



**Material Discussion Guide for
This is A. Blob, by L.A. Kefalos**

**Discussion Questions, K-3 Lesson
Plans, and Craft Connection to help
leaders create bully free environments**

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Dear Leader,

Today, in the United States alone, 1 in 4 children experience bullying each year. Some of these children are as young as 3 years old. However, studies show that early education can prevent bullying and change these statistics. ***This is A. Blob*** was written to be a part of that change. Our hope is that this book will be a tool to help open discussion about bullying from an early age, while children are still learning about relationships.

In an effort to assist you in using ***This is A. Blob*** to educate children about bullying, we have partnered with an early education and bullying expert, Merle Bennett Buzzelli, to create this material discussion guide. In this guide, you will find discussion questions, lesson plans, and a craft connection designed to work in harmony with ***This is A. Blob*** to begin the conversation about bullying, friendship, empathy, and standing up for what is right.

Together with the author of ***This is A. Blob***, we here at Laughing Leopard Press believe that being different is fabulous. We believe that if we as teachers, parents, and leaders join together as a community, we can help our children celebrate their differences and end bullying once and for all. Thank you for being part of the solution.

Sincerely,

Betsy Duwaldt, Publisher



Parent/Guardian Discussion Questions

Parent/Guardian Discussion Questions (K-2nd grade)

This is A. Blob by L.A. Kefalos

We have compiled a list of age-appropriate questions that can be discussed after reading *This is A. Blob* with your child. This picture book is designed to allow a child to think creatively about the story! Please feel free to use these questions as a starting point to help discuss the important topic of bullying with your child.

1. Was A. Blob's behavior "intentional" or "accidental"? How do you know?
2. If someone hurts you by accident, is that bullying?
3. Is A. Blob someone with whom you would want to be friends?
 - a. What about A. Blob makes it a good or a not so good friend?
4. What are some of the things A. Blob does that are not so nice?
5. If you could talk to A. Blob, what would you say?
6. What do you think the children should do when A. Blob started to create a problem on the playground?
7. When is it important to tell an adult?
8. Do you think A. Blob is a BULLY? Why?
 - a. The author refers to A. Blob as "a coward and a punk" in the text. What do you think she means by a coward? Instead of calling people names and making the situation worse when faced with bullying, what could you do?
 - b. Show me ways to use your voice to let someone know you need help.
 - c. Give me an example (with your words) of how you could tell A. Blob to stop being mean to you.
9. Can you tell me why A. Blob is crying at the end of the story?
 - a. What do you think A. Blob needs to do to make friends?



Parent/Guardian Discussion Questions (3rd grade+)

This is A. Blob by L.A. Kefalos

The following is a list of age-appropriate questions that can be discussed after reading *This is A. Blob*. This picture book is designed to allow a child to think creatively about the story. Please feel free to use these questions as a starting point to help discuss the important topic of bullying.

1. Who is A. Blob?
2. Can you guess why the author decided to not make A. Blob a boy or a girl?
3. Is A. Blob someone with whom you would want to be friends?
 - a. What about A. Blob makes it a good or a not-so-good friend?
4. What are some of the things A. Blob does that are not so nice?
5. The author refers to A. Blob as “a coward and a punk”. What do you think she means by a coward? Would it be appropriate to call someone these names in real life?
6. In the book, it says A. Blob has only one friend. Who is that?
7. There is a picture where the children are covered in A. Blob’s “ooze”. What do you think the author is trying to say with this picture?
 - a. When bullies hurt us, do they sometimes leave us feeling “yucky”?
 - b. When bullies say and do hurtful and mean things, do they sometimes “mess” things up for everyone? How so?
 - c. Sometimes bullies can cause trouble and make our lives feel like they are all “messed up” and confused. They can turn our lives upside down and cause a lot of chaos for their targets.
8. Why do you think A. Blob is a lonely purple blob?
9. If you could talk to A. Blob, what would you say?
 10. Do you feel “empathy” (sorry) for A. Blob?
 11. What do you think the students should do when A. Blob started to create a problem on the playground?
 12. What should the students do who were watching what A. Blob was doing, but who were not involved? (Bystanders)
 13. When is it important to tell an adult?
 14. Was A. Blob’s behavior “intentional” or “accidental”? How do you know?





