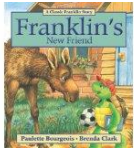
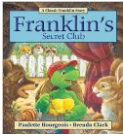


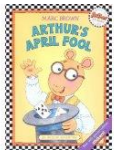
Books & Media for Children about Anti-Bullying



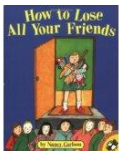
Bourgeois, Paulette. 1997. [*Franklin's New Friend*](#). The teacher asks Franklin Turtle to buddy with Moose. They learn that, despite their differences, they can be friends. Another theme is accepting others, regardless of physical differences.



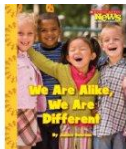
Bourgeois, Paulette. 1998. [*Franklin's Secret Club*](#). Franklin's new secret clubhouse has only room for four. A friend starts her own club and Franklin learns what it feels like to be excluded.



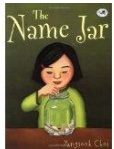
Brown, Marc T. 1985. [*Arthur's April Fool*](#). Arthur worries about his magic tricks while a bully threatens him. Feelings about being bullied, making good choices, hurting people's feelings, and using adults as a resource are themes. To use an episode in your curriculum, see www.pbskids.org/arthur/parentsteachers/lesson/index.html.



Carlson, Nancy. 1997. [*How to Lose All Your Friends*](#). This humorous reverse-etiquette book shows behaviors that can lead to loss of friendship, introduces pro-social behaviors, and can be used to practice friendship-making skills.



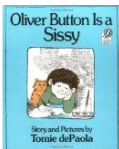
Cheltenham Elementary School Kindergartners. 2009. *We Are All Alike... We Are All Different*. In this celebration of diversity, children share how they look and feel, their games, foods, homes, and the families they live with.



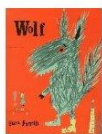
Choi Yangsook. 2003. [*The Name Jar*](#). Classmates of an immigrant Korean girl offer suggestions for a new name, but she decides to keep her own name. A class meeting could talk about people having a right to their names, nicknames and correct pronunciation.



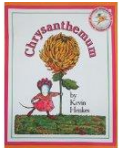
Couric, Katie. 2000. [*The Brand New Kid*](#). This rhyming story follows a new boy at school who is excluded until Ellie offers friendship. Themes of empathy, kindness, courage, friendship, and accepting children who are different are addressed.



dePaola, Tomie. 1979. [*Oliver Button is a Sissy*](#). Oliver dances but classmates tease him. This autobiographical story can spark role-play about put-downs and gender stereotypes about the impact of this kind of put-down, gender stereotypes, and how bystanders might help.



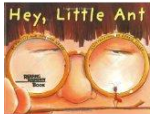
Fanelli, Sara. 1997. [*Wolf*](#). A wolf tries to make friends but is met with fear and prejudice. He finally makes a friend and his detractors get to know him. Bias and what it means to be a friend are themes. Artwork provides links to social studies.



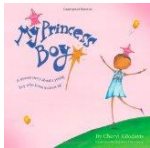
Henkes, Kevin. 1992. [*Chrysanthemum*](#). A mouse loves her name until she starts school and kids make fun of it. The book brings out how teasing can be contagious and how bystanders can help.



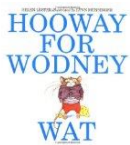
Hoffman, Mary. 1991. [*Amazing Grace*](#). When Grace wants the lead in a class play, she's told she can't because she's a girl and she's Black. Themes of stereotypes, courage, and perseverance.



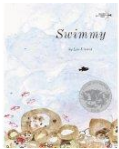
Hoose, Phillip & Hannah. 2004. [*Hey, Little Ant*](#). The parable (with song lyrics) tells a story from the boy's and ant's points of view. Discussion could focus on bullying and protection of animals.



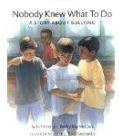
Kilodavis, Cheryl & Suzanne DeSimone. 2010. [*My Princess Boy*](#). Dyson loves pink, sparkly things. Sometimes he wears dresses. Sometimes he wears jeans. Inspired by the author's son, and by her own initial struggles to understand, this is a heart-warming book about unconditional love and one remarkable family. It is also a call for tolerance and an end to bullying and judgments.



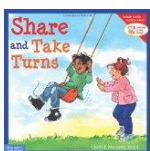
Lester, Helen. 2002. [*Hooway for Wodney Wat*](#). Rodney Rat's classmates make fun of him because of he can't pronounce R's. The book helps students understand tolerance and developmental differences.



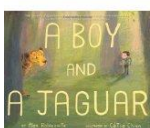
Lionni, Leo. 1973. [*Swimmy*](#). A small fish, Swimmy uses his differences as an asset to camouflage himself and his friends. Working together and getting help from adults are emphasized.



McCain, Becky Ray. 2001. [*Nobody Knew What to Do: A Story about Bullying*](#). A bystander reports bullying to the teacher and helps all to see the effective steps to counteract bullying. The book recommends a "no-tolerance" approach rather than the ineffective "zero tolerance" for bullying.



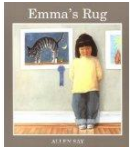
Meiners, Cheri J. 2003. [*Share and Take Turns*](#). A girl learns how to share. Multi-racial groups of children engage in familiar activities. Also emphasized are patience and generosity.



Rabinowitz, Alan & Catia Chien. 2014. [*A Boy and a Jaguar*](#). Alan loves animals, but the great Cat House in the Zoo makes him sad. He wants to be their champion but he stutters uncontrollably.



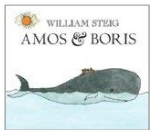
Otoshi, Kathryn. 2008. [*One*](#). The colorful pictures and simple text carry an underlying message about bullying. This book introduces children to Common Core standard of closer reading. Adult guidance and modeling help children understand the moral and learn to predict.



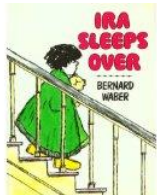
Say, Allan. 1996. [*Emma's Rug*](#). First-grader Emma is an artist who sees images in her shaggy white rug. Her mother washes it and Emma is bereft. The illustrations make it easy for children to identify her expressions of joy, despondency, and hope. The book emphasizes empathy and different perspectives.



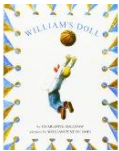
Sieszka, Jon. 1996. [*The True Story of the Three Little Pigs by A. Wolf*](#). This re-write of a popular tale lends itself to taking others' perspective as the wolf relates his "good guy" image.



Steig, William. 2009. [*Amos and Boris*](#). A mouse falls off his boat and is rescued by a whale. The book has rich vocabulary with opportunities to talk with children about love and friendship, courage, and helping others.



Waber, Bernard. 2008. [*Ira Sleeps Over*](#). Ira's sister teases him about him still sleeping with a teddy bear. The themes prompt discussion of sibling teasing, peer pressure, and the fear of being ridiculed.



Zolotow, Charlotte. 1985. [*William's Doll*](#). William's friends tease him when he wants a doll. His grandmother buys him one and explains the importance of developing gentle, caring and nurturing behavior. Good for discussions of gender stereotypes