# TIPS VENDOR AGREEMENT Chicken Soup for the Soul, LLC and

**Between** 

(Company Name)

## THE INTERLOCAL PURCHASING SYSTEM (TIPS) For

171002 Books and Library and Educational Materials

#### **General Information**

The Vendor Agreement ("Agreement") made and entered into by and between The Interlocal Purchasing System (hereinafter referred to as "TIPS" respectfully) a government cooperative purchasing program authorized by the Region 8 Education Service Center, having its principal place of business at 4845 US Hwy 271 North, Pittsburg, Texas 75686. This Agreement consists of the provisions set forth below, including provisions of all Attachments referenced herein. In the event of a conflict between the provisions set forth below and those contained in any Attachment, the provisions set forth shall control.

The vendor Agreement shall include and incorporate by reference this Agreement, the terms and conditions, special terms and conditions, any agreed upon amendments, as well as all of the sections of the Solicitation (RFP, RCSP, RFQ) as posted, including any addenda and the awarded vendor's proposal. Once signed, if an awarded vendor's proposal varies or is unclear in any way from the TIPS Agreement, TIPS, at its sole discretion, will decide which provision will prevail. Other documents to be included are the awarded vendor's proposals, task orders, purchase orders and any adjustments which have been issued. If deviations are submitted to TIPS by the proposing vendor as provided by and within the solicitation process, this Agreement may be amended to incorporate any agreed deviations.

The following pages will constitute the Agreement between the successful vendors(s) and TIPS.

#### **Definitions**

**PURCHASE ORDER** is the TIPS Member's approval providing the authority to proceed with the negotiated delivery order under the Agreement. Special terms and conditions as agreed to between the vendor and TIPS Member should be added as addendums or deleted from the PO. Items such as certificate of insurance, bonding requirements, small or disadvantaged business goals are examples of possible addenda.

### **Terms and Conditions**

#### **Freight**

If applicable. all quotes to Members shall provide a line item for cost for freight or shipping regardless if there is a charge or not. If no charge for freight or shipping, indicate by stating "No Charge" or "\$0" or other similar indication. Shipping, delivery or freight charges shall be passed through at cost to the TIPS Member.

#### **Customer Support**

The Vendor shall provide timely and accurate customer support to TIPS Members. Vendors shall respond to such requests within one (1) working day after receipt of the request. Vendor shall provide training regarding products and services supplied by the Vendor unless otherwise clearly stated in writing at the time of purchase. (Unless training is a line item sold or packaged and must be purchased with product.)

#### **Agreements**

**All Agreements and agreements** between Vendors and TIPS Members shall strictly adhere to all applicable statutes and codes.

Agreements for purchase will normally be put into effect by means of a purchase order(s) or other similar document or contract executed by authorized agent(s) of the purchasing TIPS Member.

**Davis Bacon Act** requirements will be met for construction and/or repair of buildings unless otherwise agreed with the TIPS Member.

#### Tax exempt status

A taxable item sold, leased, rented to, stored, used, or consumed by any of the following governmental entities is exempted from the taxes imposed by this chapter:(1) the United States; (2) an unincorporated instrumentality of the United States; (3) a corporation that is an agency or instrumentality of the United States and is wholly owned by the United States or by another corporation wholly owned by the United States;(4) the State of Texas; (5) a Texas county, city, special district, or other political subdivision; or (6) a state, or a governmental unit of a state that borders Texas, but only to the extent that the other state or governmental unit exempts or does not impose a tax on similar sales of items to this state or a political subdivision of this state. Texas Tax Code § 151.309.

#### **Assignments of Agreements**

No assignment of Agreement may be made without the prior written approval of TIPS. Payment made by a TIPS Member can only be made to the awarded Vendor or vendor assigned dealer. **Disclosures** 

Vendor affirms that he/she has not given, offered to give, nor intends to give at any
time hereafter any economic opportunity, future employment, gift, loan, gratuity,
special discount, trip, favor or service to a public servant in connection with this
Agreement.

- Vendor shall attach, in writing, a complete description of any and all relationships that
  might be considered a conflict of interest in doing business with TIPS under a TIPS
  Agreement.
- 3. The vendor affirms that, to the best of his/her knowledge, the offer has been arrived at independently, and is submitted without collusion with anyone to obtain information or gain any favoritism that would in any way limit competition or give an unfair advantage over other vendors in the award of this Agreement.

#### **Renewal of Agreements**

The Agreement with TIPS is for three (3) years with an option for renewal for additional one (1) consecutive year as provided in the related solicitation as specified on page one of this agreement. Total term of Agreement can be up to the number of years provided in the solicitation. The renewal option for the one additional year is at the agreement of the parties.

Automatic Renewal Clauses Incorporated in Awarded Vendor Agreements with TIPS Members Resulting from the Solicitation and with the Vendor Named in this Agreement.

NO AGREEMENT FOR GOODS OR SERVICES WITH A TIPS MEMBER BY THE AWARDED VENDOR NAMED IN THIS AGREEMENT THAT RESULTS FROM THE SOLICITATION AWARD NAMED IN THIS AGREEMENT, MAY INCORPORATE AN AUTOMATIC RENEWAL CLAUSE WITH WHICH THE TIPS MEMBER MUST COMPLY. ALL RENEWAL TERMS INCORPORATED IN AN AGREEMENT BY THE VENDOR WITH THE TIPS MEMBER SHALL ONLY BE VALID AND ENFORCEABLE WHEN THE VENDOR RECEIVES WRITTEN CONFIRMATION BY PURCHASE ORDER OR EXECUTED AGREEMENT ISSUED BY THE TIPS MEMBER FOR ANY RENEWAL PERIOD. THE PURPOSE OF THIS CLAUSE IS TO AVOID A TIPS MEMBER INADVERTENTLY RENEWING AN AGREEMENT DURING A PERIOD IN WHICH THE GOVERNING BODY OF THE TIPS MEMBER HAS NOT PROPERLY APPROPRIATED AND BUDGETED THE FUNDS TO SATISFY THE AGREEMENT RENEWAL. THIS TERM IS NOT NEGOTIABLE AND ANY AGREEMENT BETWEEN A TIPS MEMBER AND A TIPS AWARDED VENDOR WITH AN AUTOMATIC RENEWAL CLAUSE THAT CONFLICTS WITH THESE TERMS IS RENDERED VOID AND UNENFORCEABLE AS TO THE AUTOMATIC RENEWAL CLAUSE.

#### **Shipments (If Applicable)**

The Vendor shall ship ordered products within a commercially reasonable time after the receipt of the order. If a product cannot be shipped within that time, the Vendor shall notify TIPS and the TIPS Member as to why the product has not shipped and shall provide an estimated shipping date, if applicable. TIPS or the TIPS Member may cancel the order if estimated shipping time is not acceptable.

#### **Invoices**

The Vendor or, if applicable, the vendor assigned dealer shall submit invoices, to the TIPS Member. Each invoice shall include the TIPS Member's purchase order number. The shipment

tracking number or pertinent information for verification of TIPS Member receipt shall be made available upon request. The Vendor or vendor assigned dealer shall not invoice for partial shipments unless agreed to in writing in advance by TIPS or the TIPS Member.

#### **Payments**

The TIPS Member will make payments directly to the Vendor or vendor assigned dealer as agreed by the TIPS Member.

#### **Pricing**

The Vendor agrees to provide pricing to TIPS and TIPS Member entities that is at least equal to the lowest pricing available from the vendor to like cooperative purchasing customers in like situations and the pricing shall remain so throughout the duration of the Agreement.

All pricing submitted to TIPS shall include the participation fee, as designated in the solicitation or as otherwise agreed in writing, to be remitted to TIPS by the Vendor. Vendor shall not show adding the fee to the invoice presented to TIPS Member customer. Failure to render the participation fee to TIPS shall constitute a breach of this agreement and shall be grounds for termination of this agreement and any other agreement held with TIPS.

#### **Participation Fees**

#### Fees for this award are 2%.

Vendor or vendor assigned dealer agrees to pay TIPS on a monthly scheduled report the participation fee for all Agreement sales to Tips Members utilizing a TIPS awarded contract. Vendor must login to the TIPS database and use the "Submission Report" section to report sales. The Vendor or vendor assigned dealers are responsible for keeping records of all sales that go through the TIPS Agreement. Failure to pay the participation fee will result in termination of Agreement. Please contact TIPS at tips@tips-usa.com or call (866) 839-8477 if you have questions about paying fees.

#### Indemnity

2. Indemnity for Personality Agreements. Vendor agrees to indemnify and hold harmless and defend TIPS, TIPS Member(s), officers and employees, from and against all claims and suits for damages, injuries to persons (including death), property damages, losses, and expenses including court costs and attorney's fees, arising out of, or resulting from, Vendor's performance of this Agreement or sales made to TIPS Members under this agreement, including all such causes of action based upon common, constitutional, or statutory law, or based in whole or in part, upon allegations of negligent or intentional acts on the part of the Vendor, its officers, employees, agents, subcontractors, licensees, invitees, unless such claims are based in whole upon the negligent acts or omissions of the TIPS, TIPS Member(s), officers, employees, or agents. If based in part upon the negligent acts or omissions of the TIPS, TIPS Member(s), officers, employees, or agents, Vendor shall be responsible for their proportional share of the claim.

2. Indemnity for Performance Agreements. The Vendor agrees to indemnify and hold harmless and defend TIPS, TIPS Member(s), officers and employees from and against all claims and suits for damages, injuries to persons (including death), property damages, losses, and expenses including court costs and attorney's fees, arising out of, or resulting from, Vendor's work under this Agreement, including all such causes of action based upon common, constitutional, or statutory law, or based in whole or in part, upon allegations of negligent or intentional acts on the part of the Vendor, its officers, employees, agents, subcontractors, licensees, or invitees, unless such claims are based in whole upon the negligent acts or omissions of the TIPS, TIPS Member(s), officers, employees, or agents. If based in part upon the negligent acts or omissions of the TIPS, TIPS Member(s), officers, employees, or agents, Vendor shall be responsible for their proportional share of the claim.

#### **State of Texas Franchise Tax**

By signature hereon, the bidder hereby certifies that he/she is not currently delinquent in the payment of any franchise taxes owed the State of Texas under Chapter 171, Tax Code.

#### Miscellaneous

Nothing in the Agreement or in any other communication between TIPS and the Vendor may be construed as a guarantee that TIPS Members will submit any orders at any time. TIPS reserves the right to request additional proposals for items already on Agreement at any time.

#### **Purchase Order Pricing/Product Deviation**

If a deviation of agreed pricing/product on a purchase order form a TIPS Member pursuant to this Agreement occurs, TIPS shall be notified within 48 hours of receipt of order.

#### **Termination for Convenience**

TIPS reserves the right to terminate this agreement for cause or no cause for convenience with a thirty-day written notice. Termination for convenience is required under Federal Regulations 2 CFR part 200. All purchase orders presented to the Vendor by a TIPS Member prior to the actual termination of this agreement shall be honored at the option of the TIPS Member. The awarded vendor may terminate the agreement with ninety (90) days written notice to TIPS 4845 US Hwy North, Pittsburg, Texas 75686.

#### **TIPS Member Purchasing Procedures**

Purchase orders or their equal are issued by participating TIPS Member to the awarded vendor indicating on the PO "TIPS Agreement Number". Order is emailed to TIPS at tipspo@tips-usa.com.

- Awarded vendor delivers goods/services directly to the participating Member.
- Awarded vendor invoices the participating TIPS Member directly.
- Awarded vendor receives payment directly from the participating Member.
- Awarded vendor reports sales monthly to TIPS (unless prior arrangements have been made with TIPS to report otherwise).

#### **Supplemental Agreements**

The TIPS Member and awarded vendor may enter into a separate supplemental agreement to further define the level of service requirements over and above the minimum defined in this Agreement i.e. invoice requirements, ordering requirements, specialized delivery, etc. Any supplemental agreement developed as a result of this Agreement is exclusively between the participating entity and awarded vendor. TIPS, its agents, TIPS Members and employees shall not be made party to any claim for breach of such agreement.

#### **INDEMNITY UNDER A SUPPLEMENTAL AGREEMENT:**

ANY SUPPLEMENTAL AGREEMENT BETWEEN THE TIPS OR A TIPS MEMBER AND THE VENDOR THAT REQUIRES TIPS OR THE TIPS MEMBER TO INDEMNIFY ANY OTHER PARTY, EXCEPT TO THE EXTENT PERMITTED BY THE APPLICABLE CONSTITUTION, LAWS OR REGULATIONS OF THE JURISDICTION OF THE LOCATION OF THE TIPS MEMBER OR THE LOCATION OF THE PERFOMANCE OF THE CONTRACT UNDER THIS AGREEMENT, IS NOT PERMITTED UNDER THIS AGREEMENT AND RENDERS THE INDEMNITY REQUIREMENT NULL AND VOID AS IT APPLIES TO TIPS OR THE TIPS MEMBER'S RESPONSIBILTY TO INDEMNIFY ANY PARTY.

#### Licenses

Awarded vendor shall maintain, in current status, all federal, state and local licenses, bonds and permits required for the operation of the business conducted by awarded vendor. Awarded vendor shall remain fully informed of and in compliance with all ordinances and regulations pertaining to the lawful provision of services under the Agreement. TIPS reserves the right to stop work and/or cancel Agreement of any awarded vendor whose license(s) expire, lapse, are suspended or terminated.

#### Novation

If awarded vendor sells or transfers all assets or the entire portion of the assets used to perform this Agreement, a successor in interest must guarantee to perform all obligations under this Agreement. TIPS reserves the right to accept or reject assignment of this agreement. A simple change of name agreement will not change the Agreement obligations of awarded vendor.

#### Site Requirements (Only when applicable to service or job)

**Cleanup:** Awarded vendor shall clean up and remove all debris and rubbish resulting from their work as required or directed by TIPS Member. Upon completion of work, the premises shall be left in good repair and an orderly, neat, clean and unobstructed condition.

Preparation: Awarded vendor shall not begin a project for which TIPS Member has not prepared the site, unless awarded vendor does the preparation work at no cost, or until TIPS Member includes the cost of site preparation in a purchase order.

Site preparation includes, but is not limited to: moving furniture, installing wiring for networks or power, and similar pre-installation requirements.

Registered sex offender restrictions: For work to be performed at schools, awarded vendor agrees that no employee of a sub-contractor who has been adjudicated to be a registered sex offender will perform work at any time when students are or reasonably expected to be present. Awarded vendor agrees that a violation of this condition shall be considered a material breach and may result in the cancellation of the purchase order at the TIPS Member's discretion. Awarded vendor must identify any additional costs associated with compliance of this term. If no costs are specified, compliance with this term will be provided at no additional charge.

Safety measures: Awarded vendor shall take all reasonable precautions for the safety of employees on the worksite, and shall erect and properly maintain all necessary safeguards for protection of workers and the public. Awarded vendor shall post warning signs against all hazards created by the operation and work in progress. Proper precautions shall be taken pursuant to state law and standard practices to protect workers, general public and existing structures from injury or damage.

#### **Smoking**

Persons working under Agreement shall adhere to local smoking policies. Smoking will only be permitted in posted areas or off premises.

#### **Invoices**

The awarded vendor shall submit invoices to the TIPS Member clearly stating "Per TIPS Agreement". The shipment tracking number or other applicable pertinent information for verification shall be made available upon request.

#### Marketing

Awarded vendor agrees to allow TIPS to use their name and logo within the TIPS website, marketing materials and advertisement. Any use of TIPS name and logo or any form of publicity, inclusive of press release, regarding this Agreement by awarded vendor must have prior approval from TIPS and approval of which, shall not be unreasonably withheld by TIPS.

#### **Survival Clause**

All applicable software license agreements, warranties or service agreements that were entered into between Vendor and Customer under the terms and conditions of the Agreement shall survive the expiration or termination of the Agreement. All Orders, Purchase Orders issued or contracts executed by TIPS or a TIPS Member and accepted by the Vendor prior to the expiration or termination of this agreement, shall survive expiration or termination of the Agreement, subject to previously agreed terms and conditions agreed by the parties or as otherwise specified herein relating to termination of this agreement.

#### **Legal obligations**

It is the responding vendor's responsibility to be aware of and comply with all local, state and federal laws governing the sale of products/services identified in this RFP and any awarded Agreement thereof. Applicable laws and regulations must be followed even if not specifically identified herein.

#### **Audit rights**

Awarded Vendor shall, at their sole expense, maintain appropriate due diligence of all purchases made by TIPS Member that utilizes this Agreement. TIPS and Region 8 ESC each reserve the right to audit the accounting for a period of three (3) years from the time such purchases are made. This audit right shall survive termination of this Agreement for a period of three (3) years from the effective date of termination. TIPS shall have authority to conduct random audits of Awarded Vendor's pricing that is offered to TIPS Members. Notwithstanding the foregoing, in the event that TIPS is made aware of any pricing being offered to eligible entities that is materially inconsistent with the pricing under this agreement, TIPS shall have the ability to conduct the audit internally or may engage a third-party auditing firm. In the event of an audit, the requested materials shall be provided in the format and at the location designated by Region 8 ESC or TIPS. Tips shall bear the cost of such audit requested by TIPS, but all documents maintained by the vendor shall be produced and made available to TIPS or its agents at no cost.

#### Force Majeure

If by reason of Force Majeure, either party hereto shall be rendered unable wholly or in part to carry out its obligations under this Agreement then such party shall give notice and fully particulars of Force Majeure in writing to the other party within a reasonable time after occurrence of the event or cause relied upon, and the obligation of the party giving such notice, so far as it is affected by such Force Majeure, shall be suspended during the continuance of the inability then claimed, except as hereinafter provided, but for no longer period, and such party shall endeavor to remove or overcome such inability with all reasonable dispatch.

#### **Acceptance of work by TIPS Member**

When a Vendor performs services for a TIPS Member, the TIPS Member will inspect the work for acceptance under the scope and terms in the PO. The TIPS Member will request any corrective actions that are required. Upon completion of these actions and not before, the TIPS Member will be obligated to compensate the Vendor as agreed.

#### **Support Requirements**

If there is a dispute between the awarded vendor and TIPS Member, TIPS or its representatives will assist in conflict resolution or third party (mandatory mediation), if requested by either party. TIPS, or its representatives, reserves the right to inspect any project and audit the awarded vendors TIPS project files, documentation and correspondence.

#### **Bonding**

Only when applicable, performance bonds and payment bonds will be required on construction or labor required jobs. Awarded vendor will meet the TIPS member's local and state purchasing requirements. Awarded vendors may need to provide additional capacity as jobs increase. Bonds will not require that a fee be paid to TIPS. The actual cost of the bond will be a pass through to the TIPS member and added to the purchase order or Agreement.

