Hallway HEROES
GRADES 6-8
a literacy-based anti-bullying program

Sample Lessons: Grades 6-8
Chicken Soup for the Soul

Hallway HEROES

Sample Lessons

GRADES 6-8

Chicken Soup for the Soul, LLC
Cos Cob, CT
Welcome to our middle school 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 and emotional development program for first through eighth grades. This sampler book contains one complete lesson for each middle school grade: 6, 7, and 8.

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. In addition, we’ve created two elaborate sections of the middle school program—cyberbullying and project-based learning. Each lesson is also aligned for all state and national literacy and social and emotional standards, as well as other cross-curricular standards, such as Social Studies and Health.

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 middle school grade 6–8. You’ll find sample lessons for elementary school grades 1–6 on our website by visiting chickensoup.com/hallwayheroes.

The full program has 12 lessons per grade level (Grades 1–8) and each lesson is designed to take 30–50 minutes. These interdisciplinary lessons are designed to be taught during literacy blocks of time, advisory periods, or other appropriate times. In addition, each lesson is aligned for all state and national literacy and social and emotional standards, as well as other cross-curricular standards, such as Social Studies and Health.

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: Create Your Best Future
3. The Student Journal pages for the lesson

Literacy-based lesson plans include:

1. Pre-reading activity and discussion
2. Reading a story from Chicken Soup for the Soul: Create Your Best Future—the story addresses bullying or related situations
3. Classroom discussions after reading the story
4. Student-directed/teacher-facilitated learning
5. Specific cyberbullying/social media section
6. Specific project-based learning section
7. Students working on real-world scenarios to apply the lessons learned
8. Students answering questions in their student journals about the story and how it pertains to their experiences
9. Students responding to prompts in their student journals—including open-ended writing and personal narratives
LESSON 2  GRADE 6

“Speaking Up” p. 10

Description of Lesson
Students will read a story about a girl who becomes sensitive to the way individuals with differences are treated once her own brother is diagnosed with autism. Eventually she gets the courage to stand up to those who exhibit bullying behaviors and ridicule people who are different from them. The focus of this lesson is to identify ways in which students can recognize others’ strengths, positive qualities, and character traits and how this ability can contribute to the creation of a safe and respectful classroom and school environment. Students also develop an action plan for how to speak up respectfully to peers and adults when someone is experiencing bullying behaviors, whether in a face-to-face situation or online.

Materials
- Dry-erase or chalkboard
- Dry-erase markers or chalk
- One copy of the Getting to Know You Better handout (p. 10 of the Teacher Guide) per student
- Device for playing music and a song with a strong beat to accompany the Getting to Know You Better activity
- Chart paper or butcher paper
- Markers
- Extension: Student computers with Internet access (optional)
- Extension: Tablets or approved mobile devices to take pictures for a slideshow (optional)

Social and Emotional Learning Objectives
- Describe the expressed feelings and perspectives of others
- Identify differences among and contributions of various social and cultural groups
- Devise strategies to respond to various bullying and cyberbullying behaviors

Literacy Objectives
- Describe the change in characters as a story unfolds, citing evidence from text

Anchor Questions
- How do we create a safe and respectful classroom and school community?
- How do we identify strengths in those around us and communicate those strengths to others in positive and respectful ways?
- What are character traits of those we admire and ourselves? How are these character traits similar and/or different?
Elicit

The teacher writes on the board: “How do we create a safe and respectful classroom and school community?”

Then the teacher poses the following statement to students: “Social media, online apps, and games on the Internet are safe and respectful communities.” The teacher asks students to stand if they agree and to remain seated if they disagree. The teacher calls on 2–3 students who stood up to explain why they agreed and 2–3 students who remained seated to explain why they disagreed.

The teacher explains: “We will continue our inquiry into this question by reading another story from Chicken Soup for the Soul: Create Your Best Future, and by identifying yet another quality that will help us build a safe and respectful community. We will also work on developing strategies for speaking up against bullying behaviors in positive and respectful ways.”

Engage

The purpose of this activity is to show that students may have more in common than they previously thought and everyone has strengths and qualities that may not be obvious—and need to be discovered. To accomplish this purpose, the teacher distributes copies of the Getting to Know You Better handout, p. 10 of the Teacher Guide, and reviews the questions. The teacher then explains to the class: “One way to create a safe and respectful environment is to get to know each other better.”

“We’re going to get to know each other better and have some fun, too.”

This activity gives students an opportunity to interact and talk one-on-one with those who are not necessarily part of their circle of close friends. The teacher should encourage the students to speak to classmates who they do not know very well. Allow 2–3 minutes for each round.
Teacher Directions

The teacher puts on some music with a strong beat and asks students to stand up and move around the classroom in time to the music. When the music stops, students pair with the person standing closest to them. The students interview each other using the three questions on the handout. When the music starts again, students continue to move around the classroom keeping time with the music. When the music stops, they choose another partner and conduct the interview a second time. These steps are repeated one more time so each student has an opportunity to interview three different people.

The teacher circulates around the classroom and monitors students’ conversations.

When students return to their seats, the teacher asks them the following questions:

- “What were some of the things you learned about your classmates?”
- “How did the answers help you see different sides of your classmates?”
- “What surprises did you experience?”
- “What are some ways we can use what we learned in this activity to make our classroom a safer, more respectful place?”

Additional Teacher Preparation & Notes

Sensitivity Alert

Be aware of any students who have mobility issues and seat them in a part of the classroom that will allow other students to move near them easily so that they can participate in the interviews as well.

Differentiation Strategy

As the teacher monitors students’ conversations, he or she may need to provide prompts or questions for students who may be having difficulty with the task.

For added challenge, consider telling students that they cannot give the same answer more than once. If students are asked the same questions repeatedly, they must change their answers.
### Teacher Directions

#### Explore

The teacher asks: **“Does anybody know somebody who is affected by autism? What are some of the challenges that people with autism face?”**

After the teacher feels that students have an adequate understanding of autism, he or she sets the purpose for reading: **“As you read, pay attention to qualities or attitudes that Alexis has that might help us create respectful communities.”** The teacher gives students time to read “Speaking Up,” p. 10, in Chicken Soup for the Soul: Create Your Best Future.

The teacher then asks students to respond to the questions 1–5 on p. 15 in their Student Journals.

The teacher gives each table a number 1–5, corresponding with the five questions they were asked. Students choose the table they wish to go to for sharing responses.

One volunteer from each table reports the summary of the discussion to the whole class.

#### Explain

The teacher directs students’ attention to the question on the board, **“How do we create a safe and respectful classroom and school community?”** and asks: **“When you think of Alexis’s story, what are some qualities that come to mind that will help us create a safe and respectful classroom and school community?”**

Students identify that Alexis spoke respectfully by pointing out the strengths of her brother and others like him.

### Additional Teacher Preparation & Notes

**Sensitivity Alert**

Some students in the class may have forms of autism or have family members who do. The teacher should pay particular attention to these students and any feelings of discomfort that they are feeling in this lesson.


**Differentiation Strategies**

The teacher may opt to have students respond to the story questions individually, with a partner, orally, or in writing.

The teacher may choose to have students select two questions to respond to.
**Teacher Directions**

The teacher allows time for discussion in table groups and elicits responses. "*It takes practice, but we can all work on developing the habit of seeing the positive attributes and strengths of our friends and classmates. Knowing that our classmates and our teachers can recognize our strengths helps us feel more respected. It also makes us feel safe to know that we are not judged based on our weaknesses.*"

The teacher shows the students the Classroom Respect Pledge from the previous lesson. If not already included, the teacher asks students what else they can add to the pledge, such as: "*I promise to always look for strengths in others.*" Students update the pledge in their journals.

