Sample Lessons: Grades 4-6
Chicken Soup for the Soul

Hallway Heroes

Sample Lessons

Grades 4-6

Chicken Soup for the Soul Publishing, LLC
Cos Cob, CT
INTRODUCTION

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 4–6. You’ll find sample lessons for Grades 1–3 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
Description of Lesson

Empathy and compassion can be antidotes for negative behaviors such as bullying and cyberbullying. In this lesson, students will identify bullying behaviors and brainstorm constructive ways to handle them. The Hallway Heroes book comes one step closer to completion as students give extensive feedback to one another regarding their personal narratives.

Materials

- One TV Talk Show Card for each group of four students (p. 91 of the Teacher Guide)
- One copy of Narrative Peer Feedback form (p. 93 of the Teacher Guide) for each student

Lesson Objectives

- Address bullying situations by applying constructive approaches to resolving conflicts through compassion and kindness
- Explain how family members, peers, school personnel, and community members can support school success and responsible behavior

Literacy Objectives

- Develop a narrative that includes a setting, characters, a narrator, a conflict, and a resolution
- Analyze and evaluate the writing of a peer and provide constructive feedback for improving his or her personal narrative

Teacher Directions

<table>
<thead>
<tr>
<th>Teacher Directions</th>
<th>Additional Teacher Preparation &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elicit</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher asks students what they think of when they hear the word bullying, and calls on volunteers to share their thoughts. The teacher then says: “We have been learning about empathy and compassion. How do you think empathy and compassion are related to bullying?” The teacher asks students to discuss this question with a partner or in small groups.</td>
<td></td>
</tr>
</tbody>
</table>
**Teacher Directions**

### Engage

The teacher asks students to stand up. The teacher explains that he or she will read some statements about bullying aloud and identifies which side of the room is the “agree” side and which side of the room is the “disagree” side. When each statement is read, students who agree with the statement, or feel the statement is true for them, move to one side of the room. Students who disagree with the statement, or feel it is not true for them, move to the other side of the room. The teacher then reads each statement aloud, pausing to give students a chance to move. After each statement, the teacher asks if anybody wants to share reasons for their choices or to give an example of the statement. The statements are as follows:

- **“Bullying is a behavior that is unwanted.”**
- **“Bullying is a behavior that happens only one time.”**
- **“Bullying is a behavior that occurs when somebody uses power to gain control of somebody else.”**
- **“Bullying only happens in person, when two or more people are in the same room together.”**
- **“I have been bullied before.”**
- **“I have witnessed bullying behavior.”**
- **“I have been somebody who has exhibited bullying behavior.”**
- **“I have stood up against bullying.”**

### Additional Teacher Preparation & Notes

Teachers in classrooms with students who have mobility issues can ask students to raise hands or use other signals to indicate agreement or disagreement, rather than moving around the room.

**Sensitivity Alert:** Students may identify as being bullied or students may be uncomfortable identifying as being bullied in front of peers. Before asking questions, the teacher should remind students of the Classroom Respect Pledge and that this is a safe environment for sharing. The teacher should also give students the option to not share personal experiences. If the teacher suspects bullying is a current issue for any students, he or she should also investigate and address the issue.
<table>
<thead>
<tr>
<th>Teacher Directions</th>
<th>Additional Teacher Preparation &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explore</strong></td>
<td></td>
</tr>
<tr>
<td>Students either follow along as the teacher or other students read “Losing an</td>
<td></td>
</tr>
<tr>
<td>Enemy,” p. 163, or they read the story to themselves. At the end, the teacher</td>
<td></td>
</tr>
<tr>
<td>asks the students about their reactions to the story: <em>What were some reasons why</em></td>
<td></td>
</tr>
<tr>
<td><em>John treated others the way he did in the beginning of the story? What roles did</em></td>
<td></td>
</tr>
<tr>
<td><em>compassion and empathy play in this story?”</em></td>
<td></td>
</tr>
<tr>
<td><strong>Explain</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher explains that the behavior exhibited by John in the story is</td>
<td></td>
</tr>
<tr>
<td>considered to be bullying behavior. The teacher explains: *In bullying</td>
<td></td>
</tr>
<tr>
<td>situations, there are usually bystanders, people who witness the bullying</td>
<td></td>
</tr>
<tr>
<td>behaviors. These bystanders can help the situation, make the situation worse, or</td>
<td></td>
</tr>
<tr>
<td>do nothing. Both bystanders and those who experience bullying situations can</td>
<td></td>
</tr>
<tr>
<td>react as the author and his family did—with compassion and kindness. Bullying</td>
<td></td>
</tr>
<tr>
<td>situations should be reported to a trusted adult like the brothers in the story</td>
<td></td>
</tr>
<tr>
<td>did in discussing the situation with their parents.*</td>
<td></td>
</tr>
<tr>
<td>The teacher asks students: *In the story, the bullying Patty Anne experiences</td>
<td></td>
</tr>
<tr>
<td>happens in person. Where are some other places bullying can happen?* If students</td>
<td></td>
</tr>
<tr>
<td>fail to mention the Internet, the teacher asks students if they have heard of</td>
<td></td>
</tr>
<tr>
<td>cyberbullying. Students share what they think cyberbullying is, and examples of</td>
<td></td>
</tr>
<tr>
<td>cyberbullying.</td>
<td></td>
</tr>
<tr>
<td>The teacher asks students: <em>What are some places online that we talk to or about</em></td>
<td></td>
</tr>
<tr>
<td>other people? What are some reasons people might say or do things on the Internet</td>
<td></td>
</tr>
<tr>
<td>they wouldn’t do in person? Why is it important to be careful about what we do</td>
<td></td>
</tr>
<tr>
<td>online? What are some things you can do when you see cyberbullying? What ways can</td>
<td></td>
</tr>
<tr>
<td>we be Hallway Heroes online?* The teacher reinforces that the same rules on</td>
<td></td>
</tr>
<tr>
<td>tattling and reporting would apply to cyberbullying and how it’s important not</td>
<td></td>
</tr>
<tr>
<td>to respond to negative posts on the Internet.</td>
<td></td>
</tr>
<tr>
<td>The teacher reinforces to students that online posts hurt others just as much</td>
<td></td>
</tr>
<tr>
<td>or more as saying it in person and that once something is posted online it can</td>
<td></td>
</tr>
<tr>
<td>be difficult, and sometimes impossible to erase.</td>
<td></td>
</tr>
</tbody>
</table>