#### **Incorporation of Solicitation**

The TIPS Solicitation, Request for Proposals, Request for Qualifications or the Request for Competitive Sealed Proposals solicitation and all associated documents and forms made part of the solicitation process, including any addenda, that resulted in the execution of this agreement are hereby incorporated by reference into this agreement as if copied verbatim.

#### **Scope of Services**

The specific scope of work for each job shall be determined in advance and in writing between TIPS Member and Awarded vendor. It is okay if the TIPS member provides a general scope, but the awarded vendor should provide a written scope of work to the TIPS member as part of the proposal. Once the scope of the job is agreed to, the TIPS member will issue a PO and/or an Agreement with the estimate referenced as an attachment along with bond and any other special provisions agreed to for the TIPS member. If special terms and conditions other than those covered within this solicitation and awarded Agreements are required, they will be attached to the PO and shall take precedence over those in the base Agreement.

#### **Project Delivery Order Procedures**

The TIPS member having approved and signed an interlocal agreement, or other TIPS membership document, may make a request of the awarded vendor under this Agreement when the TIPS member has services that need to be undertaken. Notification may occur via phone, the web, email, fax, or in person.

Upon notification of a pending request, the awarded vendor shall make contact with the TIPS member as soon as possible, but must make contact with the TIPS member within two working days.

#### Scheduling of Construction Projects (when applicable)

Scheduling of projects (if applicable) will be accomplished when the TIPS member issues a purchase order that will serve as "the notice to proceed". The period for the delivery order will include the mobilization, materials purchase, installation and delivery, design, weather, and site cleanup and inspection. No additional claims may be made for delays as a result of these items. When the tasks have been completed the awarded vendor shall notify the client and have the TIPS member inspect the work for acceptance under the scope and terms in the PO. The TIPS member will issue in writing any corrective actions that are required. Upon completion of these items, the TIPS member will issue a completion notice and final payment will be issued.

### **Special Terms and Conditions**

It is the intent of TIPS to Agreement with a reliable, high performance vendor to supply products and services to government and educational agencies. It is the experience of TIPS that the following procedures provide TIPS, the Vendor, and the participating agency the necessary support to facilitate a mutually beneficial relationship. The specific procedures will be negotiated with the successful vendor.

#### NEW STATUTORY REQUIREMENT EFFETIVE SEPTEMBER 1, 2017.

You certify that your company (1) does not boycott Israel; and (2) will not boycott Israel during the term of the Agreement. Texas governmental entities are prohibited from doing business with companies that fail to certify to this condition as required by Texas Government Code Sec. 2270.

You certify that your company is not listed on and we do not do business with companies that are on the Texas Comptroller of Public Accounts list of Designated Foreign Terrorists Organizations per Texas Gov't Code 2270.0153 found at https://comptroller.texas.gov/purchasing/docs/foreign-terrorist.pdf

- Agreements: All orders made by TIPS Members to the awarded vendor must be emailed to TIPS at tipspo@tips-usa.com. Should a TIPS Member send an order direct to vendor, it is the vendor's responsibility to forward the order to TIPS at the email above within three
   (3) business days and confirm its receipt with TIPS.
- Promotion of Agreement: It is agreed that Vendor will encourage all eligible entities to
  purchase from the TIPS Program. Encouraging entities to purchase directly from the Vendor
  and not through TIPS Agreement is a breach of this agreement terms and conditions and will
  result in termination and rescission of this agreement and removal of the Vendor from the
  TIPS Program.
- <u>Daily Order Confirmation</u>: All Agreement purchase orders will be approved daily by TIPS and sent to vendor. The vendor must confirm receipt of orders to the TIPS Member (customer) within two (2) business days.
- Vendor custom website for TIPS: If Vendor is hosting a custom TIPS Agreement catalog website, then any updated pricing must be posted by 1<sup>st</sup> of each month. Any increase in a "catalog" price, as defined herein, is not effective until it is published in the vendor's "catalog" as defined herein.
- <u>Back Ordered Products</u>: If product is not expected to ship within 7 business days, customer is to be notified within 24 hours of order receipt and appropriate action taken based on customer request.

## TIPS Vendor Agreement Signature Form

RFP 171002 Books and Library and Educational Materials

Company Name Chicken Soup for the Soul,	LLC	
Address PO Box 700		
City	CTStateZip	06807
Phone203-861-4000	203-861-7194	
	n@chickensoupforthesoul.	com
Name of Authorized Representative	ess	
Title CFO		
Signature of Authorized Representative	Jail Cen	
Date 11-15-17	•	
TIPS Authorized Representative Name Mere	edith Barton	
Title Vice-President of Operations		
TIPS Authorized Representative Signature	Meredit Barton	
Approved by ESC Region 8 Javid Nayn	e Fitta	
Date 12/15/17		

## The Interlocal Purchasing System (TIPS Cooperative) Supplier Response

Bid Information		Contact Information		Ship to Information	
Bid Creator  Email Phone Fax  Bid Number	Rick Powell General Counsel/Procurement Compliance Officer rick.powell@tips-usa.com (903) 575-2689	Address	Region VIII Education Service Center 4845 US Highway 271 North Pittsburg, TX 75686 Kristie Collins, Contracts Compliance Specialist	Address  Contact  Department Building	
Title	Books and Library and Educational Materials	Department	t .	Floor/Room Telephone	
Bid Type Issue Date	RFP 10/5/2017 08:01 AM (CT)	Building		Fax Email	
Close Date	11/17/2017 03:00:00 PM (CT)	Floor/Room Telephone Fax Email	+1 (866) 839-8477 +1 (866) 839-8472 bids@tips-usa.com	Linaii	
Supplier Inform	mation				
Company Address	Chicken Soup for the Soul P.O. BOx 700				
Contact Department Building	Cos Cob, CT 06807 pHILLIP nEILL				
Floor/Room Telephone Fax Email Submitted Total	(855) 398-0443 (203) 861-7194 PNEILL@CHICKENSOUPFOR 11/16/2017 12:01:06 PM (CT) \$0.00	THESOUL.C	сом		
By submitting	your response, you certify that yo	ou are authori	zed to represent and bind	your company.	
Signature Re	becca Stulberger		Email educa	tion@chickensoupforthesoul.com	
Supplier Notes	S				
Bid Notes					
Bid Activities					
Bid Messages					

Date	Subject	Message	
10/30/1	7 Anticipated Schedule of Award or Related Events	The Anticipated Schedule of Award or Related Events addendum reflects is hereby corrected to change from January xx, 2017 to 2018.	cted a January 2017 award date and
	review the following and respond wh	•	
# Na	ame	Note	Response
1 Ye	es - No	Disadvantaged/Minority/Women Business Enterprise - D/M/WBE (Required by some participating governmental entities) Vendor certifies that their firm is a D/M/WBE? Vendor must upload proof of certification to the "Response Attachments" D/M/WBE CERTIFICATES section.	No
2 Ye	es - No	Historically Underutilized Business - HUB (Required by some participating governmental entities) Vendor certifies that their firm is a HUB as defined by the State of Texas at https://comptroller.texas.gov/purchasing/vendor/hub/ or in a HUBZone as defined by the US Small Business Administration at https://www.sba.gov/offices/headquarters/ohp Proof of one or both may be submitted. Vendor must upload proof of certification to the "Response Attachments" HUB CERTIFICATES section.	No
3 Ye	es - No	The Vendor can provide services and/or products to all 50 US States?	Yes
4 St	ates Served:	If answer is NO to question #3, please list which states can be served. (Example: AR, OK, TX)	

5 Company and/or Product Description:

This information will appear on the TIPS website in the company profile section, if awarded a TIPS contract. (Limit 750 characters.)

Hallway Heroes is a proactive literacy-based bullying prevention program. It was developed using the most current research -research in bullying prevention, social and emotional learning, and literacy—and created with experts and advisory board members. Each lesson is aligned to all state and national literacy and social and emotional learning standards, as well as other cross-curricular standards. There is both an elementary school program and a middle school program. The lessons (12 in each module) use the power of storytelling-with a Chicken Soup for the Soul story at the core of every lesson.

Hallway Heroes is multiple programs in one—you get literacy, bullying prevention, social and emotional learning, behavior changes, and character development.

Hallway Heroes has been developed using the Collaborative for Academic, Social, and Emotional Learning (CASEL) Core Competencies and, as mentioned before, is aligned to SEL objectives for all 50 states. Through the lessons and modules of the curriculum, students practice five interrelated sets of cognitive, affective, and behavioral competencies.

Please see the attached documents for our:
Digital Brochure
White Papers
Sample Lessons
Texas State Alignment Documents
Testimonials
Scope and Sequences

Further information can also be seen on our website: chickensoup.com/hallwayheroes.

6	Primary Contact Name	Primary Contact Name	Rebecca Stulberger
7	Primary Contact Title	Primary Contact Title	Sr. Director, Education Group
8	Primary Contact Email	Primary Contact Email	education@chickensoupforthesoul.com
9	Primary Contact Phone	Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477	2038614000

10 Primary Contact Fax Enter 10 digit phone number. (No dashes or extensions) 2038617194 Example: 8668398477

11 Primary Contact Mobile Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477

12	Secondary Contact Name	Secondary Contact Name	Phil Neil
13	Secondary Contact Title	Secondary Contact Title	National Sales Manager, TX Representative
14	Secondary Contact Email	Secondary Contact Email	pneill@chickensoupforthesoul.com
15	Secondary Contact Phone	Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477	8176377445
16	Secondary Contact Fax	Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477	
17	Secondary Contact Mobile	Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477	
18	Admin Fee Contact Name	Admin Fee Contact Name. This person is responsible for paying the admin fee to TIPS.	Nick Fortugno
19	Admin Fee Contact Email	Admin Fee Contact Email	nickf@chickensoupforthesoul.com
20	Admin Fee Contact Phone	Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477	2038614000
21	Purchase Order Contact Name	Purchase Order Contact Name. This person is responsible for receiving Purchase Orders from TIPS.	Nick Fortugno
22	Purchase Order Contact Email	Purchase Order Contact Email	education@chickensoupforthesoul.com
23	Purchase Order Contact Phone	Enter 10 digit phone number. (No dashes or extensions) Example: 8668398477	2038614000
24	Company Website	Company Website (Format - www.company.com)	www.chickensoup.com/hallwayheroes
25	Federal ID Number:	Federal ID Number also known as the Employer Identification Number. (Format - 12-3456789)	26-1540939
26	Primary Address	Primary Address	PO Box 700
27	Primary Address City	Primary Address City	Cos Cob
28	Primary Address State	Primary Address State (2 Digit Abbreviation)	СТ
29	Primary Address Zip	Primary Address Zip	06807
30	Search Words:	Please list search words to be posted in the TIPS database about your company that TIPS website users might search. Words may be product names, manufacturers, or other words associated with the category of award. YOU MAY NOT LIST NON-CATEGORY ITEMS. (Limit 500 words) (Format: product, paper, construction, manufacturer name, etc.)	Chicken Soup for the Soul, Hallway Heroes, bullying, prevention, social emotional, SEL, literacy, lesson plans
31	Yes - No	Most of our members receive Federal Government grants and they make up a significant portion of their budgets. The members need to know if your company is willing to sell to them when they spend federal budget funds on their purchase. There are attributes that follow that are provisions from the federal regulations in 2 CFR part 200. Your answers will determine if your award will be designated as Federal or Education Department General Administrative Regulations (EDGAR)compliant. Is it your intent to be able to sell to our members regardless of the fund source, whether it be local, state or federal?	Yes

32	Yes - No	Certification of Residency (Required by the State of Texas) The vendor's ultimate parent company or majority owner:	No
		(A) has its principal place of business in Texas;	
		OR	
		(B) employs at least 500 persons in Texas?	
33	Company Residence (City)	Vendor's principal place of business is in the city of?	Cos Cob
34	Company Residence (State)	Vendor's principal place of business is in the state of?	СТ
35	Felony Conviction Notice:	(Required by the State of Texas) My firm is, as outlined on PAGE 5 in the Instructions to Bidders document: (Questions 36 - 37) Statutory citation covering notification of criminal history of contractor is found in the Texas Education Code #44.034. Following is an example of a felony conviction notice: State of Texas Legislative Senate Bill No. 1, Section 44.034, Notification of Criminal History, Subsection (a), states "a person or business entity that enters into a contract with a school district or ESC 8/TIPS must give advance notice to the district or ESC 8/TIPS if the person or an owner or operator of the business entity has been convicted of a felony.  The notice must include a general description of the conduct resulting in the conviction of a felony."  Subsection (b) states "a school district may terminate a contract with a person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."	(No Response Required)
36	Yes - No	A publicly held corporation; therefore, this reporting requirement is not applicable?	No
37	Yes - No	Is owned or operated by individual(s) who has/have been convicted of a felony?	No
38	If your firm is owned or operated by the following individual(s) who has/have been convicted of a felony:	Please provide details of the conviction. This is not necessarily a disqualifying factor and the details of the conviction determines the eligibility. Providing false or misleading information about the conviction is illegal.	
39	Pricing Information:	Pricing information section. (Questions 39 - 43)	(No Response Required)
40	Discount Offered	What is the MINIMUM percentage discount off of any item or service you offer to TIPS Members that is in your regular catalog (as defined in the RFP document), website, store or shelf pricing? This is a ceiling on your pricing and not a floor because, in order to be more competitive in the individual circumstance, you may offer a larger discount depending on the items or services purchased and the quantity at time of sale. Must answer with a number between 0% and 100%.	0%

41	TIPS administration fee	By submitting a proposal, I agree that all pricing submitted to TIPS shall include the participation fee, as designated in the solicitation or as otherwise agreed in writing and shall be remitted to TIPS by the Vendor as agreed in the Vendor agreement. I agree that the fee shall not and will not be added by the vendor as a separate line item on a TIPS member invoice, quote, proposal or any other written communications with the TIPS member.	(No Response Required)
42	Yes - No	Vendor agrees to remit to TIPS the required administration fee? TIPS/ESC Region 8 is required by Texas Government Code § 791 to be compensated for its work and thus, failure to agree shall render your response void and it will not be considered.	Yes
43	Yes - No	Do you offer additional discounts to TIPS members for large order quantities or large scope of work?	No
44	Start Time	Average start time after receipt of customer order is working days?	30
45	Years Experience	Company years experience in this category?	2
46	Resellers:	Does the vendor have resellers that it will name under this contract? Resellers are defined as other companies that sell your products under an agreement with you, the awarded vendor of TIPS.  EXAMPLE: Walmart is a reseller of Samsung Electronics. If Samsung were a TIPS awarded vendor, then Samsung would list Walmart as a reseller.  (If applicable, vendor should download the Reseller/Dealers spreadsheet from the Attachments section, fill out the form and submit the document in the "Response Attachments" RESELLERS section.	No
47	Prices are guaranteed for?	Vendor agrees to honor the pricing discount off regular catalog (as defined in the RFP document), website, store or shelf pricing for the term of the award?	YES
48	Right of Refusal	Does the proposing vendor wish to reserve the right not to perform under the awarded agreement with a TIPS member at vendor's discretion?	Yes
49	NON-COLLUSIVE BIDDING CERTIFICATE	By submission of this bid or proposal, the Bidder certifies that:  1) This bid or proposal has been independently arrived at without collusion with any other Bidder or with any Competitor; 2) This bid or proposal has not been knowingly disclosed and will not be knowingly disclosed, prior to the opening of bids, or proposals for this project, to any other Bidder, Competitor or potential competitor: 3) No attempt has been or will be made to induce any other person, partnership or corporation to submit or not to submit a bid or proposal; 4) The person signing this bid or proposal certifies that he has fully informed himself regarding the accuracy of the statements contained in this certification, and under the penalties being applicable to the Bidder as well as to the person signing in its behalf. Not a negotiable term. Failure to agree will render your proposal non-responsive and it will not be considered.	(No Response Required)

Texas 2017 House Bill 89 has been signed into law by the governor and as of September 1, 2017 will become law codified as Texas Government Code § 2270 and 808 et seq.

The relevant section addressed by this form reads as follows:

Texas Government Code Sec. 2270.002. PROVISION REQUIRED IN CONTRACT. A governmental entity may not enter into a contract with a company for goods or services unless the contract contains a written verification from the company that it: (1) does not boycott Israel; and (2) will not boycott Israel during the term of the contract.

I verify by my "YES" response to this attribute that, as a company submitting a proposal to this solicitation, that I am authorized to respond for the company and affirm that the company (1) does not boycott Israel; and (2) will not boycott Israel during the term of this contract, or any contract with the above-named Texas governmental entity in the future. I further affirm that if our company's position on this issue is reversed and this affirmation is no longer valid, that TIPS will be notified in writing by email to TIPS@TIPS-USA.com within one (1) business day and we understand that our company's failure to affirm and comply with the requirements of Texas Government Code 2270 et seq. shall result in a "no award" determination by TIPS and if a contract exists with TIPS, be grounds for immediate contract termination without penalty to TIPS and Education Service Center Region 8. FAILURE TO RESPOND "YES" WILL RESULT IN NO CONSIDERATION OF YOUR PROPOSAL. I swear and affirm that the above is true and correct by a "YES" response.

51 CONFLICT OF INTEREST QUESTIONNAIRE - FORM CIQ

If you have a conflict of interest as described in this form or the Local Government Code Chapter 176, cited therein-you are required to complete and file with TIPS, Richard Powell, 4845 US Highway 271 North, Pittsburg, Texas 75686

You may find the Blank CIQ form on our website at:

Copy and Paste the following link into a new browser or tab:

https://www.tips-usa.com/assets/documents/docs/CIQ.pdf

Do you have any conflicts under this statutory requirement?

52 Filing of Form CIQ

If yes (above), have you filed a form CIQ as directed here?

3 Regulatory Standing

I certify to TIPS for the proposal attached that my company is in good standing with all governmental agencies Federal or state that regulate any part of our business operations. If not, please explain in the next attribute question.

Yes

54 Regulatory Standing

Regulatory Standing explanation of no answer on previous question.

By submission of this bid or proposal, the Bidder certifies that:

(No Response Required)

- I affirm under penalty of perjury of the laws of the State of Texas that:
- (1) I am duly authorized to execute this contract on my own behalf or on behalf of the company, corporation, firm, partnership or individual (Company) listed below;
- (2) In connection with this bid, neither I nor any representative of the Company has violated any provision of the Texas Free Enterprise and Antitrust Act, Tex. Bus. & Comm. Code Chapter 15;
- (3) In connection with this bid, neither I nor any representative of the Company has violated any federal antitrust law;
- (4) Neither I nor any representative of the Company has directly or indirectly communicated any of the contents of this bid to a competitor of the Company or any other company, corporation, firm, partnership or individual engaged in the same line of business as the Company.