**Elaborate—Historic Heroes Project**

For the Historic Heroes Project, the teacher should refer back to the list the students compiled on p. 3 of their Student Journals (in the previous lesson) and identify character traits that can be used to describe four of the people who they admire, and themselves, on the Character Traits handout, p. 21 in the Student Journals.

**Differentiation Strategy**

The teacher may want to structure students’ selections for their Historic Heroes Project to be aligned with the English language arts or social studies curriculum. For example, students might select their historical hero from a list of authors or notable people they have already studied or will study this year.
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<td><strong>Sensitivity Alert</strong></td>
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| The teacher says: "Alexis finally spoke up to a teacher by respectfully pointing out the strengths of her brother. In your Student Journal, p. 19, you will find a few examples of other situations that may require you to speak up. With a partner, work through them and decide what would be the best words to use."
| Students will work with a partner in the Student Journal to role-play the scenarios in question 14. | Be aware that students may have experienced similar scenarios in their own lives and may be sensitive to the scenarios presented. If appropriate, encourage students to share from their own experiences as ways to provide real-life examples of how their own behaviors affect others and to give others an opportunity to learn from their experience. |

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| Students research various learning differences and present their results to their classmates.  
Students create their own scenarios from personal experiences and offer or ask for advice from peers. | Instead of role-playing the scenarios, have students create and present a mini-slide show with just snapshots of themselves acting out the situation. Students may use tablets or approved mobile devices to take pictures and to create a slideshow. |
Journal Prompts

1. In what ways did Alexis’s attitude toward people with different abilities change?
2. Would you have confronted a teacher the way Alexis did? Why or why not?
3. Was it easier for Alexis to speak up to the teacher or to her peers? Give reasons for your answer.
4. How did Alexis phrase her response to her teacher?
5. Why was the phrasing important?
6. Create a list of online sites, apps, or games where you interact with your peers.
7. In what ways are these online spaces negative and aggressive? What kinds of negative behaviors do you see?
8. What are some ways to address cyberbullying behavior?
9. What are some positive qualities you can demonstrate when you are online?
10. Create an online scenario in which you or your friends encounter someone who is being mean, exhibiting bullying behavior, or acting aggressively. This scenario will be presented to the class. After presenting, ask a volunteer from your group to record the class’s suggestions for how to address the situation.
11. Why do you think it is easier for people to be negative and aggressive online than they might be face-to-face?
12. What are your definitions of bullying and cyberbullying behaviors? Write about a time when you or a friend experienced these kinds of behaviors.
13. Why might it be difficult to talk to an adult about bullying or cyberbullying?
14. What would you say in response to the following scenarios?

   a. Scenario 1: Students are making fun of a classmate whose English is limited.
   b. Scenario 2: Students laugh when the teacher asks a student with dyslexia to read out loud to the class.
   c. Scenario 3: Classmates exhibit bullying behaviors towards a student who is impulsive and sometimes says things without thinking.
   d. Scenario 4: Someone posts a picture online of the finish times for a cross-country race and makes fun of those who finished last.

Story Summary

1. At the end of the story the author, Alexis, is able to stand up and speak out about something she thinks is unfair. What events inspired her courage?
2. What is the overall theme of this story?
3. What would you have done in Alexis’s situation?
Getting to Know You Better

**Classmate #1:** ______________
1. What do you like to do outside of school?

______________________________________________________________________________

2. What do you consider one of your best traits?

______________________________________________________________________________

3. What are the qualities that you look for in a friend?

______________________________________________________________________________

4. What is one change you would like to make in the world?

______________________________________________________________________________

**Classmate #2:** ______________
1. What do you like to do outside of school?

______________________________________________________________________________

2. What do you consider one of your best traits?

______________________________________________________________________________

3. What are the qualities that you look for in a friend?

______________________________________________________________________________

4. What is one change you would like to make in the world?

______________________________________________________________________________

**Classmate #3:** ______________
1. What do you like to do outside of school?

______________________________________________________________________________

2. What do you consider one of your best traits?

______________________________________________________________________________

3. What are the qualities that you look for in a friend?

______________________________________________________________________________

4. What is one change you would like to make in the world?

______________________________________________________________________________
**Character Traits**

**Directions:** Write the names of four people who you admire from Lesson 1. List the character traits from the Character Traits Word Bank that describe each person. In the last column, identify character traits that you would use to describe yourself. You may choose additional character traits that do not appear in the Word Bank.

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**Character Trait Word Bank**

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<thead>
<tr>
<th>accepting</th>
<th>caring</th>
<th>compassionate</th>
<th>considerate</th>
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<td>cooperative</td>
<td>trustworthy</td>
<td>curious</td>
<td>dependable</td>
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<td>positive</td>
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<td>fair</td>
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<td>forgiving</td>
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<td>helpful</td>
<td>honest</td>
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<td>hopeful</td>
<td>kind</td>
<td>loving</td>
<td>patient</td>
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<td>peaceful</td>
<td>respectful</td>
<td>responsible</td>
<td>generous</td>
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<tr>
<td>strong</td>
<td>creative</td>
<td>unifying</td>
<td>brave</td>
</tr>
<tr>
<td>persevering</td>
<td>strong</td>
<td>faithful</td>
<td>enthusiastic</td>
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Standing Up for What’s Right

A time comes when silence is betrayal.
~Dr. Martin Luther King, Jr.

I never looked up when my friends were talking and joking about the “Retarded Boy” (as they referred to him) a few tables away. It didn’t even cross my mind that he might feel bad when people whispered about him, or that he might be hurt when he saw the weird, disgusted looks from his peers. So I just let them talk, and I never intervened.

Then came the day I was standing in the kitchen helping with dinner, asking my mom about my brother’s doctor’s appointment. They were testing him for autism. My parents had told me there was a huge chance of it coming out positive, but I had never thought about him like that. My brother, Captain, four years old at the time, had always been my best friend. We would wrestle, play games and have the best of times together, even though we were far apart in age. My mom told me about the appointment, and when she got to the point about the test, she stopped. I turned around and she had tears in her eyes. I stared at her, wishing she would say something, when I realized what that silence meant. My eyes got blurry and my breathing got very ragged. “The test came out positive, sweetheart,” she said with a calm voice. I broke down, crying and asking why it had happened to Captain.

My mom was trying to pull me together, saying that Captain
couldn't see me like this and I had to be a big girl, when the front door opened, and Captain, our three-year-old sister Cali, and my father came in. I walked out of the kitchen. Captain was talking to our dad and then stopped, switching his attention to me. As he looked up at me with those huge blue eyes, I had to look away. I couldn't look at him. Everything had just changed. He was no longer that little baby brother who was just a normal little boy anymore. He was a little boy with a disease who didn't deserve anything that was going to come with it.

Over time, I was able to accept his disease a little more. We had to move a while later because Captain needed treatment and where we lived at the time didn't have the type he needed. So we moved to Maryland. Time passed and Captain and I both started at a new school. One day, I was standing in the bus line waiting when the “short bus” came and picked some kids up. The children in the other line started making jokes about the “retards” on that bus and I felt a strange feeling in my stomach. One that I had never felt before. As the other kids laughed about the cruel jokes, I said, quietly, that those comments weren't very nice. No one listened and I went on my way. I regretted it immediately, and wished I had said something else.

My family moved once more to a new school and I was given my chance to speak up pretty quickly. During band class, my teacher, Mrs. Young, stopped our playing to give us some feedback.

“Guys, we’re playing like the kids on the short bus! Come on!” I felt that same feeling I had on the bus line, except worse. This was an adult, and I thought adults would be more careful about what they said. Apparently, ignorance comes in all different ages. The entire room was laughing when I raised my hand. I wasn’t sure what I was going to say but I wanted to be heard.