Lesson Plan: Kindergarten/ 1st Grade

Kindergarten/1st Grade Lesson Plan

Teacher: _____

Lesson Date: _____

Subject: **Social Studies** (Strand Government)

Unit Title: **What is a BULLY?**

Topic: Civic Participation and Skills: *Civic participation embraces the ideal that an individual actively engages in his or her community or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.*

Standards: (What are the skills being taught? Which Standards are being specifically addressed in these lessons?)

K#9 Individuals have shared responsibilities towards the achievement of common goals in homes, schools and communities.

1#9 Collaboration requires group members to respect the rights and opinions of others.

Content Elaborations: Focus on how it feels to be picked on or mistreated. Share stories and feelings on what happened and how it felt when someone did something to us that was not nice or on purpose. Discuss difference between accident and on purpose. Discuss and explain importance of using their words and telling an adult when someone is mean or hurtful. Reference the book and use the pictures to reinforce i.e. (Did A. Blob do “that” on purpose or was it an “accident”?)

Lesson Objective: (What will my students KNOW by the end of the lesson?)

Students will KNOW the difference between “accidental” and “purposeful” behavior. They will KNOW the importance of telling an adult when someone is using purposeful behavior to hurt them. They will KNOW that using mean words is not a good way to handle a situation. Introduce the word “BULLY”. They will KNOW that “BULLYING” is NOT a nice thing and that we do not treat others in that way.

Expectations for Learning:

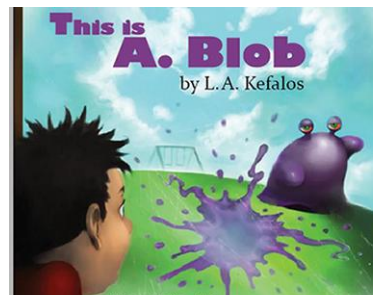
- Expectation that students will not want to hurt others because they understand how it feels (empathy).
- Children will understand that accidents can happen without meaning to; “bullying” happens because someone wants to hurt you.

Creates a classroom climate that is warm, inviting and cohesive where children are safe and open to learn and grow.

Resource/Instructional Materials Needed:

Book: *This is A. Blob* by L.A. Kefalos,
www.laughingleopardpress.com

Notes:



Time	Instructional Sequence	Formative Assessment
Minutes	Get started/Drill/Do Now	*A variety of formative assessments should be used at key points throughout the lesson
3	Engage/Motivation	
7	Whole Group Instruction (teacher reads to class) <ul style="list-style-type: none"> Read the book(make sure kids are with you, following the book, understanding what is happening in the book) 	
10	Group Practice/Small Group Instruction <ul style="list-style-type: none"> Compare & Contrast difference between accidental and purposeful behavior. Was A. Blob's behavior accidental? Did he mean to hurt the children on the playground or was it an accident? Have children give examples from the book. Use the example of labeling A. Blob a "coward and a punk" in the text. While the author used these to describe A. Blob's behavior, what can students do in real-life situations? Have students give ways to handle real-life situations instead of using mean words (i.e. telling an adult, using their loud voice to attract attention of an adult, use firm words such as, "stop", "quit", "I don't like that", etc). Explain that name calling can be another way of "bullying". 	<ul style="list-style-type: none"> Students can tell the difference between an accident and something that is on purpose. Students can give examples from the book (or a picture) of purposeful behavior. Students can use their assertive, strong words to appropriately address A. Blob without being mean.
0	Independent Practice <ul style="list-style-type: none"> (N/A for this activity) 	
5	Evaluate Understanding/Assessment <ul style="list-style-type: none"> Do you see students using their words? Are they telling adults when they are mistreated on purpose? Can they tell the difference between accidental and purposeful? Is there less "intentional" bullying? What do children do when another student is "mean" to them? 	<ul style="list-style-type: none"> Teachers are (privately) self-assessing during this time. The teacher is monitoring the class as a whole and observing individual students. Is there more understanding of concepts? Are the children understanding at a root level what it means to be purposefully "mean" or "accidentally/intentionally" mean? Are children using their words more to express feelings/wants/needs? Are they telling adults when they are mistreated?
5	Closing Activity <ul style="list-style-type: none"> Ask students "Do you think A. Blob is happy?" Why is he crying at the end of the book (show picture)? What does A. Blob need to do to make friends? How could YOU help A. Blob be a better friend? <i>Could you talk to him about being nicer?</i> <i>Could you teach him about how it feels when he hurts people on purpose?</i> <i>Could you invite him to join your play group and try to be his friend?</i> <i>What if he doesn't want to be friends with you?</i> 	<ul style="list-style-type: none"> Student will be able to understand why A. Blob is crying. Students will be able to creatively brainstorm ideas of ways for him to make friends. Students can transfer those ideas to real life (their life). Students understand how they can help others/self to make friends/treat others kindly/be a better friend.
5	Enrichment/Extension/re-teach/Accommodations	<ul style="list-style-type: none"> Model behaviors Acknowledge when behavior is modeled or shown Use students as positive examples