Instructions for Certification:

- 1. By agreeing to the Attribute question #56, the vendor and prospective lower tier participant is providing the certification set out herein in accordance with these instructions.
- 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and / or debarment.
- 3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
- 4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participants," "person," "primary covered transaction," "principal," "proposal" and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
- 5. The prospective lower tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
- 6. The prospective lower tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transaction" without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
- 7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
- 8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
- 9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this

57 Suspension or Debarment Certification

Debarment and Suspension (Executive Orders 12549 and Yes 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive

Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

By submitting this offer and certifying this section, this bidder:

Certifies that no suspension or debarment is in place, which would preclude receiving a federally funded contract as described above.

Non-Discrimination Statement and Certification

58

In accordance with Federal civil rights law, all U.S. Departments, including the U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3)

email: program.intake@usda.gov.

(Title VI of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Title 7 CFR Parts 15, 15a, and 15b; the Americans with Disabilities Act; and FNS Instruction 113-1, Civil Rights Compliance and Enforcement – Nutrition Programs and Activities) All U.S. Departments, including the USDA are equal opportunity provider, employer, and lender.

Not a negotiable term. Failure to agree will render your

proposal non-responsive and it will not be considered. I certify that in the performance of a contract with TIPS or its members, that our company will conform to the foregoing anti-discrimination statement and comply with the cited and all other applicable laws and regulations.

59 2 CFR PART 200 Contract Provisions Explanation Required Federal contract provisions of Federal Regulations for Contracts for contracts with ESC Region 8 and TIPS Members:

The following provisions are required to be in place and agreed if the procurement is funded in any part with federal funds.

The ESC Region 8 and TIPS Members are the subgrantee or Subrecipient by definition. Most of the provisions are located in 2 CFR PART 200 - Appendix II to Part 200—Contract Provisions for Non-Federal Entity Contracts Under Federal Awards at 2 CFR PART 200. Others are included within 2 CFR part 200 et al. In addition to other provisions required by the Federal agency or non-Federal entity, all contracts made by the non-Federal entity under the Federal award must contain

provisions covering the following, as applicable.

60 2 CFR PART 200 Contracts

Contracts for more than the simplified acquisition threshold Yes currently set at \$150,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate. Notice: Pursuant to the above, when federal funds are expended by ESC Region 8 and TIPS Members, ESC Region 8 and TIPS Members reserves all rights and privileges under the applicable laws and regulations with respect to this procurement in the event of breach of contract by either party. Does vendor agree?

1 2 CFR PART 200 Termination

Termination for cause and for convenience by the grantee Yes or subgrantee including the manner by which it will be effected and the basis for settlement. (All contracts in excess of \$10,000)

Pursuant to the above, when federal funds are expended by ESC Region 8 and TIPS Members, ESC Region 8 and TIPS Members reserves the right to terminate any agreement in excess

of \$10,000 resulting from this procurement process for cause after giving the vendor an appropriate opportunity and up to 30 days, to cure the causal breach of terms and conditions. ESC Region 8 and

TIPS Members reserves the right to terminate any agreement in excess of \$10,000 resulting from this procurement process for convenience with 30 days notice in writing to the awarded vendor. The vendor would be compensated for work performed and goods procured as of the termination date if for convenience of the ESC Region 8 and TIPS Members. Any award under this procurement process is not exclusive and the ESC Region 8 and TIPS reserves the right to purchase goods and services from other vendors when it is in the best interest of the ESC Region 8 and TIPS. Does vendor agree?

(No Response Required)

Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Yes Water Pollution Control Act (33 U.S.C. 1251-1387), as amended—Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA). Pursuant to the Clean Air Act, et al above, when federal funds are expended by ESC Region 8 and TIPS Members, ESC Region 8 and TIPS Members requires that the proposer certify that during the term of an award by the ESC Region 8 and TIPS Members resulting from this procurement process the vendor agrees to comply with all of the above regulations, including all of the terms listed and referenced therein.

63 2 CFR PART 200 Byrd Anti-Lobbying Amendment

Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award. Pursuant to the above, when federal funds are expended by ESC Region 8 and TIPS Members, ESC Region 8 and TIPS Members requires the proposer certify that during the term and during the life of any contract with ESC Region 8 and TIPS Members resulting from this procurement process the vendor certifies to the terms included or referenced herein. Does vendor agree?

Does vendor agree?

2 CFR PART 200 Federal Rule

Compliance with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 1857(h)), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15). (Contracts, subcontracts, and subgrants of amounts in excess of \$100,000)

Pursuant to the above, when federal funds are expended by ESC Region 8 and TIPS Members, ESC Region 8 and TIPS Members requires the proposer certify that in performance of the contracts, subcontracts, and subgrants of amounts in excess of \$100,000, the vendor will be in compliance with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 1857(h)), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15).

Does vendor certify that it is in compliance with the Clean Air Act?

Yes

A non-Federal entity that is a state agency or agency of a political subdivision of a state and its contractors must comply with section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with

maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

Does vendor certify that it is in compliance with the Solid Waste Disposal Act as described above?

Indemnification

The ESC Region 8 and TIPS is a Texas Political Subdivision and a local governmental entity; therefore, is prohibited from

indemnifying third parties pursuant to the Texas Constitution (Article 3, Section 52) except as specifically provided by law or as

ordered by a court of competent jurisdiction. A provision in a contract to indemnify or hold a party harmless is a promise to pay for

any expenses the indemnified party incurs, if a specified event occurs, such as breaching the terms of the contract or negligently

performing duties under the contract. Article III, Section 49 of the Texas Constitution states that "no debt shall be created by or on

behalf of the State ... " The Attorney General has counseled that a contractually imposed obligation of indemnity creates a "debt" in

the constitutional sense. Tex. Att'y Gen. Op. No. MW-475 (1982). Contract clauses which require the System or institutions to

indemnify must be deleted or qualified with "to the extent permitted by the Constitution and Laws of the State of Texas." Liquidated

damages, attorney's fees, waiver of vendor's liability, and waiver of statutes of limitations clauses should also be deleted or qualified

with "to the extent permitted by the Constitution and laws of State of Texas."

Not a negotiable term. Failure to agree will render your proposal non-responsive and it will not be considered. Do you agree

to these terms?

67	Remedies

The parties shall be entitled to exercise any right or remedy available to it either at law or in equity, subject to the choice of law, venue

and service of process clauses limitations agreed herein. Nothing in this agreement shall commit the TIPS to an arbitration resolution

of any disagreement under any circumstances. Any Claim arising out of or related to the Contract, except for those specifically waived

under the terms of the Contract, may, after denial of the Board of Directors, be subject to mediation at the request of either party. Any

issues not resolved hereunder must be referred to non-binding mediation to be conducted by a mutually agreed upon mediator as a

prerequisite to the filing of any lawsuit over such issue(s). The parties shall share the mediator's fee and any associated filing fee

equally. Mediation shall be held in Camp or Titus County, Texas. Agreements reached in mediation shall be reduced to writing, and

will be subject to the approval by the District's Board of Directors, signed by the Parties if approved by the Board of Directors, and, if

signed, shall thereafter be enforceable as provided by the laws of the State of Texas.

Do you agree to these terms?

#### 68 Remedies Explanation of No Answer

#### 69 Choice of Law

This agreement and any addenda or other additions and all contracts or awards resulting from this procurement process, however described, shall be governed by, construed and enforced in accordance with the laws of the State of Texas, regardless of any conflict of laws principles.

Not a negotiable term. Failure to agree will render your proposal non-responsive and it will not be considered. Do you agree to these terms?

70 Jurisdiction and Service of Process

Any Proceeding arising out of or relating to this procurement process or any contract issued by TIPS resulting from or any

contemplated transaction shall be brought in a court of competent jurisdiction in Camp County, Texas and each of the parties

irrevocably submits to the exclusive jurisdiction of said court in any such proceeding, waives any objection it may now or hereafter

have to venue or to convenience of forum, agrees that all claims in respect of the Proceeding shall be heard and determined only in

any such court, and agrees not to bring any proceeding arising out of or relating to this procurement process or any contract resulting

from or any contemplated transaction in any other court. The parties agree that either or both of them may file a copy of this paragraph

with any court as written evidence of the knowing, voluntary and freely bargained for agreement between the parties irrevocably to

waive any objections to venue or to convenience of forum. Process in any Proceeding referred to in the first sentence of this Section

may be served on any party anywhere in the world. Venue clauses in contracts with TIPS members may be determined by the parties.

Yes, I Agree

Not a negotiable term. Failure to agree will render your proposal non-responsive and it will not be considered. Do you agree to these terms?

71 Alternative Dispute Resolution

Prior to filing of litigation, the parties may select non-binding mediation as a method of conflict resolution for issues arising out of or relating to this procurement process or any contract resulting from or any contemplated transaction. The parties agree that if nonbinding

mediation is chosen as a resolution process, the parties must agree to the chosen mediator(s) and that all mediation venue shall be at a location in Camp or Titus, County, Texas agreed by the parties. The parties agree to share equally the cost of the mediation process and venue

cost.

Do you agree to these terms?

Do you agree to these terms?

72 Alternative Dispute Resolution Explanation of No Answer

73 Infringement(s)

The successful vendor will be expected to indemnify and hold harmless the TIPS and its employees, officers, agents, representatives, contractors, assignees and designees from any and all third party claims and judgments involving infringement of patent, copyright, trade secrets, trade or service marks, and any other intellectual or intangible property rights attributed to or claims based on the Vendor's proposal or Vendor's performance of contracts awarded and approved. Do you agree to these terms?

Yes, I Agree

Yes, I Agree

74 Infringement(s) Explanation of No Answer

75 Acts or Omissions

The successful vendor will be expected to indemnify and harmless the TIPS, its officers, employees, agents, representatives, contractors, assignees and designees from and against any and all liability, actions, claims, demands or suits, and all related costs, attorney's fees and expenses arising out of, or resulting from any acts or omissions of the vendor or its agents, employees, subcontractors, or suppliers in the execution or performance of any agreements ultimately made by TIPS and the vendor.

76 Acts or Omissions Explanation of No Answer

77 Contract Governance

Any contract made or entered into by the TIPS is subject to and is to be governed by Section 271.151 et seq, Tex Loc Gov't Code. Otherwise, TIPS does not waive its governmental immunities from suit or liability except to the extent expressly waived by other applicable laws in clear and unambiguous language.

Yes

TIPS or TIPS members shall not be liable for interest or late payment fees on past due balances at a rate higher than permitted by the laws or regulations of the jurisdiction of the TIPS Member.

#### Funding Out Clause:

Payment Terms:

Vendor agrees to abide by the laws and regulations, including Texas Local Government Code § 271.903, or any statutory or regulatory limitations of the jurisdiction of any TIPS Member which governs contracts entered into by the Vendor and TIPS or a TIPS Member that requires all contracts approved by TIPS or a TIPS Member are subject to the budgeting and appropriation of currently available funds by the entity or its governing body. See statute(s) for specifics or consult your legal counsel. Not a negotiable term. Failure to agree will render your proposal non-responsive and it will not be considered. Do you agree to these terms?

Insurance and Fingerprint Requirements Information

#### Insurance

If applicable and your staff will be on TIPS member premises for delivery, training or installation etc. and/or with an automobile, you must carry automobile insurance as required by law. You may be asked to provide proof of insurance.

Fingerprint

It is possible that a vendor may be subject to Chapter 22 of the Texas Education Code. The Texas Education Code, Chapter 22, Section 22.0834. Statutory language may be found at: http://www.statutes.legis.state.tx.us/ If the vendor has staff that meet both of these criterion: (1) will have continuing duties related to the contracted services; and

(2) has or will have direct contact with students Then you have "covered" employees for purposes of completing the attached form.

TIPS recommends all vendors consult their legal counsel for guidance in compliance with this law. If you have questions on how to comply, see below. If you have questions on compliance with this code section, contact the Texas Department of Public Safety Non-Criminal Justice Unit, Access and Dissemination Bureau, FAST-FACT at

NCJU@txdps.state.tx.us and you should send an email identifying you as a contractor to a Texas Independent School District or ESC Region 8 and TIPS. Texas DPS phone number is (512) 424-2474.

See form in the next attribute to complete entitled: Texas Education Code Chapter 22 Contractor Certification for Contractor Employees

(No Response Required)

Introduction: Texas Education Code Chapter 22 requires entities that contract with school districts to provide services to obtain criminal history record information regarding covered employees. Contractors must certify to the district that they have complied. Covered employees with disqualifying criminal histories are prohibited from

serving at a school district.

Definitions: Covered employees: Employees of a contractor or subcontractor who have or will have continuing duties related to the service to be performed at the District and have or will have direct contact with students. The District will be the final arbiter of what constitutes direct contact with students. Disqualifying criminal history: Any conviction or other criminal history information designated by the District, or one of the following offenses, if at the time of the offense, the victim was under 18 or enrolled in a public school:

(a) a felony offense under Title 5, Texas Penal Code; (b) an offense for which a defendant is required to register as a sex offender under Chapter 62, Texas Code of Criminal Procedure; or (c) an equivalent offense under federal law or the laws of another state.

I certify that:

NONE (Section A) of the employees of Contractor and any subcontractors are covered employees, as defined above. If this box is checked, I further certify that Contractor has taken precautions or imposed conditions to ensure that the employees of Contractor and any subcontractor will not become covered employees. Contractor will maintain these precautions or conditions throughout the time the contracted services are provided.

OR

SOME (Section B) or all of the employees of Contractor and any subcontractor are covered employees. If this box is checked, I further certify that:

- (1) Contractor has obtained all required criminal history record information regarding its covered employees. None of the covered employees has a disqualifying criminal history.
- (2) If Contractor receives information that a covered employee subsequently has a reported criminal history, Contractor will immediately remove the covered employee from contract duties and notify the District in writing within 3 business days.
- (3) Upon request, Contractor will provide the District with the name and any other requested information of covered employees so that the District may obtain criminal history record information on the covered employees.
- (4) If the District objects to the assignment of a covered employee on the basis of the covered employee's criminal history record information, Contractor agrees to discontinue using that covered employee to provide services at the District.

Noncompliance or misrepresentation regarding this certification may be grounds for contract termination.

Does the vendor agree with the General Conditions Standard Terms and

Conditions or Item Specifications listed in this proposal

invitation?

Yes

None

81 Solicitation Deviation/Compliance

82 Solicitation Exceptions/Deviations Explanation

If the bidder intends to deviate from the General Conditions Standard Terms and Conditions or Item Specifications listed in this proposal invitation, all such deviations must be listed on this attribute, with complete and detailed conditions and information included or attached.

TIPS will consider any deviations in its proposal award decisions, and TIPS reserves the right to accept or reject any bid based upon any deviations indicated below or in any attachments or inclusions.

In the absence of any deviation entry on this attribute, the proposer assures TIPS of their full compliance with the Standard Terms and Conditions, Item Specifications, and all other information contained in this Solicitation.

83 Agreement Deviation/Compliance

Does the vendor agree with the language in the Vendor Agreement?

Yes

84 Agreement Exceptions/Deviations Explanation

If the proposing Vendor desires to deviate form the Vendor Agreement language, all such deviations must be listed on this attribute, with complete and detailed conditions and information included. TIPS will consider any deviations in its proposal award decisions, and TIPS reserves the right to accept or reject any proposal based upon any deviations indicated below. In the absence of any deviation entry on this attribute, the proposer assures TIPS of their full compliance with the Vendor Agreement.

85 Texas Business and Commerce Code § 272 Requirements as of 9-1-2017

SB 807 prohibits construction contracts to have provisions requiring the contract to be subject to the laws of another state, to be required to litigate the contract in another state, or to require arbitration in another state. A contract with such provisions is voidable. Under this new statute, a "construction contract" includes contracts, subcontracts, or agreements with (among others) architects, engineers, contractors, construction managers, equipment lessors, or materials suppliers. "Construction contracts" are for the design, construction, alteration, renovation, remodeling, or repair of any building or improvement to real property, or for furnishing materials or equipment for the project. The term also includes moving, demolition, or excavation. BY RESPONDING TO THIS SOLICITATION. AND WHEN APPLICABLE, THE PROPOSER AGREES TO COMPLY WITH THE TEXAS BUSINESS AND COMMERCE CODE § 272 WHEN EXECUTING CONTRACTS WITH TIPS MEMBERS THAT ARE TEXAS GOVERNMENT

ENTITIES.

(No Response Required)

Line Items		
	Response Total:	\$0.00

REFERENCES	
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Please provide three (3) references, preferably from school districts or other governmental entities who have used your services within the last three years. Additional references may be required. <u>DO NOT INCLUDE TIPS EMPLOYEES AS A REFERENCE.</u>

You may provide more than three (3) references.

Entity Name	Contact Person	Email	Phone
Garland ISD	Ruby Hart-Armstrong	rjarmstr@garlandisd.net	972-494-8201
Rio Hondo ISD	Dr. Sylvia Atkinson	spa@riohondoisd.net	956-748-1000
Mesquite ISD	Kathy Troxell	ktroxell@mesquiteisd.org	972-288-6411

#### **Certification Regarding Lobbying**

Applicable to Grants, Subgrants, Cooperative Agreements, and Contracts Exceeding \$100,000 in Federal Funds.

Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all covered subawards exceeding \$100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

Chicken Soup for the Soul, LLC	_
PO Box 700, Cos Cob, CT 06807	
Name/Address of Organization	_
Daniel Pess, CFO	
Name/Title of Submitting Official	_
- Qailfea	11-15-17
Signature	Date

#### FELONY CONVICTION NOTICE

#### FOR RESPONSE TO TIPS SOLICITATION

Statutory citation covering notification of criminal history of contractor is found in the Texas Education Code #44.034. Following is an example of a felony conviction notice:

State of Texas Legislative Senate Bill No. 1, Section 44.034, Notification of Criminal History, Subsection (a), states "a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony." Subsection (b) states "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

I, the undersigned agent for the firm named below, certify that the information concerning

#### THIS NOTICE IS NOT REQUIRED OF A PUBLICLY-HELD CORPORATION

### Complete only one of the three below: A <u>or</u> B <u>or</u> C.

Signature of Authorized Company Official:

notification of felony convictions has been reviewed by me and the following information furnished is true to the best of my knowledge.

