



We don't have to share beliefs — just a planet.

An Annotated Bibliography of Bullying Resources

Books, Curricula, Videotapes, Simulations, Games

The Global Issues Resource Center fosters citizen responsibility through cultivation of a global perspective on critical issues affecting our planet and its people. The Center's special focus is on sources and management of conflict; the ongoing threats to global security; environmental dilemmas; and issues of diversity and multicultural understanding.

Located at the Eastern Campus of Cuyahoga Community College in Cleveland, Ohio, the Center serves educators, students and community leaders through custom-designed workshops, creative programming and its award-winning multimedia library collection of alternative learning resources.

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How to Use the Global Issues Resource Center Library

Global Issues Resource Center Library Hours:
Monday-Friday 8:30 am to 5:00 pm
(Evenings or weekends by appointment)

Open to the public, the Center's award-winning library offers information focused on current issues. A unique multi-media collection of resources is accessible through CLEVNET, the Cleveland Public Library's online catalog and via the Internet at www.cpl.org.

The Library's holdings focus on issues of diversity, energy, environment, global education, conflict resolution, war and peace. Annotated bibliographies of these themes are also available. The collection features the most current and user-friendly materials for pragmatic use in classroom and community settings. The multi-media resources include:

- Books
- Curricula
- Periodicals
- Audio/Visual Materials
- Games/Simulations
- Resources from Other Organizations

Books, curricula and periodicals can be borrowed by visiting the Center. There is no charge for books.

Videotapes, games and simulations can be borrowed for free for any Cuyahoga Community College faculty, staff or student. Organizations outside of Tri-C, please contact the Center for lending policies.

For additional information, please contact the Global Issues Resource Center and Library staff at 216-987-2224 or visit our website for up-to-date information and resources at <http://www.tri-c.edu/community/girc.htm>.

Books and Curricula

And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence. Research conducted by the author at Cornell University's College of Human Ecology reveals the extent of emotional violence that occurs at the typical high school. Garbarino, James. (2002). The Free Press: New York.

The Anti-Defamation League's Hate Hurts: How Children Learn and Unlearn Prejudice. A guide for any person responsible for children of all ages, this book offers practical tips, sound advice, and role-playing for difficult situations. Researched and written by ADL experts, *Hate Hurts* is an essential tool to help adults teach children not to hate. Stern-LaRosa, C. & Hoftheimer-Bettmann, E. (200). New York: Scholastic Inc.

Bullies & Victims: Helping Your Child Survive the Schoolyard Battlefield. A guide to helping children survive schoolyard bullying. The book examines the different forms of bullying and different levels of response. The book also has a survey you can use to give you and your children a better perspective of bullies—who has been bullied and who is a bully. Fried, S. & Fried Paula M. (1996). New York: M. Evans and Co.

Bullies are a pain in the brain. This book is loaded with practical and smart advice. In fact, kids can gain the confidence it takes to handle themselves when being bullied and how to make themselves “bully-proof”! Most importantly, they’ll learn that they are not alone and that there are many ways to get help (or to help themselves) when cornered by a bully. Romain, T. and Verdick, Elizabeth. (1997). Minneapolis, MN: Free Spirit Pub.

The Bully-Free Classroom: Over 100 Tips and Strategies for Teachers K-8 (Updated Edition). Bullying in the classroom prevents students from learning and teachers from teaching. While the victims of bullying need to learn skills to avoid such treatment, the bullies also need to be taught better ways of relating to others. Beane, Allan L., Ph.D. Free Spirit Publishing, Updated edition, 2005.

Bullying at School: What We Know and What We Can Do (Understanding Children's Worlds). Coleus's book provides evidence that his program of intervention has encouraging results where it has been applied, leading to significant and sustained reductions in direct and indirect bullying. This should encourage schools and authorities to study the method described and the valuable suggestions made. There is a useful and wide-ranging reference list of works on bullying and aggression. Olweus, Dan (1993). Oxford, UK; Cambridge, USA. Blackwell Publishing Limited

The Bully at work: What You Can Do to Stop the Hurt and Reclaim Your Dignity on the Job Workplace. Bullying is persistent, unwelcome, intrusive behavior of one or more individuals whose actions prevent others from fulfilling their duties. Because of its subtle nature, bullying can be difficult to recognize, but the consequences are easy to spot: excessive workloads, lack of support, a climate of fear, and high levels of insecurity. Namie, G. & Namie, R. (2000). Naperville, IL: Sourcebooks.