Before the lesson, the teacher should review the school or district’s bullying     |
policy to see local definitions and policies. Stopbullying.gov defines bullying as |
“unwanted, aggressive behavior among school-aged children that involves a real or |
perceived power imbalance. The behavior is repeated, or has the potential to be |
repeated, over time.”                                |

Bullying can take many forms, including social, emotional, physical, or cyber (occurring online). The teacher may also choose to have a list of observed bullying behaviors he/she can reference if the student responses are limited.

Examples of places online include: social media, email, text messages, online games.
### Teacher Directions

The teacher explains that students will practice using compassion and kindness to respond to bullying and cyberbullying situations in the “TV Talk Show” activity.

The teacher organizes students into groups of four and explains that each scenario has four roles: the host, the person exhibiting bullying behavior, the person experiencing the bullying behavior, and the bystander. The teacher or students assign each of the roles to one person in the group. The teacher gives each student group a different TV Talk Show Card, located on p. 91-92 of the Teacher Guide. The teacher explains that when the host asks the group a question, they are to answer as if they are the character assigned.

Students practice acting out the interviews. The teacher circulates, asking questions or assisting students as needed.

When students have had the opportunity to practice their roles in the talk show, the teacher asks a few groups to volunteer to perform in front of the class. At the end of each talk show, the host asks the audience for strategies that the person experiencing the bullying behavior and the bystander can use to respond to the bullying behavior. Students in the audience take notes on the Strategies for Dealing with Bullying Behaviors page, located on p. 32 of the Student Journal.

### Additional Teacher Preparation & Notes

With minor modifications, the teacher can customize each talk-show card to fit the gender distribution of the class.

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

Sensitivity Alert: The teacher should be aware of scenarios that may closely relate to students' real lives. Be mindful of placing students in scenarios that may cause additional stress or hardship.

### Evaluate

Students complete the journal entries for Lesson 7, located on p. 32-36 of the Student Journal.

Students conduct a peer review of the revised story they wrote in the previous lesson. Students find the partner who gave them feedback on their writing in previous meetings and use the Narrative Peer Feedback form, located on p. 93 of the Teacher Guide, to provide extensive feedback to one another on their most recent drafts. The teacher models giving peer feedback using the story, “Losing an Enemy,” p. 163, projecting the form and thinking aloud as he or she fills out the form.

The teacher may want to use whatever instructional methods and tools he or she uses to guide peer conferencing in the writing process.

The teacher can review each student’s story, as well as the peer feedback, providing any additional comments necessary before the next lesson.
<table>
<thead>
<tr>
<th>Teacher Directions</th>
<th>Additional Teacher Preparation &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extend</strong></td>
<td>Prompt students with examples of places online where bullying can occur: email, text messages, social media, online games.</td>
</tr>
</tbody>
</table>

**Assessment**

Students assess personal strengths and areas of growth and give constructive feedback to a peer regarding his/her personal narrative.

Students identify strategies that people in bullying situations can use to show one another compassion and kindness.

**Journal Prompts**

- **Lesson Response: Strategies for Dealing with Bullying Behaviors**
  - What are some reasons someone might exhibit bullying behavior?
  - What roles can empathy and compassion play in bullying situations?
  - How can cyberbullying be similar or different to bullying behaviors experienced in person?
  - What are some ways you can respond to bullying behaviors you see online?
**PROBLEM CARDS**

**Show 1**

*Background Information:*
Jacob is in fourth grade and has three brothers who are in high school. They tease and pick on him. They usually make him do their chores and retaliate with violence if he tries to stand up for himself. Jacob replicates his brothers’ behavior at school, picking on a boy named Jamal after Jamal refuses to share the answers to his math assignments with Jacob. This happens everyday for a week. Lee, Jamal’s friend, witnesses this behavior.

*Instructions:*
1. Host introduces the guests and describes the situation.
2. Host asks each guest questions.

Suggested questions:
“What role did you play in this situation? What decisions did you make?”
“What feelings did you experience in this situation? What were the causes of these feelings?”
“What advice or strategies does anybody from the audience have for Jacob, Jamal, or Lee?”

**Show 2**

*Background Information:*
Maria creates a fake social media account, pretending to be Jackie, a quiet girl in her class. On this account, Maria posts negative things about other people in her class. Soon, people who used to be Jackie’s friends at school no longer want to be her friend because of the posts Maria is making, pretending to be her.

*Instructions:*
1. Host introduces the guests and describes the situation.
2. Host asks each guest questions.

Suggested questions:
“What role did you play in this situation? What decisions did you make?”
“What feelings did you experience in this situation? What were the causes of these feelings?”
“What words of advice or strategies does anyone in the audience have to give Jackie to help her stand up against bullying behavior?”
**PROBLEM CARDS**

**Show 3**

*Background Information:*
Eric is struggling in math. He hates to raise his hand in class because he thinks he always gets the wrong answer. When this happens, he notices people snickering under their breath. Eric tries to take the focus off of himself by turning his peers’ attention to the new student, Ray, by making negative comments about the clothes Ray wears.

