Welcome to our sampler book of lessons for Chicken Soup for the Soul Hallway Heroes! For more than 20 years, educators have used our books in classrooms to encourage reading, offer advice and support, and provide a resource for students of all ages. Now we’ve teamed up with education experts and the non-profit Boniuk Foundation to bring you this literacy-based anti-bullying and social-emotional development program for first through sixth grades.

We are passionate about this program and the power of storytelling to improve young minds. We’re excited that you are considering using Chicken Soup for the Soul Hallway Heroes in your school. Let’s create heroes not only in our school hallways, but also in classrooms, on playgrounds, in homes, online, and in our communities.

Chicken Soup for the Soul Hallway Heroes was developed using a modification of the highly successful 5E learning cycle and instructional model. The 5E model uses the following instructional elements: engage, explore, explain, elaborate, and evaluate. That model is enhanced by adding two additional elements—elicit and extend—to create a 7E model in this program.

We are excited that you and your school have chosen to consider our program. If you have any questions, or need further information, please visit www.chickensoup.com/hallwayheroes.
What you will find inside:

Inside this sampler book you will find one complete sample lesson for each of Grades 1–3. You’ll find sample lessons for Grades 4–6 on our website by visiting chickensoup.com/hallwayheroes.

The full program has 12 lessons per grade level (Grades 1-6), each designed to take 30-50 minutes. The lessons are designed to be taught during literacy blocks of time, and they are aligned to the literacy and social-emotional learning standards for each of the 50 states and national standards.

Each complete sample lesson in this booklet includes:

1. A literacy-based lesson plan from our Teacher Guide
2. The real-life story on which the lesson is based from the book *Chicken Soup for the Soul: Be the Best You Can Be*
3. The Student Journal pages for the lesson

Lesson plans include:

1. Pre-reading activity and discussion
2. Reading a story from *Chicken Soup for the Soul: Be the Best You Can Be*—the story addresses bullying or related situations
3. Classroom discussions after reading the story
4. Students answering questions in their student journals about the story and how it pertains to their experiences
5. Students responding to prompts in their student journals—including open-ended writing and personal narratives
LESSON 4  Grade 1
“A Different Sister” p. 86

Description of Lesson
Students learn about differences and the ways they make each of us unique and special. Students discover that we can deal with these differences in acceptable or unacceptable ways. We can choose to see someone’s differences as weird and treat that person disrespectfully, or we can choose to see those differences as wonderful and unique and treat that person with kindness and respect.

Materials
• Blue markers, blue pens, and pencils with erasers
• Blank white paper
• Extend: one piece of construction paper for each student, pencils, crayons, or markers

Lesson Objectives
• Recognize that others may experience situations differently from oneself
• Identify one’s likes and dislikes, needs and wants, and strengths and challenges

Literacy Objectives
• Recall details from the story and share important facts
• Make inferences and draw conclusions about characters and their actions
• Identify the lesson to be learned from the story
• Identify the beginning, middle, and end of a story sequence
**Teacher Directions**

**Elicit/Engage**

The teacher organizes students into groups of three or four. Each group receives one of each of the following items:

- A blue marker
- A pen that writes with blue ink
- A pencil with a good eraser on the end
- Blank white paper

The teacher instructs: **“I want each group to decide which one of these three items is different from the others and be ready to tell us why you decided which item was different. For example, if I had three pieces of chalk and two were red and one was green, we might say the green chalk was the one that was different. Do this with these three items. Don’t forget to test each item by using it to see how it works.”**

The teacher gives groups 5 minutes to discuss the items and decide which one is different. The teacher then calls on students in each group and asks to hear their responses and explanations. Possible student responses could include following:

- We chose the pencil because it was the only one that did not write in blue.
- We chose the marker because it was fatter than the other two.
- We chose the pen because it has a metal tip.
- We chose the pencil because it was the only one with an eraser.
- We chose the marker because it starts with the letter “M”, and the other two start with the letter “P”.

