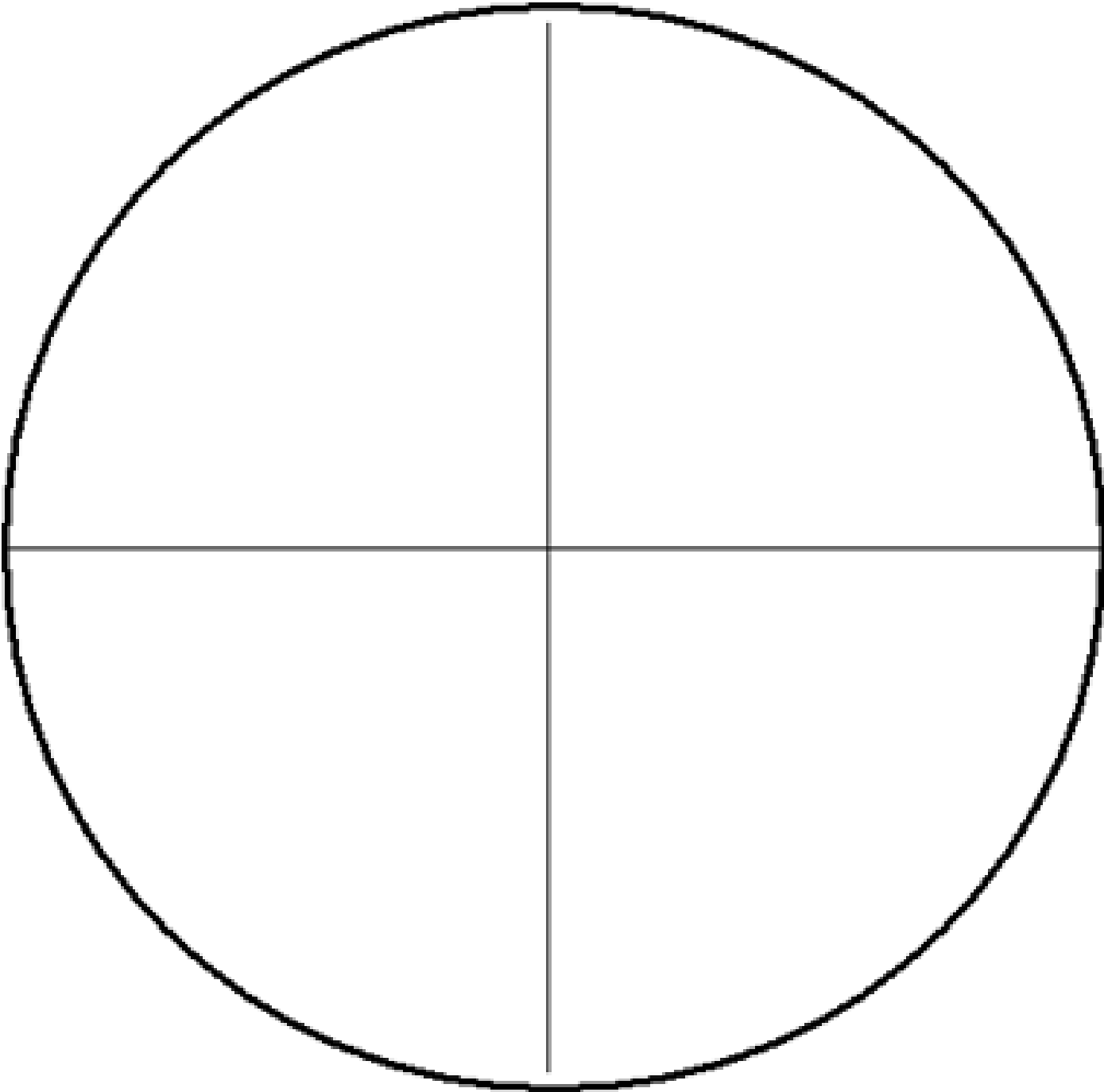
NOTE: Reinforce the Idea that each person is a unique individual and the groups that a person belongs to only add to that uniqueness. Use the pie graphs that students Just completed to illustrate that even group membership among people of the same age who go to the same school can often show many differences.

12. End this lesson by having students write a paragraph that combines all of the information that they have identified about themselves in Unit I. The following prompt could be prepared on the chalkboard or on an overhead transparency for students to use as a guide in the development of their paragraphs:

**Adapted from the A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide
(Elementary/Intermediate Level)**

Student Handout

I BELONG TO MANY GROUPS: PIE GRAPH



MY NAME IS _____.

My unique physical characteristics are _____.

I like _____.

I don't like _____.

Something that I do very well is _____.

I have many feelings:

Sometimes I feel _____

and sometimes I feel _____.

My family is special because _____.

Something about my community that is important to me is _____.

Some groups that I belong to are _____.

The Crayon Box that Talked



RATIONALE

Although they are many different colors, the crayons in a box discover that when they get together they can appreciate each other and make a complete picture. The Crayon Box That Talked illustrates how diversity is a strength and differences are not something to be laughed at or ridiculed. The story helps show that when we embrace differences, we can create something beautiful.

REQUIREMENTS:

Participants:

K -3rd grade students

Key Words:

Prejudice, Diversity, Unique

Definitions:

Prejudice: Making a decision about a person or group of people without enough knowledge. Prejudice is based on stereotypes.

Diversity: Different or Varied

Unique: Being the only one

PROCEDURE:

Define Key words

Read The Crayon Box that Talked

Ask students to re-cap the story, using the prompt, “What was the problem with the crayons?”

Encourage the class to continue to tell the story.

- Why didn't the crayons get along?
- How did the little girl in the story help the crayons appreciate their diversity?
- What did the crayons do when they all came together?

Ask: What are unfair reasons not to like someone?

Ask: Has anyone ever said they did not like you for unfair reasons? (*Remind the students not to use specific names!*)

Ask: “How can we make sure we don't judge other people just by what is on the outside?” (If age appropriate, define prejudice, and ask how we can work to eliminate prejudice?)

Wrap Up by offering to take any questions or opening the floor to students to share their experiences.

Extension Activity: What Can We Learn from a Box of Crayons?

REQUIREMENTS:

Materials:

The Crayon Box that Talked by Shane DeRolf

➤ Paper and Crayons (in many colors)

Time:

30 minutes

PROCEDURE

Provide each student with two sheets of drawing paper

- Pick out one crayon from the box
- Draw a picture with only the single crayon.
- After about five minutes, ask students to draw another picture on the second sheet of paper, using as many different colors as they want.
- When finished coloring ask them the following questions:
 - Which picture do you like best?
 - Why?
 - Which picture would you like to display in your classroom, the hallway, at home?

Discussion:

Invariably, the students prefer the pictures drawn with the whole box of crayons. Point out, "What a boring world it would be if we were all alike — like the picture drawn with only one crayon. The diversity in the world makes it like a wonderful box of crayons with endless colors."

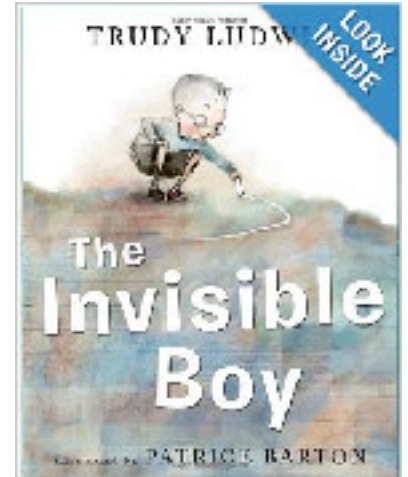
Re-read The Crayon Box that Talked:

- Ask, "Wasn't it silly for the crayons not to like each other just because of their color? Each crayon had something special to offer to the picture — green for the grass, blue for the sky, yellow for the sun."
- Ask them to brainstorm the reasons it is important to accept people who are different from us, recording their responses on the board.

Conclusion: read poem (unknown author)

Wouldn't it be terrible? Wouldn't it be sad?
If just one single color was the color that we had?
If everything was purple? Or red? Or blue? Or green?
If yellow, pink, or orange was all that could be seen?
Can you just imagine how dull world would be
If just one single color was all we got to see?

The Invisible Boy



RATIONALE

In her new book, Trudy Ludwig introduces Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party . . . until, that is, a new kid comes to class. When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine. Through discussion, students will examine the impact of social exclusion and isolation and discuss ways to be an ally by better including others.

REQUIREMENTS:

Materials: The Invisible Boy by Trudy Ludwig

Participants: 1st-4th grade students

Key Words: Bystander, Ally, Aggressor, Target, Social Isolation

Definitions:

Ally: Someone who helps or stands up for someone who is being bullied.

Bystander: Someone who sees bullying happening and does not say or do anything.

Aggressor: Someone who says or does hurtful things to another person on purpose and over and over.

Target: Someone who is bullied or treated in a hurtful way by an individual or a group on purpose and over and over.

Social Exclusion: Social exclusion refers to the act of rejecting someone or leaving someone out of a group activity or interaction. Social exclusion may or may not be intentional, but when it is intentional it can be a form of bullying.

PROCEDURE:

Introduce Yourself Make sure you tell the kids something about why you care about the issue of bullying. Sharing a personal story helps make a connection with the students.

Read The Invisible Boy

Ask students to re-cap the story, using the prompt, "What happened in the story"? Use additional prompts:

How does Brian feel at the beginning of the book?

How do other kids treat Brian?

Are all of the other kids intentionally being mean or cruel to Brian?

What does Brian do to help cope with his situation?

What does Justin do to be an ally for Brian? Why do you think Justin chooses Brian as a partner?

Ask: Are there students in your school who get excluded (no names, please!)? Why do you think that happens?