*Instructions:*
1. Host introduces the guests.
2. Host asks each guest questions.

*Suggested questions:*
“What role did you play in this situation? What decisions did you make?”
“What feelings did you experience in this situation? What were the causes of these feelings?”
“What words of advice or strategies does anyone in the audience have to give Ray to help him stand up against bullying behavior?”

**Show 4**

*Background Information:*
Ashley’s mom is sick in the hospital. Ashley misses her and thinks about her all the time. Ashley notices that Valentina, a girl in her class, always has her hair in a French braid. Ashley is certain that Valentina’s mom probably helps her style it every morning. Ashley wishes her mom could braid her hair like Valentina’s. Instead of giving Valentina a compliment, Ashley yanks on the braid and says it’s a hairstyle for little girls. She has done this every day since her mom got sick.

*Instructions:*
1. Host introduces the guests.
2. Host asks each guest questions.

*Suggested questions:*
“What role did you play in this situation? What decisions did you make?”
“What feelings did you experience in this situation? What were the causes of these feelings?”
“What words of advice or strategies does anyone in the audience have to give Valentina to help her stand up against bullying behavior?”
Name: ___________________________________ Name of Partner: _____________________

NARRATIVE PEER FEEDBACK

Step 1: Read your partner’s story from beginning to end. Read it as many times as you need to until you feel you completely understand the author’s message. Write down your initial responses to the story by responding to the prompts below:

My favorite part of your story was: __________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Your story made me feel: _________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

The lesson I learned from your story was: _________________________________________________
____________________________________________________________________________________

Step 2: Go back to the story:
• Does the story start with an introduction, describing what the author is going to talk about? If so, label it with the word introduction.
• Where are the beginning, middle, and end? Label the location where each one starts on your partner’s paper.
• Who are the main characters? Write their names where they are introduced.
• Does the story start with “action” that draws the reader in? Mark it with the word action on your partner’s paper.

Is the story written in past tense? Circle one: **YES NO**

Count the number of words, and write your total here: ________________

Is the story longer than 1200 words? Circle one: **YES NO**
NARRATIVE PEER FEEDBACK continued

If your partner’s story is longer than 1200 words, what are some suggestions for how your partner can condense this story, but keep the important elements?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Write any other suggestions you have for how to improve the story:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Losing an Enemy

If your enemy is hungry, feed him; if he is thirsty, give him something to drink.

~Romans 12:20

Last year, my brothers were enrolled in Pioneer Clubs, a weekly kids program at our church. Daniel was nine, and Timothy was seven. My sister, my dad and I were all teachers at the same church program. At one point during the year, my brothers began to complain that a boy named John was picking on them.

John, an eleven-year-old foster boy, was in my dad’s class. He was the type of kid who always seemed to be in trouble. Worse, he didn’t consider that it was his behavior that was the problem, but instead decided my dad was picking on him. He often took it out on my brothers by knocking off their hats, calling them names, kicking them and running away. Even I received the occasional rude remark from John. We all thought he was a real pain.

When my mom heard about the problem, she came home from town a few days later with a bag of wrapped butterscotch candies.

“These are for John,” she told Daniel and Timothy.

“For who?”

“For John.” Mom went on to explain how an enemy could be conquered by kindness.

It was hard for any of us to imagine being kind to John; he was so annoying. But the next week the boys went to Pioneer Clubs with...
butterscotch candies in their pockets—one for themselves and one for John.

As I was heading to my class, I overheard Timothy saying, “Here John, this is for you.” When we got home, I asked Timothy what John’s response had been.

Timothy shrugged. “He just looked surprised, then he said thank you and ate it.”

The next week when John came running over, Tim held on to his hat and braced himself for an attack. But John didn’t touch him. He only asked, “Hey, Tim, do you have any more candy?”

“Yes.” A relieved Timothy reached into his pocket and handed John a candy. After that, John found him every week and asked for a candy, and most times Timothy remembered to bring them—one for himself, and one for John.

Meanwhile, I “conquered my enemy” in another way. One time as I passed John in the hall, I saw a sneer come over his face. He started to open his mouth, but I said, “Hi, John!” and gave him a big smile before he had a chance to speak.

Surprised, he shut his mouth, and I walked on. From then on, whenever I saw him I would greet him with a smile and say, “Hi, John!” before he had a chance to say anything rude. Instead, he started to simply return the greeting.

It’s been a while since John picked on my brothers, and he’s not rude to me anymore, either. Even my dad is impressed with the change in him. He’s a nicer John now than he was a year ago—I guess because someone finally gave him a chance.

He wasn’t the only one to change. My whole family learned what it meant to love an enemy. What’s strange is that in the process, we lost that enemy—he was “conquered” by love.

Love: It never fails.

~Patty Anne Sluys
“Losing an Enemy” page 163

LESSON 7

Lesson Response: Strategies for Dealing with Bullying Behaviors
What are some reasons someone might exhibit bullying behavior?

What roles can empathy and compassion play in bullying situations?
Instructions on how to use the Student Journal are found in the corresponding Lesson Plan.

How can cyberbullying be similar or different to bullying behaviors experienced in person?

What are some ways you can respond to bullying behaviors you see online?
In your own words, describe Patty at the beginning of the story and at the end of the story. Use evidence from the story to explain how Patty changed.

Describe the lesson that you learned from this story.