“Yes, Alexis?” Mrs. Young asked. The class quieted down because the new girl was about to talk for the first time. I could feel my face getting red and was about to just say never mind, when my mouth opened and this came out:

“I don't think we should make fun of the short bus, because there are a lot of people on that bus who have great personalities and have
the same feelings we do.” I could feel my voice getting louder. “And also, I know some people on those buses and they are some of the most caring, sweetest, and smartest people so I would appreciate it if you didn’t make fun of them.”

The room was very quiet and everyone stared at me. Mrs. Young apologized for the comment and then started the song again. Everyone was a little on edge. At the end of the class, everyone was giving me weird looks and sizing me up. They looked like they were labeling me a nerd right off the bat, but I didn’t care, because I knew three things: I had spoken the truth and what others in the class were probably thinking, I had taught everyone something, and while everyone in the classroom was being a follower, I had decided to take a different path. I want to become a leader and a positive role model and go on to teach others about people on the “short bus.” I want to teach people about my brother Captain, who doesn’t know that he’s different. And really, he’s not. He’s just a five-year-old who loves baseball and eating cookies, and I never want to hear anybody make fun of him.

~Alexis Streb
LESSON 2
“Speaking Up” page 10

1. In what ways did Alexis’s attitude toward people with different abilities change?

2. Would you have confronted a teacher the way Alexis did? Why or why not?

3. Was it easier for Alexis to speak up to the teacher or to her peers? Give reasons for your answer.

4. How did Alexis phrase her response to her teacher?

5. Why was the phrasing important?
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7. In what ways are these online spaces negative and aggressive? What kinds of negative behaviors do you see?
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D. Scenario 4: Someone posts a picture online of the finish times for a cross-country race and makes fun of those who finished last.
STORY SUMMARY

At the end of the story the author, Alexis, is able to stand up and speak out about something she thinks is unfair. What events inspired her courage?

What is the overall theme of this story?

What would you have done in Alexis’s situation?
**CHARACTER TRAITS**

**Directions:** Write the names of four people who you admire from lesson 1. List the character traits from the Character Traits Word Bank that describe each person. In the last column, identify character traits that you would use to describe yourself. You may choose additional character traits that do not appear in the Word Bank.

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**Character Trait Word Bank**

- accepting
- caring
- compassionate
- considerate
- cooperative
- trustworthy
- curious
- dependable
- positive
- truthful
- fair
- focused
- forgiving
- grateful
- helpful
- honest
- hopeful
- kind
- loving
- patient
- peaceful
- respectful
- responsible
- generous
- strong
- creative
- unifying
- brave
- persevering
- strong
- faithful
- enthusiastic
Reflections

A time comes when silence is betrayal.
~Dr. Martin Luther King, Jr.

There will be 2 Reflection pages in the Student Journal.
LESSON 8  Grade 7

“Understanding Jenny” p. 339

Description of Lesson
This lesson focuses on cultivating empathy through perspective-taking. Students develop empathy by predicting how others might feel and what perspectives they might have in a variety of situations. The lesson is centered on a story that depicts a girl who makes assumptions and judgments about a teammate before getting to know her and her story. Students will also examine multiple scenarios in which they will practice perspective-taking rather than making judgments and assumptions. Students will discover the impact a bystander can have on a bullying situation by exploring ways to use kindness and understanding to address both the target and the aggressor who is exhibiting the bullying or cyberbullying behaviors.

Materials
• Dry-erase or chalkboard
• Dry-erase markers or chalk
• Index cards with pre-written responses for the Engage—Video Alternative activity
• One copy of the Fight or Flight handout (p. 34 of the Teacher Guide) per student
• One copy of the Action Plan handout (Lesson 7 of the Teacher Guide) per project work team
• One copy of the Approaching a Bullying Situation handout (p. 33 of the Teacher Guide) per student
• Extension: Student computers with Internet access (optional)

Social and Emotional Learning Objectives
• Predict others’ feelings and perspectives in a variety of situations
• Analyze how one’s behavior may affect others
• Practice showing empathy

Literacy Objectives
• Write a narrative to develop real or imagined events using effective techniques, relevant descriptive details, and well-structured event sequences

Anchor Questions
• How can we prevent bullying and cyberbullying by cultivating a culture of kindness, compassion, and tolerance?
• How can we treat both the people who are targets of bullying and the people who exhibit bullying behavior with kindness and understanding?
### Elicit

The teacher writes “Hurt people HURT people” on the board and reads the statement out loud (with the proper emphasis on the second “HURT”). The teacher says: “Turn to a shoulder partner and discuss this statement for about 2–3 minutes. Be prepared to give an example of what this means.”

The phrase, “Hurt people HURT people,” implies that when someone treats another person in a hurtful way, the behavior may be driven by inner pain caused by past experiences.

The teacher adjusts the discussion time based on observation of student engagement and discussion levels. The teacher asks for 3–4 groups to share their answers.

Student responses should indicate that the statement means that people who tend to lash out, exhibit bullying behavior, or be negative toward others often have personal struggles of their own that others may not be aware of.

The teacher says: “Today we will examine how our kind behaviors can affect others and potentially stop bullying.”

### Sensitivity Alert

The teacher should be aware that this discussion may prompt students to recall experiences when they or their loved ones were hurt. This lesson provides an opportunity for students who may have engaged in bullying behaviors to reflect on these behaviors. This reflection may cause these students to experience some discomfort.

### Engage

The teacher explains: “People who demonstrate bullying and cyberbullying behaviors can be classic examples of this statement. Let’s take a look at a short video and think about how the phrase ‘Hurt people HURT people’ applies to bullying and cyberbullying.”

The teacher plays the Chicken Soup for the Soul’s Hidden Heroes video clip, “Mean Girls.”

After the video, the teacher asks: “Notice the title of the video. Is it appropriate to label the girls in the video ‘mean girls’?” Elicit 2–3 responses from the class. (Make the point that using the term “mean” is negative and judgmental.)

“Why do you think most people did not address the group of girls?” Elicit 2–3 responses from the class. Answers may include that people didn’t want to get involved or that they wanted to avoid conflict.

“How was the group of girls treated kindly?”

Students will share their responses to show examples of how to convey kindness to combat bullying behaviors. Answers may include that the “group of girls” were addressed with a calm tone of voice and were gently told their behavior was inappropriate.

The teacher asks students to organize themselves in groups of three and then says: “Imagine the three of you encounter this group of girls. Think about the girls’ behavior and the statement, ‘Hurt people HURT people.’ Why might it be important to find out why the girls decided to treat the other girl inappropriately? How might you find out? What can you say or do to extend kindness to these girls in an effort to address the bullying behavior? You will have approximately five minutes to develop your ideas.”

If video access is not available, teachers may use the alternative Engage activity at the end of this lesson.
### Teacher Directions

#### Explore

The teacher says: "You never know exactly what another person is struggling with. That is why it is important not to judge or make assumptions about other people. Today, we will read ‘Understanding Jenny,’ p. 339. This is a story about a girl who judged another person before she learned that person’s story. Jenny is a foster child. What does that mean?"

Students understand that children in foster care are temporarily placed with caregivers other than their biological parents.

"As you read, please think about how Cindy’s perspective or perception of Jenny changes once she learns more about Jenny’s life."

"Please open your books and silently read ‘Understanding Jenny,’ p. 339. When you are finished, please respond to questions 1–2 on p. 39 in your Student Journals."

#### Explain

The teacher directs students to p. 42 of their Student Journals and explains that they will write a short narrative to be acted out for the class. Students will collaboratively create the storyline for a brief narrative in groups of three. Although the group will work together, each member will write the actual story in his or her own journal.

Before the students begin working on their narratives, the teacher gives a few more guidelines, shown on the Approaching a Bullying Situation handout on p. 33 of the Teacher Guide. The teacher says: “It is important to demonstrate sincerity and kindness when approaching somebody who is exhibiting bullying behaviors.” The teacher says: “Can someone give me an example of an insincere approach? Consider words, actions, and tone of voice.”