The Bully, The Bullied and the Bystander. Bullies use fear to get away with unacceptable behavior. Their victims (the “bullied”) fear continued abuse if they tell Bystanders fear becoming the next victim. The “bullied” suffer in silence while repeatedly getting harassed. Bystanders stay silent to avoid the unwanted attention. It’s a vicious, unending cycle. Coloroso, Barbara. (2003). New York: Harper Resource.

Bullying, Peer Harassment, and Victimization in the Schools: The Next Generation of Prevention. The problem of bullying, peer harassment, and victimization is a serious one in our schools. It greatly affects the climate for learning and productivity and the emotional health of students and staff. This book presents empirical data and theoretical and legal case reviews to show how pervasive and serious these problems are and how they threaten both academic achievement and mental health within many of our schools. Elias, M. & Zins, J. (2003). New York: Haworth Press.

Cliques, Phonies, & Other Baloney. Written for every kid who has ever felt excluded or trapped by a clique, this book blends humor with practical advice as it tackles a serious subject. Trevor Romain starts by explaining what cliques are and why they exist: because everyone wants to have friends. He reveals why some cliques are so annoying—and often full of phonies. And he shares the secret to being popular. Romain, Romain. (1998). Minneapolis, MN: Free Spirit Pub.

Getting Equipped to Stop Bullying: a Kid’s Survival Kit for Understanding and Coping with Violence in the Schools. A bully is someone who abuses another person. The authors believe bullying is the basis of many life problems, i.e. low self-esteem, abuse, and violence. The goal of this program is to provide an understanding of the dynamics of bullying and to empower elementary and middle school children to recognize and deal with bullies. Boatwright, B., Mathis, T., and Smith-Rex, S. (1998). Minneapolis, MN: Educational Media Corp.

Girl Wars: 12 Strategies That Will End Female Bullying. This book offers practical and effective solutions that stop girls from hurting each other with words and actions. In *Girl Wars*, two experts explain not only how to prevent such behavior but also how to intervene should it happen, as well as overcome the culture that breeds it. Illustrated by compelling true stories from mothers and girls, the authors offer effective, easy-to-implement strategies that range from preventative to prescriptive. Dellasega, C. & Nixon, C. (2003). New York: Simon & Schuster.

High School Hazing: When Rites Become Wrongs. Hazing is an often neglected but important topic that deserves the serious treatment given by author. A victim and perpetrator of hazing himself, Nuwer depicts hazing as a “tradition of deceit” and a series of dangerous acts designed to foster bonding and acceptance. Hazing encompasses more than binge drinking and paddling; it spans all ages and stems from the need to control others and the need to be accepted. Hazing can begin as early as grammar school and has been documented in the military, in secret societies, in gangs, on sport teams, and even in some professions. Nuwer, Hank. (2000). New York: F. Watts.

How to Handle Bullies, Teasers, and Other Meanies. This book will help children—and their parents—to understand what makes bullies act the way they do. That understanding is the key to successfully changing bullies into allies. The book comprises short sections, so parents don't have to set aside a large chunk of time all at once. Each section presents a specific mean behavior followed by ideas for handling that behavior. This book is designed to be read by parents (or educators) and children together. Cohen-Posey. (1995). Highland City, Fla: Rainbow Books.

Odd Girl Speaks Out: Girls Write About Bullies, Cliques, Popularity, and Jealousy. This book is a collection of wonderful accounts of the inner lives of adolescent girls. Candid and disarming, creative and expressive, and always exceptionally self-aware, these poems, songs, confessions, and essays form a journal of American girlhood. They show us how deeply cruelty flows and how strongly these girl want to change. Simmons, Rachel. (2004). Orlando, Fla: Harcourt.

Queen Bees and Wannabes: Help Your Daughter Survive Gossip, Boyfriends & Other Realities of Adolescence. This book examines cliques, reputations, gossiping, rebellion, bullying, crushes, and boyfriends. It shows how girls are conditioned to remain silent when intimidated by more powerful girls as well as how to recognize which friends will be supportive and which could lead to situations that threaten her emotional health and sometimes even her physical safety. Wiseman, Rosalind. (2003). New York: Crown Publishers.

Games and Simulations

Bystanders Dilemma. In the following historical and contemporary case studies, students, acting as bystanders, will explore situations and analyze the dilemmas of involvement. Students will be given an opportunity to listen to the opinions and values of other students, critically analyze issues and make a decision. Two class periods. Grades 9-12.