The teacher explains: **“You came up with many different reasons for why you thought the marker, the pen, or the pencil was the one that was different. Each group, and possibly each person in our class, could look at these three things and see them differently. One thing we can all agree on is that each of these items can be useful when someone wants to write or draw something.”**

The teacher continues: **“Today we will be reading a story about two sisters. One of the sisters, named Claire, looks, talks, and acts a little bit differently from others. Some of the children in the story even call her a monster. As I read, listen carefully to Richard, the boy who tells the story, and to what he comes to learn about Claire by the end of the story.”**
### Explore

The teacher reads the story, “A Different Sister,” p. 86, aloud to the class. After reading the story, the teacher leads the class in a discussion with the following questions:

- “How did Sam and TJ treat Holly and Claire at the beginning of the story?”
- “If you were Claire, how would you have felt when TJ called her a monster and threw a stick at her?”
- “What are some ways that Holly saw Claire differently than Sam and TJ did?”
- “How did Richard’s feelings about Claire change during the story?”

The teacher mentions that these are bullying behaviors and points out the difference between bullying and kind responses.

### Explain

The teacher explains: "In this story, Claire looked a little different from most little girls, talked a little louder, and acted a little bit differently from other little girls. TJ made fun of her and called her a monster. The robbers said she was stupid. Holly, her sister, cared about her and treated her with love and respect. The lady whose car was broken into thought Claire was a hero. Some people chose to see Claire’s differences as weird, make fun of her, and treat her meanly. Other people chose to see Claire’s differences as wonderful, and they treated her with kindness and respect. Now we’re going to talk about Richard for a little bit and how his thoughts about Claire changed throughout the story."

The teacher has students find the page titled “Richard’s Feelings About Claire,” located on p. 16 of the Student Journal. The teacher demonstrates how to turn the journal horizontally so the page appears in columns. The teacher instructs the students: "In the first box on your page, draw or write how Richard felt about Claire at the beginning of the story. In the second box, draw or write how Richard felt about Claire in the middle of the story. In the third box, draw or write how Richard felt about Claire by the end of the story."

The teacher gives students 5-10 minutes to complete the activity, and then calls on volunteers to share their work. The teacher summarizes: "At the beginning of the story, Richard saw Claire’s differences as weird, but by the end of the story, he saw them as wonderful. He grew to see her for the great person and friend that she was."
### Elaborate

The teacher continues the discussion by pointing out: "**Even here in our own classroom, each of us is different in many ways, and our differences should be valued and celebrated. Let’s think of some of the ways we are different.**"

The teacher elicits responses from students. Suggestions for differences might include the following:

- Some students in our class have short hair, and some have long hair.
- Some students in our class are right-handed, and some are left-handed.
- Some students in our class are boys, and some are girls.

The teacher continues the discussion, allowing students to suggest ways they are different from one another.

The teacher summarizes: "**You have identified many ways right here in our own class that we are different from one another just as, in the story, Claire had certain things about her that were different from the other children. Just as characters in the story made different choices, we can choose to look at others’ differences as making them weird and can treat each other meanly and rudely, or we can choose to see those differences as things that make our classmates wonderful! We can be Hallway Heroes who appreciate and respect the things that make us different.**"

### Evaluate

The teacher leads the discussion with students seated in a circle: "**We are going to go around the circle and tell the person on your right something that makes them wonderful. Now we’ll go around the circle and tell the person on your left what makes them wonderful. Now we will each tell something that makes each of us wonderful. It can be something someone else told you or something you thought of on your own.**"

Students complete the journal entries for Lesson 4, located on p. 16-20 of the Student Journal.
### Teacher Directions

**Extend**

The teacher writes the word “**WONDERFUL**” on the board. The teacher has each student copy the word at the top of a blank sheet of construction paper. Beneath the word “**WONDERFUL**,” each student should write his or her name. Each student leaves the sheet of paper on his or her desk.

Each student takes a marker, crayon, or pencil and rotates around the room to the other students’ sheets of paper. Each student should write or draw something on the student’s paper that he or she feels is wonderful about that student. Students make their way around the room from one sheet to the next until they have written something wonderful on each student’s page.

When students have completed the activity they attach their Wonderful page to p. 19 of the Student Journal.

### Additional Teacher Preparation & Notes

After reviewing students’ papers, the teacher can celebrate differences by posting them on a bulletin board in the classroom.

Share great examples of students giving each other encouragement on their Wonderful pages on chickensoup.com/hallwayheroes.com.

In order to take or submit any pictures, the appropriate media consent forms must be signed by students’ parents or legal guardians.

### Assessment

Students give examples of ways they are different from one another and how they can appreciate those differences as something wonderful, rather than weird.

### Journal Prompts

- **Lesson Response: Richard’s Feelings About Claire**
- **Draw a picture or write about how you would treat Claire.**
- **Write a letter to or draw a picture of somebody in your family or class. The letter or picture should show how much you like the wonderful and unique things about him or her.**
- **Lesson Response: Attach Wonderful page here.**
I was standing in the park on the other side of our street watching the old Henderson place. My best friend Sam and his little brother TJ were with me.