Chicken Soup for the Soul

Official:

Print Authorized Company Official's Name

A. My firm is a publicly held corporation; therefore, this reporting requirement is not applicable.

Signature of Authorized Company Official:

OR

B. My firm is not owned nor operated by anyone who has been convicted of a felony:

Signature of Authorized Company Official:

OR

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony:

Name of Felon(s):

Details of Conviction(s):

You may attach anther sheet

## Federal Requirements for Procurement and Contracting with small and minority businesses, women's business enterprises, and labor surplus area firms.

The Education Service Center Region 8 and TIPS Members anticipate possibly using federal funds for procurement under this potential award and is required to obtain the following compliance assurance.

1. Will you be subcontracting any of your work under this award if you are successful? (Circle one)
✓ YES or NO
2. If yes, do you agree to comply with the following federal requirements? (Circle one)
✓ YES or NO
2 CFR §200.321 Contracting with small and minority businesses, women's business enterprises, and labor surplus area firms.
(a) The non-Federal entity must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
<ul> <li>(b) Affirmative steps must include:</li> <li>(1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists;</li> <li>(2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;</li> <li>(3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;</li> <li>(4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;</li> <li>(5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and</li> <li>(6) Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs</li> <li>(1) through (5) of this section.</li> </ul>
Company Name Chicken Soup for the Soul, LLC
Print name of authorized representative Daniel Pess, CFO
Signature of authorized representative
Date 11-15-17

#### **Texas Government Code 2270 Verification Form**

Texas 2017 House Bill 89 has been signed into law by the governor and as of September 1, 2017 will become law codified as Texas Government Code § 2270 and 808 et seq.

The relevant section addressed by this form reads as follows: Texas Government Code Sec. 2270.002. PROVISION REQUIRED IN CONTRACT. A governmental entity may not enter into a contract with a company for goods or services unless the contract contains a written verification from the company that it: (1) does not boycott Israel; and (2) will not boycott Israel during the term of the contract. I, <u>Daniel Pess - CFO</u> as an authorized representative of <u>Chicken Soup For the Soul LLC</u>, a contractor/vendor engaged by ESC Region 8/The Interlocal Purchasing System (TIPS) 4845 Highway 271 North Pittsburg, TX, 75686 verify by this writing that the above-named company affirms that it (1) does not boycott Israel; and (2) will not boycott Israel during the term of this contract, or any contract with the abovenamed Texas governmental entity in the future. I further affirm that if our company's position on this issue is reversed and this affirmation is no longer valid, that the above-named Texas governmental entity will be notified in writing within one (1) business day and we understand that our company's failure to affirm and comply with the requirements of Texas Government Code 2270 et seq. shall be grounds for immediate contract termination without penalty to the above-named Texas governmental entity. AND our company is not listed on and we do not do business with companies that are on the the Texas Comptroller of Public Accounts list of Designated Foreign Terrorists Organizations per Texas Gov't Code 2270.0153 found at https://comptroller.texas.gov/purchasing/docs/foreignterrorist.pdf I swear and affirm that the above is true and correct. 11-15-17 Signature of Named Authorized Company Representative

#### 171002 Books and Library and Educational Materials

## FAILURE TO PROPERLY COMPLETE THIS FORM AND SUBMIT WITH YOUR RESPONSE MAY RESULT IN A WAIVER OF YOUR RIGHTS UNDER THE LAW TO MAINTAIN CONFIDENTIALITY TREATMENT OF SUBMITTED MATERIALS.

CONFIDENTIAL INFORMATION SUBMITTED IN RESPONSE TO COMPETITIVE PROCUREMENT REQUESTS OF EDUCATION SERVICE CENTER REGION 8 AND TIPS IS GOVERNED BY TEXAS GOVERNMENT CODE, CHAPTER 552

If you consider any portion of your proposal to be confidential information and not subject to public disclosure pursuant to Chapter 552 Tex Gov't Code or other law(s), you must make a copy of all claimed confidential materials within your proposal and put this COMPLETED form as a cover sheet to said materials then scan, name "CONFIDENTIAL" and upload with your proposal submission. (You must include the confidential information in the submitted proposal as well, the copy uploaded is to indicate which material in your proposal, if any, you deem confidential in the event the District receives a Public Information Request.) Education Service Center Region 8 and TIPS will follow procedures of controlling statute(s) regarding any claim of confidentiality and shall not be liable for any release of information required by law. Pricing of solicited product or service may be deemed as public information under Chapter 552 Tex Gov't Code. The Office of Texas Attorney General shall make the final determination whether the information held by Education Service Center Region 8 and TIPS is confidential and exempt from public disclosure. I <u>DO NOT</u> desire to expressly waive any claim of confidentiality as to any and all information contained within our response to the competitive procurement process (e.g. RFP, CSP, Bid, RFQ, etc.) by completing the following and submitting this sheet with our response to Education Service Center Region 8 and TIPS. The attached contains material from our proposal that I classify and deem confidential under Texas Gov't Code Sec. 552 or other law(s) and I invoke my statutory rights to confidential treatment of the enclosed materials: Name of company claiming confidential status of material Title, and Signature of authorized company officer claiming confidential status of material Address ATTACHED ARE COPIES OF PAGES OF CONFIDENTIAL MATERIAL FROM OUR PROPOSAL Express Waiver: I desire to expressly waive any claim of confidentiality as to any and all information contained within our response to the competitive procurement process (e.g. RFP, CSP, Bid, RFO, etc.) by completing the following and submitting this sheet with our response to Education Service Center Region 8 and TIPS. Name of company expressly waiving confidential status of material

Printed Name, Title, and Signature of authorized company officer expressly waiving confidential status of material

State

**ZIP** 

Phone

City

Address

**Phone:** 855-398-0443



**Email:** education@chickensoupforthesoul.com

# 1. CASEL Competencies

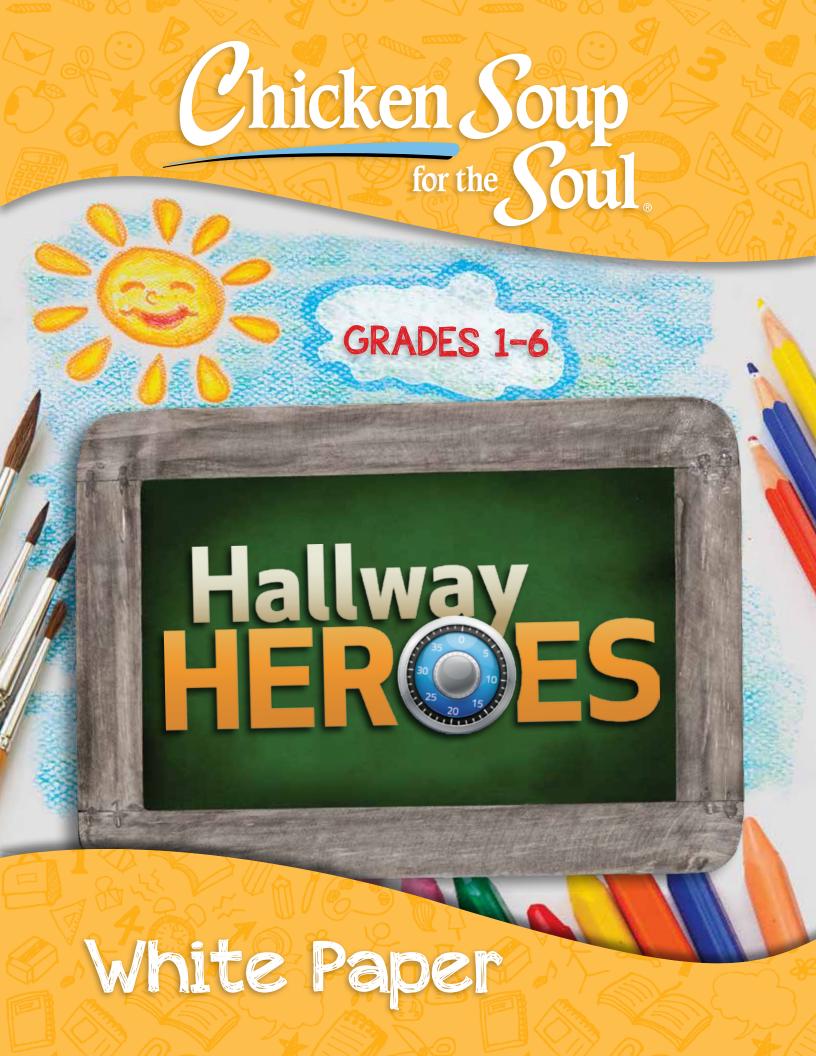
Just like any other skill, students must experience and work on SEL daily and in different contexts to stretch their social and emotional muscles. When students have opportunities to make real-life, real-time decisions in supported contexts, they are learning the basics for making better decisions as they get older and experience more complex social situations.

Current research suggests that school-based bullying prevention programs can be effective by focusing on the social and emotional climate of the school as well as the social and emotional skills of each member of the school community. To address bullying problems successfully, the school should have a culture of respect that is not only reinforced by school policies and classroom rules, but modeled by teachers, administrators, and parents.

Chicken Soup for the Soul Hallway Heroes has been developed using the Collaborative for Academic, Social, and Emotional Learning (CASEL) Core Competencies and is aligned to SEL objectives for all 50 states. Through the lessons and modules of the curriculum, students practice five interrelated sets of cognitive, affective, and behavioral competencies:

- Self-Awareness: Students accurately assess their feelings, interests, values, strengths, and abilities to build and maintain a well-grounded sense of self-confidence. Students who have difficulty managing their emotions are more likely to bully others and strike out aggressively. Also, students who report high levels of sadness and emotional instability are more likely to be bullied and are vulnerable to further victimization.
- Self-Management: Students regulate their emotions to handle stress, control impulses, and persevere in overcoming obstacles; set personal and academic goals and then monitor progress toward achieving them; and express emotions constructively.
   Students who can effectively manage their emotions are less likely to bully others or be bullied. Emotional outbursts and provocation increases the likelihood of bullying or falling victim to bullying behaviors.
- Social Awareness: Students empathize with others; recognize and appreciate individual
  and group differences; identify and follow societal standards of conduct; and recognize
  and use family, school, and community resources. Students who act as passive
  bystanders to bullying report a lack of empathy toward the victims of bullying. Students
  who are active bystanders to bullying attribute their intervention to feelings of empathy
  toward the victim and general concern for their wellbeing. Because of the anonymous
  nature of cyberbullying, without social awareness, students may not consider the effects
  of their actions on victims.

- Relationship Skills: Students establish and maintain healthy and rewarding relationships based on cooperation; resist inappropriate social pressure; prevent, manage, and resolve interpersonal conflict; and seek help when needed. Students who can create and sustain friendships and resist peer pressure are more likely to actively defend victims, resist direct participation in bullying, discourage bullying behavior, and seek assistance when needed.
- Responsible Decision Making: Students use problem-solving skills to make decisions based on consideration of ethical standards, safety concerns, appropriate standards of conduct, respect for others, and likely consequences of various actions; apply decisionmaking skills to academic and social situations; and contribute to the well-being of the school and community. Students who think through the consequences of their actions are less likely to act or react aggressively by engaging in bullying or cyberbullying behavior.



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### Introduction

Bullying is a significant problem in today's schools. Bullying is defined as unwanted, aggressive behavior among students that involves a power imbalance, both perceived and real (U.S. Department of Health and Human Services, 2015). Bullying can occur in various social contexts such as playgrounds and classrooms, as well as locations away from school and online.

In a 2015 National Center for Education Statistics report, 21 percent of students aged 12-18 reported being bullied at school. Rumors (18.3 percent) and name calling (17.6 percent) are the most frequent forms of bullying encountered by students. Bullying, however, often goes unreported by students. In one study, 47 percent of high school students who had been bullied indicated that they did not inform anyone about their bullying experiences (Olweus & Limber, 2010). It is possible that a lack of confidence in how schools respond to bullying hinders students from reporting bullying incidents. Over two-thirds of students perceive that schools respond poorly to bullying (Cohn & Cantor, 2013).

In response to this concern, recent research has shown that relationships are critical to bullying prevention (Espelage, 2012). Anti-bullying efforts are now using social-emotional learning (SEL) as a framework for addressing bullying in schools (Jones, Doces, Swearer, & Collier, 2013). The Collaborative for Academic, Social, and Emotional Learning defines SEL as the process through which children and adults learn how to manage their emotions, define positive goals, express empathy for others, maintain positive relationships, and engage in responsible decision-making. From an SEL perspective, bullying prevention initiatives emphasize school climate, as well as social and emotional competence (CASEL, 2009). SEL-based interventions have been associated with decreased bullying (Brown, Low, Smith, & Haggerty, 2011; Espelage, Low, Polanin, & Brown, 2013).

Just as enhancing SEL requires adopting new attitudes and behaviors, so does repurposing the use of literacy instruction as a primary tool for students to construct new ideas about the world around them (Gambrell, Malloy, & Mazzoni, 2011). Narratives have emerged as a promising strategy for bullying intervention programs (Cowie & Jennifer, 2008). Immersing oneself in stories can result in changes in attitudes and intentions based on the reading (Green, 2008). Narratives, and especially real-life stories, are well suited for bullying prevention programs intended to alter student perspectives. Stories serve as vehicles for students to develop and practice SEL skills. Through stories, children gain problem-solving skills, consider multiple perspectives, and interact with role models, all of which can reduce bullying (Cowie & Jennifer, 2008).

Chicken Soup for the Soul Hallway Heroes aims to combat bullying in schools. By using real-life narratives as primary tools to learn SEL skills, the program is focused on encouraging the goals of universal tolerance, acceptance, respect, kindness, and compassion and promoting social-emotional learning. The program is based on current research in bullying prevention, social-emotional learning, and literacy. The purpose of this white paper is to describe Chicken Soup for the Soul Hallway Heroes in more detail, as well as provide a description of the underlying research and practices supporting Chicken Soup for the Soul Hallway Heroes.

# Chicken Soup for the Soul Hallway Heroes: A Literacy-Based Anti-Bullying Program

Chicken Soup for the Soul Hallway Heroes is designed to combat bullying by providing students in grades 1-6 with opportunities to develop and practice the five critical SEL competencies through narrative and storytelling. The program's curriculum includes 12 lessons per grade based on the book of real-life stories, *Chicken Soup for the Soul: Be the Best You Can Be.* 

A compilation of narratives written by many authors, the stories used in *Chicken Soup for the Soul: Be the Best You Can Be* are real-life accounts of events that each author has experienced personally. The authors, both students and adults, share their joy, pain, sadness, hope, and wisdom by telling stories of challenges faced, obsta-

cles overcome, and lessons learned in their childhoods. By using real-life stories in each lesson, Chicken Soup for the Soul Hallway Heroes connects students to the themes and topics of the program in deeper, more powerful ways than fictional accounts or scenarios can.

Each lesson teaches at least one of the five SEL competencies, as well as essential reading and writing skills. Literacy skills emphasized include: reading comprehension; writing narrative and persuasive texts; speaking, listening, and writing in response to literature; and using writing for inquiry and research. Students are also asked to deepen their understanding of the stories, moving from simply identifying the setting, characters, and events of the story to making inferences about how characters' traits affect their response to major events or how they overcame obstacles. Throughout the lessons, students use journals to reflect on questions and deepen their understanding of the stories and themselves.

Chicken Soup for the Soul Hallway Heroes was developed using the 7E model (Eiskencraft, 2003), which includes the additional instructional elements, *elicit* and *extend*, in addition to the 5E model's original elements (i.e., *engage*, *explore*, *explain*, *elaborate*, and *evaluate*). The 7E model ensures that students draw from prior experiences and apply new learning to real-world situations. The social-emotional competencies taught in Chicken Soup for the Soul Hallway Heroes are learned at a deeper level when students have multiple opportunities to apply new learning in new contexts, simulations, and real-world scenarios. The curriculum also incorporates project-based learning and group work, as well as a service-learning component. Lessons are also integrated with other subject areas such as fine arts, social studies, and technology applications.

Through active, engaging learning activities based on real-life narratives, Chicken Soup for the Soul Hallway Heroes provides students with opportunities to develop the social-emotional skills they need to combat the bullying behaviors so prevalent in the life of children and teenagers today. Chicken Soup for the Soul Hallway Heroes provides a promising approach to help students address bullying behaviors through tolerance, respect, and compassion. In the next section of the white paper, research that informed the development of the program will be discussed.

## The Bullying Problem

#### Prevalence of Bullying

Bullying is a pervasive problem that affects students of all ages. During the 2012-2013 school year, among students aged 12-18, 21 percent reported being bullied at school National Center for Education Statistics, 2015). In 2012-2013, nearly seven percent of students 12-18 reported being a victim of online bullying, or cyberbullying (National Center for Education Statistics, 2015), which involves the use of electronic technology in bullying and includes online harassment and victim blaming. A later study reported that close to 15 percent of students reported cyberbullying (National Center for Disease Control, 2014). Since students are using more social media, such as Facebook and Twitter, cyberbullying incidents are expected to increase (The Complicated Web of Teen Lives, 2015).

Of those who are bullied, 34 percent experience bullying behaviors once a month or more, and six percent of them are bullied every day (Dinkes, Kemp, & Baum, 2009). Reported bullying incidents do not completely represent actual incidents. By the time that students graduate from high school, it is likely that nearly all students will have been exposed to some type of bullying behavior (Dinkes et al., 2009).

Types of bullying behaviors include direct (e.g., physical aggression) and indirect (e.g., name calling and rumors). Boys experience more direct aggression than girls (Lundh, Daukantait, & Wangby-Lundth, 2014). Students are bullied for a variety of reasons with the most common reasons attributed to physical appearance and race (Davis and Nixon, 2010).

#### Cyberbullying

The Cyberbullying Research Center reports that nearly 25 percent of students surveyed over eight studies have said they have been cyberbullied in their lives, and 9 percent indicated they were cyberbullied in the previous 30

days (Cyberbullying Research Center, 2015). In many studies, cyberbullying has been linked to low self-esteem, suicidal thoughts, anger, frustration, and other emotional or psychological problems (Brighi et al., 2012; Hinduja & Patchin, 2010; Kowalski & Limber, 2013; Patchin & Hinduja, 2010; Wang, Nansel, & Iannotti, 2011). The Chicken Soup for the Soul Hallway Heroes curriculum equips students with the social-emotional skills needed to respond to these situations both in person and online.

#### Implications of Bullying

Bullying has detrimental short- and long-term implications on students. Bullying prevents students from achieving academic success in school by affecting their physical, interpersonal, and mental well-being. Students victimized by bullying experience a higher risk of the following:

- Depression and anxiety, as well as sleep difficulties, and disruptions in school adjustment (Center for Disease Control, 2012)
- Health challenges (e.g., headaches and stomach aches) (Gini and Pozzoli, 2013)

The risks of bullying are not limited to the victims. Students who exhibit bullying behaviors towards others are also at risk for substance use, academic problems, and other violent behaviors (Center for Disease Control, 2012).