Ask: How do you think it feels to be excluded like Brian? (Have the kids be specific. "Do you feel sick to your stomach?" "Like running and hiding?" Really build a group consensus about how bad it feels to be isolated.)

Ask: How does it make you feel when *others* get teased or bullied or purposefully left out? What do you do when this happens?

Ask: Have you ever watched another student get teased or bullied? Did you get involved in some way? What are some safe and helpful ways you could have gotten involved?

Ask: What does it mean to be an ally to someone else? Are there things that you can do to be an ally to someone who is left out, picked on or bullied at your school? (Make sure they consider ways to help other than direct confrontation. See, for example, handout, Be An Ally: 6 Simple Ways.)

Wrap Up by offering to take any questions or opening the floor to students to share their experiences, in particular examples of ally behaviors.

Extension Activity: Social Grouping Game

RATIONALE:

Help students to explore the dynamics of exclusion and inclusion by examining the patterns that they use to group themselves.

REQUIREMENTS:

Materials:

The Invisible by Trudy Ludwig

Time:

30-45 minutes

PROCEDURE

1. Place a colored sticker on each student's forehead without letting them see the color.
2. Use four different colors-one white sticker and an even mix of the other three. (The student who receives the white sticker should be capable of handling a simulation about exclusion, and not someone who is typically teased or excluded).
3. As each student receives a sticker, direct him/her to roam around the room in silence. Once all of the students are "roaming," instruct them to "find their group" without asking any questions and without verbal communication of any kind.
4. When students are finished, use the following questions to debrief:
 - a. What were the strategies you used to find your group? Why did you group in this way?
 - b. What did it feel like to be pushed into a group or told by someone else to go into a group?
 - c. What did it feel like to direct people to go into a group or not go into another group?
 - d. Did you like the group you were in? Would you rather have been in another group?
 - e. What about the person who is not in a group? Why didn't anyone accept that person into their group? What did it feel like for the person who wasn't accepted into the group?

f. Are there any similarities between the way you grouped and treated one another during this activity and the way you group and treat one another in the playground and other social situations?

- Help students to see that they grouped by color because it seemed natural or easy, or because they assumed it was the "right" way to satisfy the task.
- Make the connection to the "easy" or superficial ways in which they often group socially, and to how this may lead to exclusion and cliques.
- If time allows, give students an opportunity to try the dot game again, and to group in a variety of creative ways that do not exclude anyone.
- Challenge students to think about the ways that they group outside the classroom, and to work toward inclusive behavior in social situations.

It's Okay to Be Different



RATIONALE

It's Okay to Be Different celebrates the things that make us unique. Through discussion students will identify the things that make them unique or different while embracing the differences of their peers.

REQUIREMENTS:

Participants: K -3rd grade students

Key Words: Diversity, Ally, Unique

Definitions:

Ally: Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.

Diversity: different and varied

Unique: the only one

PROCEDURE:**Define** Key words**Read** It's Okay to Be Different**Ask** students to re-cap the story, using the prompt, "What were your favorite differences in the story?"**Encourage** the class to continue to tell the story.

- What are some other ways that it's okay to be different?
- Were there any differences that you didn't understand?
- What are some really good ways people are different?

Ask: Have you ever been teased because you are different?**Ask:** How can we be better friends/allies for our classmates when we see them being teased for their differences?**Ask:** What could we say or do to help someone feel better if they are made fun of for being "different."**Ask:** What is one way you are special or unique?**Wrap Up** by offering to take any questions or opening the floor to students to share their experiences. Tell students that the phrase "It's okay to be different" could help someone feel better if they are being teased/bullied.

Extension Activity: Self Portrait:

RATIONALE

This activity gives students a chance to think about what makes them unique and special. Students are encouraged to be proud of who they are and comfortable in their own skin.

REQUIREMENTS:

Materials:

“*It’s Okay to be Different*” by Todd Parr

➤ Self Portrait Worksheet

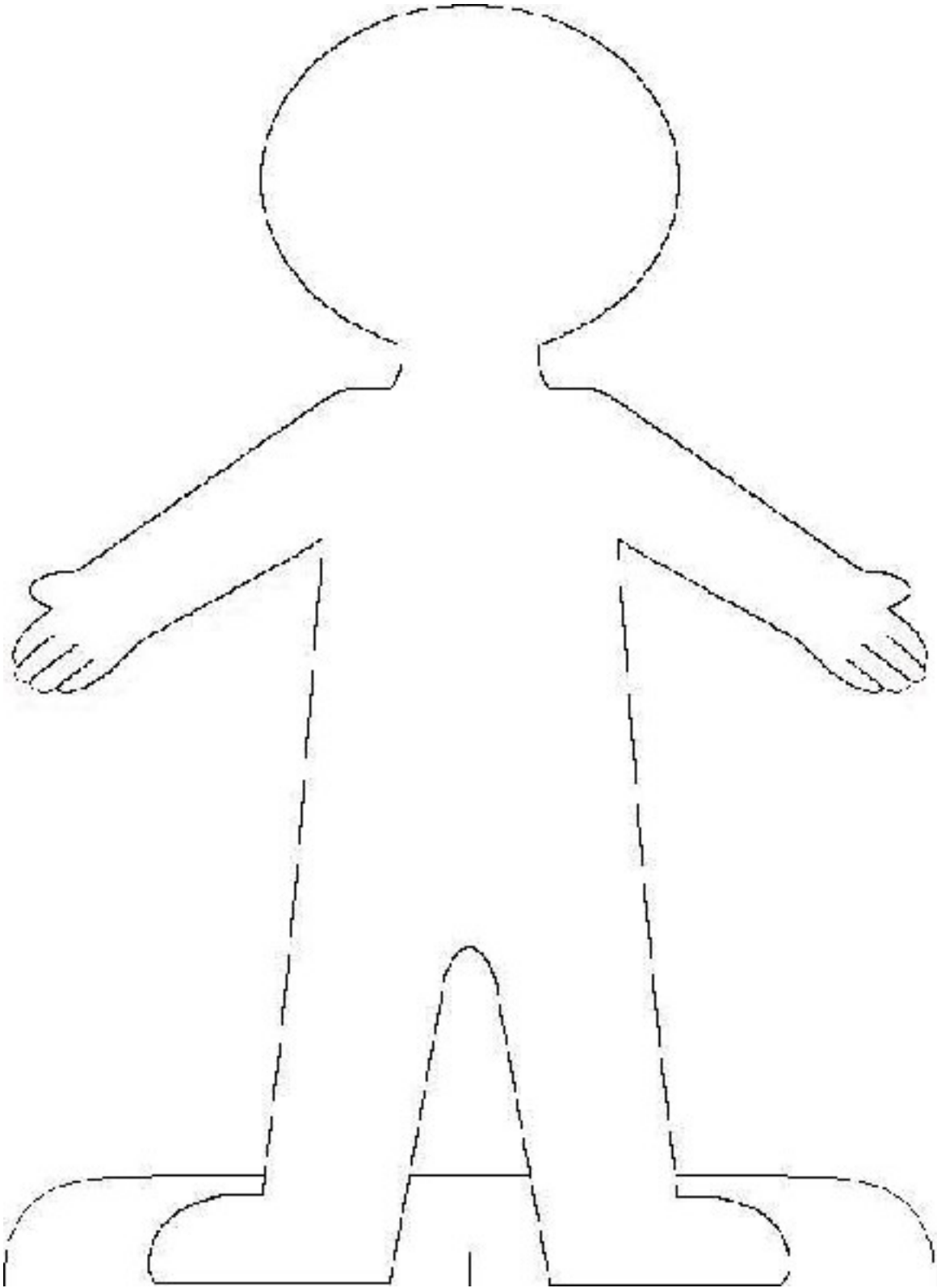
Time:

30 minutes

PROCEDURE

1. Introduce the term “unique” to students, explaining that everyone has something that is different about them. For this exercise have students identify their unique physical characteristics (e.g. skin color, eye color, hair color and texture).
2. Have students draw, color and paste different items on their Self Portrait worksheet until they have a unique representation of themselves.
3. Teachers may decide to hang these around the classroom or send them home with students.

It's Okay to Be Different!!



Just Kidding



RATIONALE

Just Kidding is a rare look at emotional bullying among boys. D.J.'s friend Vince has a habit of teasing D.J. and then saying, "Just kidding!" as if it will make everything okay. It doesn't, but D.J. is afraid that if he protests, his friends will think he can't take a joke. This story introduces children to several methods of dealing with bullies who may be in their circle of friends as well as how to be an ally.

REQUIREMENTS:

Participants:

4th and 5th grade students

Key Words:

Reaction, Tattling vs. Reporting, Ally vs. Bystander

Definitions:

Reaction: The way that we ACT when something good or bad happens to us.

Tattling: Tattling is when you want to get someone in trouble.

Reporting: Reporting is when you want to help someone or yourself.

Ally: Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.

Bystander: Someone who sees something happening and does not say or do anything.

PROCEDURE:**Define** Key words**Read** Just Kidding**Ask** students to re-cap the story, using the prompt: “What was the big deal with how Vince was treating his friends? Wasn’t he just kidding around?”**Encourage** the class to continue to tell the story.

- How did D.J. respond to Vince’s comments on the soccer field in the beginning of the story??
- Did the things that Vince said make him a bully? Why or why not? (*Note the definition of bullying provided in Read4Respect “Supplemental Resources.”*)
- What was the advice given by D.J.’s Dad? How did he suggest D.J. respond to Vince’s “jokes”?
- What did D.J. do to be an ally? (*Remind students of the incident on the school bus and Vince’s “bed head” remarks*)
- What did D.J.’s teacher Mrs. Winter suggest for Vince to help him stop being a bully? What did she suggest D.J. do in the meantime?