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

If your enemy is hungry, feed him; if he is thirsty, give him something to drink.
~Romans 12:20
LESSON 4 Grade 5
“Solving a Fifth Grade Problem” p. 165

Description of Lesson
Through role-playing, students will extend the problem-solving skills developed in the previous lesson. Students will have an opportunity to practice standing up in helpful ways when they witness someone being treated cruelly. They will describe appropriate ways to stick up for someone who is being bullied through role-playing problems from Lesson 3. This practice reinforces the idea that preventing bullying behavior is a schoolwide endeavor and helps students overcome the common reluctance of bystanders to respond for fear that they too may become victims of bullying behaviors. Additionally, students will distinguish between healthy and harmful influences in the short story, “Solving a Fifth Grade Problem,” p. 165.

Materials
- Dry-erase board or chalkboard
- Dry-erase markers or chalk

Lesson Objective
- Evaluate strategies for preventing and resolving interpersonal problems

Literacy Objectives
- Draw conclusions about the theme of the story and the lessons to be learned from characters’ actions or story events
- Determine how the characters’ actions or story events could affect their own decisions or experiences

Teacher Directions

Elicit/Engage
The teacher asks students to think about the problems they solved in the previous lesson. The teacher says: “Imagine that a friend of yours was having one of these problems. What are some things you could do to help your friend?” The teacher invites students to raise their hands and calls on students to share their thoughts with the class. The teacher may also ask: “What are some of the reasons it might be difficult to stand up to bullying behavior? What are some reasons to stand up to bullying behavior even when it doesn’t involve a friend?”

Additional Teacher Preparation & Notes
Problems B, C and E are already written from a bystander’s perspective. Students with these problems can recall one of their solutions in which they helped the person being treated disrespectfully.
**Teacher Directions**

<table>
<thead>
<tr>
<th><strong>Explore</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students either follow along as the teacher or other students read “Solving a Fifth Grade Problem,” p. 165, or they read the story to themselves. After students finish reading the story, the teacher divides students into small groups and asks them to discuss the following questions: “What was Alena’s problem? What are some of your thoughts about her response to the problem?” The teacher circulates, offering guidance and suggestions as needed.</td>
<td></td>
</tr>
</tbody>
</table>

**Elicit/Engage**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher brings the whole group back together and asks for volunteers to share each group’s ideas with the class. The teacher then initiates a discussion, asking the class: “What are your feelings about the Pink Ladies’ influence on Alena? What were some of the effects of their behavior on Alena? How did Amy help Alena? What are some of the character traits Amy showed in the story? Why do you think people are sometimes hesitant to stick up for others?” The teacher asks students: “What are some helpful ways to respond when you notice someone is being bullied?” The teacher records responses in a list on the board. After a few responses have been recorded, if students haven’t brought up cyberbullying, the teacher then suggests students come up with some helpful ways to respond when someone is being bullied online.</td>
<td>In class discussions, the teacher reinforces the idea that telling a trusted adult about bullying behavior is appropriate and encouraged. This will be discussed in more detail in Lesson 5.</td>
</tr>
</tbody>
</table>

**Explore**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher and students review the Classroom Respect Pledge and expectations for working as a group. The teacher then divides students into the same groups that they were in for Lesson 3. The teacher passes back to students their Problem-Solving Practice sheets from Lesson 3 (ideally with written feedback), giving students 1-2 minutes to review the sheets and any feedback. The teacher then explains that each group will use the same problems from Lesson 3, but this time they will create a skit and act out one of their solutions. Their skit should involve a bystander standing up for the victim. The teacher tells students they have 5 minutes to come up with the skit and 5 minutes to practice. Before the performances, the teacher reviews appropriate audience behavior with the class. Students use p. 14 from the Student Journal, Strategies for Dealing with Bullying Behaviors, to take notes as they watch one another’s skits. The students then act out their skits in front of their classmates. The teacher and audience may respond with feedback and questions.</td>
<td>Students with problems A, D, and F will have to add a character to their scenario who helps the person being treated disrespectfully. The teacher circulates as students work, ensuring skits are appropriate and any violence is acted out safely. The teacher gives student periodic reminders of time remaining. Sensitivity Alert: The teacher should be aware of scenarios that may closely relate to students’ real lives. Monitor student reactions closely to ensure all students feel safe with the scenarios being depicted.</td>
</tr>
</tbody>
</table>
### Teacher Directions

#### Elaborate

The teacher asks students to refer to their notes and answer the following questions: **“What are your thoughts on what was most difficult about helping someone who was being bullied? If you saw something like this happening in real life, what are some of the things you might feel? What general rules about standing up against bullying can we make based on these skits?”** The teacher records these rules on the board or flip chart and students add to their notes in their journals.

#### Evaluate

The teacher asks students to form a circle. The teacher then provides the following directions: **“What are things you can say or do to stop bullying, in person and online? We are going to go around the circle, and when it’s your turn, say something that hasn’t been said before. If you can’t think of anything, it’s OK to pass. We will see how many times we can go around the circle without repeating to see how much we’ve learned.”**

Students complete the journal entries for Lesson 4, located on p. 14-17 of the Student Journal.

#### Extend

The teacher introduces the idea of digital citizenship to students: **“What are some important rules for how to act when we are online? How can technologies like social media be used for good? Why is it important to be careful about what we post on the Internet?”** Students compile a list of the potential consequences of negative online behavior, such as cyberbullying, and in small groups create a list of dos and don’ts for Internet conduct. Students can put their lists on posters, or create a graphic that can be posted online.

### Additional Teacher Preparation & Notes

Stopbullying.gov suggests some general rules for bystanders: “Don’t give bullying an audience,” “Set a good example,” and “Tell a trusted adult.”