### Importance of Relationships in Bullying Prevention Initiatives

Relationships are important to students. Bullying is a social enterprise that obstructs relationships. A positive school climate, which includes supportive relationships between students and staff, serves as a factor in reducing bullying behaviors and teasing, as well as minimizing aggressive attitudes (Espelage, 2012; Klein, Cornell, & Konold, 2012). School-based bullying prevention programs can reduce bullying behaviors by at least 25 percent (McCallion and Feder, 2013). Successful bullying interventions require open communications with adults, models of kindness and respect, and broad awareness of support structures (U.S. Department of Education, 2015). Accessing the support of others, especially peers, is the most positive factor identified by students in addressing bullying concerns (Davis and Nixon, 2010). These findings are consistent with the White House's Conference on Bullying Prevention (2011). The goal of current bullying prevention initiatives is to

...better integrate bullies and the children they harass into the social fabric of the school and better inform educators of how to recognize, understand, and help guide children's relationships. With guidance from caring, engaged adults, youth can organize themselves as a force that makes bullying less effective as a means of social connection or as an outlet for alienation (Rodkin, 2011).

Caring relationships and positive social interactions are integral components of Chicken Soup for the Soul Hallway Heroes. Students learn how to address bullying behaviors by making thoughtful decisions, treating others with respect and empathy, and creating socially aware and compassionate communities. Given the need to enhance relationships in bullying prevention, recent anti-bullying efforts have incorporated SEL competencies in enhancing positive relationships and prosocial behaviors (Jones, Doces, Swearer, & Collier, 2013). As a framework, SEL is well suited for anti-bullying interventions because of the emphasis placed on emotional regulation, positive relationships, and responsible decision-making.

# **Social-Emotional Learning**

The most effective SEL bullying prevention programs are embedded throughout the school environment. SEL is most beneficial when it is integrated schoolwide—not just in classrooms or as interventions with select students (CASEL, 2009). Ideally, prevention programs provide training for all stakeholders, including school staff and faculty, students, and parents (Jones, Doces, Swearer, & Collier, 2013). All stakeholders have responsibility for creating a safe school climate (Cohen, McCabe, Michelli, & Pickeral, 2009).

In Chicken Soup for the Soul Hallway Heroes, students work with peers and teachers to practice developing

social and emotional skills. As students reflect on the real-life stories they read, they will gain a deeper understanding of their own feelings, as well as the feelings of others. Empathy will encourage students to better support their peers and their school, and compassion will instill the desire to take action when needed. Chicken Soup for the Soul Hallway Heroes is consistent with the goals of the SEL programs, because of the emphasis placed on understanding self and others, as well as changing behaviors, based on enhanced SEL skills.

The goals of SEL programs (CASEL, 2015) are as follows:

- Facilitate self-awareness, social awareness, relationship, and responsible decision-making skills
- Enhance student attitudes and beliefs about self, others, and school

Effective SEL programs comprise the following characteristics (CASEL, 2013): repeated opportunities to practice new skills and behaviors, sequenced step-by-step training, active forms of learning, specific time and attention on skill development, explicit definition of skills, and multi-year duration. Additionally, ongoing high quality training and support for school staff facilitates successful implementation.

#### Effectiveness of SEL Bullying-Prevention Programs

There is emerging evidence that bullying-prevention programs based on the SEL framework enhance positive student outcomes. In several randomized control trials, interventions with an SEL component reduced student bullying (Espelage, 2012). One program (grades 3-6), which includes explicit skills instruction in 11 classroom lessons, increased positive bystander behaviors and decreased physical bullying (Jones, Doces, Swearer, & Collier, 2013). Consistent with a whole-school approach to SEL, all administrators and school staff participated in the program.

Another SEL intervention program, which is designed for preK-8 students, focuses on empathy, emotion management, friendship skills, and problem solving. Students have opportunities to practice skills and engage in cross-curricular lessons that include stories and discussions. Participation in this program resulted in a 30 percent reduction in physical fights after one year of 15 SEL lessons (Espelage, Low, Polanin, & Brown, 2013). In another study of this program, students experienced 56 percent less homophobic name calling and 39 percent less sexual violence perpetration (Espelage, Low, Polanin, & Brown, 2015).

Another SEL program (preK-6<sup>th</sup> grade) is designed to encourage peaceful conflict resolution, emotion regulation, empathy, and responsible decision making. Lessons include the application of information to practical settings. In several randomized control studies, this program improved academic performance and positive social behavior, as well as decreased conduct problems and emotional distress (Domitrovich, Cortes, & Greenberg, 2007).

Based on the studies discussed, as well as other reviews (Jones et al., 2013), there is evidence to support the effectiveness of a social-emotional learning framework for bullying-prevention programs. Many effective programs are consistent with the Chicken Soup for the Soul Hallway Heroes approach as they provide students with ongoing opportunities to practice SEL skills and apply new skills to settings in real-life situations. In Chicken Soup for the Soul Hallway Heroes, real-life stories are used to spark dialogue, active learning and journaling to help students learn bullying prevention skills. Ultimately, effective programs are comprehensive in nature and reinforce new skills throughout the day.

# **Literacy-Based Curriculum**

Bullying-prevention and SEL programs should not be divorced from the school context. They need to be purposefully linked to academics and the school curriculum (Elias et al, 1997). Without this interdependence, educators and students may experience a mishmash of fragmented components. SEL concepts should pervade academic subjects such as literacy development (Zins, Weissberg, Wang et al, 2004). Infusing SEL throughout the school day also contributes to program sustainability.

A literacy-based curriculum provides a relevant context for an SEL approach to bullying prevention. Language arts offers students the possibility to experience and embrace diverse perspectives. According to the National Council of Teachers of English's (NCTE) core values, English language arts classrooms offer unique spaces for students to develop their own voices, respect other voices, explore multiple forms of literacy, value differences, and experience relevant and inclusive classrooms.

Effective literacy instruction is consistent with current approaches to bullying prevention. Literacy instruction does not occur in isolation. Students and teachers learn together in communities (Pressley, 2007). In the 21<sup>st</sup> century, students are required to gain meaningful conceptual understanding of texts (Gambrell et al., 2011). Students construct their own understanding of text they read rather than simply recalling simple facts. Comprehensive literacy instruction supports the personal, intellectual, and social elements of literacy (Gambrell et al., 2011). Students apply information to critical, real-world issues. Ultimately, teachers aim to engage students in genuine literacy activities (Duffy, 2003).

In a literacy curriculum, narratives, or stories, serve as vehicles for student exploration and application. According to narrative transportation theory, narratives change perspectives by transporting individuals into the story (Green & Brook, 2003). Transportation occurs similarly for fiction and non-fiction stories, as well as equally for men and women (Green & Brook, 2003). Cognitive and emotional attachment to the story can facilitate changes in attitudes, beliefs, and behaviors. Transportation persuades individuals. Being transported can eliminate opposing viewpoints and spark enhanced personal connection to a story, as well as personal identification with characters (Green & Sestir, 2015). Multiple studies confirm the role of stories as change agents (Appel & Richter, 2007; Green, 2006; Green & Brook, 2000; Murphy, Frank, Chatterjee et al., 2013, Slater, 1990, 1997).

Real-life narratives, such as the stories in *Chicken Soup for the Soul: Be the Best You Can Be*, can stimulate empathy, tolerance, and acceptance, all of which are critical components to SEL and bullying-prevention programs. Researchers agree that the emotions and beliefs found in stories influence reader's emotions and beliefs (Kreuter, Green, Cappella et al., 2007; Gilbert, 1991; Cohen & Mallon, 2001). Similar to empathy, emotions experienced during transportation can evoke perspective taking (Green & Sestir, 2015). Transportation can affect how individuals view others. In one study, Mazzocco, Green, Sasota, & Jones (2010) found that highly transportable individuals (i.e., those who have greater involvement with and absorption of the narrative) had more positive attitudes about lifestyles different from their own. Consistent with comprehensive literacy instruction, narratives can be used for critical examination and reflection. Narratives provide students with opportunities to engage, empathize, and transform attitudes and behaviors.

As a literacy-based program, Chicken Soup for the Soul Hallway Heroes is aligned with current English language arts and literacy standards in all 50 states, as well as national standards. The program supports student literacy development in reading and comprehension of narrative text; speaking, and listening; writing in response to literature; and writing across multiple genres. Consistent with effective comprehensive literacy instruction, Chicken Soup for the Soul Hallway Heroes supports literacy as a social enterprise, student representation of knowledge, and application of information to the real world.

### Conclusion

Bullying is a serious problem that negatively affects schools and students, as well as threatening the well-being of students and schools (Center for Disease Control, 2012). Increasing evidence points to an SEL framework to address the bullying problem (Espelage, 2002). Effective bullying-prevention programs nurture SEL skills (Jones et al., 2013), which include empathy, positive relationships, and responsible decision-making. Further, SEL programs should be interwoven in the school (Zins et al., 2004). Along with a literacy focus, SEL programs focused on bullying prevention have been shown to reduce bullying behavior and improve school climate. In particular, narratives can transport students and ultimately alter their perspectives about critical social issues (Green & Brook, 2000).

Chicken Soup for the Soul Hallway Heroes is a literacy-based curriculum that focuses on the enhancement of SEL skills to combat bullying and cyberbullying behaviors through the use of real-life narratives. The following skills are emphasized in the program:

- Identifying skills and traits of characters to address bullying behaviors and how their actions affect story outcomes
- Explore what bullying behaviors looks like when they are done online and using digital devices and how they can be addressed
- Applying story lessons or strategies concerning bullying behaviors to students' own lives
- Writing narrative and persuasive texts on bullying behaviors, respect, compassion, and tolerance
- · Engaging in inquiry and research about community issues
- Participating in discussions and collaborative groups to generate solutions to bullying and cyberbullying behaviors

By engaging students in the authentic development of strategies to address bullying behaviors, students assume ownership of the problems of bullying behaviors in their school and community. Enhancing SEL skills such as empathy and the management of emotions will contribute to a healthier school climate and ultimately reduce incidents of bullying behaviors. Consistent with evidence-based bullying interventions, Chicken Soup for the Soul Hallway Heroes, a literacy-based anti-bullying program, is grounded in current research on bullying prevention, social-emotional learning, and literacy development.

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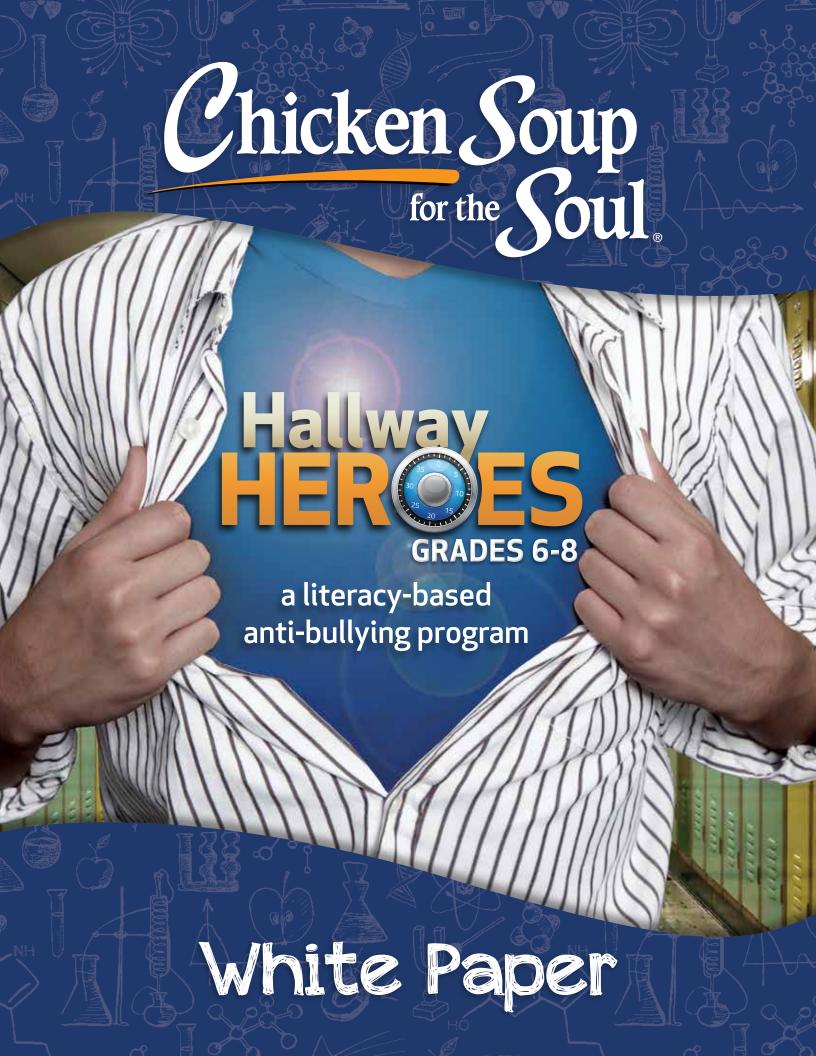
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### Introduction

Bullying is a significant problem in today's schools. Bullying can occur in various social contexts, such as common areas and classrooms, locations away from school, and online (i.e., cyberbullying). Bullying is defined as unwanted, aggressive behavior that involves a power imbalance, both perceived and real (U.S. Department of Health and Human Services, 2015).

In a 2015 National Center for Education Statistics report, 21% of students aged 12–18 reported being bullied at school. Rumors (18.3%) and name calling (17.6%) were identified as the most frequent forms of bullying encountered by students. Bullying, however, often goes unreported by students. In one study, 47% of high school students who had been bullied indicated that they did not tell anyone about their bullying experiences (Olweus & Limber, 2010). It is possible that a lack of confidence in how schools respond to bullying keeps students from reporting bullying incidents. Over two thirds of students perceive that schools respond poorly to bullying (Cohn & Canter, 2003).

Bullying can have many detrimental short- and long-term consequences for students. It can interfere with their academic success by affecting their physical, interpersonal, and physiological well-being, and students who have been victimized by bullying are at higher risk for depression, anxiety, sleep difficulties, and health challenges (Gini & Pozzoli, 2013). The effects of bullying are not limited to the targets of the bullying behaviors. According to the Center for Disease Control (2012), students who target others are also at risk for substance use, academic problems, and violent behaviors.

Research has shown that relationships are critical to bullying prevention (Espelage, 2012). A positive school climate, which includes supportive relationships between students and staff, can reduce bullying and minimize aggressive attitudes (Espelage, 2012; Klein, Cornell, & Konold, 2012). Emerging research shows that the most effective policies to reduce bullying behaviors are those that promote positive school environments and social-emotional learning for all students. Programs are most effective at reducing bullying behaviors when they combine multiple components, including social-emotional learning, decision-making strategies, de-escalation approaches, coping skills, and methods for reporting bullying incidents (The National Academies of Sciences, Engineering, and Medicine, 2016).

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social-emotional learning (SEL) as the process through which children and adults learn how to manage their emotions, define positive goals, express empathy for others, maintain positive relationships, and engage in responsible decision-making. From an SEL perspective, bullying prevention initiatives enhance school climate and social and emotional competence (CASEL, 2009). It is no surprise that because SEL-based interventions have been associated with decreased bullying (Brown, Low, Smith, & Haggerty, 2011; Espelage, Low, Polanin, & Brown, 2013) anti-bullying efforts now frequently integrate social-emotional learning as a framework through which to address bullying in schools (Jones, Doces, Swearer, & Collier, 2013).

Further, since the most effective anti-bullying programs foster supportive relationships, instructional practices that provide structured opportunities for student collaboration have the potential to be particularly effective in bullying prevention. Two such collaborative approaches—project-based learning (PBL) and service learning—can foster new SEL skills through engaging, authentic activities.

The use of narratives has also emerged as a promising strategy for bullying intervention programs (Cowie & Jennifer, 2008). Literacy instruction can provide a mechanism for students to construct new ideas about the world around them (Gambrell, Malloy, & Mazzoni, 2011) through immersion in stories that result in changes in attitudes and intentions (Green, 2008). Narratives, and especially real-life stories, are well suited for bullying prevention programs that are intended to alter student perspectives. Stories can serve as vehicles for students to develop and practice SEL skills. Through stories, children can gain problem-solving skills, consider multiple perspectives, and interact with role models, all of which can reduce bullying behaviors (Cowie & Jennifer, 2008).

Chicken Soup for the Soul Hallway Heroes aims to proactively combat bullying behaviors in schools by using real-life narratives as a primary tool to learn SEL skills and to focus on the goals of universal tolerance, acceptance, respect, kindness, and compassion. The program is based on current research in bullying prevention, social-emotional learning, and literacy.

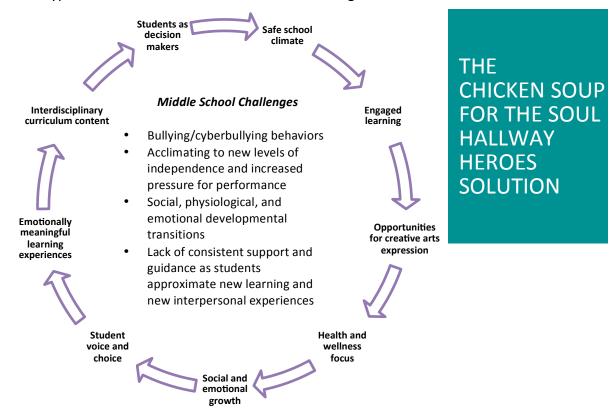
# Chicken Soup for the Soul Hallway Heroes: A Literacy-Based Anti-Bullying Program

The Chicken Soup for the Soul Hallway Heroes middle school program provides students in grades 6–8 the opportunity to combat bullying and cyberbullying behaviors by developing and practicing social-emotional learning (SEL) competencies through narrative and storytelling, as well as project-based learning (PBL). The program's curriculum includes 12 lessons per grade based on the book of real-life stories, *Chicken Soup for the Soul: Create Your Best Future*.

Chicken Soup for the Soul Hallway Heroes is a proactive program based on the following principles in action:

- Creating a positive environment: Identifying the behaviors that are considered bullying, creating original examples and non-examples of bullying and cyberbullying behaviors, and analyzing the consequences and enduring effects of bullying and cyberbullying behaviors.
- Applying problem-solving strategies: Devising strategies of what to do in various bullying and cyberbullying situations and how to report bullying and cyberbullying behaviors.
- **Empowering bystanders:** Identifying and practicing strategies bystanders can use to address bullying situations in person and online.
- Participating in an ongoing, dynamic process: Planning, acting, and reflecting on individual and class efforts to improve schools, homes, and the community.