Lesson Plan: 2nd-3rd Grade

2nd/3rd grade Lesson Plan

Teacher: _____

Lesson Date:

Subject: **Social Studies** (Strand Government)

Unit Title: **Bully/Bystander/Empathy**

Topic: Civic Participation and Skills: *Civic participation embraces the ideal that an individual actively engages in his or her community or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.*

Standards: *(What are the skills being taught? Which Standards are being specifically addressed in these lessons?)*

2nd/#9. Collaboration requires group members to respect the rights and opinions of others.

2nd/#10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.

3rd/#9. Members of local communities have social and political responsibilities.

Content Elaborations:

Being a part of a classroom is like being a part of a family. We all have roles and responsibilities to make it run smoothly. This lesson will address the role we all have in taking care of one another and treating each other with respect and kindness. When one person is not doing that, it changes how everything works.

Students have a responsibility to respect the rights of others.

Lesson Objective: *(What will my students KNOW by the end of the lesson?)*

- Students will review/clarify the definition of BULLYING *(Clarifying for students that bullying is not an effective way to communicate, negotiate, compromise with others to get what we want).*
- Students will know the definition of EMPATHY
- Students will understand the definition of BYSTANDERS *(Identify bystanders in the illustrations (there are 2) and discuss their role. Can also discuss a time they were a bystander and how they felt, what they did, etc.)*

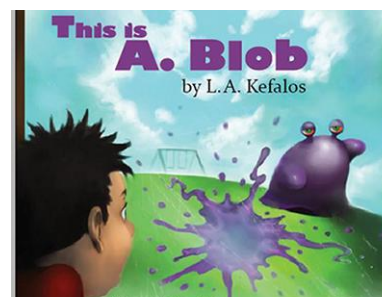
Expectations for Learning:

- Expectation that students will not want to hurt others because they understand how it feels (empathy).
- Understand EMPATHY.
- Creates a classroom climate that is warm, inviting and cohesive where children are safe and open to learn and grow.
- Children will learn to play together in a way that respects the rights and feelings of others.
- Students learn that they are part of a community that care for one another (BYSTANDERS).
- Understand the role of BYSTANDERS.

Resource/Instructional Materials Needed:

Book: *This is A. Blob* by L.A. Kefalos,
www.laughingleopardpress.com

Notes:



Time	Instructional Sequence	Formative Assessment
Minutes	Get started/Drill/Do Now	*A variety of formative assessments should be used at key points throughout the lesson
	Engage/Motivation	
7	Whole Group Instruction (teacher reads to class) <ul style="list-style-type: none"> Read the book(make sure kids are with you, following the book, understanding what is happening in the book) 	Read the book, show pictures and explain them as you go through the book.
30-35	Small Group Instruction <ul style="list-style-type: none"> Students are divided and go to one of three tables. At each table, either the word BULLY/EMPATHY/BYSTANDER is written in big letters on chart paper with a marker. One person is designated as the writer (chosen by shirt color). Students are given 5-7 minutes to write down everything they can think of to describe the word that appears on their chart. Set a timer. When time is up, students rotate to next table. Do this until each group has gone to each table and added to each chart paper. (Activity should take 15-21 minutes.) <p><i>(Ground rules: No wrong answers; must respect each team member; speak one at a time; everyone has a voice; everyone gets a chance; everyone's ideas are written down)</i></p> Large Group Process <ul style="list-style-type: none"> Post chart paper on wall and discuss as large group the definitions of the three words, the work of the groups and how they relate to the story of A. Blob. 	<ul style="list-style-type: none"> Student work collaboratively Students listen to one another and respect each other's rights and opinions. Students communicate to get needs met and work toward common good. Examples of understanding the definitions of the three words.
10 (optional)	Independent Practice <ul style="list-style-type: none"> Students give personal examples of Bullying/Empathy and Bystanders 	
5	Evaluate Understanding/Assessment <ul style="list-style-type: none"> Do you see students showing Empathy? Are students aware of the role of the Bystander and how important it is? Is there less "intentional" bullying? What do children do when another student is "mean" to them? 	<ul style="list-style-type: none"> Teachers are (privately) self- assessing during this time. Teachers are monitoring the class as a whole and observing individual students. Is there more understanding of concepts? Are the children understanding at a root level what it means to be show empathy? Are children using their words more to express feelings/wants/needs? Are they aware of the Bystander role? Are they taking an active role? Are they being more aware of their actions to be "kind"? Are they telling adults when they are mistreated?
5	Closing Activity How do you think we could help A. Blob understand how his actions are hurting others? (Empathy)? <ul style="list-style-type: none"> Would yelling at him work? Would calling him names work? Would talking to him about our feelings work? How could YOU help A. Blob be a better friend? 	<ul style="list-style-type: none"> Student will be able to understand why A. Blob is crying Students will be able to creatively brainstorm ideas of ways for him to make friends. Students can transfer those ideas to real life (their life) Students understand how they can help