Digital citizenship: to practice positive and safe skills and behaviors to be part of global Internet and online communities, and to avoid negative and hurtful behaviors online.

Share students’ digital citizenship dos and don’ts at chickensoup.com/hallwayheroes

### Assessment

Students identify several appropriate ways to respond when they see someone being bullied.

### Journal Prompts

- **Lesson Response: Strategies for Dealing with Bullying Behaviors**
  - **What are some of the ways bullying behaviors discourage people from being unique and embracing differences?**
  - **If everyone were to help others when they saw others were being bullied, what do you think might happen?**
  - **Describe some ways you can be a Hallway Hero by sticking up for someone who is being bullied.**
Solving a Fifth Grade Problem

Never be bullied into silence. Never allow yourself to be made a victim. Accept no one’s definition of your life, but define yourself.

~Harvey S. Firestone

Hey Alena, nice leggings!” Britney yelled from atop the slide. Her voice carried mockingly to where I was swinging. Then, with a burst of laughter, she glided to the sand to join her posse of girls.

Britney Palmer was the elected point person of The Pink Ladies, a group of elite fifth graders to which I desperately wanted to belong. Shoot. They were all wearing jeans. The Spandex I wore hadn’t been in style in five years. Aside from the fact that my mother proudly dressed me in my cousin’s hand-me-downs, I was chubby. Thus, I was The Pink Ladies’ favorite target.

“I told my mom they are stupid but she made me wear them anyway.” My attempt to explain my embarrassing choice of wardrobe just encouraged more laughter. I stared down at my swinging feet.

They joined hands and skipped to the corner of the playground where they plopped down in a circle. I couldn’t decide which felt worse, when I was the object of their scorn or when they forgot I existed.

“Okay, so tomorrow we all have to wear pigtails,” Britney addressed the six girls who circled her. “And if you don’t, you can’t play with us.
all day. This way, everybody will know who is a Pink Lady and who is not."

The next morning, it was clear what I had to do.

“Mom, can you put my hair in pigtails?” I stood in the dark at the edge of her bed, looking intently at her sleeping face.

“Alena, I’m sleeping. Maybe tomorrow,” she muttered.

“But I need them today.”

“Then you’ll have to do it yourself,” she replied, turning over. I left her room in defeat and headed for the bathroom.

I studied my reflection, comb in one hand, two hair ties in the other, trying to see what it was that caused The Pink Ladies to explode in laughter every time I smiled in their direction. I could understand my round face and straggly hair, but why didn’t they like my blue eyes or the beauty mark next to my mouth like Cindy Crawford’s? I placed one hand on my stomach and the other on the small of my back, making a hasty measurement of my waistline. Would they like me if my hands were closer together?

I had never made pigtails before, and I knew it would be no easy feat. I pulled, pushed, maneuvered, tightened and loosened, but my efforts were fruitless. My pigtails were hopelessly lopsided. After a ten-minute struggle, I had to surrender to my fate and run to the bus stop.

As soon as I entered the classroom that day, I felt the burn of The Pink Ladies’ stares on me. If I had been fortunate enough to possess telekinetic powers, I would have willed the hair ties to the floor.

For the first half of the day, despite the many superficial compliments I gave them, they ignored me. Not exactly the reaction I had imagined. I was discouraged, but too proud to relent and untie my hair.

At snack time, I sat in a corner, chewing on peanut butter crackers and bemoaning my situation to my friend Amy, when I noticed Emily Kaplan and Elizabeth Hawkins approaching. Sure that I was about to be reprimanded for my false indication of popularity, I swallowed hard and prepared myself for verbal war.

“We know you are wearing pigtails just because we are, and you aren’t allowed to. Pigtails are the way we are wearing our hair today
and you aren’t one of us,” Emily said, propping her hands on her hips and pursing her lips.

I wanted to tackle her to the carpet. It could have made me a legend, exalted at Mill Hill Elementary for my courageous act. I could have formed my own army — The Red Ladies or The Blue Ladies — the strongest social force in the academic district. It would be I who had the power to proclaim the fashion for each week. Every fifth grade girl would beg her mother to take her shopping to purchase Spandex leggings in a variety of colors and fabrics. They would all have to rush to Goodwill since stores stopped carrying leggings three seasons before, but still! That stupid Emily Kaplan would have begged for mercy. That moment had potential for greatness.

At the very least I could have said something to the effect of, “Emily, who made you queen of the world?” But those types of lines only seem obvious later that day. At that particular moment, my mind went horrifyingly blank. My eyes darted around the room, looking for any inspiration. Nothing. The only pathetic words I could manage to choke out were, “Oh. Sorry. I didn’t know,” as I sheepishly tugged the hair ties at either side of my head and stole an embarrassed look at Amy.

“Oh, you knew. You are just a poseur.” Emily issued a satisfied sneer, spun around with a pompous toss of those stupid pigtails, and sauntered away with Elizabeth at her heels.

Emily was right, I was an imposter — a desperate, pathetic mimic. All of my rage and shame gathered in my stomach. I felt nauseous. The moment reeled over and over again in my mind, a mental documentary of my fifth grade tragedy.

“She can wear her hair any way she wants!” Amy shouted.

Emily and Elizabeth slowly turned. “What?”

“She can wear her hair however she wants,” Amy repeated with just as much confidence.