Ask: Why would a kid who is being a bully need help too? *Talk to students about the way that some kids have a hard time dealing with their feelings and may hurt other kids in the process.***Ask:** Who were D.J.’s allies or potential allies in the story? *Help students see that adults can be allies too, such as the bus driver and D.J.’s teacher.***Ask:** Who were the bystanders in this story? What could they have done to become allies?**Wrap Up** by offering to take any questions or opening the floor to students to share their experiences. Tell students that a trusted adult can be very helpful with advice on how to respond to a bully or directly, or to make the bullying stop immediately. Students should not be afraid to report what is happening to an adult.

Extension Activity: Stand Up

RATIONALE:

This activity will remind students that no one deserves to be bullied and that everyone has a responsibility to report unkind acts.

REQUIREMENTS:

Materials:

Just Kidding by Trudy Ludwig

- Multi-color index cards
- markers
- chart paper/board
- images
- glue

Time:

30-45 minutes

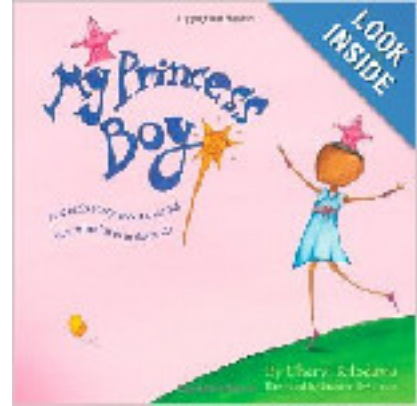
PROCEDURE

1. Prior to the lesson, create four "**Fear Factor**" cards by writing the following statements on an index card using a different colored card for each statement:
 - a. "Ridicule someone for being a 'nerd'"
 - b. "Take someone's dessert in the cafeteria"
 - c. "Exclude someone from a group"
 - d. "Gossip about what someone is wearing."
2. Using the same method as above, create four "**Stand Up**" cards for each of these statements:
 - a. "Don't React. Walk away – without emotion – ignore the browbeater"
 - b. "Smile or Laugh. If you do the opposite of what the person expects, they can't have any fun"

- c. "Talk it Out. Calmly tell the perpetrator how you feel. When you're calm, harassment loses its power"
 - d. "Inform an Adult. When you're being hassled, you're not snitching, you're standing up for yourself and your peers."
3. Using clip art or magazines, find images that reflect the "fear factor" and "stand up" cards previously described. Glue the image on the side opposite the statement. (Students also could illustrate the images themselves.)
 4. To begin the activity, ask students to explain the difference between snitching and asking an adult for help. In addition, have students discuss the positive and negative outcomes of standing up for someone. Use this as an opportunity to discuss the concept of "ratting" someone out.
 5. Call for volunteers to come to the front of the room two at a time. One student will choose a card from the "Fear Factor" deck and the other should choose a card from the "Stand Up" deck.
 6. Have the two volunteers act out the statements found on their card, beginning with the "Fear Factor" card and ending with the "Stand Up" card.
 7. Continue this until all four sets are used or until each child has had a chance to participate.

From www.teachingtolerance.org

My Princess Boy



RATIONALE

Dyson loves pink, sparkly things. Sometimes he wears dresses. Sometimes he wears jeans. He likes to wear his princess tiara, even when climbing trees. He's a Princess Boy. Inspired by the author's son, and by her own initial struggles to understand, this is a heart-warming book about unconditional love and one remarkable family. The book challenges readers to be more open to differences and to accept people for who they are. Students will discuss acceptance and the importance of stopping bullying and making judgments. Through discussion, students will world is a brighter place when we accept everyone for who they are.

REQUIREMENTS:

Participants:

PreK-3rd grade students

Key Words:

Ally, Stereotype

Definitions:

Ally: A friend or supporter

Stereotype: Looking at a group and thinking they are all the same in one way or another.

PROCEDURE:

Define Key words

Read My Princess Boy

Ask students to re-cap the story, using the prompt, “What happened in the story?”

Encourage the class to continue to tell the story.



Ask: Have you ever felt embarrassed about something because you think it makes you “different” and you are afraid you will not fit in.

Ask: Has anything like this ever happened to someone you know? What did she or he do?

Ask: What are things you can do to help your friends understand different cultures?

Ask: Are there students in your school who get picked on often (no names, please), because they are from an unfamiliar culture? Why do you think this happens to them?

Ask: What are things you can say to stop teasing and bullying? (Offer language like "I don't like when you say/do that. You hurt my feelings." Or "That's not right; Yoko's feelings are hurt when you say/do that.").

Ask: Have you ever thought you wouldn't like something, and then when you actually tried it, you realized that you did? (*Give a personal example: “I used to tell my dad I thought putting ketchup on eggs was gross, but when I finally tried it, I discovered I really like the way it tastes!”*)

Wrap Up by offering to take any questions or opening the floor to students to share their experiences.

Extension Activity: Toys and Gender¹

RATIONALE

This activity helps students continue the conversation about gender stereotypes. In our society, very few toys are free of gender packaging and most toys are either associated with girls or boys. Often, those associations are stereotyped, so that “girl toys” tend to focus on domesticity, nurturing and appearance whereas “boy toys” emphasize building, action and aggressive play. This lesson will give students the opportunity to learn about and reflect on how toys are influenced by gender stereotypes and how children and their families are impacted by those messages.

Learning Objectives:

- Students will reflect on how toys are categorized as “girl toys,” “boy toys” or both
- Students will develop an understanding of gender stereotyping
- Students will explore the concept of gender-neutral toys

REQUIREMENTS:

Materials:

- *My Princess Boy*, by Cheryl Kilodavis
- *Is This Toy for a Girl or Boy or Both?* handout, one for each student

Time:

30-45 minutes

¹ This activity is excerpted from the longer ADL Current Events Classroom lesson, Toys and Gender, available online at <http://www.adl.org/assets/pdf/education-outreach/toys-and-gender.pdf>. © 2013 Anti-Defamation League.

PROCEDURE

WARM-UP: MY FAVORITE TOY

Have each student share their favorite toy and say what they love about it. Record the attributes on the board. Ask: What do you notice about the words on the board?

Then ask students to either close their eyes or not and picture themselves in a toy store. Ask them to visualize their favorite toys. Ask: What are your favorite kinds of toys? What section do you like to go to first? Are there certain colors that you would see in each section? What kinds of toys do you see? Is there section that is supposed to be for boys? A section for girls? How do you know? Ask students to open their eyes. Repeat the questions, this time asking a few students to share their responses.

IS IT A “GIRL TOY” OR “BOY TOY”?

1. Distribute the handout Is This Toy for a Girl or Boy or Both? Instruct each student to look at each toy and record whether they think it is a toy for a girl or a boy or both by writing B (boy), G (girl) or BT (both) next to the picture. **The sheet can be downloaded from <http://www.adl.org/assets/pdf/education-outreach/toys-and-gender.pdf>.**
2. After they have completed their sheets, have students get into small groups of 3–4. In groups, have students compare their handouts, but be sure to tell them not to change what they wrote. Instruct them to take a few minutes to share with each other the reason they gave for putting toys in the categories they did (boy, girl or both).
3. Have students come back to the large group and ask a few students to come up to the front of the room and talk about their sheets, sharing the categories they chose for each toy and why they chose that category.
4. Lead a whole group discussion by asking the following questions:
 - Why did you put certain toys in certain categories?
 - Is there anything that the toys you thought were for girls have in common? How about what the toys you thought were for boys have in common?
 - What toys did you chose that both boys and girls like? What do those have in common?
 - Do you think there is such a thing as a “boy toy” or a “girl toy”? Do you think there should be?
 - How do people get their ideas about what boys vs. girls are “supposed” to like and play with?

NOTE: In age-appropriate language, explain to students that people in our society, including toy companies, hold “stereotypes” (oversimplified generalizations about a person or group of people without regard for

individual differences) about people and in this case, specifically girls and boys. For example, if a student stated earlier that doll strollers are more of a girls toy, challenge that assumption by asking why that is, explaining that both boys and girls can take care of dolls in the same way that both men and women can take care of babies. Use other examples based on what they said during the activity.

5. Point out that there really is no such thing as a girl's or boy's toy, that all children can potentially like dolls, toy soldiers, strollers, teddy bears, baseball and legos. Ask students: Why is it important that children feel comfortable playing with whatever they would like to play with? Explain that stereotyping impacts children's ability to explore different parts of themselves and it can limit their opportunities. Play is a critical component of young children's development and in how they make sense of the world. It has a strong impact on their interests, social interactions, skills, academic pursuits and how they see themselves as workers and family members in the future. Therefore, it is important not to place any limitations on them and allow them to explore as much as possible.

6. If it doesn't come up from the students, explain that toy companies use colors, packaging and photos to try to tell children (as well as their parents and society at large) what girls should like and boys should want to play with. Ask: Do you see on either the toys we talked about today or the ones you have at home different packaging, colors or photos based on the toys? Why do you think toy companies do this? Explain that often toys intended for girls are pink or purple (light colors) and toys geared towards boys are blue, black and green (dark colors) or the toys will have photos of only girls or boys depending on who it is geared to.

My Secret Bully



RATIONALE

My Secret Bully is the story of two girls that have been friends since kindergarten. Suddenly, one of the friends excludes and embarrasses the other in front of their classmates. Relational aggression is an act of emotional bullying hidden among tightly knit networks of friends. Instead of using knives and fists to bully others, emotional bullies employ relationships, words and gestures as their weapons of attack.

REQUIREMENTS:

Participants:

4th -5th grade students

Key Words:

Ally, Reporting/Telling (vs. Tattling)

Definitions:

Ally: Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.

Telling vs. Tattling:

- **Tattling:** When you want to get someone in trouble.
- **Reporting/Witnessing/Telling:** When you want to help someone or yourself.