“They’re monsters, Richard,” Sam said. “Someone told us at bowling. There are two sisters and they’re monsters.”

Sam was talking about the new family that had moved into the house. We’d seen the parents. They looked ordinary, but we had never seen the two girls. And there had never been any monsters living on our street before, so we wanted to find out all about them.

“How big are they?” TJ stretched his hands up high over his head. He knew about T. Rex and other dinosaurs.

“As big as full grown bears,” Sam said with a nod to me. “And they hate little boys.”

TJ moved behind his brother, but kept his eyes on the house.

That’s when the garage door opened. We expected to see someone drive out but two girls walked out instead. They were pushing bicycles.

The girl in front was very pretty. She had curly blond hair and pink clothes. She was about as old as me.

“She looks all right,” I said. “She’s not a monster.”

“Look at the other one!” TJ’s voice was more squeaky than usual,
as he pointed at the second girl coming down the driveway. She was
bigger than the first one, and she had a crooked face. She swayed from
side to side as she walked.

The girls pushed their bikes across the road toward us. That’s when
I noticed the big girl’s tongue seemed to be blocking her mouth.

TJ became very brave. He jumped out from behind Sam and
pointed and laughed at them. “Monsters! Monsters!” he yelled.

The two girls took no notice. The pretty girl was helping the other
girl put on her helmet. TJ bent down, picked up a stick and threw it
at them. The stick didn’t even go close.

“TJ!” Sam and I both shouted at him at the same time, and he
stepped back and looked very guilty.

I wanted to find out what the pretty girl’s name was. She looked
nice. And she didn’t seem to be frightened of the other girl.

“Come on, Sam. Let’s go and talk to them,” I said.

TJ wanted to go home. He was almost crying and kept dragging
on Sam’s hand, so I went by myself.

“Hi, my name’s Richard,” I said.

“I’m Holly. This is my big sister Claire,” Holly finished tightening
both helmets while I looked closely at Claire. Her eyes were bulgy and
she stared at the ground beside me.

“Hi,” I said to her.

She didn’t answer. She just stood and stared.

“Can she talk?” I asked Holly.

“I can talk!” Claire shouted. “And I can ride a bike. Can you ride
a bike?”

“Yes, I can,” I said. “I didn’t mean to be rude. Don’t be angry.”

“She’s not angry.” Holly looked straight at me and smiled. “That’s
how she talks.”

Holly had the best smile in the world. It was like it was a special
smile just for me. And I couldn’t help smiling back.

Then Claire got on her bike and nearly ran me down as she started
off along the track.

“Sorry,” Holly said, as she rode after Claire.

By this time Sam and TJ were almost out of sight. I ran home
to get my bike so I could ride with the girls. When I got back to the park they were still going slowly around the track. I rode next to Holly with Claire riding ahead.

“What happened to her?” I said.
“What do you mean?” Holly said.
“Why does she look so strange and talk so loud?”
“Nothing happened to her,” Holly said. “She’s always been like that.”

“Don’t you mind going out with her, when kids point and laugh?”

“They soon stop when they get to know her,” Holly said. “She says some funny things you know.”

After a while the girls propped up their bikes and sat down to have the cookies and drinks they’d brought with them. I sat next to Holly and looked at Claire. She hadn’t said anything funny since I’d been with them. In fact she hadn’t said anything at all. She sure looked strange, but not scary-strange like she did at first.

“Do you eat cookies?” Claire shouted at me. She was holding out a cookie for me. I took it and she smiled for the first time. It was a lopsided smile and her tongue got in the way, but that was all right.

The next day I rode with them to the library. Claire waited outside to mind the bikes while Holly and I went in to find some books.

We’d only been in the library a few minutes, but when we came out the police were there. One of them was trying to talk to Claire, and the other one was talking to a woman next to her car. The side window of the car had been smashed and glass was on the ground.

“Did you see anything?” the policeman said to Claire.

“Yes,” she shouted back at him.

The policeman waited a while and then said, “Well? What did you see?”

“Two men.”
“Which way did they go?” the policeman asked.
“Nowhere,” Claire shouted.

“They must have gone somewhere.” The policeman seemed to be getting impatient with Claire.
“No. They're over there.” Claire pointed at two men watching from behind a blue truck. They saw her point and they scrambled to get in the truck. But the police were too quick. They had their guns out and the men gave up.