The two girls were stunned. Never before had anybody dared to question their authority. They looked at each other, hoping the other knew what to do. But no protocol was established for such a circumstance. Finally Emily stammered, “I-I guess so. Sorry.”
I was baffled. For months I cowered beneath the power of The Pink Ladies, hungry for their approval, accepting their pressure, never realizing there was an obvious solution. Stop—stop caring about what they think or say. My thirst for acknowledgment was what fed them. They didn’t torture me because I was chubby. They tortured me because I let them. I gazed at Amy in awe. This ten-year-old girl with freckles and spunk held the answer all along. I just never looked in the right place.

“Thanks,” I managed.

Amy shrugged. “Can I have a peanut butter cracker?”

~Alena Dillon
What are some of the ways bullying behaviors discourage people from being unique and embracing differences?
<table>
<thead>
<tr>
<th>If everyone were to help others when they saw others were being bullied, what do you think might happen?</th>
<th>Describe some ways you can be a Hallway Hero by sticking up for someone who is being bullied.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STORY SUMMARY

Choose three words to describe Alena. Write one sentence for each word. Explain how the word describes Alena using evidence from the story.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Describe the lesson that you learned from this story.

________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________
Reflections

Never be bullied into silence. Never allow yourself to be made a victim. Accept no one's definition of your life, but define yourself.

~Harvey Fierstein
LESSON 7  Grade 6

“A Lesson in Ugly” p. 92

Description of Lesson
At this point in the module, students should be starting to see how the pieces of their project fit together and should have some solid ideas about how they would like to help their community. In this lesson, students begin work on their project proposals, read a story that reinforces the importance of tolerance, and discuss how tolerance can be an antidote for prejudice and negative behaviors, such as bullying and cyberbullying.

Materials
• Scratch paper
• Poster paper
• One copy of the Project Proposal Guide (p. 90-91) of the Teacher Guide) per group
• Student computer with Internet and word processing software for each group

Lesson Objectives
• Appreciate individual and group similarities and differences through promoting tolerance
• Identify and follow societal standards of conduct by avoiding acts of prejudice, such as bullying
• Plan participation in a group project that improves the school or local community

Literacy Objectives
• Compose a thesis statement based on research
• Create an outline to organize ideas prior to writing a persuasive essay

Teacher Directions

Elicit
The teacher asks students to recall characters in the stories they have read and how those characters helped others. The teacher asks students: “What are some other ways these characters might have handled—or mishandled—these situations if they had decided to judge instead of help?”

The teacher calls on volunteers to share their thoughts about this question.

Additional Teacher Preparation & Notes
Characters who helped instead of judging:
• Timothy gave his friend his own clothes.
• Shelly and her classmates were kind to people at the convalescent home.
### Teacher Directions

#### Engage

The teacher writes the words *stereotype, prejudice, compassion,* and *tolerance* on the board. The teacher directs students to their Glossary, located on p. 56 of the Student Journal, and asks students to add the four words and write their own definition of each.

#### Explore

Students either follow along as the teacher or other students read “A Lesson in Ugly,” p. 92, or they read the story to themselves. The teacher asks students: *“What were some lessons the author, Bobbie, learned in the story? In what ways did Bobbie benefit from helping the hurt cat?”*

#### Explain

The teacher asks students to think about how the words they defined relate to the story and to add to their definitions based on the story. Students share what they wrote with their shoulder partner. The teacher asks volunteers to share their answers with the class. The teacher asks:

- *How was prejudice demonstrated in the story? How were stereotypes presented in the story? How was tolerance demonstrated in the story? How was compassion demonstrated in the story? What are some examples of these ideas from your lives?”*

If bullying is not brought up, the teacher shares that bullying is an example of intolerance. The teacher writes bullying on the board, and asks students to add it to their glossary. The teacher asks students: *“How is bullying behavior different from tolerance?”* The teacher or a student writes responses on the board. The teacher asks students: *“How is bullying behavior related to prejudice and stereotypes?”* Students add *bullying* and their definition of it to the glossary.

The teacher asks students: *“When we talk about bullying behavior, we usually think about experiences at school. Where are some other places bullying behavior 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.

### Additional Teacher Preparation & Notes

- **Sensitivity Alert:** The teacher should note that this story contains a disturbing depiction of an injured cat.

- **Before the lesson,** the teacher should review the school and/or district bullying policy to see how bullying is defined.

  - Stopbullying.gov defines bullying as “unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.”

  - Bullying can take many forms, including social, emotional, physical, or cyber (occurring online).
### Teacher Directions

The teacher asks students: "**What are some reasons people might say or do things on the Internet 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?**" The teacher reinforces that cyberbullying can be just as hurtful as face-to-face bullying behavior, and how it’s important not to respond to negative posts on the Internet.

The teacher refers back to the Hallway Heroes Classroom Respect Pledge from Lesson 1. The class reviews the pledge, adding tolerance and avoidance of bullying behaviors, both in school and online, to the agreement, if it is not already present. The teacher asks students, "**How can we be Hallway Heroes away from school? In what ways can we be Hallway Heroes in our social interactions online?**"

The teacher then asks a student to recall the driving question for the project (if the teacher derived his or her own, insert here): **How might we show compassion, or extend kindness, to those in our school or community who are in need? The teacher asks: "**What are some of the ways prejudice and stereotypes prevent us from showing compassion? How can tolerance enable compassion?**"** The teacher calls on volunteers to share their ideas about these questions.

Students work together in their groups to create cyberbullying awareness posters. The teacher should encourage students to use positive slogans and revealing statistics to educate others in the school about the dangers of unethical online behavior.

### Additional Teacher Preparation & Notes

Examples of places where cyberbullying may occur include: emails, text messages, Minecraft or other games, YouTube, and social media sites adults and teenagers use like Facebook.

Cyberbullying resources:

- www.cyberbullying.org/facts
- www.nobullying.com/cyber-bullying-facts/

The teacher should circulate the class and monitor the slogans students are using to ensure the slogans are school appropriate.