Bystander: Someone who sees something happening and does not say or do anything.

PROCEDURE:

Define Key words

Read My Secret Bully

Ask students to re-cap the story, using the prompt, “What was the problem between Monica and Katie?”

Encourage the class to continue to tell the story.

- How did Monica feel about the way Katie treated her?
- To whom did she reach out for help?
- How did Monica solve the problem?

Ask: What are the bullying behaviors in the story (*pushing, yelling, excluding*). Help students identify how the characters felt while they were being bullied.

Ask: What does bullying look like, and why do people bully?

Ask: What types of bullying have you seen?

Discuss a few specific things students can do when they encounter bullies:

- Stay calm
- Say “stop” in a strong voice
- Use I messages “I feel ____ when you _____”
- Do NOT fight
- Tell an adult whenever you are bullied

Wrap Up by telling students that although they are learning new skills to deal with bullying, they do not always have to solve problems alone. *Encourage them to ask for help from someone they know and trust. Tell them that if it keeps on happening, to talk to a teacher, their school counselor, or any trusted adult!*

Extension Activity: One Person, Many Roles

RATIONALE:

Help students to explore the roles that they have played in the past when teasing or bullying has occurred.

REQUIREMENTS:

Materials:

Alley Oops by Janice Levy

Time:

30 minutes

PROCEDURE

- Distribute the worksheet, One Person, Many Roles, to each student and ask them to spend 5-10 minutes filling in each square (with words or pictures).
- Tell students that you will not be collecting the worksheets or asking them to show it to others, and encourage them to be completely honest.
- When students have finished, introduce the vocabulary that corresponds with each square (A- target; B-perpetrator; C- bystander; D-ally).
- Ask for volunteers who would like to share one of their squares with the class.
- Ask each volunteer why s/he chose that particular square, how it felt to be in that role, and what was positive or negative about the way s/he responded in that particular situation.

Help the class to see patterns in the way different students have behaved when teasing or bullying occurs.

Highlight constructive responses to bullying that come up, and reinforce the importance of being a friend and ally to peers who are the targets of bullying.

Adapted from A WORLD OF DIFFERENCE® Institute Anti-Bias Study Guide (Elementary/Intermediate level. New York: Anti-Defamation League. © 2000.

One Person, Many Roles Worksheet

Name: _____

TARGET

A) Describe a time when someone's words or actions hurt you.

AGGRESSOR

B) Describe a time when your words or actions hurt someone.

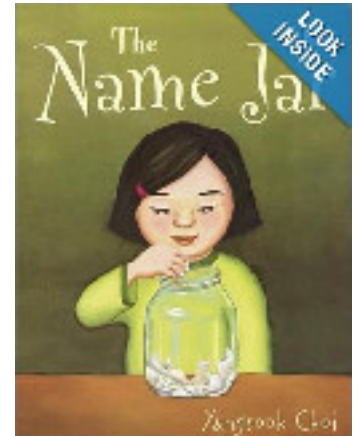
BYSTANDER

C) Describe a time when you saw teasing or bullying take place and you did not help. Why do you think you didn't help?

ALLY

D) Describe a time when you helped someone who was being teased or bullied.

The Name Jar



RATIONALE

Being the new kid in school is hard enough, but what about when nobody can pronounce your name? Having just moved from Korea, Unhei is anxious that American kids will like her. So instead of introducing herself on the first day of school, she tells the class that she will choose a name by the following week. Her new classmates are fascinated by this no-name girl and decide to help out by filling a glass jar with names for her to pick from. But while Unhei practices being a Suzy, Laura, or Amanda, one of her classmates comes to her neighborhood and discovers her real name and its special meaning. Through discussion, student will learn that understanding and appreciation can come from trying new things. Through discussion children learn the term “culture” and have an opportunity to share what is unique about their culture. Students will better appreciate cultural differences and how it is important to be proud of one’s own identity while also being accepting of others’.

REQUIREMENTS:

Materials:

The Name Jar, by Yangsook Choi

Participants:

K-3rd grade students

Key Words:

Diversity, Culture

Definitions:

Diversity: Different or Varied

Culture: The pattern of daily life learned by a group of people. These can include clothes, language, arts, food, and holiday celebrations.

PROCEDURE:

Define Key words

Read The Name Jar

Ask students to re-cap the story, using the prompt, “What happened in the story?”

Encourage the class to continue to tell the story.

- How does Unhei feel starting at her new school?
- What happens on to Unhei on the bus?
- Why does Unhei decide not to use her real name?
- What does Unhei eventually learn about her name?

Ask: Has anything like what happened to Unhei ever happened to you because of your culture? What did you do?

Ask: Have you ever felt embarrassed about something because you think it makes you “different” and you are afraid you will not fit in.

Ask: Has anything like this ever happened to someone you know? What did she or he do?

Ask: What are things you can do to help your friends understand different cultures?

Ask: Are there students in your school who get picked on often (no names, please), because they are from an unfamiliar culture? Why do you think this happens to them?

Ask: What are things you can say to stop teasing and bullying? (Offer language like "I don't like when you say/do that. You hurt my feelings." Or "That's not right; Yoko's feelings are hurt when you say/do that.").

Ask: Have you ever thought you wouldn't like something, and then when you actually tried it, you realized that you did? *(Give a personal example: “I used to tell my dad I thought putting ketchup on eggs was gross, but when I finally tried it, I discovered I really like the way it tastes!”)*

Wrap Up by offering to take any questions or opening the floor to students to share their experiences. Encourage them to think about interesting things they have learned from other cultures or things they would like to learn more about other cultures.

Extension Activity: A Welcoming School

RATIONALE

Have students think about actions they can take to make ALL kids feel welcome in their school

REQUIREMENTS:

Materials:

The Name Jar by Yangsook Choi

Time:

30 minutes

PROCEDURE

Individual Activity

1. Have students draw a welcoming picture and write using the writing prompt: "I can help others feel welcome by..."
2. Display the pictures around the room or in the hall near your classroom.

Classroom Activity

3. *Create a Welcoming Chart:* Label a piece of chart paper "Our Welcoming Classroom" and post it on the wall.
4. When you notice students doing something to make a more welcoming classroom, add their names and what they did to the chart.

School Activity

5. Brainstorm with your students what could make their classroom and their school feel more welcoming. From this list, have the students pick an action that they could take.
6. Make a plan and carry it out.

From www.welcomingschools.org

Nobody Knew What To Do



RATIONALE

Nobody Knew What To Do is a story that helps students connect to, and identify, real bullying behavior and the helpless feeling of being a bystander. Students also examine the importance of being an ally and the difference between “telling” and “tattling.”

REQUIREMENTS:

Participants:

K -5th grade students

Key Words:

Bystander, Ally, Telling vs. Tattling

Definitions:

Ally: Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.

Telling vs. Tattling:

- **Tattling:** When you want to get someone in trouble.
- **Telling (or reporting):** When you want to help someone or yourself.

Bystander: Someone who sees something happening and does not say or do anything.

PROCEDURE:

Define Key words

Read Nobody Knew What to Do

Ask students to re-cap the story, using the prompt, “What was happening to Ray?”

Encourage the class to continue to tell the story.

- What did the other kids in the class do to feel safe from the bullies?
- What happened the day that Ray missed school? What did our narrator overhear?
- Did the narrator in the story “tell” or “tattle” when he shared what had been going on with his teacher?
- What happened after the narrator told his teacher about Ray?

Ask: Have you ever seen someone being bullied? What did you do?

Ask: Who were the bystanders in the story? Did any of the bystanders become Ray’s ally?

Ask: How do you think the narrator felt after he told his teacher what was happening? Have you ever told a teacher when something bad was happening to a classmate or to you? Why was this different from tattling?

Ask: Why would you decide not to tell an adult?

Ask: What do you wish adults would do differently so that you would feel safe going to them?

Wrap Up by offering to take any questions or opening the floor to students to share their experiences with bullying or being an ally. Also allow students to talk about their fears of telling an adult and how those might be addressed.

Extension Activity: Being an Ally²

RATIONALE This activity provides an opportunity for participants to better understand some of the characteristics and behaviors of an ally. This understanding assists participants in developing skills and motivation to be allies to other students who are targets of name-calling or bullying.

REQUIREMENTS:

Materials:

The Invisible Boy, by Trudy Ludwig

- “Build an Ally...” Worksheets (one per student) OR chart paper for small groups to work together
- Crayons/Markers

Time:

30-60 minutes (depending on which parts of the activity you choose)

PROCEDURE:

PART I: Benefits and Risks of Being an Ally

1. Introduce the term ally (if you haven’ already) and ask students to define it (*someone who helps, supports, or speaks out on behalf of someone else*). Ask students to provide specific examples of how they can be an ally (e.g. invite someone to sit with you at lunch). List them on the board.
2. Label a sheet of chart paper, "Being an Ally," and divide it into two columns titled "Risks" and "Benefits."
3. Ask what risks you might take when you decide to be an ally (e.g., losing friends, becoming a target, being excluded also).
4. List students’ ideas about the risks of being an ally.
5. Ask students what benefits came from being an ally (e.g., Brian felt supported and gained confidence, Brian felt proud, and all the kids made new friends).

² Adapted from Anti-Defamation League Curriculum Connections: Words That Heal-Using Children’s Literature to Address Name-Calling and Bullying: www.adl.org/curriculum_connections and from Becoming an Ally: Elementary Level.