The police found the woman's bag in the truck and lots of other things as well.

The woman came over to speak to Claire.

“Thank you,” she said. “You're a very clever young lady.”

“I know,” shouted Claire. “They said I was stupid. They didn't care if I saw them smash your window.”

“Well, here's a $20 reward for being such a good witness.” The woman held out the bill to Claire. But she wouldn't take it.

“I don't have money,” she shouted. “Holly has money.”

“Thank you,” Holly said as she accepted the bill. “I'll buy her something nice.”

On the way home, Holly had to ride in front because Claire didn't know the way.

As I rode beside Claire I realized I had become used to her already. There wasn't anything scary about her at all. She might look unusual, but she was really a very nice person—just different.

~Richard Brookton
For grades 1 and 2: teachers will help students read the journal prompts.

Instructions on how to use the Student Journal are found in the corresponding Lesson Plan.
Draw a picture or write about how you would treat Claire.
Write a letter or draw a picture of somebody in your family or class. The letter or picture should show how much you like the wonderful and unique things about him or her.
For grades 1 and 2: teachers will help students read the journal prompts.

Instructions on how to use the Student Journal are found in the corresponding Lesson Plan.

Attach Wonderful page here.
STORY SUMMARY

Draw a picture of Holly and Claire. Write one word to describe Holly. Write a different word to describe Claire.

Draw a picture of something that happened in the story. Your picture should include as many details as possible.
For grades 1 and 2: teachers will help students read the journal prompts.

Instructions on how to use the Student Journal are found in the corresponding Lesson Plan.
LESSON 1 Grade 2

“You’ll Be Good for Him” p. 81

Description of Lesson
This lesson focuses on creating a welcoming environment in the classroom for students with diverse needs and backgrounds. Students read a story in which a student with physical disabilities describes the pain of being ostracized and reflects on ways to welcome all individuals and create a sense of community within the classroom. Through the story and discussion, students come to understand how outside influences affect internal feelings and sign a Hallway Heroes Classroom Respect Pledge to support a positive classroom and school environment.

Materials
• Dry-erase board or chalkboard
• Dry-erase markers or chalk
• Two large pieces of chart paper (large enough for a student to lie down on)
• Markers

Lesson Objectives
• Identify ways to work well with others by creating a welcoming classroom environment
• Recognize how these behaviors affect the emotions of others

Literacy Objective
• Make connections between real-life experiences and ideas or events in the story

Teacher Directions

Elicit/Engage
The teacher writes the word “Welcome” on the board and asks students: “What makes you feel welcomed or included in a space? What are some actions people take when they welcome you?”

The teacher helps students brainstorm and writes a list of characteristics that contribute to a welcoming environment on the board. The teacher asks students to reflect on how they feel when they are welcomed or included in a space and adds students’ responses to the list on the board.

Additional Teacher Preparation & Notes
Some qualities of a welcoming classroom:
Everyone feels safe. Students feel like others care about them. Differences are accepted. Students listen to one another.
**Teacher Directions**

**Explore/Explain**

The teacher reads “You’ll Be Good For Him,” p. 81, aloud to the class. The teacher stops after the sentence (top of p. 82), “Brian had already had two hip surgeries, two ankle surgeries, and two eye surgeries.” The teacher checks for understanding by asking: “When you heard about what Brian has been through, what do you wonder?” The teacher asks students to turn and share their questions with a shoulder partner. The teacher finishes reading and asks students to raise their hand whenever they hear one of their questions asked or answered.

The teacher finishes reading the story and asks students to do a Think, Pair, Share on the following questions: “What did the class do to make Brian feel welcome? What are some of the reasons that the class cheered for Brian?” Students reflect individually, discuss their answers with a partner, and then share their responses with the class.

The teacher may also consider pausing to explain the use of *handicapped* (p. 81), especially if students in the class have physical disabilities of their own. Explain that some people use the term *handicapped*, while others prefer terms such as *physical disabilities* and *physical challenges*.

**Elaborate**

Using the list from the class’s “Welcome” brainstorm, students will create a feelings map to deepen their understanding of how the outside environment can affect an individual’s internal feelings.

The teacher asks two student volunteers to lie down on the pieces of chart paper, and the teacher or another student traces the outline of each student with a marker.

The teacher says: “These are feelings maps. We will use them to show how it feels to be in different environments.”