Equality. This game simulates the struggle for racial equality in a typical American City. Students will learn about the history of African Americans, feel certain of the pressures minorities feel, and finally face a community crisis which they try to resolve. Interact. (193). Grades 4-8.

<http://www.talk-helps.com/general/index.html>. An online playground. Each one has a story to tell... and each one is affected by bullying in a different way. Pick out a character by clicking on the face, and then follow the character through some different scenes. Try different characters, to get a feel for what it's like to be in "someone else's shoes."

Footprints. The purpose of this simulation is to enable the participant to understand the importance of looking at conflict situations from the perspectives of diverse populations. Roles are created and assumed by the participants. The conflict should be settled within 5 to 10 minutes.

Unearned Privilege. YMCA. Through no fault of our own, each of us begins at a different socio-economic level in life. Participants learn that different challenges and opportunities are based on birth but can contribute to the workplace. Adults.

Video Tapes

Bullied to Death. Examines the “national epidemic” of bullying, which may drive children to violence against themselves or others, and which has played a role in recent schoolyard shootings across the U.S. Includes examinations of the case of a high school sophomore in Atlanta who committed suicide after years of being bullied at school, and the Columbine High School shooting in Colorado committed by Eric Harris and Dylan Klebold, who had been teased and taunted at school for years. Dickey, S. and Kurtis, Bill. (2002). New York, NY: A&E Home Video. (50 min.) High School- Adult.

When It’s Cool to Talk (It Can’t Happen Here). Focuses on building trust between adults and adolescents to open the lines of honest communication. Emphasizes that talking with peers or to an adult can be a positive experience and can help prevent suicide or extreme school violence. (2000). Bender, B. & Cogswell, D. SVE & Churchill Media. (32 min) Middle-High School.

Names Can Really Hurt Us. When discussion whether or not to challenge prejudice, stress that students must consider their personal safety in each situation. If it is not safe to challenge another person’s words or actions on the spot, they can choose another response, such as speaking to the person privately or telling an adult. Teenagers in an ethnically diverse urban middle school talk about their painful experiences as victims of bigotry and also reveal their own prejudices and stereotypes. (1988). WCBS-TV. (24 min). Middle School-Adult.

The In Crowd and Social Cruelty. ABC News special correspondent John Stossel visits middle and high schools to discover why kids dish out abuse, why they take it, and what parent and school administrators can do to make it better. He also visits schools with successful anti-bullying programs. Discussions with students, as well as with psychologist Michael Thompson, author of *Best Friends, Worst Enemies*, reveal a number of factors that cause popularity or unpopularity among children, adolescents, and even adults. Stossel, John. & ABC. (2002). Princeton, N.J. Files for the Humanities & Sciences. (41 min).

What We Learned About Bullying: Real Kids. Being bullied at school or at home can leave a child feeling hurt and threatened. This program offers youngsters the strategies to stop the cycle of bully/victim behavior. Through dramatizations and real kids’ revelations, students will identify and begin to understand the motivations and feelings that exist within the bully and the victim. (2000). Sunburst Communications. (16 min). Grades 3-5.

Internet Resources

<http://www.bullying.co.uk> Bullying online advice for parents and students.

<http://www.atriumsoc.org/pages/enterep.html> Atrium Society. Peace education resources, newsletter, bookstore. Site feature: bullying.

<http://www.antibullying.net> A useful site where teachers, parents, and young people can share ideas about how bullying should be tackled.

<http://www.safechild.org/bullies.htm> A tool to teach all children how to be advocates for creating a community that will not tolerate bullying behaviors; to teach children who are targeted how to stand up for themselves; and to teach the bullies themselves alternate ways of handling their own feelings of not belonging.

<http://www.bullying.org> A supportive international community where people can learn that they are not alone in being bullied, that being bullied is not their fault and that they can do something positive about it.

<http://www.naspcenter.org> The National Association of School Psychologists represents and supports school psychology through leadership to enhance the mental health and educational competence of all children.

<http://www.indiana.edu/~safeschl> Safe and Responsive Schools Project is a model demonstration and technical assistance project dedicated to enabling schools and school districts to develop a broader perspective on school safety, stressing comprehensive planning, prevention, and parent/ community involvement.

<http://www.safetyzone.org> National Resource Center for Safe Schools.

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