Sample cyberbullying statistic according to cyberbullying.org: 34.4% of students ages 11–15 admit to having been a victim of cyberbullying in their lifetime. About 40% of adolescent girls have been reported as being a victim of cyberbullying compared to about 29% of adolescent boys.
### Teacher Directions

#### Elaborate

Students retrieve their project folder. Students’ Service Plans are due today. Once they have completed the plans, they can start writing the actual proposals, essentially taking all the work they have done so far and assembling it into a persuasive essay. The teacher reminds students to refer to their Group Contract and remember that everyone is responsible for contributing to the proposal. The teacher tells students they will start by creating an outline and then divide the work among the group.

The teacher distributes the Project Proposal Guide, located on p. 90-91 of the Teacher Guide, and explains that the proposal is essentially a persuasive essay. The teacher reviews thesis statements and outlining skills with the class. To complete this activity, students will need access to: their Research Reports, Research and Service Plans, and, ideally, to computers with Internet access and word-processing software.

#### Evaluate

Small groups evaluate their Research Reports and Research and Service Plans based on the rubric and identify areas that may need improvement as they work on their proposals.

Students complete the journal entries for Lesson 7, located on p. 28-32 of the Student Journal.

#### Extend

Students begin developing their own glossary of terms used in this module on p. 56 of the Student Journal. They look back through the stories they’ve read, journal entries, and the project folder to make a list of words that are new to them or are important in the module. Then they create their own definitions.

Alternatively, the teacher can give them a list of terms and have students generate their own definitions.

### Assessment

Each group writes a strong thesis statement and outlines their persuasive essay.

### Journal Prompts

- **Lesson Response: Glossary**
  - What do you think the author meant when she titled the story “A Lesson in Ugly”?  
  - What are some alternative ways the author and her grandpa could have reacted when they found the cat? What could have been the consequences for the cat and for them?  
  - Sometimes, people are prejudiced or have stereotypes toward others without realizing it. Think about a time when you might have felt prejudice toward someone from a group that is different from you. What are some positive ways to handle those thoughts or feelings?
  - What are some ways to prevent bullying behavior in our classroom and school? What are some ways to prevent bullying behavior outside of school and online?
PROJECT PROPOSAL GUIDE

Thesis statement: Your project proposal will need a thesis statement in the introductory paragraph. A thesis statement is a single, specific claim that your essay supports and contains the following elements:

Subject: The problem in the community you are addressing through your service project.

Opinion: Your opinion should answer the question, “How should we help our community with this problem?”

Details: What information do you have to support your claim? You could include the number of people who will be affected and some logistics from your Service Plan.

Example of a strong thesis statement: Our class should hold a two-week, schoolwide drive to collect canned goods and basic items, such as linens, toiletries, and clothing, for the 500 Smithville residents displaced by floods over the July 4\textsuperscript{th} weekend.

Our Thesis Statement: __________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Outline

Title: ______________________________________________________________

I. Introductory Paragraph

a. ______________________________________________________________
   • ___________________________________________________________
   • ___________________________________________________________

b. ______________________________________________________________
   • ___________________________________________________________
   • ___________________________________________________________

c. ______________________________________________________________
   • ___________________________________________________________
   • ___________________________________________________________

d. Thesis Statement
   • ___________________________________________________________
   • ___________________________________________________________
PROJECT PROPOSAL GUIDE continued

II. Body

a. ______________________________________________________________
   • ________________________________________________________
   • ________________________________________________________
   • ________________________________________________________

b. ______________________________________________________________
   • ________________________________________________________
   • ________________________________________________________
   • ________________________________________________________

c. ______________________________________________________________
   • ________________________________________________________
   • ________________________________________________________
   • ________________________________________________________

III. Conclusion

a. ______________________________________________________________
   • ________________________________________________________
   • ________________________________________________________

b. ______________________________________________________________
   • ________________________________________________________
   • ________________________________________________________

c. ______________________________________________________________
   • ________________________________________________________
   • ________________________________________________________
A Lesson in Ugly

Beauty is not in the face; beauty is a light in the heart.
~Kahlil Gibran

One of my earliest memories is being all dressed up to have my picture taken. I remember Mother bathing me, putting lotion on my hair and curling it around her finger as she blew on it. I twisted and squirmed and she patiently told me a story as she worked on my hair.

“This will make you pretty,” she explained. “You’re going to have your picture taken and you want to look pretty, don’t you?”

I was a child in the late 40s and early 50s, and that was the time when ladies wore hats and gloves and nylon hose. Men wore three-piece suits, hats, and carried handkerchiefs. Whether it was to church, shopping, or to a special event, everyone dressed their best. There was no jeans, sweatshirts, tennis shoes, or baggy anything.

We lived in an antebellum house in Palestine, Texas, on a large two-acre lot. For some reason, we attracted the discarded and homeless pets of the area. If it was a stray, it ended up in our yard. In the evening Grandpa would fill a half dozen tin pie plates with leftovers and some cheap cat food and take them out into the backyard. He would bang a couple of plates together, yell “kitty, kitty, kitty.” After he went back into the house, a dozen feral cats would creep out from the bushes, the sheds, and the storage building and chow down. Sometimes there...
was even a stray dog or two. If they were tame, Grandpa would try and find homes for them.

It was 1950 and just after Christmas when I came in from school, changed clothes, and grabbed a sandwich before heading across the hall to see my grandparents. I was surprised to see my grandmother sitting alone sipping coffee.

“Where's Grandpa?” I asked.