On one feelings map, the teacher writes “Welcoming Environment” above the body outline. On the second map, the teacher writes “Unwelcoming Environment.”

The teacher directs students to write elements of a positive classroom environment in the Welcoming Environment outline of the body and then to write the qualities of a negative classroom environment in the Unwelcoming Environment body outline. When the teacher is reviewing the students’ descriptions of an unwelcoming environment, he or she may wish to point out bullying behaviors that students may have mentioned. If bullying behaviors are not included, the teacher may say: “In the story, Brian said he’d been called ‘every name you could think of.’ What is a word that we sometimes use to describe name-calling?”

After discussing elements of the environments, the teacher asks students to write internal feelings inside the body outlines for both types of environments.

The teacher should refrain from identifying each map with the students who volunteered to be outlined by saying “Sue’s outline,” or “Noah’s map.” Students should understand they are simply using body outlines as a generic shape for a map.

It is important that each student has a chance to contribute to both the Welcoming Environment and Unwelcoming Environment feelings maps.

If students don’t come up with the term bullying to describe name-calling, the teacher should provide it.

**Additional Teacher Preparation & Notes**

The teacher should consider pausing to explain the use of *handicapped* (p. 81), especially if students in the class have physical disabilities of their own. Explain that some people use the term *handicapped*, while others prefer terms such as *physical disabilities* and *physical challenges*.
**Teacher Directions**

**Evaluate**

The teacher concludes: **“You all have come up with a great list of ideas for the things we can do and say as we work with each other and create a positive classroom environment. In the next few weeks, we will be learning ways to grow and be our very best, and it will be important that we have a safe place to talk about our feelings. We will call this our Hallway Heroes Classroom Respect Pledge. We will keep these ideas posted right here in our classroom to help us always remember to choose to behave in ways that make others feel welcome, rather than behaving in ways that are unwelcoming.”** The teacher titles the Welcoming Environment feelings map, “Hallway Heroes Classroom Respect Pledge.”

The teacher and each student sign the bottom, signifying their agreement to uphold these expectations. The teacher explains: **“By signing our names, we are agreeing to follow these expectations.”** The teacher hangs the Hallway Heroes Classroom Respect Pledge in a prominent place the classroom. The teacher and students can refer to it throughout the duration of the module or the year.

The teacher introduces students to their journals. The teacher explains that students will use this journal to reflect on the stories they read and the activities they do in each lesson. Students go to the first page, where they can copy the attributes from the Welcoming Environment feelings map and sign their individual copy of the Hallway Heroes Classroom Respect Pledge. The teacher asks students to take this copy of their Hallway Heroes Classroom Respect Pledge home for their parent or guardian to sign and return.

When they are done, students complete the journal entries for Lesson 1, located on p. 3-6 of the Student Journal.

**Extend**

Students create short skits where they show how they would use the behaviors on the Welcoming Environment feelings map to invite a new classmate to play with them at recess, to comfort a classmate who’s upset, or in other school or classroom scenarios.

**Assessment**

Students describe how they feel when they are welcomed and identify ways to create a welcoming environment for others.

**Journal Prompts**

- Copy the Hallway Heroes Classroom Respect Pledge and sign it.

- Describe some places where you feel the most welcome.

- What are some other good ways to make a new person feel welcome?
Courage is not the absence of fear, but rather the judgment that something else is more important than fear.

~Ambrose Redmoon

I heard the rhythmic clatter of metal crutches coming down the hallway. I looked up to see ten-year-old Brian smiling at me in the doorway, his blond hair tousled. Every day, Brian arrived at school cheerful and ready to work.

Brian had a great sense of humor and loved his own jokes. He was my first “handicapped” student. Everyone who worked with Brian told me, “You’ll be good for him.”

Brian worked with the adaptive physical education teacher and swam three mornings a week. He kept a busy school-day schedule. Everything he did required more effort than it did for the other students.

One day, Brian agreed to talk to the class about his handicap. The students liked Brian and wondered what he did after school. He told them that he watched a lot of TV, or played with his dog. Brian felt proud to be a Cub Scout and enjoyed being a member.

The students then asked him why he used different paper and a special magnifying lens and lamp when he read. Brian explained that he had a tracking problem, and that he could see better out of one eye than the other. “I’m going to have another eye operation,” he said.
casually. “I’m used to it. I’ve already had six operations.” He laughed nervously, adjusting his thick-lens glasses. Brian had already had two hip surgeries, two ankle surgeries and two eye surgeries.