Elicit 2–3 examples of how NOT to approach the person who is exhibiting bullying behaviors.

The teacher checks for understanding to ensure all students know how NOT to respond.

The teacher says: "Can someone demonstrate an example of a sincere way to approach someone who is exhibiting bullying behavior in words, actions, and tone of voice?" Elicit 2–3 examples from the students. The teacher checks for understanding to ensure all students know how to respond.

### Additional Teacher Preparation & Notes

#### Sensitivity Alert

This lesson centers on a story of a foster child whose birth mother abused alcohol and was addicted to drugs. These circumstances may be sensitive for students who have family members with substance abuse issues or for students who have experienced foster care.

The teacher should be aware of any students in the class who are in foster care or who may have been in the past. The teacher should discuss the lesson with those students before starting the lesson.
Once all students understand what a “sincere” response is, the teacher instructs students to begin writing their skit and reminds them: “As you prepare your skit, think about the roles each of you will play when you act them out. One of you will be the aggressor who exhibits bullying behaviors, another the target, and the third person will be the bystander who approaches the target and the aggressor.”

The teacher gives the students time to complete their skits and asks each group to perform. As students are performing, the teacher notes approaches on the board.

**Elaborate—Cyberbullying**

The teacher says: “Throughout these lessons, you have had the opportunity to reflect on many aspects of bullying and cyberbullying. In addition to some of the resources that we explored, you were able to read and respond to several scenarios that represented varied forms of cyberbullying. Take a minute and think about the most powerful lesson you learned about cyberbullying behavior. Turn to your shoulder partner and share your most powerful lesson.”

Responses may include the following:

- Be selective about who you give access to—don’t let strangers have access to your online accounts.
- Pick a strong password.
- Report any inappropriate communication to a trusted adult, a school administrator, a teacher, or a site administrator (most social media sites have the option of reporting inappropriate interactions).
- Don’t post anything that you would not want shared. Anything that is put on the Internet can be widely shared on multiple platforms. For example, if you post a picture, it can be downloaded and used by others.
- If somebody contacts you with inappropriate comments or pictures, block him or her immediately.
- Don’t respond to inappropriate comments.
- Don’t provide any personal information on social media (e.g., your phone number, your address, your date of birth).
- Use privacy settings.
- NEVER agree to meet up with someone you met on the Internet without a trusted adult.

As a possible extension, the class could write a summary of what they learned about bullying and cyberbullying to submit along with safety tips to the school newspaper committee for publication.
### Teacher Directions

The teacher says: **“As we move forward, it is important to think about ways to safely communicate and interact with others online. Based on what you have learned, develop a list of safety tips for using social media apps, text messages, email, and other online communication tools with your table group. Your list should be as comprehensive as possible. Imagine that this is a list you will share with a younger sibling, a friend, or even a younger student in our school. How can you make this list thorough enough to ensure that the reader uses social media safely?”**

Allow students to brainstorm safety tips for 5–10 minutes. Invite groups to share some of the tips they have identified.

The teacher says: **“These online safety tips are important to keep for easy reference. Turn to p. 42 of your Student Journals and write the safety tips we have identified on that page. As you continue to use social media apps and online communication, you will likely have to refer to these tips in the future.”**

“Now turn to p. 43 of your Student Journals. Today we will read a scenario about a girl in middle school. This girl has become the target of bullying behavior by a classmate’s older sister, who is in high school. Sometimes people who are complete strangers or people that we don’t know personally exhibit bullying behavior toward us. Read the scenario and respond to the reflection questions.”

### Elaborate—Project Kindness

Now the teacher turns the class’s attention to Project Kindness. Project work teams meet for the first time in this lesson. Based on the action plan and resulting work team needs, the teacher either assigns students to a team or lets them choose their own. Students will likely stay in these teams for the duration of the module. The teacher reviews the consensus process before the teams meet for the first time. Just as the entire class wrote a SMART goal and an action plan, each work team now writes them—just for their part of the project.

### Evaluate

The teacher directs students to p. 39 in their Student Journals and asks them to respond to questions 3 and 4.
**Extend**

The teacher says: "We have talked a lot about how the brain influences how we behave and how our brains have the capacity to counteract initial impulses. Who remembers some of the examples we've discussed?" Students may point out how we can come to understand someone who is different from ourselves—someone who is from another tribe.

"There is another part of our brain called the amygdala that is responsible for something called 'fight or flight.' This is the true survival part of our brain. Humans survived as a species because the amygdala told our ancestors to run fast when a wild animal was after them. However, today we still experience fight or flight instincts in situations where we feel stress. When you think about the 'Mean Girls' video, how might the behavior of each of the girls be influenced by fight or flight?" Students hypothesize that those who walked away were being controlled by the amygdala and fled the scene.

"We have another part of our brain called the prefrontal cortex that can help calm those initial reactions. That is the part of our brain responsible for planning and problem solving. When the lady in the frozen yogurt shop took the sticker off the girl's back, she wasn't exactly fighting or fleeing was she? She was somewhere in the middle. She was using her prefrontal cortex to intervene in a sort of passive way."

"Now think about the lady who talked to the girls. She didn't fight or flee, did she? Though she was obviously upset with the situation enough to intervene, she used her prefrontal cortex to confront the behavior without saying anything mean. She just tried to get the girls to think about their behavior."

"When we see someone exhibiting bullying behaviors towards another person or behaving in ways that we do not agree with, we can fight or flee or use our prefrontal cortex. When we approach people with kindness and understanding, we have the potential to curb and even stop bullying behaviors."

"On p. 44 in your Student Journals, draw cartoons of a bullying situation driven by the fight or flight reflex and another of the same situation handled by the prefrontal cortex." Students’ drawings should show that the bullying behaviors continue or worsen when the cartoon characters are being driven by the fight or flight response. In contrast, when the cartoon characters are using their prefrontal cortexes (e.g., speaking kind words), the cartoon shows a peaceful resolution.
Journal Prompts

1. How did Cindy’s opinion of Jenny change after she learned about Jenny’s life circumstances?
2. What happened to Jenny after Cindy reached out to support and understand her?
3. When you think about how your group will function to carry out your action plan, how is your group working as a team? What concerns might you have? How might you reframe these concerns?
4. Is there anyone who is a “Jenny” in your group? If so, what can you do to reach out to that person and make him or her feel like part of the team?

Story Summary

1. How did Cindy’s perception of Jenny change from the beginning of the story to the end of the story?
2. What lesson did Cindy learn from this experience?
3. How might you apply the lesson that Cindy learned to your own life?

JOURNAL—Narrative

Directions: Write a short narrative depicting the following:

1. An example of bullying behavior.
2. The effect of the behavior on the target.
3. A bystander intervening by displaying kindness or understanding toward the target.
4. A bystander intervening by displaying kindness or understanding toward the person exhibiting bullying behavior.
5. An example of the person exhibiting the bullying behaviors revealing a personal struggle or insecurity that may help to explain his or her behavior.
Engage—Video Alternative

The teacher says “The people exhibiting bullying and cyberbullying behaviors can be classic examples of this statement: ‘Hurt people HURT people.’ I’m going to present a scenario about a girl being picked on by her classmates at an ice cream shop. Before I do, I need four volunteers to come up to the front of the class to pretend to be the other customers in the shop—in other words, the bystanders. Each of the bystanders will get an index card with their response to witnessing what happens in the ice cream shop, and when I finish describing the scenario, each bystander will read the response from his or her card. As they read their cards, think carefully about which response you agree with the most.”

“Imagine you are with a friend getting ice cream. As you walk in, you notice a group of friends sitting and talking loudly in the middle of the shop. While you are in line, you see a girl walk in, say hi to the group of friends, sit by herself, and start reading a book. Soon you notice that the group of friends start to pick on the girl. Over the next five minutes, the group of friends:

- whisper loudly about how they don’t like the girl and she has no friends,
- laugh loudly about the clothes she is wearing,
- pretend to be nice to her but then put a sign on her back that says ‘loser,’
- and finally, they take pictures of the girl with the sign on her back in order to post on social media.”