“Oh, he’s in the basement working on an old stray cat that snuck in the basement window. The cat is badly burned, but you know your grandpa, he’s determined to doctor that old cat up.”

I headed for the cellar. In the past we had sewn up an old hen that had been attacked in the hen house, bandaged dozens of cuts, scrapes, and injuries of assorted cats, dogs, pigs, horses, and even a cow or two. Grandpa could not stand by and let any creature suffer.

Grandpa's back was to me and I couldn't see the cat that Grandma had mentioned. I saw a bottle of salve and one of Grandma’s aloe vera plants sitting on the table, along with two large rolls of gauze and some adhesive tape. I thought the cat had probably blistered a foot or maybe his tail and hurried over to see if I could help.

As I reached his side and got a good look at his patient, I felt all the air sucked from my lungs. My gasp was loud and my grandfather looked at me and smiled a sad smile.

“Not very pretty, is he?” he said softly.

I couldn’t answer. I had never seen anything so horrible. One side of the cat’s face was totally devoid of hair and skin, his right ear was completely burned off and one eye was seared shut. There were large burns along his side and back, and his tail was missing. His legs and feet were blistered and raw, and the cat just lay in my grandfather’s arms trembling.

“Is he going to die?” I whispered.

“Not if I can help it,” Grandpa said with tears in his eyes.

“How did this happen?” I asked.

“He must have gotten cold and tried to get into the cellar. I figured he slipped when he got through the window and fell behind the furnace.
I kept hearing this faint cry so I came down and found him. He had managed to climb out from behind the furnace."

“But, he is one of the wild ones, isn’t he? How come he’s letting you hold him?”

“He knows, my dear. He knows I wouldn’t hurt him. He needs help. His pain is stronger than his fear.”

“Grandpa, even if he lives, he’s going to be so ugly.” I commented as I looked at the damage the furnace had done.

“So what?” my grandpa said harshly. “Would you love me less if I were burned and ugly?”

“Of course not,” I stammered.

“Are you sure?” he stared at me. He was smearing the burn cream from the jar over the cat’s face and stubble of an ear. “You know, I was always told not to judge a book by the cover. Do you know what that means?”

I nodded. “It means sometimes a book is really good even if the cover isn’t.”

“That’s right,” he smiled. “It’s important to look good because most people are too quick to judge by appearances. Still, it’s even more important to take the time to get to know people and find out if the person is a good person, a kind person, and a person who might enrich your life. You mustn’t associate with people who are mean, have no respect, and disregard the law, but those people usually have a reputation that is well known.”

“Mother always wants me to look pretty,” I argued. “All the most popular people at school are pretty.”

“That’s for now,” he explained. “Now is what young people think about, but now isn’t all there is to life. Animals don’t care who’s popular and who’s not. All animals care about is staying warm in the winter, cool in the summer, food to keep them from being hungry, and friends to share their lives with. They don’t ask for a lot and they only judge by actions, not looks.”

Grandpa doctored the poor cat, smearing ointment on his burns, bandaging his wounds, and all the while murmuring soft comforting sounds. We spent an hour in the basement that day. We bandaged
and wrapped and squeezed out the cooling sap of the aloe vera plant and applied it to the places that were the most severe.

Every day for the next month, Grandpa and I changed bandages, reapplied medication and hand-fed the injured cat. He did recover, but his injuries had taken their toll on his appearance. He lost the use of his right eye and it grew shut and his ear was little more than a bald stub. His fur never grew back over the burn scars on his face or his body.

What I discovered, what my grandfather had tried to tell me, was that the sparkle in his good eye, the soft purr from his scarred chest, and the gentle rub of his mangled head against my leg gave me a feeling that I had never experienced before. When I gathered Lucky, his new name, into my arms, I didn't see an ugly cat. I saw a cat full of love and appreciation, and happy to be alive.

It may sound fake, unbelievable, and mushy, but that cat changed my outlook. That cat, my grandfather, and the advice he gave me opened doors I didn't know existed. I started looking at my classmates differently. The beautiful people didn't stand out so much anymore and I discovered lots of new friends who made my years in school the best. I never made the most popular list, but I didn't care. I wasn't the prettiest, but that didn't matter. My friends, like Lucky, knew how to be friends, how to love, laugh, and appreciate life. None of them were ugly, nor beautiful, but I discovered that there is a fine line between the two and that fine line is deep inside.

I still like to look my best, but now I look deeper, beneath, inside. After all, that's where real beauty lies. Ugly is a word that defines a person's action, feelings, and lifestyle. As far as I'm concerned it had nothing to do with looks.

~Bobbie Shafer
LESSON 7

“A Lesson in Ugly” page 92

What do you think the author meant when she titled the story “A Lesson in Ugly”?

What are some alternative ways the author and her grandpa could have reacted when they found the cat?

What could have been the consequences for the cat and for them?
Sometimes, people are prejudiced or have stereotypes toward others without realizing it.

Think about a time when you might have felt prejudice toward someone from a group that is different from you.

What are some positive ways to handle those thoughts or feelings?
What are some ways to prevent bullying behavior in our classroom and school?

What are some ways to prevent bullying behavior outside of school and online?
STORY SUMMARY

Choose three words to describe Bobbie and her grandpa. Write one sentence for each word. Explain how the word describes Bobbie and her grandpa using evidence from the story.

Describe the lesson that you learned from this story.

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

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

Beauty is not in the face; beauty is a light in the heart.
~Kahlil Gibran
Glossary
Thank you for considering Chicken Soup for the Soul's Hallway Heroes, a literacy-based anti-bullying program.

To view sample lessons for grades 1–3, and for more information about our program, please visit chickensoup.com/hallwayheroes.