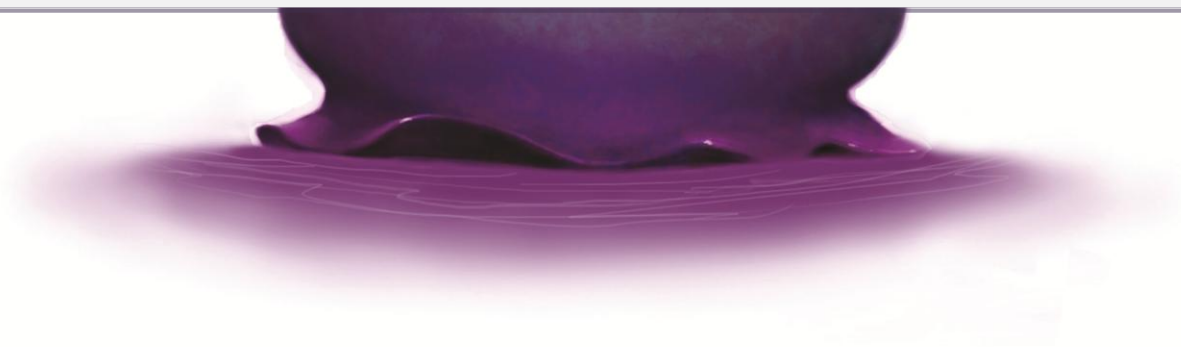
	<p><i>Could you talk to him about being nicer?</i></p> <p><i>Could you teach him about how it feels when he hurts people on purpose?</i></p> <p><i>Could you invite him to join your play group and try to be his friend?</i></p> <p><i>What if he doesn't want to be friends with you?</i></p>	<p>others/self to make friends/treat others kindly/be a better friend</p>
5	<p>Enrichment/Extension/Re-Teach/Accommodations</p>	<ul style="list-style-type: none"> • Model behaviors • Acknowledge when behavior is modeled or shown • Use students as positive examples

Essential Questions:

- Why do you think the author made A. Blob a “purple blob” and not a boy or a girl?
- Is A. Blob someone you would want to have as a friend?
- Why do you think A. Blob is crying at the end of the book?



This is A. Blob Slime Craft



This is A. Blob Slime Craft

A companion craft to help children learn how bullying can become a big, **sticky** mess

You will need: 1tsp Borax, ½ cup warm water, 1 8oz bottle of glue, 2 nonstick mixing bowls, 2 spoon, food coloring, plastic baggies (Makes enough for 3)

Mixing Steps:

- Empty entire bottle of glue into mixing bowl
- Fill empty glue bottle with warm water and pour into bowl with glue; mix
- Add desired color food coloring to glue/water mixture (3-4 drops, or to preference)
- In the second bowl, mix 1tsp Borax with ½ cup warm water
- Slowly add Borax mixture to glue mixture
- Mix with hands or spoons

Step 1: Read *This is A. Blob* out loud

Step 2: Open discussion about the book: Were A. Blob's actions acceptable? How do you think these actions made the other children feel? Why do you think A. Blob acted the way it did? What would/could you do if you were on the playground to stop bullying?



Step 3: Tell the children they are going to get to make A. Blob!

As you mix the ingredients, discuss what goes into making a bully. Why do people become bullies? Point out how the ingredients alone are not very sticky or messy, but together they make a big, gooey blob. This is how small words and actions can add up to become very painful.

As children play with the slime, talk about the stickiness of the slime and compare it to the way mean words and actions can stick with us over time.