“You can tell that the girl sitting by herself can hear what is happening, but she is pretending not to notice. As a bystander, what do you do?”

Once the teacher has finished reading the scenario, the “bystanders” take turns reading from their response cards to the class.

**Bystander 1:** This isn’t any of my business. I don’t like that the group is picking on her, but I don’t want to get involved. I wouldn’t do anything about it and would leave the ice cream shop without interfering.

**Bystander 2:** I should do something about it, but I wouldn’t say anything. I would walk over to the girl being picked on, take the sign off her back, and hand it back to the group. Then I would leave without saying anything.

**Bystander 3:** I don’t like what is happening and want to say something to the group of friends. I would first take the sign off her back and then go up and talk to group. I would say: “That’s not nice. You shouldn’t do stuff like that.”

**Bystander 4:** I need to intervene right away. I would take the sign off her back and say to the group of friends: “Excuse me. You need to treat other people with respect, and this was a disrespectful thing you did to her. No one deserves to be treated like this.”

“Why do you think some people did not address the group of friends?” Elicit 2–3 responses from the class. Answers may include that people didn’t want to get involved and that they wanted to avoid conflict.

“How did the bystanders that did address the group of friends use kindness?”

Students will share their responses to show examples of how to convey kindness to combat bullying behaviors. Answers may include that the friends were addressed with a calm tone of voice and were gently told their behavior was inappropriate.

The teacher asks students to organize themselves in groups of three and then says: “Imagine the three of you encounter the group of friends. Think about the group’s behavior and the statement, ‘Hurt people HURT people.’ Why might it be important to find out why the group decided to treat the other girl inappropriately? How might you find out? What can you say or do to extend kindness to these girls in an effort to address the bullying behavior? You will have approximately five minutes to develop your ideas.”
# ONLINE SAFETY TIPS

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JOURNAL—Scenario

Directions: Read the scenario below and respond to the reflection questions.

Scenario: Every night this week, Brooke has received an e-mail from her classmate Vanessa warning her to stop talking to Vanessa’s boyfriend, Chris. Although Brooke and Chris are just friends, the e-mails from Vanessa have become increasingly more aggressive. Last night, Vanessa sent an e-mail saying: “I’m not going to tell you again, stay away from my boyfriend or I’m going to tell everyone that you’ve been making out with Chris AND other people’s boyfriends. I promise no one will be friends with you after that.”

Reflection Questions:

What advice would you give Brooke in this situation?

What advice would you give Vanessa in this situation?

What are some ways that Brooke can get support to help her address this cyberbullying situation?

How do you think Brooke feels? How would she feel if this kept happening for the entire school year?

JOURNAL—Drawing

Directions: Draw a cartoon of a bullying situation that is handled using fight or flight and another cartoon of the same situation handled by the prefrontal cortex.
Approaching a Bullying Situation

• Use a calm voice with phrases like the following:
  • That’s not nice.
  • Please be kind to others.
  • That kid is my friend, and I don’t appreciate you mistreating him or her.

• Try to find out WHY the person is exhibiting bullying behavior. Don’t be judgmental, but instead try to find out the reason for the aggressive actions.

• Approach the aggressor—the person exhibiting the bullying behavior—in a way that is non-threatening. If you approach the aggressor angrily or in a confrontational way, he or she will likely be defensive and not be inclined to explain the reasons for his or her actions to you.

• Show compassion and empathy for the target of the bullying behavior and also the person who is exhibiting the bullying behavior. Honesty and genuine concern go a long way. It is best not to come across as misleading or disingenuous.

• Explain that bullying is very serious. Ask the aggressor to reflect on how hurtful the bullying behavior are to the target. Even though it is very important that the person exhibiting the bullying behavior knows about consequences, it would be best to not start the conversation by immediately saying you will report him or her.

• Be firm. It is important that the aggressor is aware of the consequences of his or her bullying behavior.

• It is not helpful to minimize the aggressor’s inappropriate and hurtful behavior.

• Sometimes, it may not be ideal to approach the person who is exhibiting bullying behavior. It is important that you trust your instincts. If you do not feel it is safe to confront the aggressor, you should immediately notify a trusted adult.
Fight or Flight

- Prefrontal cortex
- Medial prefrontal cortex
- Ventromedial prefrontal cortex
- Amygdala
- Hippocampus
Understanding Jenny

If someone listens, or stretches out a hand, or whispers a kind word of encouragement, or attempts to understand a lonely person, extraordinary things will begin to happen.

~Loretta Girzartis

I jumped into my mother’s car, threw my cross-country team bag into the backseat, slammed the car door and fought with my seat belt.

“I’m so sick of it!” I said and pulled my hair back into its frizzy ponytail.

“I can see that,” my mom answered, then turned on the blinker, looked over her shoulder and pulled out into the traffic. “I’m guessing this isn’t about your hair.”

“It’s Jenny, playing her mind games again. Training is less tiring than dealing with her and her feelings.”

“Which one is Jenny?” my mom asked.

“She’s been here about a month. She lives at the Timmers.”

“Oh, yes, Gloria told me they had a new foster kid. Said she’s been moved around, but she’s getting decent grades and joining school activities.”

“I just wish she hadn’t joined my activity.”

“Why’s that?” My mom was pretty good about listening to me vent.

“I mean, we’ve been training for weeks: stretching, running, pacing, lifting weights and making ourselves into a team. Then in strolls...
Jenny, the goddess of cross-country or something. A coach’s dream. She paces around the course with us, and suddenly she’s so far ahead that she makes the loop and is running back towards us like we’re standing in place. A smile on her face, her perfect hair swinging behind her.

“So are you upset because your team has someone who can earn you some real points, or because she has a talent that she enjoys or because her hair stays so perfect?” My mom leaned over and pushed my damp-curled bangs out of my face.

“Mom, I’m not that shallow.”

“I know, honey. Sorry. Just trying to see the problem here.”

“Jenny’s the problem. She helps all of us run faster by upping the pace. She cheers us on. She trains harder, and so do we. We were voted co-captains. Then, this week, she cops an attitude. I spent most of my time running after her.”

“No pun intended!”

“Mom! Please! This is serious,” I sighed and took a drink from my water bottle. “Our first meet is tomorrow. Jenny keeps saying she won’t run with the team. She has all sorts of reasons from leg cramps to a headache. I have to beg her. I have to tell her over and over that she can’t do that to the rest of the team. It goes on all day, between classes, at lunch, on the way to practice. She wears me out. What’s her deal?”

“She ends up running though, right?”

“Yeah, but we’re all tired of it. She’s so needy.”

Mom pulled into our driveway. Instead of rushing into the house to start dinner, she turned and looked at me.

“Cindy, you gave yourself the answer.”

Great, I’m pouring it all out, and Mom’s going to give me a pop quiz. “Make this easy, would you, Mom?”

“Well, Gloria told me a little about Jenny. She and her little brother have been together all this time in foster care. They’re really close. Her caseworker said that Jenny took good care of her little brother. Every time they would move, Jenny would say that as long as they were together, they had a family.”

My heart sank. “Please, don’t tell me something happened to her little brother.”
“No, he’s fine. His father, Jenny’s stepfather, earned custody of him. He came for him this week. He had gifts and hugs and big plans for their future.”

“Really? That’s good.”

“Yes, but he had nothing for Jenny. She wasn’t even a little part of his big plans.”

My chest felt tight. “Why?”

“Well, Jenny’s mom and stepfather weren’t together that long. Jenny and her brother have been in foster care for a while now. I guess he didn’t consider Jenny his.”

“What about her mom?”

