

# Bullying Text Set

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# Introduction

- ▶ This text set seeks to provide a resource for teachers to use when discussing bullying within the classroom. This text set can be used with grade levels 4<sup>th</sup>-8<sup>th</sup> grade. The set includes various texts of varying reading abilities to allow all readers the opportunity to share in the reading, learning, and discussion portions. This text set could span either the course of a shortened week-long daily lesson or in stations where a full class period of time can be devoted to this lesson. This could be something used in the beginning of the year and referred back to throughout the year. Students will have take-aways to keep with them as well as gentle classroom reminders.

# References

## Picture Books

Sornson, B.,Dismondy M. (2011). The Juice Box Bully: Empowering Kids to Stand up for Others. Northville, MI: Ferne Press. This picture book details the events of a new student at a new school, with different ways of treating others.

Mantchev, L. (2015). Strictly No Elephants Simon &Schuster/Paula Wiseman Books. A young boy and his pet elephant are denied entry into a local Pet Club, so he sets out to find a solution.

# References (Continued)

## Articles

Sampson, R. "Bullying In Schools" Problem-Oriented Guides for Police Problem-Specific Guides Series Guide No. 12. 05-2009. In this article, Sampson seeks to make her readers aware of the issue with bullying in schools and offer solutions.

## Fiction

Asher, J. (2011). *Thirteen Reasons Why*. Razorbill. Clay Jenson is left a trail of clues by Hannah Baker who has committed suicide. He and twelve others are trying to understand what actually happened to someone who appeared so innocent.

Preller, J. (2009). *Bystander*. Square Fish. Eric is new to a school where he meets up with the wrong student and becomes the next target.

# The Juice Box Bully

## By: Bob Sornson & Maria Dismondy

- ▶ Genre: Fiction
- ▶ Interest Level: 4<sup>th</sup>-5<sup>th</sup> Grade
- ▶ Overview: In this story, Pete is a new student at a school with a climate much different from his previous one. He quickly learns that he cannot bring what he learned about treating people to this new school.

### Awards

- ▶ 2012 #1 Children's Book on Amazon.COM
- ▶ Gold Mom's Choice Award (Children's Picture Book & Developing Social Skills)

# “Bullying in Schools”

## By: Rana Sampson

- ▶ Genre: Non-Fiction
- ▶ Interest Level: 6th-8<sup>th</sup> Grade
- ▶ Overview: This article is adapted from a full booklet that discusses what is actually at the heart of bullying in schools, it gives tools for helping schools deal with the issue, and ways to build a safer more positive environment for the students.
- ▶ I would use this for my more advanced readers and have them choose a part of the article/booklet that they could critique.

# Strictly No Elephants

- ▶ Genre: Fiction
- ▶ Interest Level: 4<sup>th</sup>-5<sup>th</sup> grade
- ▶ Overview: In this story, a boy wants to join in on the fun at a Pet Club in his community. There is only one rather large problem, his pet is an elephant and elephants are not allowed. He sets out to find a way to create his own Pet Club, but this time, he allows all sorts of pets and their owners.

# Bystander

## By: James Preller

- ▶ Genre: Fiction
- ▶ Anchor Text
- ▶ Interest Level: 6th-8<sup>th</sup> grade
- ▶ Overview: Eric is new to this school and befriends someone who appears to be worth being friends with. In reality, his new friend Griffin, is anything but friendly. When Eric witnesses Griffin being a bully, he is hesitant to say anything, by not participating he thinks everything is fine, but when he becomes the victim everything changes. The story ends with the issue being addressed, but not really resolved, which is often the case today.
- ▶ I would modify this text by having the audio version available, choosing several words to define before reading, having silent reading times and small group reading as well. We discuss the meaning of the title and even draw pictures for its meaning to help drive home what the story was about.

# Thirteen Reasons Why

## By: Jay Asher

- ▶ Genre: Non-Fiction
- ▶ Interest Level: 7th-8th
- ▶ Overview: Hannah Baker has committed suicide and she leaves a message for Clay Jenson and 12 others regarding what has led to her tragic death. Her message is left on tapes that give clues to specific places that she wants them to visit. While they embark on this journey, they learn a lot about who Hannah was, but most of all about themselves.

### Awards

The #1 New York Times and International Bestseller

International Reading Association's "Young Adults' Choices" Finalist

# Read-Aloud (small group)

- ▶ The book chosen for the small group read-aloud would be The Juice Box Bully. This would be used in groups of no more than five students. The teacher would start off by reading the title and then asking students what they thought the book would be about. After students respond, the teacher would read the story, pausing to discuss main points of the book, how they feel, what they think will happen next and why. At the end of the story, the group would discuss the author's point of view, character traits, and who they could relate to in the story and why. The students would then write a short alternate ending to the story, pass their papers so that no student would have their own, or anyone's paper sitting next them. Students would take turns reading the alternate endings and end with any take aways from book.

# Book Mark-Activity 1

- ▶ Supplies Needed: scissors, colored pencils, card stock(cut into thirds vertically)
- ▶ Directions: Students will write B-U-L-L-Y down the left side of the card stock
- ▶ Option 1-Students can make up their own acronym for the word bully. This would get students discussing and coming together as a group to decide what it would be.
- ▶ Option 2 (adapted for students who have trouble with vocabulary)- Students will copy the acronym on the front of the notecard
- ▶ In either case, students will write about a time they have either personally experienced bullying or have seen someone else being bullied. It does not have to be long and their writing should include feelings and before and after responses by both parties.

# Anchor Chart Creation-Activity 2

- ▶ Supplies: Chart Paper, Markers
- ▶ On the chart paper will be several sentence stems. Each group will have their own color marker and will only write in their marker color
- ▶ Sentence stems that could be used:
  - ▶ Bullying looks like...
  - ▶ Bullying makes people feel...
  - ▶ I could be a part of the solution instead of the problem by...
  - ▶ People often times become bullies because...
  - ▶ I felt like I was a victim of bullying when
- ▶ This activity is designed to get students talking about real experiences and ways they can be proactive in bullying situations. Having each group use a different color is optional but is good for allowing the teacher to see various viewpoints of the students. The activity can also be transferred to other assignments.

# Additional Resources to consider

- ▶ Video on Anti-Bullying as an introduction to the text set can be found at <https://youtu.be/mBwf-VPZqDs>
- ▶ Students can also have a scavenger hunt that they can complete individually or as a group, on [www.stopbullying.gov](http://www.stopbullying.gov)