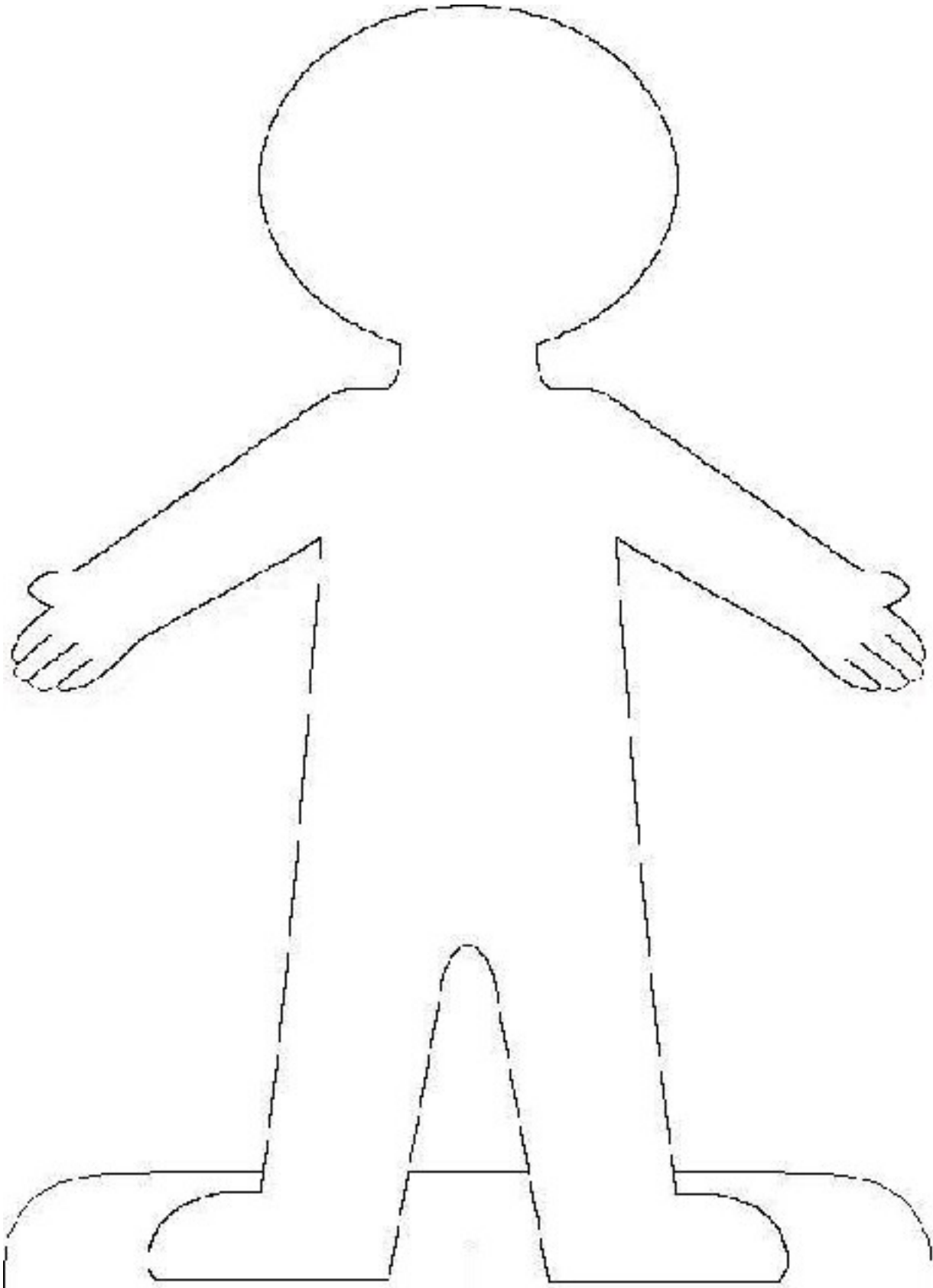
© 2012 Anti-Defamation League

6. List students' ideas about the benefits of being an ally. Tell students that although there are risks involved in being an ally, there are always safe ways that we can help others.
7. Ask students to suggest high-risk and low-risk ways that can be an ally.

PART II: Building an Ally

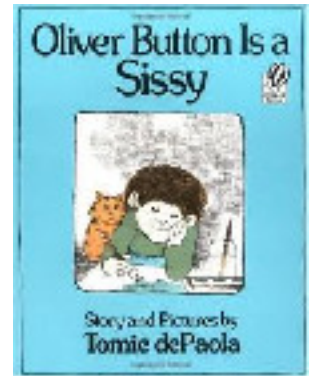
1. Give each child the “Build an Ally” sheet. (Alternative: have students work in pairs or small groups and have small groups start by tracing a body on a large piece of chart or butcher block paper. If you have limited time, you can also do one “ally” with the entire class.)
2. Direct students to the list of things Brian did to be an ally. Have students add to that list if needed.
3. Explain that the participants are going to have the opportunity to think about the actions they can take as an ally by “Building an Ally”
4. Ask students to Build an Ally by drawing body parts that represent characteristics of an ally. Provide the following examples of actions or statements that correspond to the parts of an ally:
 - A heart can represent the need for concern for others, and concern for others can look like not laughing at jokes about another person, but instead saying that it’s not funny to make fun of people.
 - Hands can represent the willingness to reach out to others who are targets of name-calling and bullying, and an action associated with reaching out would be to let a target know that you are there for that person and are willing to help.
5. Emphasize that no part can be included without a reason or explanation related to being an ally. Also, clarify that they are making realistic figures, not superheroes, so the characteristics should be real things that real people could do. Provide 10 minutes for participants to complete their ally drawings. Circulate amongst the groups to ensure that they understand the instructions and the concept of the body part as a metaphor for characteristics of an ally.
6. Reconvene the whole group. Ask for participants to share examples of the different characteristics they gave to their action figures. Allow for several students to share a body part and characteristic, emphasizing that they should share something different than what has already been shared.
7. Emphasize that every person has the necessary qualities to be an ally and can choose to work on those characteristics and use them.
8. Ask each person to make a promise (or commitment) of how they will be an ally, like their Ally figures. Encourage them to be as specific as possible.
9. Give a few examples (If needed, use the prompt: *One thing I promise to do to be an ally is...*)

- I promise to use my heart for compassion and will no longer laugh when I hear a joke that is hurtful.
 - I promise to use my words in positive ways and will not gossip or spread hurtful rumors.
10. Ask the students to write their promises and then sign their name on their allies by the corresponding body part.
 11. If time allows, form a circle and have each student share. Or ask for a few examples.
 12. If possible, save the allies for display in the classroom or other location in the school.



BUILD AN ALLY

Oliver Button Is a Sissy



RATIONALE

Oliver is different from the other boys. Instead of playing ball, Oliver enjoys art, dramatic play, and dance. This makes him the target of the boys in the town, who tease him daily. Oliver never gives up the things that he loves and has the courage to compete in the upcoming Talent Show, displaying his dance routine. The greatest lesson of this story is that it's always better to be yourself, even when others tell you that you're supposed to be different. Through discussion and activity students will learn the value of being themselves and being comfortable in their "own skin."

REQUIREMENTS:

Participants:

K-3rd grade students

Key Words:

Ally, Stereotype

Definitions:

Ally: A friend or supporter

Stereotype: Looking at a group and thinking they are all the same in one way or another.

PROCEDURE:

Define Key words

Read Oliver Button Is a Sissy

Ask students to re-cap the story, using the prompt, "What happened in the story?"

Encourage the class to continue to tell the story.

- How do you think Oliver felt when the others were teasing him?
- How do you think the boys felt when they were teasing Oliver?
- Why do you think the children were teasing him?
- What did Oliver do when the children were teasing him?
- What did Oliver do that helped stop the teasing?
- How did Oliver show everyone that he was proud to be himself?

Ask Has anything like what happened to Oliver ever happened to you? What did you do?

Ask: Has anything like this ever happened to someone you know? What did she or he do?

Ask: Why do people tease or bully other people? What are things you can do to stop teasing and bullying?

Ask: Are there students in your school who get picked on often (no names, please)? Why do you think this happened?

Ask: How does it make you feel when others get teased or bullied? What do you do when this happens?

Ask: What are things you can say to stop teasing and bullying? (Offer language like "I don't like when you say/do that. You hurt my feelings." Or "That's not right; Oliver's feelings are hurt when you say/do that.").

Ask: Why would you decide not to tell an adult? What do you wish adults would do differently?

Wrap Up by offering to take any questions or opening the floor to students to share their experiences with bullying or being an ally. Also, reaffirm that it is better to be yourself even in the face of bullies. Oliver is a great example of how being yourself can sometimes teach others as well.

Extension Activity: A Welcoming School

RATIONALE

Have students think about actions they can take to make ALL kids feel welcome in their school

REQUIREMENTS:

Materials:

Oliver Button is a Sissy by Tomie dePaola

Time:

30 minutes

PROCEDURE

Individual Activity

1. Have students draw a welcoming picture and write using the writing prompt: "I can help others feel welcome by..."
2. Display the pictures around the room or in the hall near your classroom.

Classroom Activity

1. *Create a Welcoming Chart:* Label a piece of chart paper "Our Welcoming Classroom" and post it on the wall.
2. When you notice students doing something to make a more welcoming classroom, add their names and what they did to the chart.

School Activity

1. Brainstorm with your students what could make their classroom and the school feel more welcoming. From this list, have the students pick an action that they could take.
2. Make a plan and carry it out.

From www.welcomingschools.org

One



RATIONALE

Blue is a quiet color. Red's a hothead who likes to pick on Blue. Yellow, Orange, Green, and Purple don't like what they see, but what can they do? When no one speaks up, things get out of hand — until One comes along and shows all the colors how to stand up, stand together, and count. As budding young readers learn about numbers, counting, and primary and secondary colors, they also learn about accepting each other's differences and how it sometimes just takes one voice to make everyone count.

REQUIREMENTS:

Participants:

K-3rd grade students

Key Words:

Ally, Bystander

Definitions:

Ally: Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.

Bystander: Someone who sees something happening and does not say or do anything.