Brian explained how he’d been trained to fall when he lost his balance, so that he wouldn’t hurt himself. I felt badly when he fell, but he didn’t fuss. I admired his fortitude.

He said he often felt left out, then somebody asked if people ever made fun of him. He replied that he’d been called every name you could think of, but that he usually tried to ignore it.

I asked Brian if he ever became discouraged.

“Well, to tell you the truth,” he said, “I do. Sometimes I get really mad if I can’t do something. Sometimes I even cry.”

At this point I ended the discussion. I felt the important questions had been answered. The students applauded.

“Can you walk at all without your crutches?” one of the boys shouted.

“Yeah,” he said shyly.

“Would you like to walk for us?” I asked him gently.

“Yeah! Come on, Brian. You can do it!” several students shouted.

“Well — I guess,” he answered reluctantly.

Brian removed his crutches and balanced himself. He proceeded to walk awkwardly across the room. “I look like a drunk,” he muttered. It wasn’t smooth, but Brian walked on his own. Everyone clapped and shouted.

“That’s great, Brian!” I placed my hand on his shoulder.

Brian laughed nervously while I had to hold back tears. His honesty and courage touched me. I then realized that maybe I wasn’t as good for Brian as he was good for me — for all of us.

~Eugene Gagliano
For grades 1 and 2, teachers will help students read the journal prompts.

Instructions on how to use the Student Journal are found in the corresponding Lesson Plan.

Classroom Respect Pledge

Copy the Classroom Respect Pledge and sign it.

Signed by:

Parent/Guardian Signature

Date

Student Signature

Date

Copy the Classroom Respect Pledge and sign it.

Signed by:

Parent/Guardian Signature

Date

Student Signature

Date
LESSON 1

Describe some places where you feel the most welcome.

"You'll Be Good for Him" page 81

For grades 1 and 2: teachers will help students read the journal prompts.
What are some other good ways to make a new person feel welcome?
For grades 1 and 2: teachers will help students read the journal prompts.

Instructions on how to use the Student Journal are found in the corresponding Lesson Plan.
My Thoughts and Feelings

Courage is not the absence of fear, but rather the judgement that something else is more important than fear.
~Ambrose Redmoon

For grades 1 and 2: teachers will help students read the journal prompts.
LESSON 11 Grade 3

“Bullied to a Better Life” p. 148

Description of Lesson
In this lesson, students hear a story about a boy named Mason who is bullied for being overweight. Eventually Mason tells his parents about the bullying, and although the bullying gets better, Mason’s health gets worse. After losing 85 pounds, Mason is on a mission to encourage kids to stay healthy and to stop bullying behavior. Through reflecting on Mason’s story and other activities, students understand how their words and actions, including those they post online, can have long-term effects on others, learn the difference between tattling and reporting, and create a list of ideas for staying healthy.

Materials
• Markers
• Construction paper
• Scissors
• String (if hanging hearts)
• Internet (optional)
• Chart paper

Lesson Objectives
• Describe the difference between reporting and tattling and identify ways to seek help with instances of bullying
• Identify ways to stay healthy and monitor progress toward achieving health goals

Literacy Objectives
• Make connections between ideas or events in the story and real-life experiences
• Draw conclusions about the theme of the story and the lessons to be learned from characters’ actions or story events

Teacher Directions

Additional Teacher Preparation & Notes

Elicit
The teacher says: “When someone is being bullied, it is important for a trusted adult to know about it. Who are some people you can count on to help you if you’re being bullied or if someone you know is being bullied?”
**Teacher Directions**