Chicken Soup for the Soul Hallway Heroes offers a solution to address the common challenges that are typical of adolescents in a middle school setting.



Adapted from: http://www.ascd.org/publications/books/106044/chapters/Middle-Schools@-Social,-Emotional,-and-Metacognitive-Growth aspx

# EMOTIONALLY MEANINGFUL LEARNING EXPERIENCES

The stories used in *Chicken Soup for the Soul: Create Your Best Future* are personal narratives through which the authors, both students and adults, share their joy, pain, sadness, hope, and wisdom. They tell stories of challenges faced, obstacles overcame, and lessons learned. By using real-life stories in each lesson, Chicken Soup for the Soul Hallway Heroes connects students to the themes and topics of the program in deeper, more powerful ways than fictional accounts or scenarios can.

Each lesson addresses at least one of the five critical SEL competencies, as well as essential reading and writing skills. Literacy skills include reading comprehension; writing narrative and persuasive texts; speaking, listening, and writing in response to literature; and writing for inquiry and research. Students are also asked to deepen their understanding of the stories, moving from simply identifying the setting, characters, and events of the story to making inferences about how characters' traits affect their responses to major events or how the characters overcame obstacles. Throughout the lessons, students use journals to reflect on questions and deepen their understanding of the stories and themselves.

The curriculum also utilizes project-based learning, higher-order questioning and discussion techniques, student-centered learning, and collaborative learning processes. The social-emotional competencies taught in Chicken Soup for the Soul Hallway Heroes are

internalized through these opportunities to apply new learning to different contexts, simulations, and real-world scenarios.

# INTERDISCIPLINARY CURRICULUM CONTENT

Chicken Soup for the Soul Hallway Heroes was developed using the 7E model (Eisenkraft, 2003), which supplements the original 5E model's core elements (*engage*, *explore*, *explain*, *elaborate*, and *evaluate*) with two additional instructional elements: elicit and extend. The 7E model ensures that students draw from prior experiences and apply new learning to real-world situations. Each lesson includes two *elaborate* 

instructional elements: *Elaborate—Cyberbullying* and *Elaborate—Project-Based Learning*. The curriculum was developed with an adaptable, interdisciplinary design. In addition to being aligned to literacy and SEL standards, all lessons are aligned to a broad array of standards across multiple content areas, which include fine arts, social studies, and technology applications. Therefore, the program can be easily integrated with social studies, health, and other content areas and be taught during those classes or in a homeroom or advisory period.

Through active, engaging learning activities based on real-life narratives, Chicken Soup for the Soul Hallway Heroes provides students with opportunities to develop the social-emotional skills needed to combat the bullying behaviors prevalent in the lives of children and young adults. Chicken Soup for the Soul Hallway Heroes helps students address these bullying behaviors through tolerance, respect, and compassion. Development of the program was informed by a strong research base, summarized and discussed in the next several sections.



## **The Bullying Problem**

Bullying is a ubiquitous problem that affects students of all ages. The following statistics demonstrate the prevalence of bullying in schools:

- According to the National Education Association, nearly one in three students say they have been bullied at some time during the school year (National Center for Education Statistics, 2015).
- Twenty-four percent of elementary and secondary schools report daily or weekly incidents of bullying (National Center for Education Statistics, 2015).
- Of students who are bullied, 34% experience bullying behaviors once a month or more, and 6% of them were bullied every day (National Center for Education Statistics, 2015).

Experts estimate that some student groups are particularly vulnerable. These groups include individuals who have disabilities; who have physical size and ability differences; who are lesbian, gay, bisexual, or transgender; who have different interests, behaviors, or personalities; or who have few same-ethnicity peers at school.

Unfortunately, young people commonly underreport bullying. One study examined 51 characteristics of bullying behaviors, bullying targets, and bullying targets' behaviors to determine which were associated with reporting the incidents to school officials.

Researchers found that 64% of children who were bullied did not report bullying incidents (Petrosino, Guckenburg, DeVoe, & Hanson, 2010).

There are many reasons why targets of bullying or cyberbullying often do not report the behavior to adults, including fear of retaliation, being excluded, getting into trouble, or being considered a "snitch." Students may also be confused as to whether the situation actually qualifies as bullying or cyberbullying. For many of the same reasons, bystanders often do not report bullying or cyberbullying behaviors (Dillon, 2015).

### Cyberbullying

The vast majority of students have been online and have witnessed or participated in cyberbullying behavior, either as a bystander, the target, or the aggressor. According to StopBullying.gov cyberbullying is: "Bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles."

Like traditional bullying, cyberbullying is an act of aggression, includes a power imbalance, and often involves repeated behaviors (Hunter, Boyle, & Warden, 2007; Kowalski, Limber, & Agatston, 2012; Olweus, 2013; Smith, del Barrio, & Tokunaga, 2012). However, unlike traditional bullies, perpetrators of cyberbullying perceive themselves to be anonymous (Diener, 1980; Postmes & Spears, 1998), eliminating physical stature as a limiting factor and making empathy and remorse less likely because the person exhibiting the bullying behaviors does not directly see the impact of his or her behavior (Sourander et al., 2010). This phenomenon is known as the disinhibition effect. Further, whereas traditional bullying typically occurs at school during the day with a limited number of witnesses, cyberbullying can occur 24 hours a day, seven days a week, with a potential audience of thousands.

The nine most recent studies from the Cyberbullying Research Center found an average of 26% of middle and high school students report they have been targets of cyberbullying (Cyberbullying.org, 2015). Other researchers have found the problem of cyberbullying to be even more pervasive, with some studies observing that nearly 75% of school-age children have experienced aggression at least once in the past year (Juvonen & Gross, 2008; Katzer, Fetchenhauer, & Belschak, 2009). Similar to traditional bullying, cyberbullying is especially prevalent during the middle school years (Kowalski et al., 2012), with some research suggesting that cyberbullying increases after fifth grade and peaks during eighth grade (Hinduja & Patchin, 2008). Other studies find that different types of cyberbullying activities vary by age (e.g., text messaging or picture bullying are less common in younger adolescents than older adolescents) (Smith, Mahdavi, Carvalho, Fisher, Russell, & Tippett, 2008).

Traditional bullying and cyberbullying appear related. For example, one study found that perpetrators of cyberbullying in the last six months were 2.5 times more likely to also carry

out traditional bullying than those who had not engaged in cyberbullying (Hinduja & Patchin, 2008).

### Implications of Bullying and Cyberbullying

The adverse psychological, physical, and academic effects of bullying and cyberbullying in middle school warrant considerable concern. In several studies, cyberbullying has been linked to low self-esteem, suicidal thoughts, anger, frustration, and other emotional or psychological problems (Brighi et al., 2012; Hinduja & Patchin, 2010; Kowalski & Limber, 2013; Patchin & Hinduja, 2010).

In an anonymous survey of over 900 students in grades 6–12, Kowalski and Limber (2013) found that "depression, anxiety, self-esteem, self-reported health problems, absences from school, leaving school because of illness, and [lower] grades were, with only one exception, significantly related to students' involvement in cyberbullying others, being cyberbullied, bullying others through traditional means, and being bullied through traditional means" (p. 518). The strongest correlations were found between cyber victimization and depression, traditional victimization and anxiety, and traditional victimization and health problems. Clearly, involvement in bullying behaviors can have significant physical and emotional consequences.

### How to Address Bullying and Cyberbullying

School-based bullying prevention programs have been found to reduce bullying by at least 25% (McCallion & Feder, 2013). Successful bullying interventions encourage open communications between students and adults, model kindness and respect, and promote a broad awareness of support structures (U.S. Department of Education, 2015). Accessing the support of others, especially peers, is a factor most frequently identified by students in addressing bullying concerns (Davis & Nixon, 2010). These findings are consistent with the White House's Conference on Bullying Prevention (2011), an initiative with the goals of improving educators' ability to guide children's relationships and empowering youth to organize themselves in ways that render bullying "less effective as a means of social connection or as an outlet for alienation" (Rodkin, 2011).



Chicken Soup for the Soul Hallway Heroes explores the motivations behind cyberbullying behavior and how technology use and the disinhibition effect often make it easy for students to engage in these behaviors. The curriculum seeks to build classroom and academic environments in which bullying and cyberbullying behaviors cannot thrive because students practice kindness and respect for others, appreciate differences, and foster positive environments in person and online. The curriculum also focuses on empowering targets and bystanders. In addition, students practice empathy and perspective-taking so they can see the impact their own bullying actions might have on others.

Each lesson in the middle school modules include a distinct cyberbullying section with activities and scenarios. Students define cyberbullying behaviors for themselves and identify examples of various forms of cyberbullying. Students also consider the interactions they have with others online, create strategies to make online communities safe and respectful, and reflect on the appropriate behaviors they can demonstrate online.

Additionally, students analyze real-life scenarios of cyberbullying and develop ways to address negative or aggressive online behavior. Finally, students respond to real-life needs by completing a project-based learning assignment.

STUDENTS AS DECISION MAKERS Caring relationships and positive social interactions are integral components of Chicken Soup for the Soul Hallway Heroes. Students learn to address bullying behaviors by making thoughtful decisions, treating others with respect and empathy, and creating socially aware and compassionate communities. Given the need to strengthen relationships in order to prevent bullying, recent anti-bullying efforts have incorporated SEL competencies in enhancing positive relationships and prosocial behaviors (Jones, Doces, Swearer, & Collier, 2013). As a framework, SEL is well suited for anti-bullying interventions because of the emphasis placed on emotional regulation, positive relationships, and responsible decision-making.

### **Social-Emotional Learning**

Students derive the greatest benefit from social-emotional learning (SEL) when it is integrated schoolwide rather than relegated to select classrooms or provided in the form of an intervention with select students (CASEL, 2009). Ideally, prevention programs provide training for all stakeholders, including school staff/faculty, students, and parents or guardians (Jones, Doces, Swearer, & Collier, 2013), all of whom have responsibility for creating a safe school climate (Cohen, McCabe, Michelli, & Pickeral, 2009).

The goals of SEL programs are to facilitate self-awareness, social awareness, relationships, responsible decision-making skills, and to enhance student attitudes and beliefs about self, others, and school (CASEL, 2015). Effective SEL programs are characterized by repeated opportunities to practice new skills and behaviors, sequenced step-by-step training, active forms of learning, specific time and attention on skill development, explicit definition of skills, and multi-year duration. Additionally, ongoing high quality training and support for school staff increases the likelihood of successful implementation (CASEL, 2013).

In Chicken Soup for the Soul Hallway Heroes, students work with peers and teachers to develop and practice social and emotional skills. As students reflect on the real-life stories they read and engage in the lesson activities, they gain a deeper understanding of their own feelings and the feelings of others. Empathy encourages students to better understand their peers and their school. Empathy provokes compassion and creates a desire to take action. Chicken Soup for the Soul Hallway Heroes is consistent with the goals of SEL programs because of its emphasis on understanding self and others and taking action.

### **Effectiveness of SEL Bullying Prevention Programs**

Emerging evidence suggests that bullying prevention programs based on an SEL framework can produce positive student behavioral outcomes and decreased bullying behaviors (Brown et al., 2011; Espelage et al., 2013). Subsequently, many anti-bullying efforts now use SEL as a framework for addressing bullying in schools (Jones et al., 2013). From an SEL perspective, bullying prevention initiatives enhance school climate as well as social and emotional competence (CASEL, 2009).

A number of studies have specifically targeted bullying prevention at the middle school level. Espelage et al. (2013) provided a 15—week curriculum for sixth graders that included content related to bullying, problem-solving skills, emotion management, and empathy. Lessons were highly interactive and combined small-group activities, whole-class assignments, and individual tasks. On the self-report measures, students who participated in the intervention were 42% less likely to indicate that they had been involved in incidences of physical aggression than control students who received no intervention. The next year, seventh graders who participated were less likely to indicate on the self-report measures that they had been a target of homophobic name-calling or had participated in sexual harassment perpetration (Espelage, Rose, & Polanin, 2015). Another study of the same SEL program examined its preventative effects against bullying among students with disabilities and found that students with disabilities who participated in the curriculum were more willing to intervene when witnessing others being bullied compared to students with disabilities in the control condition (Espelage, Rose, & Polanin, 2016).

Domino (2013) implemented a curriculum with 16 sessions designed to build social competencies in a cohort of 323 seventh grade students. Participants reported a statistically significant reduction in bullying behaviors and victimization compared to the control group. The control group even experienced an increase in bullying behaviors and victimization during the same time period.

Taken together, these studies suggest that social-emotional learning offers an effective framework for bullying prevention programs. Chicken Soup for the Soul Hallway Heroes provides students ongoing opportunities to practice SEL skills and apply new skills to settings in real-life situations, an approach supported by empirical research. The most effective programs are comprehensive, reinforcing new skills throughout the day. Chicken Soup for the Soul Hallway Heroes uses real-life stories to spark dialogue, as well as active learning and journaling to teach bullying prevention skills.



Through the lessons and modules of the curriculum, students practice the five interrelated sets of cognitive, affective, and behavioral competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL):

- Self-Awareness: Students accurately assess their feelings, interests, values, strengths, and abilities to build and maintain a well-grounded sense of selfconfidence. Students who have difficulty managing their emotions are more likely to exhibit bullying behaviors toward others and strike out aggressively. Also, students who report high levels of sadness and emotional instability are more likely to be targets of bullying actions and are vulnerable to further targeting.
- Self-Management: Students regulate their emotions to handle stress, control
  impulses, and persevere in overcoming obstacles; set personal and academic goals
  and then monitor progress toward achieving them; and express emotions
  constructively. Students who can effectively manage their emotions are less likely
  to exhibit bullying behaviors toward others or become targets. Emotional outbursts
  and provocation increases the likelihood of exhibiting bullying behaviors or
  becoming targets of bullying behaviors.

- Social Awareness: Students empathize with others; recognize and appreciate individual and group differences; identify and follow societal standards of conduct; and recognize and use family, school, and community resources. Students who act as passive bystanders to bullying incidents report a lack of empathy toward the targets of the bullying behaviors. Students who are active bystanders to bullying incidents attribute their intervention to feelings of empathy toward the target and general concern for their well-being. Because of the anonymous nature of cyberbullying, without social awareness, students may not consider the effects of their actions on targets.
- Relationship Skills: Students establish and maintain healthy and rewarding
  relationships based on cooperation; resist inappropriate social pressure; prevent,
  manage, and resolve interpersonal conflict; and seek help when needed. Students
  who can create and sustain friendships and resist peer pressure are more likely to
  actively defend targets, resist direct participation in bullying situations, discourage
  bullying behaviors, and seek assistance when needed.
- Responsible Decision-Making: Students use problem-solving skills to make
  decisions based on consideration of ethical standards, safety concerns, appropriate
  standards of conduct, respect for others, and likely consequences of various
  actions; apply decision-making skills to academic and social situations; and
  contribute to the well-being of the school and community. Students who think
  through the consequences of their actions are less likely to act or react aggressively
  by engaging in bullying or cyberbullying behaviors.

### **Literacy-Based Curriculum**

INTERDISCIPLINARY CURRICULUM CONTENT Bullying prevention and social-emotional learning (SEL) programs should not be disconnected from the school context, but should be purposefully linked to academics and the school curriculum (Elias et al., 1997). Without this interdependence, educators and students may experience a mishmash of fragmented components. SEL concepts should pervade academic subjects, such as literacy development (Zins, Weissberg, Wang et al., 2004). Infusing SEL throughout the school day also contributes to

program sustainability.

A literacy-based curriculum provides a relevant context for an SEL approach to bullying prevention. Language arts instruction offers students the possibility to experience and embrace diverse perspectives. According to the National Council of Teachers of English's (NCTE) core values, English language arts classrooms offer unique spaces for students to develop their own voices, respect other voices, explore multiple forms of literacy, value differences, and experience relevant and inclusive classrooms.

Effective literacy instruction is consistent with current approaches to bullying prevention.

Literacy instruction does not occur in isolation. Students and teachers learn together in communities (Pressley, 2007) in which students are encouraged to ascertain meaningful conceptual understanding of texts (Gambrell et al., 2011). Students construct their own understanding of texts they read, rather than just



recalling simple facts. Comprehensive literacy instruction supports the personal, intellectual, and social elements of literacy (Gambrell et al., 2011) in which students apply information to critical, real-world issues. Ultimately, teachers aim to engage students in genuine literacy activities (Duffy, 2003). In a literacy-based curriculum, narratives, or stories, serve as vehicles for student exploration and application. According to narrative transportation theory, narratives change perspectives by transporting individuals into the story (Green & Brock, 2003). Transportation occurs similarly for fiction and non-fiction stories, as well as equally for men and women (Green & Brock, 2003). Cognitive and emotional attachment to the story can facilitate changes in attitudes, beliefs, and behaviors. Transportation persuades individuals. Being transported can eliminate opposing viewpoints and spark enhanced personal connection to a story, as well as personal identification with characters (Green & Sestir, in press). Multiple studies confirm the role of stories as change agents (Appel & Richter, 2007; Green, 2006; Green & Brock, 2000; Murphy, Frank, Chatterjee, & Baezconde-Garbanati, 2013, Slater, 1990, 1997).

Real-life narratives like the stories in *Chicken Soup for the Soul: Create Your Best Future* stimulate empathy, tolerance, and acceptance, all of which are critical components to SEL and bullying prevention programs. Researchers agree that the emotions and beliefs found in stories influence the reader's emotions and beliefs (Kreuter et al., 2007; Gilbert, 1991; Cohen & Mallon, 2001). Similar to empathy, emotions experienced during transportation can evoke perspective-taking (Green & Sestir, in press). Transportation can affect how individuals view others. In one study, Mazzocco, Green, Sasota, & Jones (2010) found that highly transportable individuals (i.e., those who have greater involvement with, and absorption of, the narrative) had more positive attitudes about lifestyles different from their own. Consistent with comprehensive literacy instruction, narratives can be used for critical examination and reflection. Narratives provide students with opportunities to engage, empathize, and transform attitudes and behaviors.

As a literacy-based program, Chicken Soup for the Soul Hallway Heroes is aligned with current English language arts and literacy standards in all 50 states, as well as national standards. The program supports student literacy development in reading and comprehension of narrative text, speaking and listening, writing in response to literature, and writing across multiple genres.

Students practice their literacy skills while learning social-emotional skills that bring positive outcomes at school and in their relationships. By reading, analyzing, discussing, and responding to the real-life stories in *Chicken Soup for the Soul: Create Your Best Future*, students apply the lessons in their lives, appreciate diverse perspectives and backgrounds, and develop empathy and compassion toward others. Furthermore, each lesson combines literacy objectives with social-emotional objectives to address both sets of skills simultaneously.