PROCEDURE:

Define Key words

Read One

Ask students to re-cap the story, using the prompt, “What happened to Blue in this story?”

Encourage the class to continue to tell the story.

- How did Blue respond to Red in the beginning of the story? How did Blue feel?
- How did the other colors respond to Red?
- What happened when One arrived?
- How did One respond to Red? What happened after that?

Ask: Why do you think Blue didn't tell Red to stop picking on him?

Ask: Why do you think the other colors never told Red to stop?

Ask: What did One do when Red tried to bully him?

Ask: What happened when One finally stood up to Red?

Ask: Have you ever felt like Blue? What did you do? What do you wish other people had done? What do you wish adults would do?

Ask: Have you ever been “The One”? Why or Why not?

Wrap Up by offering to take any questions or opening the floor to students to share their experiences. Remind students that it is always ok to stand up for themselves in a way that is safe to do so and without behaving like a bully yourself.

Extension Activities: One Can Count³

ONE CAN COUNT BOOKMARKS

RATIONALE

Students generate ideas about how they can be the “one” and act as leaders to create a better community.

REQUIREMENTS:

Materials:

Cut outs of the number “1”—one cut out per student

Time:

30 minutes

PROCEDURE

1. Divide students into pairs.
2. Provide each student one of the cut outs of the number “1.”
3. Write the prompt, “I am the ONE when I...” on the board
4. Have pairs discuss possible responses to this prompt and then have each student select a response
5. Have lines in the cutout One and have the students write their response on the lines.
6. Decorate the Ones together....and Display!

³ All of these activities are from <http://www.tangledball.com/one.html>. More activities for the book, One, can be found on this website.

ONE CAN COUNT CHARACTER CONNECTORS

RATIONALE

Bright construction paper rings are looped and intertwined to highlight how we as individuals can be kind and how we can treat others the way we would like to be treated.

REQUIREMENTS:

Materials:

- *Strips of colored paper about 2" wide and 6" long, one per student*
- *Pens or pencils*
- *Crayons or markers*

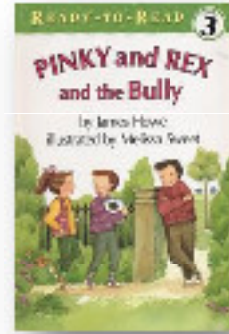
Time:

30 minutes

PROCEDURE

1. Divide students into pairs.
2. With markers or crayons have students write their names on their strip
3. Have students brainstorm different messages of kindness such as "One Can Count," "Offer Help," "Be Kind to Others," "Speak Up for Yourself," or "Speak Up for Others."
4. Have each student select a message of kindness to write on his or her strip.
5. Students can also write specific ways they are the one, such as "I was good to my brother," etc. or a kind deed that makes the student a leader.
6. Hook together their two strips of paper and then continue with each set of partners until there is a leadership chain!

Pinky and Rex and the Bully



RATIONALE

Pinky is a young boy who loves the color pink, making him the target of the school yard bully, Kevin. Throughout the story students will find led lessons about being an ally, appreciating difference and the importance of standing up and being proud of who you are. The “I Am Unique Because...” extension activity helps students develop an appreciation for, and connection with, their peer, across their differences.

REQUIREMENTS:

Participants:

K -3rd grade students

Key Words:

Ally, Respect

Definitions:

Ally: Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.

Respect: To consider worthy of high regard

PROCEDURE:

Define Key words

Read Pinky and Rex and the Bully

Ask students to re-cap the story, using the prompt, “Why did Kevin tease Pinky?”

Encourage the class to continue to tell the story.

- How did Pinky respond to Kevin’s mean names in the beginning of the story?
- What did Pinky decide to do about his bullying problem? Did he try to change himself or change what was happening to him?
- Who were Pinky’s allies in the story? *(Two examples are his neighbor Mrs. Morgan, who helped Pinky when Kevin pushed him off of his bike, and Pinky’s friend, Anthony, on the playground.)*
- How did Mrs. Morgan’s story help Pinky make a hard decision?
- How did Pinky solve his bullying problem with Kevin?

Ask: Why did Pinky think he needed to change his name and favorite color?

Ask: How do you think it made Pinky feel to give away all of his favorite stuffed animals and no longer play with his best friend? Do you think Kevin would have stopped teasing Pinky when he found out about these changes?

Ask: How do you think Pinky felt after standing up to Kevin? Do you think he could have found another way to ask Kevin to leave him alone without calling him a name?

Ask: Have you ever been an ally to someone who was being teased or bullied? What did you do?

Wrap Up by offering to take any questions or opening the floor to students to share their experiences. Remind students that it is always ok to stand up for themselves in a way that is safe to do so and without behaving like a bully yourself.

Extension Activity: “I am Unique Because.....”

RATIONALE

During this activity students will have the opportunity to identify and share the things that make them unique. Using the handout and game students are able to gain affirmation from others encouraging them to embrace their uniqueness.

REQUIREMENTS:

Materials:

“Pinky and Rex and the Bully” by James Howe

➤ “I Am Unique Because...” Worksheet

Time:

30-45 minutes

PROCEDURE:

1. Pass out the “I am Unique Because...” Worksheet.
2. Give students 5-7 minutes to fill in the blank and draw a picture.
3. Have students return their sheets to the instructor, who should then redistribute them randomly, so that each student has someone else’s worksheet,
4. Have students sit in a circle on the floor.
5. Give each student the opportunity to stand in the middle of the circle and read the sheet they have.
6. The student to whom the sheet belongs should replace the student standing in the center of the circle. The students should “high five” before returning to their seat in the circle.
7. After each student shares, the instructor should wrap up by explaining that we all have something special and unique about us, but in our uniqueness we can also find a foundation for friendship.

“I Am Unique Because”

I am unique because I am _____

The Recess Queen



RATIONALE

The Recess Queen gives students a positive way to deal with bullies that keeps kindness in the forefront of problem solving. The “Build a Friend” extension activity helps students personalize the lesson.

REQUIREMENTS:

Participants:

K-3rd grade students

Key Words:

Perception, Kindness

Definitions:

Perception: Using our senses: sight, sound, taste, and touch to understand a person or something they do.

Kindness: Being friendly and using words that encourage or make people feel good.

PROCEDURE:

Define KEY words

Read The Recess Queen

Ask students to re-cap the story. Start with the prompt: “Why was everyone so afraid of Jean

Encourage the class to continue to tell the story.

- What did Jean do (what were her specific actions) that made everyone so afraid?
- What was the name the kids called Jean? How do you think this made Jean feel?
- How did Jean treat Katie Sue?
- How did Katie Sue use kindness to respond to Jean?
- How do you think Katie Sue’s kindness made Jean feel?
- What happens at the end?
- How did kindness change Recess time for the entire class?

Ask: How can our perceptions make bullying worse or turn us into a bully? *Address the way the other students treated Jean and spoke badly about her. even though the kids perceived that Jean was mean, could they have tried to treat her with kindness?*

Ask: What are some kind words we can use to help others? *Some suggestions might include giving compliments, asking someone to be your friend, asking a classmate to play with you and your friends or asking a classmate if they need help.*

Ask: How can we spread kindness to our classmates? *Encourage the students to be creative in their responses. What are specific kind words and actions we can take? What could we do as a class to encourage kindness? One example might be a No Place for Hate school that created a class “chain of kindness.” When students or teachers saw someone doing something kind, they wrote the name of the student and the kind action on a construction paper chain link. The links were then added and displayed on the classroom wall.*

Ask: What is one good way to deal with bullies? *One suggestion is to be kind and ask them to play! Also, always encourage students to tell an adult when they see name-calling and bullying.*

Wrap Up by offering to take any questions or opening the floor to students to share their experiences with mean words and kind words (without using names).

Extension Activity: Build a Friend

REQUIREMENTS:

Materials:

The Recess Queen by Alexis O'Neill and Laura Huliska-Beth

- Build a Friend Coloring Page Handout*

Time:

30 minutes

Participants:

K-3rd grade students

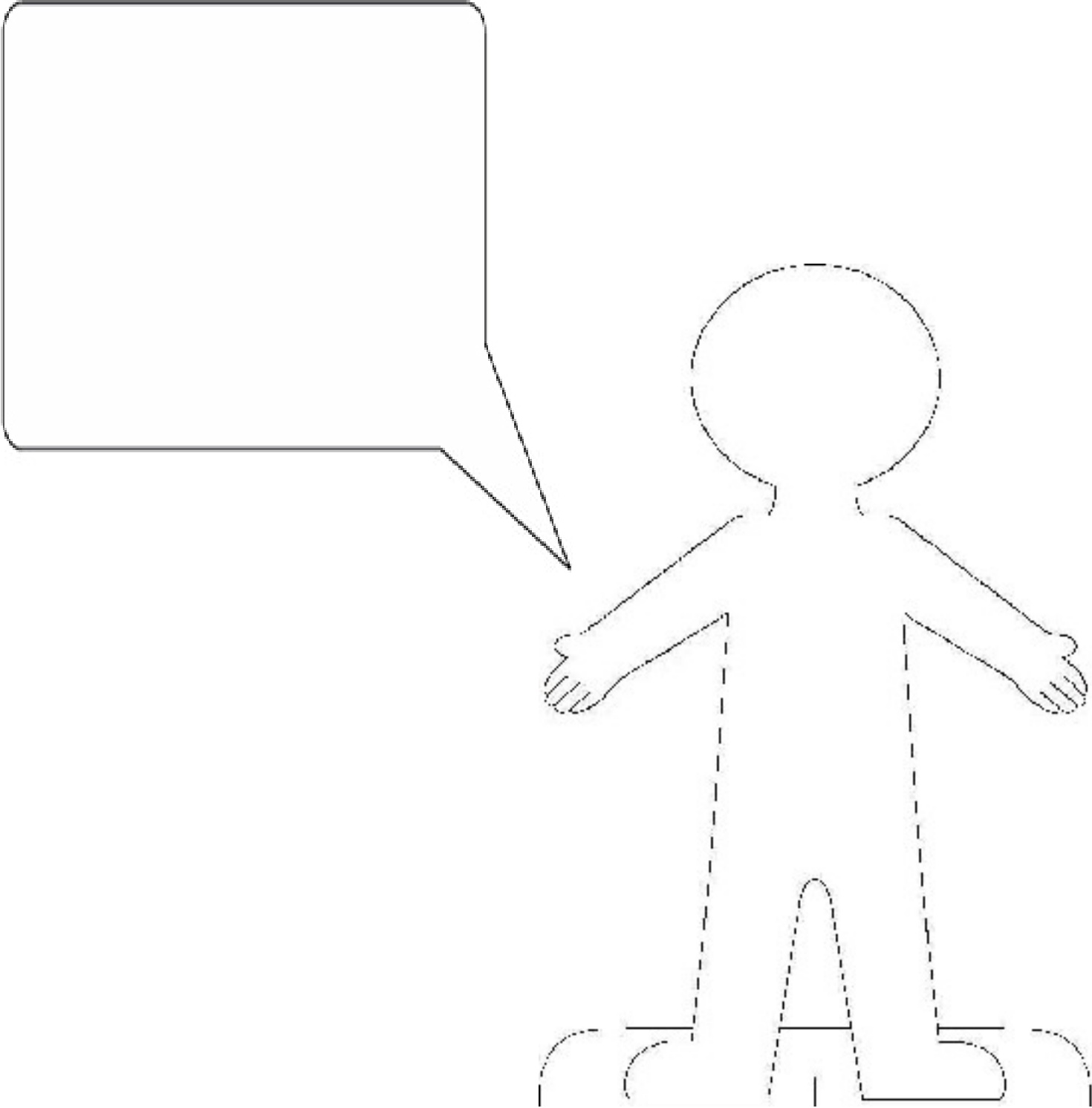
PROCEDURE:

Ask students to use their worksheets to “Build a Friend”. Tell them to think of something kind they would like to say to that friend and write it in the bubble.

1. Have students brainstorm characteristics of a good friend.
2. Have students brainstorm kind words that a friend would say to them if they had been called a mean name, teased, etc.
3. Optional art activity Have students use the coloring page (next page) to draw their friend and come up with kind words they could say to their friend.

* “➤” indicates materials for extension activity only.

Directions: *Create your new friend. Then, write your kind words in the bubble!*



Say Something



RATIONALE

Say Something portrays kids who are both teased and ignored as forms of bullying. Told from the perspective of a young girl who notices these things going on around her, she feels that it is enough to simply not be a part of it—until one day it happens to her. She learns that it is better to say something than to stand by and let others be hurt by bullying. Through discussion students will learn the importance of being an ally to kids that are being bullied.

REQUIREMENTS:

Participants:

1st-5th grade students

Key Words:

Bystander, Ally

Definitions:

Ally: Someone who speaks out on behalf of someone else or takes actions that are supportive of someone else.

Bystander: Someone who sees something happening and does not say or do anything.

PROCEDURE:

Define Key words

Read Say Something

Ask students to re-cap the story, using the prompt, "What was the narrator witnessing in the story?"

- At the beginning of the book, the storyteller talks about students in her school who get "picked on all the time." Why do you think these students get picked on? How do you think they feel?
- How does the storyteller feel about this situation? What does she do?
- What does the storyteller discover when she has to sit alone at lunch?
- Why do you think some kids decided to tease the storyteller when her friends were gone?

Ask: Are there students in your school who get picked on often (no names, please!)? Why do you think some people pick on them?

Ask: How does it make you feel when others get teased or bullied? What do you do when this happens?

Ask: When the other kids laugh at her, the storyteller wishes she could disappear. Have you ever felt like "disappearing"? What happened to make you feel that way?

Ask: How does the storyteller feel when the kids at the next table just watch her getting teased, and she can tell they feel sorry for her?

Ask: Have you ever watched another student get teased or bullied? Did you get involved in some way? What are some safe and helpful ways you could have gotten involved?

Ask: At the end of the story, why does the storyteller sit next to the girl who "always sits alone"? How does this make both girls feel?

Ask: What does it mean to be an ally to someone else? Are there things that you can do to be an ally to someone who is picked on or bullied at your school?

Ask: Why would you decide not to tell an adult? What do you wish adults would do differently?

Wrap Up by offering to take any questions or opening the floor to students to share their experiences, in particular examples of ally behaviors.

Extension Activity: Say Something Campaign

RATIONALE

Help students put the lessons learned from Say Something into action!

REQUIREMENTS:

Materials:

Say Something by Peggy Moss

Time:

30 minutes

PROCEDURE

1. After reading the story, introduce the idea of a class or school-wide campaign to "Say Something" when teasing or bullying occurs.
2. Work with students to identify interventions and strategies that are helpful and appropriate (see examples of Constructive Responses to Bullying).
3. Next divide students into small groups and challenge them to come up with a slogan and logo or graphic for the campaign.
4. Allow each group to present its ideas, and then help the class to settle on a final concept. Allow students to create posters and decorate the classroom with the final slogan and graphic.
5. Hold follow-up discussions at least once each week where students can share instances of teasing or bullying that they may have encountered and how it was handled.
6. Read additional stories and literature that reinforce positive ways of responding to and intervening in bullying situations.
7. If there are opportunities to take the campaign school-wide, publicize it at a school assembly and through the school newsletter or website.
8. Work with colleagues to implement the campaign in their classrooms, and train responsible students to read stories and lead discussions with their peers in younger grades.

Constructive Responses to Bullying

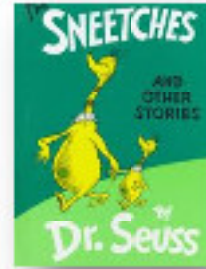
Targets of bullying can...

- Walk away from or avoid settings and situations in which bullying occurs
- Ignore negative comments and behavior
- Seek out adults at school for help
- Try to stand confident and use I-statements to stop the negative behavior
- Use humor to diffuse a situation
- Look to others who have had similar experiences for friendship and support
- Seek activities and relationships that make them feel good about themselves
- Express feelings in a diary or journal
- Talk about experiences and feelings with trusted family members, teachers, counselors, or friends

Bystanders to bullying can...

- Avoid laughing or joining in when bullying occurs
- Tell the student who is bullying to stop
- Encourage other bystanders to be supportive
- Say something kind or supportive to the target of bullying
- Invite the student who is being bullied to walk, sit, work or socialize with them
- Encourage the target to talk to an adult about what happened and offer to accompany them
- Tell an adult at school what has happened
- Talk to an adult at home about what has happened

Sneetches and other Stories



RATIONALE

In the story of the Sneetches, having a star on your belly is the way to be and those without find themselves on the outside. This story brings to light the issue of discrimination and prejudice in a manner that is easily understood by young children.

REQUIREMENTS:

Participants:

K -3rd grade students

Key Word(s):

Stereotype

Definitions:

Stereotype: An oversimplified idea about an entire group of people without regard for individual differences. Example: All boys are good at sports.

PROCEDURE:

Define Key word(s)

Read The Sneetches

Ask students to re-cap the story, using the prompt, “How did the Star-Belly Sneetches treat the Plain-Belly Sneetches? Why?” *If age appropriate, explain to students that the feelings of the Plain-Belly and Star-Belly Sneetches were a result of stereotyping and define “stereotype.”*

Encourage the class to continue to tell the story.

- How do you think the Plain-Belly Sneetches felt while watching the Star-Belly Sneetches at their Picnic? *(Show children the pictures so they can discern feelings from the characters’ expressions.)*
- Who is Sylvester McMonkey and why do you think he called himself the “Fix-it-up-Chappie?”
- How did the Sneetches feel after they could not tell each other apart?
- Why did McMonkey decide to leave town?
- What do you think McBean meant when he said, “They will never learn. No, you can’t teach a Sneetch”?
- What *did* the Sneetches learn that day?

Ask: Have you ever felt like the Plain-Belly Sneetches?

Ask: Have you ever treated anyone like the Star-Belly Sneetches treated the Plain-Belly Sneetches?

Ask: Have you ever heard someone say that you were the same as everyone else in a group you are a part of? How did it make you feel? Give students an example such as: “I was a cheerleader and a group of girls would not play with me because they thought all cheerleaders were mean.”

Ask: How did this experience make you feel? If you could have changed something, what would it have been?

Ask: What lesson did you learn from the Sneetches?

Wrap Up by offering to take any questions and allowing students to share how they will resist stereotyping.

Extension Activity 1: Cliques in Schools

RATIONALE:

Activities will help students:

- recognize the difference between friendship groups and cliques
- understand how cliques can be exclusive and hurt students' feelings
- learn ways to welcome and include others

REQUIREMENTS:

Materials:

The Sneetches, by Dr. Seuss

➤ "Left Out" Handout

Time:

30-45 minutes

Key Word:

Clique: a friendship group that often exerts control over its members

PROCEDURE:

1. Start by asking students: Who are the people in your friendship group? What do you all have in common? How does it feel to have a group of friends?
2. Discuss that while friendship groups can be healthy and made up of people who share common interests, a clique can be something entirely different. A **clique** is a group of friends that can be mean to other kids. Here are some of the things kids in cliques might say:
 - a. "Oh, he wears clothes from THAT store."
 - b. "We don't hang out with people like THAT."
 - c. "If she hangs out with THAT girl, we're not going to be friends with her."

(Note: You may wish to record these statements on the board or on chart paper.)
3. Take a minute to think about these statements. How would you feel if you heard someone say these things? Turn and talk to a partner to answer this question.