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<th>Engage</th>
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<td>The teacher shows the students how to cut a heart out of a piece of construction paper by folding it in half and drawing half of a heart along the crease with a marker, then cutting along the marker line and unfolding the paper. When each student has created a paper heart, the teacher says: <em>“What is something a person might say or do that would be hurtful to you? Make a fold in your heart showing what that hurtful comment can do. What is another hurtful thing someone might say? Make another fold in your heart.”</em> Students continue to share hurtful comments or actions and, with each comment shared, fold their hearts again. The teacher asks: <em>“What are the hurtful words doing to your heart? It’s now a small, crumpled heart! What is something someone might say or do to you to help you feel better? Unfold one of the creases in your heart. What is something else someone might say to help you feel better? Unfold another crease.”</em> Students continue to share kind, helpful comments or actions, and with each comment shared, students unfold one more crease of their hearts. Eventually all of the creases are unfolded, but the marks are still visible on the heart. The teacher explains: <em>“Even after kind words are said to repair hurtful words, are there still creases in your heart? How is it different from the way it was when we started? With your words and actions, try not to crease someone’s heart, because a little bit of that crease will always be there even if you try to make things better.”</em> The students keep their hearts, or the teacher hangs them in the classroom as a reminder of how our words and actions can affect others.</td>
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<th>Explore</th>
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<td>Students either follow along as the teacher or other students read “Bullied to a Better Life,” p. 148 or they read the story to themselves. At the end, the teacher begins a discussion with the students: <em>“In the last story and in this story, we’ve read how the main characters were bullied or feared being bullied because of their physical differences. Back in the beginning of this module, we learned that the qualities of a good friend are not physical. So just because Amy or Mason might look different from us, does that tell us anything about their personalities? How did getting help affect Mason’s situation?”</em> The teacher calls on students to share their thoughts.</td>
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<th>Additional Teacher Preparation &amp; Notes</th>
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<td>The teacher may also prepare a heart for each student ahead of time, if desired.</td>
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**Sensitivity Alert:** This topic may be sensitive for students who experience or have experienced bullying or may be overweight. The teacher can show students photos and videos of Mason Carter Harvey and Strive for 85 from the Internet.
**Teacher Directions**

**Explain**

The teacher explains the difference between tattling and reporting. The teacher says: *“When you or someone you know is being bullied, it is important to tell a trusted adult. Sometimes students are hesitant to tell adults because they fear they may be tattling. What is the difference between reporting something important to the teacher and tattling on someone?”* The teacher gives students one minute to think, then says: *“Turn to your partner and talk about some differences between tattling and reporting.”* After pairs talk for a few minutes, the teacher asks students to share with the class some of the examples they have discussed. The teacher writes the ideas under the appropriate word on chart paper with two-columns labeled “Tattling” and “Reporting.” The teacher elicits from students that tattling describes what you might do when no one is being hurt. Another way to explain it is that people tattle when a problem is “kid-sized,” or something kids should be able to talk about and handle on their own. This might include someone sticking their tongue out, calling them a name once, or accidentally pushing them in line. Reporting is telling an adult when someone is in danger of being hurt or if something is happening repeatedly. The teacher can refer back to the previous lesson about bullying, reminding students they should always report instances of bullying to a trusted adult. If a student has asked someone to stop doing something multiple times with no success, that is an appropriate time to report it.

**Elaborate**

The teacher asks students: *“In the story, much of the bullying Mason experiences happens at school. Where are some other places bullying can happen?”* If students fail to mention the Internet, the teacher asks students if they have heard of cyberbullying. Students share what they think cyberbullying is, and examples of cyberbullying. The teacher asks students:

- “What are some reasons people might say or do things on the Internet that they wouldn’t do in person?”
- “Why is it important to be careful about what we do online?”
- “What are some things you can do when you see cyberbullying?”
- “What ways can we be Hallway Heroes online?”

The teacher reinforces that the same rules on tattling and reporting would apply to cyberbullying.

The teacher reinforces how it’s important not to create or respond to negative posts about others on the Internet. *“Posts online aren’t like a conversation between two people in a room. It is more like a written record that can be found and shared by almost anyone. It isn’t always possible to take back something you’ve posted, and what you do online can last for a long time.”*  

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**Additional Teacher Preparation & Notes**

**Cyberbullying resources:**
- [www.cyberbullying.org/facts](http://www.cyberbullying.org/facts)

**Examples of places online include:** chat discussions, social media sites adults and teenagers use like Facebook, email, text messages, online games.
LESSON 11 • GRADE 3

Teacher Directions

The teacher explains: “We are going to help raise awareness about cyberbullying at our school. In groups, you will create a poster that will share a fact about cyberbullying. We will hang these posters around the school.” Students can use the Internet to research facts about cyberbullying, or the teacher can provide information.

Evaluate

Students complete the journal entry for Lesson 11, located on p. 52-55 of the Student Journal.

Extend

The teacher says: “In the story, ‘Bullied to a Better Life,’ Mason made some changes to his life when he began to get sick. What are some of the changes he made? What did he do to try to get healthy? What are some things that are important for us to do to stay healthy? You’re going to work with partners to list these things on p. 52 in your journal.” The teacher allows students time to brainstorm and then directs them to use the Healthy Choices List, located on p. 52 of the Student Journal. Students write their ideas on the list and then share their thoughts with the class.