Allow children to role play bullying situations with the slime.

Begin discussing how to stand up against bullying, how to help those who have been bullied, and how to help bullies, too. Bring up the fact that the ingredient changed into a new form and, in the same way, people can change into new forms. Just as the slime takes the shape of whatever object it's placed in, people tend to take on the traits with which they are treated.

When it's time to clean up and put the slime in baggies for later, make a pledge as a group to **Seal Up Bullying** and not allow any sticky meanness at school, the playground, or home!

For more tips on using *This is A. Blob* slime as a learning tool, visit www.laughingleopardpress.com/blog/this-is-a-blob-slime-craft-kids-learn-how-bullying-can-become-a-big-slimy-blob

About The Author



L.A. Kefalos

L. A. Kefalos is no stranger to writing stories to entertain little folks. While ***This is A. Blob*** is her first picture book, Lori has created several animated shorts, including

Who's That Knocking; Chug; and Crocs, Pots, and Wildebeests, which screened at the 2010 Los Angeles Women's International Film Festival and was nominated for Best Independent Short Short in the ages 5-8 category at the 2009 Kid's First Film Festival.

With a B.S. in Electrical Engineering, L.A. uses the left side of her brain working as an electrical controls engineer in plants around the world. When she returns to her apartment, the right side of her brain thanks the left side for paying the bills and providing her a warm and comfortable home where she can write more children's stories.

About Laughing Leopard Press

Laughing
Leopard
P R E S S

Laughing Leopard Press is an independent publishing company based in Akron, Ohio. Founded in 2014, Laughing Leopard Press is dedicated to publishing works by authors who have a story to tell to contribute to our understanding of the world around us.

Our initial publication, ***This is A. Blob***, is the first in a children's book series that addresses the topic of bullying in easy-to-read, rhyming verse so younger readers can benefit.

We provide editing, copywriting, and production, working closely with each author to provide a comprehensive approach to marketing so books can reach their intended audiences.

Bullying Fact Sheet

What is Bullying?

Bullying is behavior that hurts, humiliates, or harms another person physically or emotionally.

There is a real or perceived imbalance of power, either physically, socially, or emotionally. The behavior is usually repetitive behavior; however, bullying can occur in a single incident if that incident is either very severe or arises from a pattern of behavior.

Impact of Bullying on Bullies

- More likely to drop out of school
- Increased risk of depression and psychological stress
- More likely to abuse substances
- More likely to develop anxiety
- Stunted coping skills
- By their mid thirties, 60% of bullies have a criminal conviction
- Have a harder time securing and maintaining employment

The Impact of Bullying on Victims

- Bullying can lead to school avoidance and higher rates of absenteeism
- Decrease in grades
- Loss of interest in academic achievement
- Increase in dropout rates
- Headaches and stomachaches
- Sleeping problems
- Low self-esteem
- Increased fear or anxiety
- Depression
- Self-isolation
- Increased aggression
- Self-harm and suicidal ideation
- Feeling of alienation at school
- Fear of other students
- Retaliation
- The effects of bullying, for both victims and bullies, can last a **lifetime**

Bullying by the Numbers

- 1 in 4 children in the U.S experiences bullying
- 30% of young people admit to having acted as a bully
- 85% of bullying occurs inside of schools
- Bullying can begin as young as 3 years old
- 160,000 children miss school each day for fear of bullying
- 58% of children keep silent about being bullied
- 57% of bullying stops when a peer intervenes

The Signs of Bullying

- Disconnects from others; isolates self
- Difficulty concentrating
- Seems listless and unenthusiastic
- Extremely nervous or emotionally explosive
- Depressed
- Unexplained injuries
- Lost or destroyed items
- Difficulty sleeping
- Declining grades
- Sudden loss of friends or avoidance of social situations
- Self destructive behaviors
- Loss of interest in activities
- Change in eating habits

Sources and Resources

Resources

For more information on bullying, bullying prevention, and bullying education resources please visit these websites:

- Antibullyingpro.com
- Bullyingstatistics.org
- Ipbaworld.org
- LaughingLeopardPress.com
- Pacer.org/bullying
- Standforthesilent.org
- Stompoutbullying.org
- Stopbullying.gov

Sources

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Lesson plan and discussion guide design: Merle Bennett Buzzelli

Bullying statistics and data:

Bullyingstatistics.org

Naas.org

Nasponline.org

Pacer.org/bullying

Stopbullying.gov