4. Members of cliques can sometimes be mean to other kids. Read the handout **Left Out** (next page) to learn about some of the negative effects of cliques.
5. How can you make sure that cliques don't make anyone feel left out in your classroom?
6. As a class, create a list of rules about including others.
 - a. Here are some rules you may want to think about using:
 - i. **If you see someone standing alone, invite them to join your group.**
 - ii. **When doing group work in class, try to pick new groups to work with.**
 - iii. **Say something nice to someone every day.**
 - b. Work with your classmates to write your own class rules. Post the list somewhere in the room where everyone can see it.

Handout: Left Out

Directions: Read each of the following scenarios. Then answer the question that follows.

1. Carl sat in the corner of the room with his head down on the desk. Mrs. Flores was walking around the room checking on everyone's work. Near Carl's desk, Brad, Ray and Blake sat giggling. They were cutting out shapes from pieces of paper for the project they were working on. Brad saw Carl sitting all alone. He knew Carl didn't have a group to work with.

If you were Brad, what would you say or do in this situation?

2. Natalia, José and Lauren sat at their lunch table whispering. Althea walked past with her tray, and suddenly they started laughing loudly. "Do you see what Althea is wearing today?" asked José with a smirk. "I know," replied Natalia. "Her dress is so ugly!" José and Natalia both laughed. Althea kept walking, pretending not to hear their comments. Lauren sat there, feeling really bad about what her friends said about Althea.

If you were Lauren, what would you say or do in this situation?

3. Marisa stared at the group of girls in the school yard. She knew they were the most popular girls at her school and she was terrified of them. What if they made fun of her? What if they were mean to her? What if they just ignored her completely? She watched as they talked and smiled at each other. Some of the girls were looking her way. Marisa took a deep breath. Should she walk up to them? What would she say if she did?

If you were Marisa, what would you say or do in this situation?

Extension Activity 2: Building a Good Friend

RATIONALE:

Have students reflect on the qualities that REALLY matter in friends and identify the characteristics that make someone a good friend.

REQUIREMENTS:

Materials:

The Sneetches, by Dr. Seuss

➤ “Build a Friend...” Worksheet

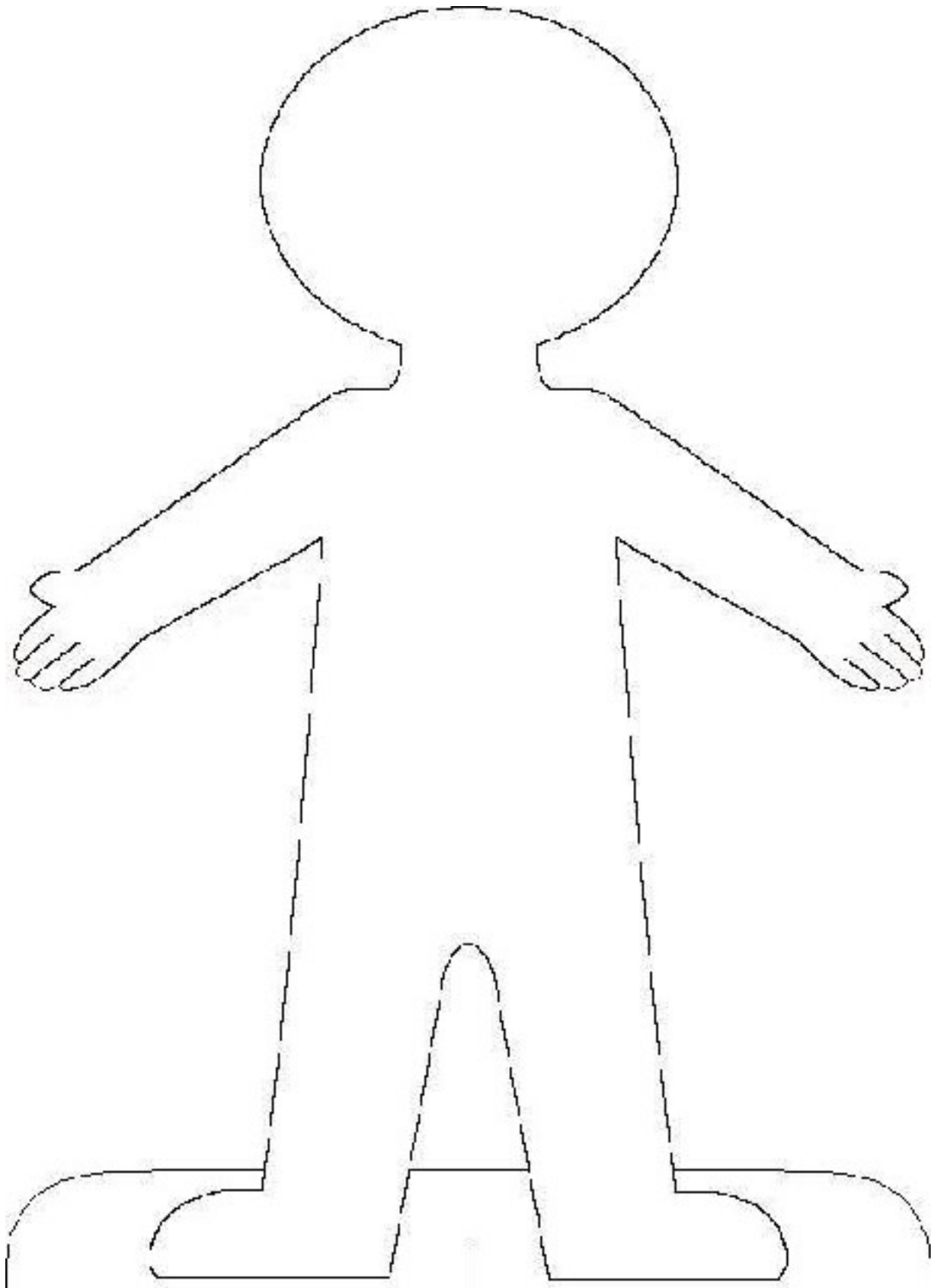
Crayons/Markers

Time:

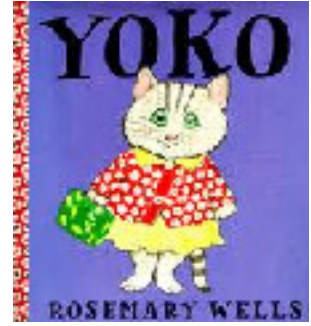
30-45 minutes

PROCEDURE:

8. Ask children to identify what they look for when choosing a friend.
9. Help students focus on internal qualities (e.g. kindness and loyalty) as opposed to external qualities, such as stars on bellies or other physical characteristics.
10. List those characteristics on the board
11. Give each child the “Build a Friend” sheet.
(Alternative: have students work in pairs or small groups and have small groups start by tracing a body on a large piece of chart or butcher block paper.)
12. Have children give body parts a purpose. Some examples might include the following:
 - heart for compassion
 - intestines to filter out the bad
 - hands for reaching out.
13. Have students “introduce” their new friend to the class.



Yoko



RATIONALE

When Yoko brings her sushi to school for lunch, the other children don't understand why anyone would eat raw fish and seaweed! Yoko feels terrible about the response of her classmates to her favorite foods, but as the story moves on we learn that understanding and appreciation can come from trying new things. Through discussion children learn the term "culture" and have an opportunity to share what is unique about their culture.

REQUIREMENTS:

Participants:

K-3rd grade students

Key Words:

Diversity, Culture

Definitions:

Diversity: Different or Varied

Culture: The pattern of daily life learned by a group of people. These can include clothes, language, arts, food, and holiday celebrations.

PROCEDURE:

Define Key words

Read Yoko

Ask students to re-cap the story, using the prompt, "What happened in the story?"

Encourage the class to continue to tell the story.

- How do you think Yoko felt when the others were talking about her lunch?
- How do you think the class felt when they saw Yoko's lunch?
- What did Yoko do when the children were teasing her?
- What did Mrs. Jenkins do to help the class understand Yoko's different food?

Ask: Has anything like what happened to Yoko ever happened to you? What did you do?

Ask: Has anything like this ever happened to someone you know? What did she or he do?

Ask: What are things you can do to help your friends understand different cultures?

Ask: Are there students in your school who get picked on often (no names, please), because they are from an unfamiliar culture? Why do you think this happens to them?

Ask: What are things you can say to stop teasing and bullying? (Offer language like "I don't like when you say/do that. You hurt my feelings." Or "That's not right; Yoko's feelings are hurt when you say/do that.").

Ask: Have you ever thought you wouldn't like something, and then when you actually tried it, you realized that you did? (*Give a personal example: "I used to tell my dad I thought putting ketchup on eggs was gross, but when I finally tried it, I discovered I really like the way it tastes!"*)

Wrap Up by offering to take any questions or opening the floor to students to share their experiences. Encourage them to think about interesting things they have learned from other cultures or things they would like to learn more about other cultures.

Extension Activity: My Hand Print

RATIONALE

This activity helps students feel proud of their identity and to notice and respect differences in others.

REQUIREMENTS:

Materials:

“Yoko” by Rosemary Wells

Time:

45-60 minutes

PROCEDURE

1. You will need washable paints in a variety of skin tones paper, paper plates, newspaper to cover your work surface, and old shirts or smocks
2. Work with student to mix the paints to create tones that are similar to their skin tones.
3. On a large butcher block sheet of paper, have each student make a hand print from his/her skin tone color and write her or his name underneath.
4. Talk about how the prints are similar and different.

Reprinted from The Miller Early Childhood Initiative of A WORLD OF DIFFERENCE® Institute Bias-Free Foundations: Early Childhood Activities for Families, New York: Anti-Defamation League, 2001.