“Her mom wants her drugs and alcohol more than she wants Jenny.”

“Poor Jenny, not to have a family.” I was close to tears. “Not to feel wanted or needed.”


And I did.

I didn’t see Jenny during school the next day. I started to think I had understood too late, that Jenny wasn’t going to show at all.

I was the last one to get on the team bus and was glad there were still a few empty rows. I could take up two seats, put on my headsets and get some down time before the meet.

Then I spotted Jenny. She was sitting in the back, alone.

I started down the narrow aisle, causing quite a disruption trying to maneuver myself and my oversized bag to the back. By the time I got to my seat, most of the team was watching my progress.

“Can I sit by you?” I asked Jenny. She shrugged her shoulders. I took it as a yes. “I didn’t see you today. I was afraid you weren’t going to make it.”

“I didn’t think anyone would notice if I made it or not.”

The girls around us groaned. Here she goes again.

I looked at Jenny. I saw past her attitude because I understood what she was really saying.

“We would’ve noticed if you weren’t here, Jenny. We want you running with us. The team needs you.”
Jenny seemed to fill up, to expand.
“Isn’t that right, team?” I called. “Let’s hear it for Jenny!”
There was silence. Please, I thought, for Jenny’s sake, give her what she needs.
Slowly and then with building momentum, they cheered for their teammate. As they did, the atmosphere changed. They began to care more about Jenny.
Jenny felt it. The defiance drained out of her shoulders. Her face relaxed. She smiled and blushed with pleasure.
We didn’t erase all the pain in Jenny’s life, but neither had we added to it.
She ran with us that day. She won the individual blue ribbon and lifted our team to third place. She never threatened not to run again, and she led us to our best season record.
Through our simple offering of friendship and her willingness to accept it, we gave Jenny something more important to her than blue ribbons. We gave her what she desired the most: to know she was wanted and needed.

~Cynthia M. Hamond
LESSON 8 “Understanding Jenny” page 339

1. How did Cindy’s opinion of Jenny change after she learned about Jenny’s life circumstances?

2. What happened to Jenny after Cindy reached out to support and understand her?

3. When you think about how your group will function to carry out your action plan, how is your group working as a team? What concerns might you have? How might you reframe these concerns?

4. Is there anyone who is a “Jenny” in your group? If so, what can you do to reach out to that person and make him or her feel like part of the team?
STORY SUMMARY

How did Cindy’s perception of Jenny change from the beginning of the story to the end of the story?

What lesson did Cindy learn from this experience?

How might you apply the lesson that Cindy learned to your own life?
JOURNAL—Narrative

Directions: Write a short narrative depicting the following:

1. An example of bullying behavior.
2. The effect of the behavior on the target.
3. A bystander intervening by displaying kindness or understanding toward the target.
4. A bystander intervening by displaying kindness or understanding toward the person exhibiting bullying behavior.
5. An example of the person exhibiting the bullying behavior revealing a personal struggle or insecurity that may help to explain his or her behavior.
### ONLINE SAFETY TIPS

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JOURNAL—Scenario

Directions: Read the scenario below and respond to the reflection questions.

**Scenario:** Every night this week, Brooke has received an e-mail from her classmate Vanessa warning her to stop talking to Vanessa’s boyfriend, Chris. Although Brooke and Chris are just friends, the e-mails from Vanessa have become increasingly more aggressive. Last night, Vanessa sent an e-mail saying: “I’m not going to tell you again, stay away from my boyfriend or I’m going to tell everyone that you’ve been making out with Chris AND other people’s boyfriends. I promise no one will be friends with you after that.”

**Reflection Questions:**

What advice would you give Brooke in this situation?

What advice would you give Vanessa in this situation?

What are some ways that Brooke can get support to help her address this cyberbullying situation?

How do you think Brooke feels? How would she feel if this kept happening for the entire school year?
JOURNAL—Drawing

Directions: Draw a cartoon of a bullying situation that is handled using fight or flight and another cartoon of the same situation handled by the prefrontal cortex.
Reflections

If someone listens, or stretches out a hand, or whispers a kind word of encouragement, or attempts to understand a lonely person, extraordinary things will begin to happen.

~Loretta Girzartis
LESSON 8 Grade 8

“The Walk that Changed Our Lives” p. 225

“Feeling Full” p. 234

Description of Lesson
This lesson focuses on reaching out to others for help. Students compare two stories about teenagers who recognize they need help and then take courageous steps to get the help they need. Students discuss the importance of getting help and when and how to get help in bullying and cyberbullying situations. Students learn to recognize some signs that indicate they might need help and identify some people at school, home, and in the community they could turn to for support. They work together as a class to make a paper chain that represents the power of being supported. They also spend some time reviewing their classmates’ campaigns for Project Spread the Word.

Materials
- Dry-erase or chalkboard
- Dry-erase markers or chalk
- Sticky notes
- Chart paper or butcher paper
- Markers
- Blank paper, cut or torn into strips
- Tape
- One copy of the Project Spread the Word Peer Feedback Form (from lesson 7 of the Teacher Guide) per student

Social and Emotional Learning Objectives
- Set priorities for building on strengths and identifying areas for personal growth

Literacy Objectives
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a change or conflict

Anchor Questions
- How can we address teenagers’ concerns about bullying and cyberbullying?
- How do you know when you need help?
- How can you confide in a trusted adult?
- What are some ways you can get help if you witness bullying or cyberbullying behaviors?
LESSON 8 • GRADE 8

Teacher Directions

Elicit

The teacher writes the following quote on the board: “Asking for help isn’t a sign of weakness, it’s a sign of strength.” - Barack Obama. The teacher instructs students to write what they think this means on a sticky note.

The teacher previews today’s learning objectives: “In the past few lessons, we’ve talked mostly about ways that we can solve problems by ourselves or through a mediator. Sometimes, though, we encounter a problem that we need professional help to solve. Today we will talk about reaching out to others for help. We’ll identify some of the signs that tell us we need help, and we’ll identify some people at school, home, and in the community who we can turn to if we are in a problematic situation. We’ll also spend time creating our campaign for Project Spread the Word and reviewing each other’s projects.”

Engage

The teacher says: “What are some situations in which you or someone you know might need help?”

Elicit students’ responses and be sure they include bullying and/or cyber-bullying situations as examples.

The teacher asks: “What are some reasons a person might not want to ask for help—even if he or she needs it? Why might getting help be important?”

The teacher directs students to create and fill out a Somebody-Wanted-But-So-Then organizer by answering question 1 found on p. 59 of the Student Journal.

Students who wish to share have an opportunity.

Explore

The teacher prepares students for the reading activity: “We are going to complete another organizer after we read two stories about teenagers who decided to ask for help. As you read, in addition to noticing why and how the characters ask for help, pay close attention to the warning signs that told the characters that they needed help.”


Additional Teacher Preparation & Notes

Sensitivity Alert

This discussion could bring up a situation at home or with peers that may require additional action or support.

Sensitivity Alert

Both stories are about female students struggling with issues related to self-injurious behaviors and suicide. The topic may elicit strong emotions in students. If any student shows signs of distress, connect them to the appropriate supports. In some cases, it may be appropriate for the student to leave the room.
**Teacher Directions**

**Explain**

Students create their own Somebody-Wanted-But-So-Then organizer on the story they read by answering question 2 on p. 59 of their Student Journals.

Students find a partner who read the story that they did not. The teacher instructs partners to work together to summarize what the two stories have in common.

**Elaborate—Cyberbullying**

The teacher explains: "Today we are going to talk about bystanders and the ways they can impact bullying and cyberbullying situations. Let’s start by discussing what a bystander is. Any thoughts?"

The teacher elicits students’ responses.

"Have you ever heard of bystander apathy?"

If students are not familiar with bystander apathy, provide background knowledge.