Assessment

Students collaborate to create a chart showing the differences between reporting and tattling and a list of activities they can do to stay healthy.

Journal Prompts

- Lesson Response: Healthy Choices List
- Write three words that someone might say that would “crease” your heart. Then write a sentence describing how you can avoid “creasing” others’ hearts.
- Describe an example of a bullying situation that someone should report to a trusted adult.
- What are some reasons why it is important to make good choices, and to be a Hallway Hero, even when you are online?
Bullied to a Better Life

It’s wonderful when you can bring sparkle into people’s lives without fading away from your own true color. Keep the hue in you.

~Dodinsky

I was in third grade and my parents said I was a cute kid with a great personality who loved to laugh. The problem was that I was overweight, and that year the bullying began. A couple of kids at school started picking on me. Before school, after school, at recess, on the bus. “Fatty, Tubbo, Jelly Roll” were names I was called every day. They would throw stuff at me too. I was so scared I wouldn’t ride the bus and my mom had to take me to school. Even when I got to school I would scream and cry, begging my mom not to leave me there.

I didn’t tell my mom and dad why I didn’t want to go to school anymore, so instead I would fake being sick all the time. I just wanted to stay at home where I was safe. My parents talked to my teacher, my principal, and a school counselor. They finally found out I was being bullied and I got to switch to a new class with an awesome teacher, Mrs. Willhoite. There were not any bullies in her class and she would let me bring my lunch to her room and eat with her so I didn’t have to go to recess and be around those mean kids from my old class.
The bullies were still picking on me in fourth, fifth, and sixth grades. I would see them in the halls. They'd be there at recesses. But I had finally been truthful and asked for help. My mom and dad worked with the school to make sure I was in good classes and protected as much as possible. Would the bullying have been so bad if I had asked for help in the very beginning? I don't know, but I do know that once my parents found out they got me help. And once I got help, I didn't have to deal with the bullies by myself.

By sixth grade, even though I was hardly being bullied, I started to get sick for real. I weighed 206 pounds by the time I was eleven. I had solved the bullying problem, but now I had to take care of my health. I started drinking water instead of soda, eating fruits and veggies instead of chips and candy. I even put down my Xbox controller and went outside. I got active and started getting healthier. I lost some weight and felt great. I lost some more it was awesome! The harder I worked, the more I lost. The better I felt, the harder I worked. By the time I got to seventh grade I lost 85 pounds! My friends hardly recognized me. The bullies didn't even think I was the same kid and left me alone. I was back to being what my parents had described when I was in third grade—a cute kid with a great personality who loved to laugh.

I started a project called Strive for 85, since 85 is the magic number of pounds that I lost. I shared my story with 85 important people, including Michelle Obama. I inspired 85 other kids. I hosted or attended 85 events that raised awareness. I've been on TV, in magazines, even got to fly to Washington, D.C.... twice. I've spent the last year traveling around to schools and telling them bullying is never okay. I was overweight but I didn't deserve to get picked on.

Here's what the bullies say to me now: “Can I have your autograph?”

If you are being bullied, get help. You don’t have to deal with this alone. You have to believe in yourself and not let mean kids decide who you will be and what you can do. If you are being the bully, stop! Come run with me instead or go ride a bike, climb a building, hit a punching bag. Do anything other than try to make a kid, like me,
feel bad about himself. You never know… the person you’re picking on could turn out to be the president one day.

~Mason Carter Harvey
Lesson Response: Healthy Choices List

[Blank lines for student response]

"Bullied to a Better Life" page 148

LESSON 11
Write three words that someone might say that would "crease" your heart. Then write a sentence describing how you can avoid "creasing" others' hearts.

Describe an example of a bullying situation that someone should report to a trusted adult.

What are some reasons why it is important to make good choices, and to be a Hallway Hero, even when you are online?
In your own words, describe Mason at the beginning of the story and at the end of the story. Use evidence from the story to explain how he changed.

Describe the lesson that you learned from this story.

In what ways might you apply this lesson to your own life?
Reflections

It’s wonderful when you can bring sparkle into people’s lives without fading away from your own true color. Keep the hue in you.

~Dodinsky
Thank you for considering

Chicken Soup for the Soul

Hallway HEROES

a literacy-based anti-bullying program

To view sample lessons for grades 4–6, and for more information about our program, please visit chickensoup.com/hallwayheroes.