The teacher explains: "Bystander apathy is a phenomenon in which people witness an accident or incident and do not offer help or support to the person(s) directly involved in the situation. Bystander apathy can apply to multiple situations in addition to bullying and cyberbullying incidents, such as accidents where people are injured, crimes, or assaults."

"Imagine a situation where a little boy falls off his bike and breaks his leg. Someone watches him fall, sees him crying in the street and unable to move, and walks away without offering any help or support. What are your thoughts about the bystander in this situation? How do the bystander’s actions affect the boy? Imagine bystander apathy occurring in a life or death situation, when somebody needs help quickly in order to survive."

The teacher introduces the following situation: "Now, let’s turn our view to a cyberbullying incident. Imagine that you see a conversation on a social media app where one of your classmates has been made fun of and physically threatened.

**Additional Teacher Preparation & Notes**

Students’ responses may include:

- In both stories, the characters struggled with sadness and eating disorders.
- In both stories, the characters suffered emotional pain and distress.
- In both stories, the characters were initially withdrawn and disconnected with others.
- In both stories, the characters eventually reached out to trusted friends and/or trusted adults for help.
- In both stories, the characters received help and support and started a journey to recovery.

Students should understand that a bystander is somebody who may witness bullying or cyberbullying behaviors, though he or she is not directly involved. You can be a bystander to an in-person bullying incident, or you can be a bystander to an online cyberbullying interaction.

Apathy can be defined as lack of feeling, lack of interest, not caring, and lack of emotion.

**Sensitivity Alert**

Students should clearly understand that there are extreme situations where it is not appropriate to intervene in bullying and cyberbullying incidents, as it would put them at risk. In those cases, it would be best to immediately confide in a trusted adult.
### Teacher Directions

- **What might you do in that situation?**
- **In what ways is it easier to demonstrate bystander apathy online than in person?**
- **If you ignored this situation, how might you be like the bystander who didn’t help the little boy we mentioned earlier?**
- **What are the dangers and risks of ignoring cyberbullying behaviors?**

Elicit students’ responses.

“Listen to the following statement and decide if you agree or disagree with it: ‘It is important to be a bystander who takes action to help a target of cyberbullying behaviors.’”

“Give a thumbs up if you agree with this statement.”

“Take a few minutes and talk to a shoulder partner about the ways that you can take action to address cyberbullying behaviors as a bystander.”

The teacher elicits students’ responses.

The teacher says: “There are many reasons why it would be easier to ignore a cyberbullying situation. Some of those reasons might include the following:

- **The target of the cyberbullying behaviors would never know that you observed the situation.**
- **You don’t want to get involved for fear that you could become the next target.**
- **You want to mind your own business.**
- **You really don’t know the target that well.**

“Can you think of any other reasons why one might not get involved as a bystander?”

Elicit students’ responses.

“Now imagine that you were the person who was experiencing the cyberbullying behavior. How would you feel about being the target? Would you want others to get involved to help you? How might feeling supported help lessen the pain and feelings of low self-worth that are caused by cyberbullying?”

“With your table group, make a list of ways that bystanders can help or support targets of cyberbullying behaviors. In a few minutes we will come together as a class and generate a comprehensive resource.”

Review students’ responses as a whole class and create a list of all tips and suggestions on a piece of chart paper or butcher paper. Students respond to question 3 on p. 49 of their Student Journals.

### Additional Teacher Preparation & Notes

Responses may include:

- Respond to the message or post with positive words of support and encouragement.
- Enlist your friends to make the victim feel better by posting positive and encouraging comments. This will help the victim feel supported and accepted, which can counteract some of the negative emotions that come from being the target of cyberbullying behavior.
- Share resources with the victim for getting help—encourage the targets of bullying behavior to confide in a trusted adult, a school administrator, a school counselor, a teacher, or law enforcement if the situation is very serious.
- Report the cyberbullying behavior to the site’s security team.

Adapted from: [http://us.reachout.com](http://us.reachout.com)
### Teacher Directions

**Elaborate—Project Spread the Word**

“Today you will share your Project Spread the Word campaign with your peers and make any changes to your campaign based on their feedback.”

The teacher instructs students to find a partner and gives each student a copy of the Project Spread the Word Peer Feedback Form from lesson 7 of the Teacher Guide.

After partners finish reviewing each other’s work, the teacher says: “Now review your plans and the feedback you received. Also, think about how you might incorporate your partner’s ideas into your campaign.”

Give students time to work on their campaigns and make any adjustments needed.

### Extend

The teacher instructs students to write down one of their top strengths and one of their biggest challenges on a sticky note.

The teacher gives the following commands to the class:

- “Stand up if you fight with your brother or sister.
- Stand up if you struggle with math.
- Stand up if you struggle with reading.
- Stand up if you know someone who has experienced bullying or cyberbullying behavior.
- Stand up if you have ever experienced bullying or cyberbullying behavior.”

### Additional Teacher Preparation & Notes

Teachers may share guidelines for students to ensure they provide feedback in a positive and constructive way (e.g., start with strengths or observations about what you like about the project and then provide suggestions for ways in which the project could be improved).
### Teacher Directions

Each time the prompt is true for a student he or she should stand up. While students are standing, the teacher asks them to call out any of the warning signs that let them know they should ask for help in each challenge. (For example, if a student struggles with math he or she might say that he or she failed the test. Another might say that he or she didn’t know how to do the homework.)

Once students respond to all of the teacher’s prompts, the process continues by having students call out the challenges that the students wrote on their sticky notes. The teacher asks: “*What does this exercise show us?*” Student responses may include: we all have challenges, or some of us have the same challenges.

The teacher then repeats the commands, and students call out their strengths to highlight the resources that exist within their classroom community to address specific needs.

The teacher then distributes strips of paper and instructs students to write down who in the classroom, school, or community they can turn to if they need help. Then each student forms a circle with their strip of paper and connects it to other students’ circles to form an interlocking paper chain.

The teacher asks: “*What does this paper chain represent? How does standing by and allowing bullying or cyberbullying behavior to continue affect this chain?*”

### Evaluate

The teacher writes the following questions on the board and instructs students to answer them on a sticky note as an exit ticket, which they post on the door as they leave:

- “*What are the five important words from this lesson?*
- *Circle the most important word to you.*”

### Extend

Students watch *Chicken Soup for the Soul’s Hidden Heroes*, “Cosmic Cookies” video clip and discuss the reasons why the people in the video clip were willing to help. How can knowing why people are willing to help make asking for help easier?
Journal Prompts

1. Fill out the organizer for yourself:
   
   **I:**
   
   **Wanted** (describe something you desired):
   
   **But** (describe your problem here):
   
   **So** (describe how you tried to solve the problem):
   
   **Then** (describe the resolution):

2. Fill out the organizer for the story:
   
   **Somebody:** Who is the main character?
   
   **Wanted:** What did the main character want?
   
   **But:** What was the problem?
   
   **So:** How did the character try to solve the problem?
   
   **Then:** What was the resolution?

3. What are some ways that technology and online communication can be used to resolve conflict instead of create conflict?

Story Summary

“The Walk that Changed Our Lives,” p. 225

1. Why did the girls think it was important to confide in the school counselor about Hannah’s conversation?

2. Why do you think Hannah felt relieved at the end of the story?

“Feeling Full,” p. 234

1. How did the author, Samantha, change from the beginning of the story to the end?

2. How did Samantha’s relationship with Hayley affect her?

Compare and Contrast—Both Stories

1. In what ways are these two stories similar? In what ways are these stories different?

2. What obstacles did Hannah and Samantha overcome?
The Walk That Changed Our Lives

It can be hard to break the friendship code of secrecy and make your friend mad at you, but you must do what you feel in your heart is right.

~Amanda Ford

The closer we came to the counselor’s office, the more obvious it became that this walk would be one of the most important of our lives. It was one of the last days before school got out for the summer, and eighth grade was coming to an end. My friends and I were all thrilled. Everyone, that is, except our friend, Hannah.

It had started the previous summer, when Hannah had begun to keep to herself a lot. Whenever we would go out, she would insist on staying home by herself just to sit around. In fact, a lot of changes had come over Hannah ever since we had entered junior high. She obsessed about her weight, her complexion and how unpopular she was. She never seemed to focus on the good things she had to offer; it was always about what she didn’t have or what she was lacking. We were all concerned that something was very wrong, but at thirteen we didn’t exactly understand it or know what we could do to help her. Hannah seemed to be getting worse every day. She hated herself, and it was tearing our friendship apart.

Then one morning not long ago, Hannah came to school and told...
us she had almost committed suicide. She said she had thought about her friends and could not go through with it. We were in shock and had no idea what to do. Since she told no one else—not her parents or her sisters, just us—we tried to figure out what to do ourselves, feeling that no one else would understand. Though we didn't want to stop being there for her, we couldn't carry the burden by ourselves. We knew that if we made one wrong move, it could cost us our friend's life.

We walked into the counselor's office and waited for what seemed like an eternity until they called our names. We held hands as we walked in, each of us holding back tears. The counselor invited us to sit down, and we began to tell him about Hannah and all that had been going on. When we were finished, he told us that we had done the right thing. We waited as he called Hannah's mother. We were overwhelmed with a million questions. What would Hannah say when she found out that we had told? Would her parents be mad at her for not telling anyone sooner? What was going to happen?

When Hannah's mother arrived at school, she had obviously been crying and her face seemed full of questions. She began to ask about Hannah's behavior and what she had told us. It was awful to tell her how Hannah had been alone at home one day testing knives to see if they were sharp enough to take her life. We all cringed at the thought of not having her in our lives today.

We learned later that after we had gone back to class, Hannah had been called down to talk to her mother and her counselor. It turned out she was relieved and grateful that she didn't have to keep her secret any longer. She began counseling and has since gotten better. Since that day we are so grateful to see Hannah's smiling face, or even to simply be able to pass her a note in the hallway between classes.

If we had not taken that long, horrible walk to the counseling office, we may not have been able to share high-school memories with Hannah. I know now that when we took that walk, it gave us the ability to give her the greatest gift of all… her life.

~Maggie McCarthy
Feeling Full

Recovery is remembering who you are and using your strengths to become all that you were meant to be.

~Recovery Innovations

Anxious, obsessive compulsive, and anorexic—had you asked me months ago, I would have told you I was all three. I don’t know why then it came as such a shock when the doctor stated I wouldn’t be leaving the hospital that morning.

I recognized that I had a problem. But when a medical professional looked at me and said, “You’re an anorexic. Your heart, in fact your whole body, is going into failure. You could die,” it all suddenly became very real. That diagnosis meant that I couldn’t run from it anymore.

I had admitted to my parents that I was suffering from an eating disorder towards the end of tenth grade. What had started as a desire to improve my health rapidly snowballed into a drastically unhealthy change in habits and alarming weight loss. I limited my caloric intake to about 800 calories a day and exercised up to four hours a day. I was consumed with thoughts about my body and how to maintain the “perfect” and completely unattainable goal I had in my mind.

All of this left me with intense emotional distress, physical damage, and a 101-pound devastated body. I had withdrawn and disconnected from my social life. I felt completely hollow and starved of everything...
in life. I was dying, inside and out.

At the beginning of the summer, after having told the truth about my struggle, my parents immediately did all that they could to help. Sadly, the reality of the matter was that help would be months away. I was put on a waiting list for an eating disorders recovery program, so we were left to face my anorexia as best as we could on our own. Though I still failed to consume an appropriate amount, I did will myself to eat more. And although the constant thoughts of exercise prevented me from concentrating, I did cut my workouts in half. Summer was an uphill battle, but come the end of July, my saving grace was just around the corner.

Camp Kintail was a Presbyterian summer camp near Goderich, Ontario, right off Lake Huron, and also known as my home away from home. That summer was my fifth year at camp, and one of my most profound. Kintail had always been my sanctuary. It was the one place that I could truly be my open and honest self. Every summer, I was graced with beautiful people, scenery, and opportunities to grow as an individual. As a result, I learned that no matter what life threw at me, I could be sure that my time at Kintail could get me through it. That summer I was to spend a month in their leadership program, which ultimately saved my life.

It was my intent to reveal my issue once I got to camp. However, that proved more difficult than I had anticipated. While I had many friends at camp, I felt we'd grown apart. Though I tried, I couldn't bring myself to share my problem. Three days passed and I hadn't told a soul. Then one morning in the lodge, for no reason other than a gut feeling, I approached one of my fellow leaders in training. I knew little more than her name.

“Hayley, can I talk to you?”

Within minutes, tears were pouring down my face as I choked out the truth. To my surprise, she began crying too. She patiently listened to me as I expressed how I felt, but she already knew. When I finished, she looked me in the eyes and said, “One year ago, I was exactly where you are now.” Hayley explained that she had overcome her eating disorder the prior summer and firmly believed camp had saved her life.
honestly believe in that very moment she saved mine.

For the rest of camp, Hayley was like my guardian angel. No matter how stressful things got or how difficult I became, she did everything in her power to keep me happy, safe, eating, and feeling supported.

Going home was the hard part, because it meant tests and evaluations, and then waiting until late October for my meeting for the recovery program. But on the third day of school, my stepmom told me that my evaluation had been bumped up. “They saw the result of your preliminary ECG, and they’re concerned. They want to see you tomorrow.”

With this urgent evaluation came the possibility of admittance into the hospital. It’s funny how the world works, because that morning, Hayley (whom I hadn’t talked to since camp) contacted me and asked how I was doing. I told her the truth, and she did the same with me. “This is when you have to get better. You’re slowly committing suicide. Think about how much you have ahead of you.” I honoured her words.

I went to my appointment that morning wearing my kilt and collared top, my hair done, my make-up on. I thought I would be going to school that afternoon. But there I was, sitting in that box of a room, the doctor’s words still ringing in my ears. I would not go home for a month.

For quite some time, I blamed myself for this — for the inability to just eat a piece of cake or skip a run. People had reacted strongly upon discovering my illness: “I thought you were smarter than that” and “You’ve just got to eat.” These responses only furthered my self-hatred, and I believed them. Until I started hearing the response from people uncovering the truth: “It’s a disease.”

It took a lot for me to finally understand that it is a disease. Lying in my hospital bed, devastated and sobbing, I recalled apologizing to my parents for all of the stress I had caused and that I couldn’t just be better. They would have none of that. “Would you just tell a cancer patient to get better?” No, I suppose you wouldn’t. Thinking that over, I finally accepted that I was sick, and not by my doing. However, getting better would be through my own doing.
My month in that hospital was hands down the hardest month of my life, but I got through it. And I still continue to recover from my disorder. Some days I feel unstoppable, and some days I feel stopped dead in my tracks. Each day, however, I continue to heal and recover, because I have an infinite will to do so.

“I eat. I’m still anorexic.”

A friend recovering from her disorder once told me that. It’s a statement that explains a lot and holds much truth. I eat, but I still struggle. I’m still ill, and I’m still a long way from being completely better, but that’s okay.

It’s okay because I have people like Hayley in my life, an incredibly supportive and understanding family, places like Kintail, and a strong drive to recover.

With all of that in mind, I know I’m finally on my way to feeling full again.

~Samantha Molinaro
1. Fill out the organizer for yourself:

I...

Wanted (describe something you desired):

But (describe your problem here):

So (describe how you tried to solve the problem):

Then (describe the resolution):

2. Fill out the organizer for the story:

Somebody: Who is the main character?

Wanted: What did the main character want?

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Reflections

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~Amanda Ford
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