# **Project-Based Curriculum**

The Chicken Soup for the Soul Hallway Heroes middle school program integrates project-based learning into the lesson plan framework and module structure. Project-based learning (PBL) is a widely recognized approach for



student-centered, inquiry-based learning. In each Chicken Soup for the Soul Hallway Heroes lesson, students work together to build knowledge and skills through extended investigation of a question or problem.

Approaches to PBL tend to incorporate a similar set of components. The Chicken Soup for the Soul Hallway Heroes middle school program integrates each of the elements into the lesson plan framework and module structure.

- Need to Know: Students are introduced to the overarching project, what they will be learning, and that they will propose ways to solve real-life problems.
- Anchor Question: Students focus on a specific question that will drive their projects.
- **Inquiry**: Students generate their own questions about a topic and are guided on how to find answers from multiple sources.
- Student Choice: Students choose to develop their own processes, products, and artifacts.
- **Feedback, Revisions, Reflection**: Students receive feedback and revise throughout the process to create a high-quality product.
- Public Audience: Students present products to numerous audiences (parents or guardians, peers, experts, global community) to demonstrate their learning.

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PBL has been found to have a positive effect on general academic achievement (e.g., gains in content-specific knowledge) (Boaler, 1997), as well as higher-level cognitive processes such as critical thinking, decision-making, and problem-solving (Horan, Lavaroni, & Beldon, 1996; Thomas, 2000). Studies (ELOB, 1999a; ELOB, 1999b) of a project-based program implemented in schools in Colorado, Ohio, New York City, Georgia, Maine reported dramatic gains in academic performance of participants. In Maine, middle school students who participated in PBL demonstrated gains in all six curriculum areas assessed on a standardized state assessment compared to the prior year (before implementing PBL). Another study compared a schoolwide PBL program to control schools and found that the PBL schools showed strong achievement gains in all subject matter areas (Ross, Sanders, Wright, Stringfield, Wang, & Alberg, 2001). An independent evaluation of the PBL program being implemented in another state found comparable gains (Cincinnati Public Schools, 1999).



PBL also addresses common concerns from teachers and administrators about student motivation. In their seminal work on PBL, Blumenfeld, Soloway, Marx, Krajcik, Guzdial, and Palincsar (1991) describe its benefits:

"Projects in which students pursue long-term investigations of a significant question and produce artifacts that represent answers to those questions have the potential to motivate students and help them better understand subject matter content."

### **Service Learning**

One variation of project-based learning (PBL) included in the Chicken Soup for the Soul Hallway Heroes curriculum is service learning, which is characterized by, "active participation, thoughtfully organized experiences, focus on community needs and school/community coordination, academic curriculum integration, structured time for reflection, opportunities for application of skills and knowledge, extended learning opportunities, and development of a sense of caring for others" (Bhaerman, Cordell, & Gomez, 1998, p. 4). Service learning is a teaching approach in which guided or classroom learning is applied through actions that address authentic community needs in processes that allow for youth initiative and that provide structured time for reflection on the service experience and demonstration of acquired skills and knowledge (Kaye, 2004).

Much of the research on service learning dates back to the late 1990s. Studies of service learning found that it increased mutual respect between teachers and students (Weiler, LaGoy, Crane, & Rovner, 1998) and created more positive peer relations (Scales, Blyth, Berkas, & Kielsmeier, 2000; Weiler et al., 1998). The effects with middle schoolers are particularly striking—one study found that middle and high school students who engaged in high-quality service learning programs showed increases in measures of personal and social responsibility, communication, and sense of educational competence (Weiler et al., 1998).

Service learning and PBL are effective instructional approaches to include in bullying-prevention curricula because they enhance SEL through structured opportunities for students to collaborate and solve real-world problems while contributing to their community in meaningful ways.

The Chicken Soup for the Soul Hallway Heroes middle school program integrates project-based learning throughout the lesson plan framework and module structure. In each lesson, students work together to build knowledge and skills through extended investigation of a question or problem, culminating in a classwide or schoolwide project that they organize and carry out themselves.

### Conclusion

Chicken Soup for the Soul Hallway Heroes challenges students to think deeply about how they can be a positive influence on others and the world around them. It may not be easy for students or teachers to discuss some of the topics in the program. However, these are conversations that need to happen.

Bullying is a serious problem that has a negative effect on schools and threatens the well-being of students (Center for Disease Control, 2012). Evidence has demonstrated that a social-emotional learning (SEL) framework can be effective in addressing bullying issues

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(Espelage, 2012). Successful bullying prevention programs are woven into the school fabric (Zins et al., 2004) and nurture SEL skills, including empathy, positive relationships, and responsible decision-making (Jones et al., 2013).

Along with a literacy focus, SEL programs focused on bullying prevention have been shown to reduce bullying behaviors and improve school climate. Additionally, using narratives can transport students and ultimately alter their perspectives about critical social issues (Green & Brock, 2000).

By engaging students in the authentic development of strategies to address bullying behaviors, students assume ownership of the problems of these behaviors in their school and community. Enhancing SEL skills (such as empathy) and the management of emotions through the use of project-based learning (PBL) and service learning will contribute to a healthier school climate and ultimately reduce incidents of bullying behaviors. Consistent with evidence-based bullying interventions, Chicken Soup for the Soul Hallway Heroes, a literacy-based anti-bullying program, is grounded in current research on bullying prevention, social-emotional learning, and literacy development.

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# **Instructional Model**

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.

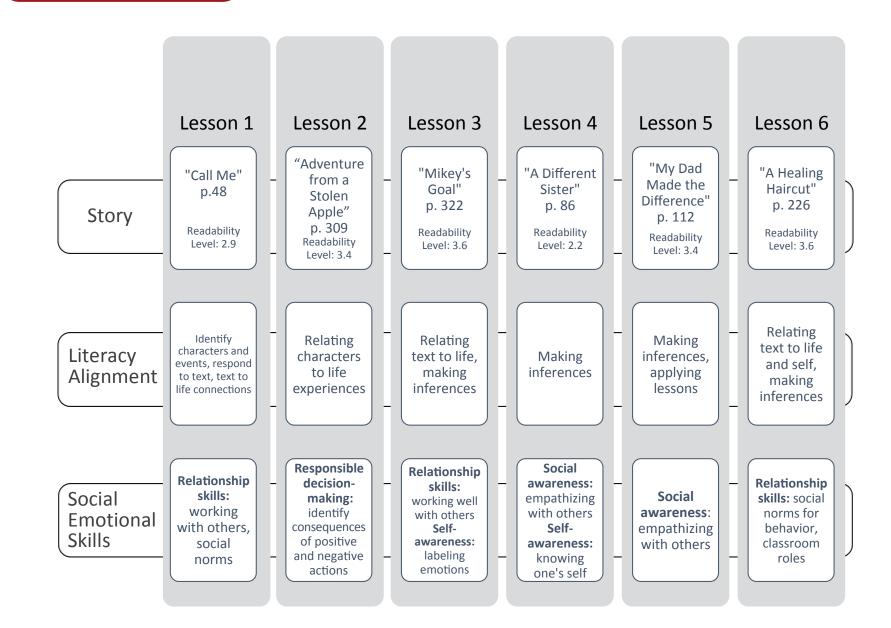
The 7E model ensures that students draw from prior experience and gives ample opportunities for students to practice the transfer of knowledge and apply their learning to real-world scenarios. It is especially important when teaching social-emotional skills for students to practice new learning in multiple contexts, simulations, and real-world scenarios.

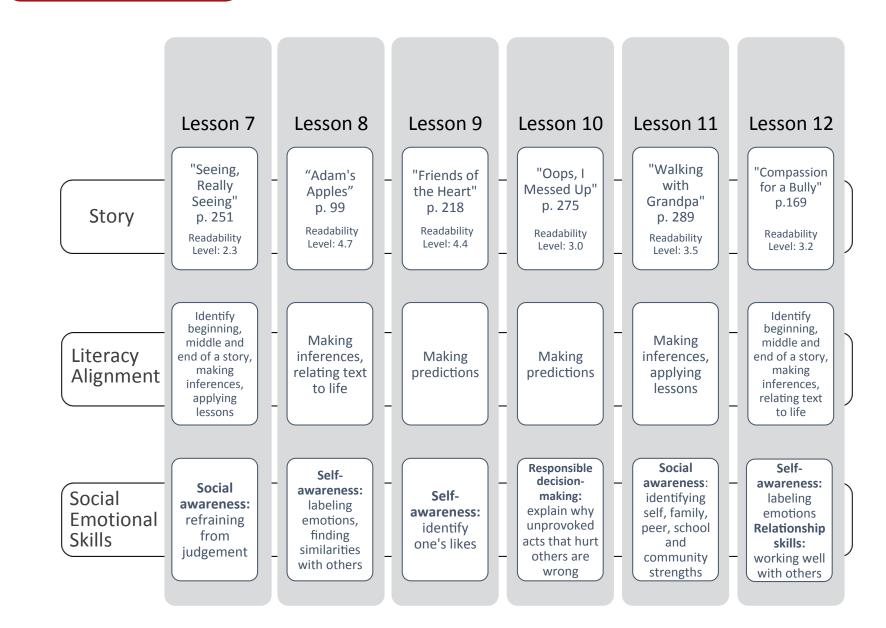
With the following lesson plan model, teachers can be confident that the essential requirements for learning social-emotional skills and transferring those skills into practice are included.

Elicit	Purpose: Access and ascertain prior knowledge.
	The teacher can frame "What do you think?" questions to help students draw attention to prior understanding and experience. Students may write a response to the question and share their answer with someone sitting next to them. Then the class may listen to some of the responses.
	Examples: K (What do students know?) of the KWL Chart, Think-Pair-Share.
Engage	Purpose: Generate enthusiasm and stimulate interest and thinking.
	The teacher can surprise students, get students thinking, or raise questions through compelling demonstrations or presentations.
	Examples: Students relate examples of the topic or concept to their own lives.

Explore	Purpose: Provide opportunities to observe, design, interpret, and organize.
	The teacher can ask questions, suggest approaches, provide feedback, and assess understanding. Students may analyze the story, make predictions about what happens next, answer discussion questions from the teacher, and participate in cooperative group activities.
	Examples: Students participate in an activity that demonstrates the concept being taught.
Explain	Purpose: Introduce ideas, concepts, and strategies.
	The teacher can guide students toward new understanding and provide terminology and questions that help students explain their explorations. Students are given a name for a concept, strategy, or a relationship.
	Examples: Students engage in peer-to-peer activities, oral presentations, and their student journals.
Elaborate	Purpose: Provide opportunity to apply knowledge to new domains.
	The teacher can introduce new scenarios, new elements, and pose new questions in which students practice transfer of knowledge. Students apply new concepts to their own lives.
	Examples: Students role-play, create scenarios, apply learning to a new context, create performance tasks, and undertake service-learning projects.
Evaluate	Purpose: Provide formative and summative assessment opportunities, including self-reflection.
	The teacher can conduct ongoing assessment of student learning throughout all phases. Students have opportunities to self-assess and reflect on new learning and how they might apply their new skills in their everyday lives.
	Examples: Students write journal entries, engage in class discussions during activities, complete exit tickets to summarize new learning at the end of a lesson, and write longer personal narratives and reflections to apply literacy skills.
Extend	Purpose: Provide additional challenges that allow students to apply new learning in a similar way as an "extra credit" op on.
	The teacher provides even more context for the application of knowledge that allows students to take their learning one step further. Students practice the transfer of knowledge and apply their learning in a new, more challenging context.
	Examples: Students invent new solutions, share work with community members, and design learning activities that would help others learn a new concept or skill.

The 7E model is shown here in order to be a guide for lesson planning, not as a linear set of instructions. The 7E model is iterative. Teachers should approach the delivery of the lessons by reviewing each step in the lesson plan and identifying where steps should be combined or modified to meet the needs of their students. Furthermore, teachers should take the opportunity to adapt the lessons to fit their teaching styles and environmental factors such as time constraints. For instance, teachers may replace examples provided with examples that are relevant to their students, such as challenges they may have struggled with in school or social settings.



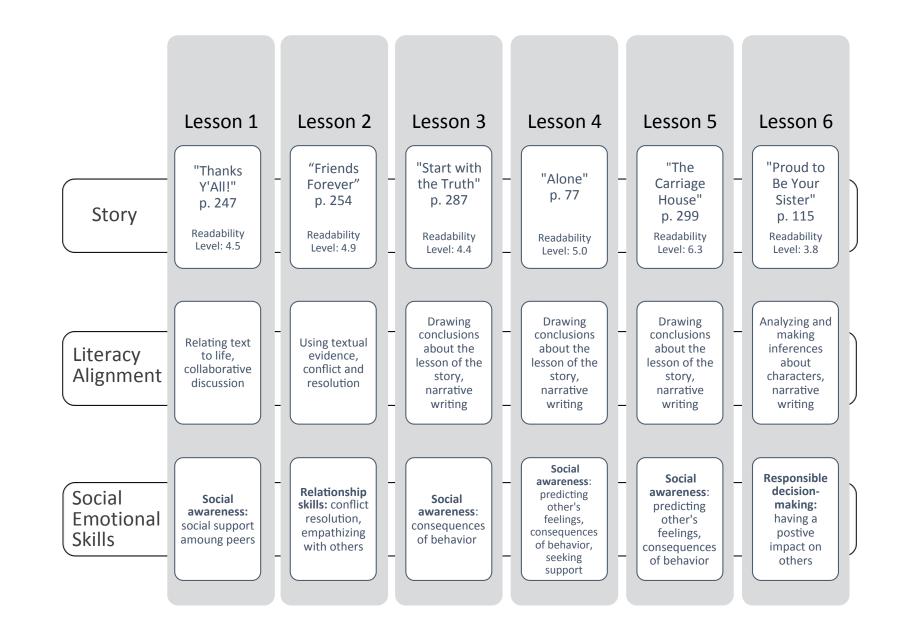


#### Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 "Believing "You'll Be "Now You "White "Mary Lou" "The Good for in My See It, Now Water" p. 292 Kindness Him" p. 81 Strength" You Don't" Cure" p. 369 Story p. 32 p. 151 p. 260 Readability . Readability . Readability Readability Readability Readability Level: 4.8 Level: 4.3 Level: 4.5 Level: 4.0 Level: 3.0 Level: 4.2 Relating Relating Idenifying text to self, text to self and Literacy Relating Relating Relating identifying analyzing and world, text to self text to self text to self Alignment theme and character identifying relationships the lesson lesson Relationship Relationship Relationship skills: Relationship Social Relationship Social skills: Skills: skills: resisting skills: awareness: **Emotional** elements of positively positively peer conflict recognizing interacting a healty interacting pressure, **Skills** resolution differentces with others with others relationship conflict resolution

#### Lesson 11 Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 12 "Who Said "The "Be Proud, "The Tiny "Tennis "Harry" There's No Rescue" Anyone"? Be Strong, Bear" p. 129 Crying in Be You" p. 55 p. 281 p. 284 Softball?" Story p. 189 p. 201 Readability Readability Readability Readability Readability Readability Level: 3.5 Level: 4.3 Level: 5.0 Level: 3.7 Level: 3.5 Level: 3.6 Relating Making Relating Relating text Relating text text to self, Literacy text to self, inferences, Narrative to self, to self, oral using Alignment making writing collaborative relating text communtextual inferences disccussion ication to world evidence Relationship Relationship Selfskills: Selfskills: Responsible Selfmanagement: Social conflict res management: conflict decisionmanagement: setting olution, strategies to resolution **Emotional** setting making: personal overcome working in Social personal goals, considering Skills obstacles to groups, awareness: expressing goals others empathizing achieve goals empathizing emotions with others with others

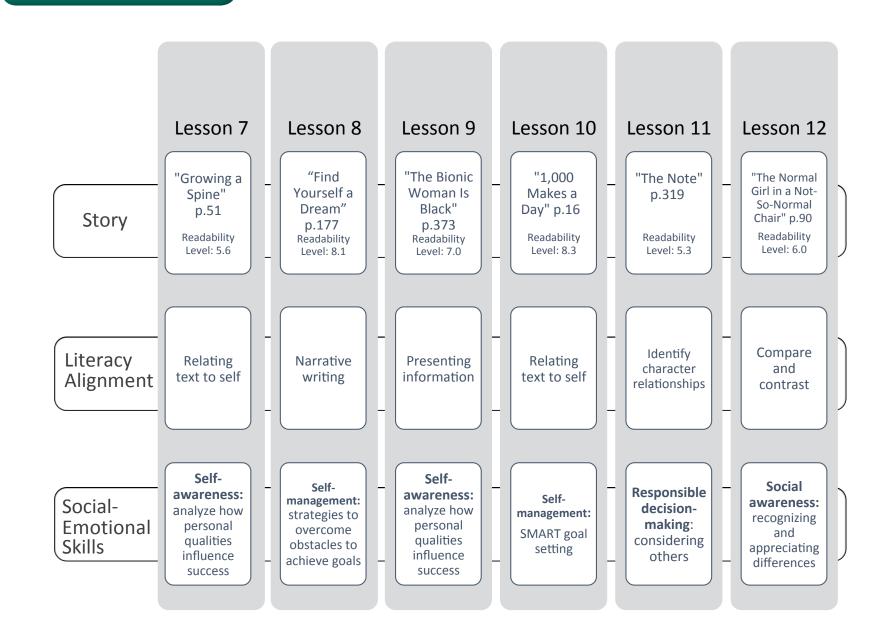
#### Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 "My Bad "Truly Cool" "There's no "The "The Boy "A True Reputation" Friend" Who Had 'I' in Team" Sweetest p. 229 Everything" p. 243 Thing" p. 65 p. 278 p. 13 Story p. 329 Readability Readability Readability Readability Readability Readability Level: 6.1 Level: 4.7 Level: 4.4 Level: 5.2 Level: 4.3 Level: 6.0 **Analyzing Analyzing Analyzing** Relating and making and making and making Drawing Drawing text to inferences inferences inferences conclusions conclusions world and Literacy about about about about the about the other texts, Alignment responding characters, characters, characters, lesson of lesson of relating text relating text relating text through the story the story to life to life to life writing Self-Self-Responsible awareness: Relationship decisionawareness: Responsible Social Social developing skills: making: social identifying decisionawareness: making: personal skills cooperation norms emotions predict **Emotional** Relationship Relationship honesty, others' Social Social Skills skills: skills: consequences feelings and awareness: Awareness: of actions cooperation cooperation perspectives consequences empathy and teamwork and teamwork of behavior

#### Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 11 Lesson 12 "The Little "Embracing "Bullied to a "Danny's "Kindness Is "Mv New Girl Who Courage" Better Life" Μv Friend" More Dared to Uniqueness" p. 195 p. 148 Powerful" p. 332 Wish" Story p. 180 p. 141 p. 145 Readability Readability Readability Readability Readability Readability Level: 5.9 Level: 6.3 Level: 4.4 Level: 4.4 Level: 5.4 Level: 6.0 **Analyzing** Analyzing Relating Analyzing and and making Relating and making text to life, making infe Relating inferences inferences text to rences about drawing Literacy text to self, world, about about conclusions characters, identifying Alignment relating text about the creative characters, characters, the lesson to world, creative lesson of writing writing a writing writing letter the story Relationship Social Social skills: awareness: Self-Social Social Relationship identifying the addressing **skills:** defining management: awareness: awareness: **Emotional** feelings of expressing appreciating bullying, addressing and adressing Skills others, making empathizing emotions differences bullying bullying friends with others

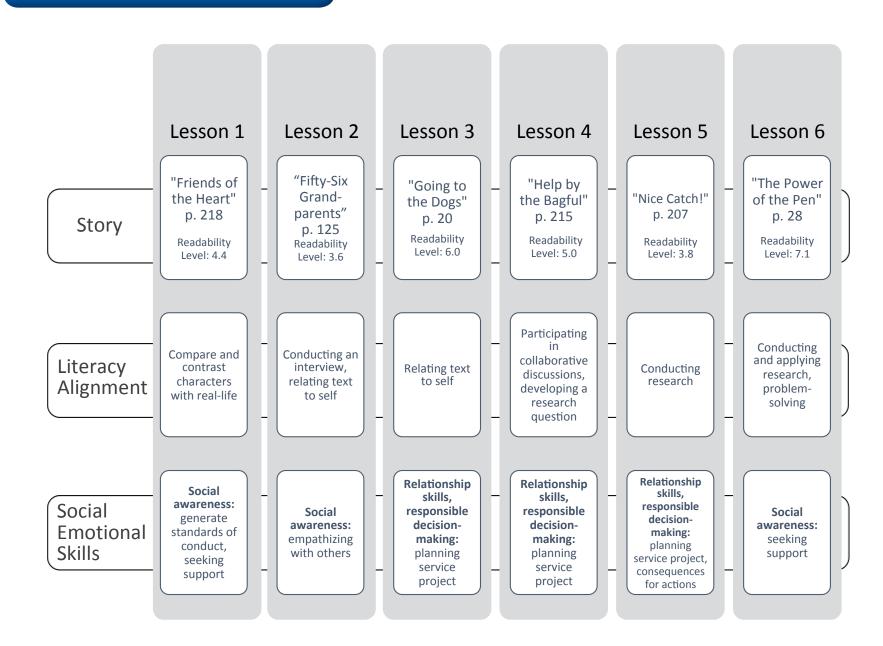


#### Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 11 Lesson 12 "Embracing "More Than "On Top of "The Last "Losing an "Then and Runner" the World" Enemy" Good My Now" Uniqueness" Enough" p. 163 p. 9 p. 36 p. 358 Story p. 180 p. 192 Readability Readability Readability Readability Readability Readability Level: 7.0 Level: 4.6 Level: 6.3 Level: 6.2 Level: 4.9 Level: 5.9 Analyzing characters, Analyzing and Analyzing and making drawing making Drawing Drawing conclusions inferences inferences Narrative conclusions conclusions Literacy writing, peer about about the about about the about the Alignment feedback lesson of the characters, lesson of the characters, lesson of the narrative story, using textual story story writing narrative evidence writing Self-Self-Relationship Selfmanagement: Selfskills: conflict awareness: management: Self-Social managing awareness: resolution self managing management: stress personal **Emotional** confidence stress personal skills Social strengths and Selfand goal Relationship Relationship Skills awareness: self management: setting seeking skills: resisting skills: confidence managing peer pressure collaboration support emotions

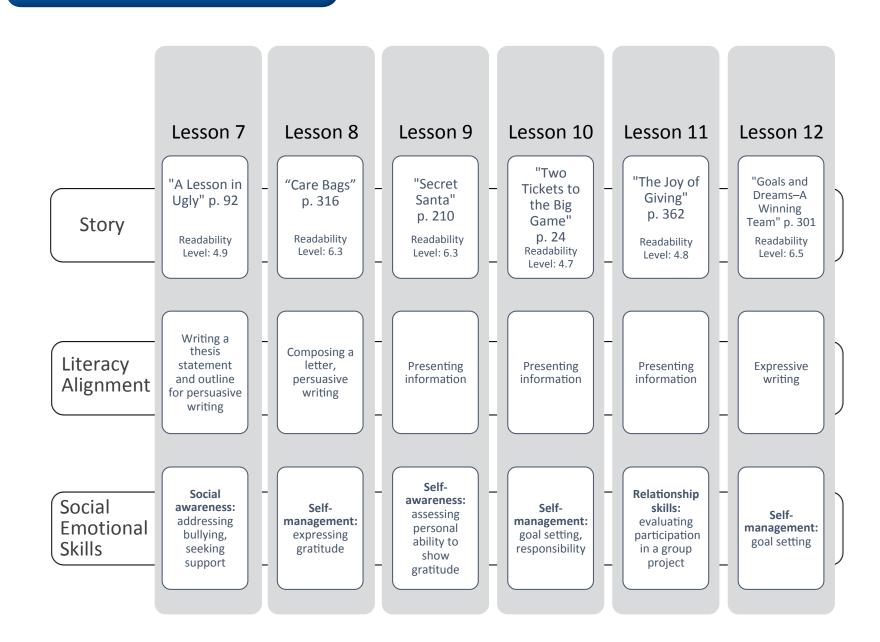
Lesson 1 Lesson 2 Lesson 3 Lesson 5 Lesson 6 Lesson 4 "The Bully "The Smile "Solving a "Flowers of "My Sister, "The Slam Forgiveness" Book" p.69 and the that Beat Fifth Grade My Hero" p.212 Braid" the Bully" Problem" p.109 Story p.160 p.156 p.165 Readability Readability Readability Readability Readability Readability Level: 5.2 Level: 5.0 Level: 6.1 Level: 5.5 Level: 5.6 Level: 5.5 Use textual Textual evidence to evidence, Literacy Making Relating Analyzing define drawing Summarizing text to self differences inferences Alignment conclusions, bullying communication behaviors Relationship Relationship Social Relationship skills: Relationship Social-Relationship skills: awareness: skills: supporting skills: skills: positive **Emotional** treating requesting others resolving supporting approaches interpersonal others with support from Social Skills to bullying others problems others Awareness: respect prevention empathy



### **Scope and Sequence Grade 6 (Elementary)**



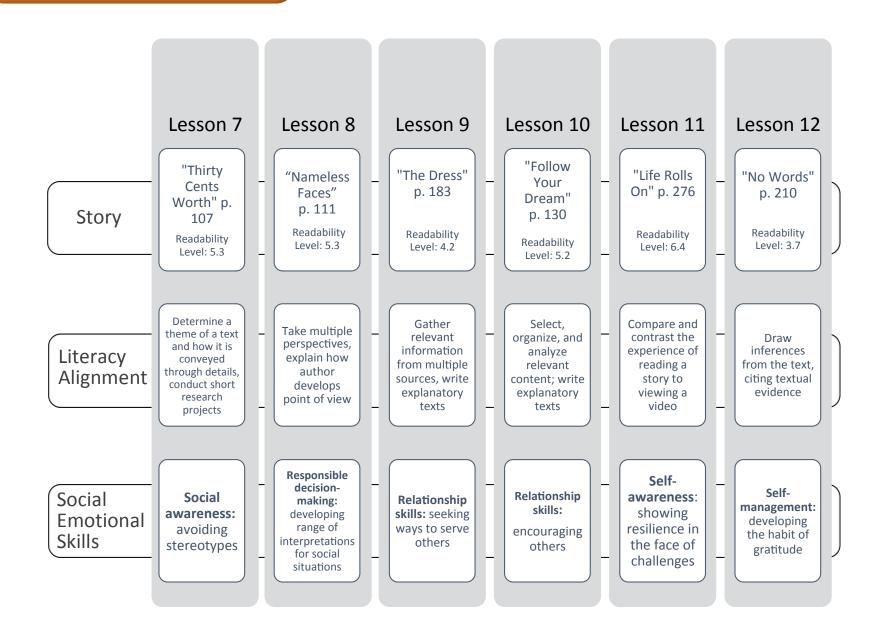
## **Scope and Sequence Grade 6 (Elementary)**

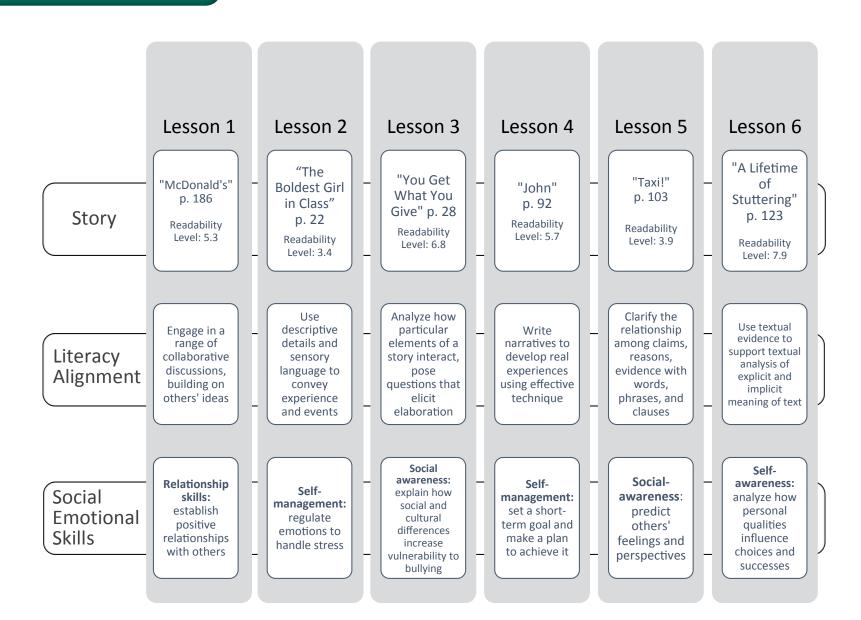


### Scope and Sequence Grade 6 (Middle)

Lesson 1 Lesson 2 Lesson 3 Lesson 5 Lesson 6 Lesson 4 "Small Girl "One at a "Making My "Angel" "Speaking "The Fat Learns a Big Day" p. 255 Time" p. 343 Up" p. 10 Kid" p. 19 Lesson" Story p. 163 p. 16 Readability Readability Readability Readability Readability Readability Level: 5.6 Level: 3 Level: 3.7 Level: 4.9 Level: 3.6 Level: 7.2 Use textual Draw Write Explain how Use textual Describe a evidence to conclusions explanatory an author evidence to character's Literacy develops the support from the text, texts to describe motivation cite evidence examine a point of view analysis, Alignment change in and collaborative to support topic and of the charaters perspective discussions analysis convey ideas narrator Relationship Relationship skills: Social Social Relationship Relationship skills: overcoming Social barriers that awareness: awareness: recognizing skills: skills: using prevent us from **Emotional** speaking the power of seeing kind and showing showing friendship respectful friendship in to all out against strengths in small, Skills **Social Awareness:** injustice others language positive small ways empathy actions

### Scope and Sequence Grade 6 (Middle)





#### Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 11 Lesson 12 "Measuring "The End of "Under One Miracles by "Head-"Understand-"The Truck" Roof" Leaps and Zombie Butting the ing Jenny" p. 195 p. 339 Days" p. 62 Wall" p. 71 p. 366 Bounds" Story Readability p.188 Readability Readability Readability Readability Level: 6.3 Level: 2.8 Level: 7.8 Level: 4.7 Level: 4.5 Readability Level: 5.3 Track progress Cite textual Write a Write for an Sythnesize and toward evidence to Engage in a narrative to authentic categorize support the range of specific goals develop real purpose using Literacy information, analysis of collaborations and deadlines, track progress or imagined appropriate explicit and with diverse define Alignment toward specific events using language, individual implicit partners on goals and effective tone, and meaning in a grade 7 topics roles as deadlines technique mechanics text needed Responsible Relationship Relationship decisionk Social Selfskills: skills: Social Social making: awareness: management: analyze the analyze ways awareness: participate in analyze why analyze how effects of taking **Emotional** practice to establish efforts to one achieved one's action to oppose address an showing positive **Skills** bullying based on or did not behavior may identified need empathy relationships individual and affect others achieve a goal in one's local group differences with others community

#### Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 "Changing "The "It's a Great "A Place to "Celebrate the World-"Switching Stranger Day to Be Call Home" Life" Roles" One Clip at Within" Alive!" p. 176 p. 272 a Time" p. p. 114 Story p. 87 p. 47 25 Readability Readability Readability Readability Readability Level: 6.2 Level: 8.2 Readability Level: 5.4 Level: 5.5 Level: 6.9 Level: 8.4 Produce clear Clarify the Determine a Write and coherent Conduct short Draw on relationship theme or writing in which arguments to research preparation among claims, central idea of the support projects to during discussion Literacy a text and reasons. development, claims with by referring to answer a organization, and analyze its evidence with Alignment evidence to question, clear reasons style are development words, probe and reflect drawing on and relevant appropriate to over the course on the topic phrases, and several sources evidence task, purpose, of the text clauses and audience Self-Responsible Self-Relationship Responsible Social decision-making: management: management: skills: use decisionawareness: Social participate in apply investigate how apply decisionconversation making: activities that strategies to empathy can making skills to skills to demontstrate **Emotional** improve school lead to avoiding establish understand overcome personal climate and **Skills** occurrences of responsible others' feelings responsibility in obstacles to create a safe, social and work making ethical bullying and and bullying-free goal cyberbullying relationships perspectives decisions environment achievement

#### Lesson 12 Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 11 "The Walk that Changed "Finding a "Defining "My "A Mom's "The Smile" Our Lives" p. Epiphany" Vision" p. Myself" Blessing" p. p. 309 225 & 145 p. 148 167 p. 378 Story "Feeling Full" Readability p. 234 Readability Readability Readability Readability Level: 5.5 Level: 6.8 Readability Level: 6.0 Level: 8.2 Level: 5.7 Level: 6.2, 6.6 Determine a Analyze how Gather relevant theme or Cite textual lines of dialog or information Introduce a Write evidence to central idea of incidents in a topic clearly, explanatory from multiple support a text and Literacy story propel the organize ideas print and digital texts to analyze its action, reveal analysis, sources, assess and concepts examine a Alignment aspects of a development explicitly as credibility, cite into topic and character, or well as over the sources convey ideas provoke a categories inferences course of the appropriately decision text Self-Self-Self-Responsible Relationship management: Relationship awareness: decision-making: awareness: set skills: skills: plan, identify Social analyze how implement and priorities for thoughts and implement, strategies to evaluate one's set personal and building on **Emotional** emotions affect make use of and evaluated academic goals participation in strengths and activities and decisionresources and and monitor participation **Skills** identifying organizations making and overcome progress toward in a group areas of that improve responsible obstacles to achieving them project improvement school climate behavior achieve goals



## **TEXAS STANDARDS ALIGNMENT DOCUMENT**

# Chicken Soup for the Soul Hallway Heroes

# **GRADE 1**

All stories come from *Chicken Soup for the Soul: Be the Best You Can Be* 

Source Link(s): http://tea.texas.gov/index2.aspx?id=6148

Source Link(s): http:	//tea.texas.gov/index2.aspx?id=6148
LESSON 1: "Call Me" p. 48	
CODE	STANDARD
115.3.10A	Describe ways to build and maintain friendships.
115.3.9A	Demonstrate respectful communication.
115.3.9F	Practice refusal skills and replacement behaviors to avoid and resolve conflicts.
110.12.9A	Describe the plot (problem and solution) and retell a story's beginning, middle, and end
	with attention to the sequence of events.
110.12.4B	Ask relevant questions, seek clarification, and locate facts and details about stories and
	other texts.
110.12.13	Students analyze, make inferences and draw conclusions about the author's purpose in
	cultural, historical, and contemporary contexts and provide evidence from the text to
	support their understanding. Students are expected to identify the topic and explain the
	author's purpose in writing about the text.
	LESSON 2: "Adventure from a Stolen Apple" p. 309
CODE	STANDARD
115.3.9E	List ways of actively discouraging bullying.
115.3.9F	Practice refusal skills and replacement behaviors to avoid and resolve conflicts.
113.11.10A	Describe the components of various jobs and the characteristics of a job well
	performed.
110.12.14C	Retell the order of events in a text by referring to the words and/or illustrations.
110.12C	Monitor and adjust comprehension (e.g., using background knowledge, creating
	sensory images, re-reading a portion aloud).
110.12.7	Students analyze, make inferences and draw conclusions about theme and genre in
	different cultural, historical, and contemporary contexts and provide evidence from the
	text to support their understanding.
110.10(b) 110.12F	Make connections to own experiences, to ideas in other texts, and to the larger
	community and discuss textual evidence.
110.12.4A	Confirm predictions about what will happen next in text by "reading the part that tells".
	LESSON 3: "Mickey's Goal" p. 322
CODE	STANDARD
115.3.10A	Describe ways to build and maintain friendships.
115.3.9C	The student is expected to express needs, wants, and emotions in appropriate ways.
110.12.14	Students analyze, make inferences and draw conclusions about expository text and
	provide evidence from text to support their understanding.
110.10(b) 110.12F	Make connections to own experiences, to ideas in other texts, and to the larger
	community and discuss textual evidence.
110.10(b) 110.12D	Make inferences about text and use textual evidence to support understanding.
	LESSON 4: "A Different Sister" p. 86
CODE	STANDARD
116.3.7B	The student is expected to interact, cooperate, and respect others.
113.12.9A	Identify examples of people wanting more than they can have.
110.12.13	Students analyze, make inferences and draw conclusions about the author's purpose in
	, ,

	cultural, historical, and contemporary contexts and provide evidence from the text to
	support their understanding. Students are expected to identify the topic and explain the
	author's purpose in writing about the text.
110.12.9B	Describe characters in a story and the reasons for their actions and feelings.
110.12.9A	Describe the plot (problem and solution) and retell a story's beginning, middle, and end
	with attention to the sequence of events.
110.10(b) 110.12E	Retell or act out important events in stories in logical order.
	LESSON 5: "My Dad Made the Difference" p. 112
CODE	STANDARD
116.3.7B	The student is expected to interact, cooperate, and respect others.
110.10(b) 110.12C	Monitor and adjust comprehension (e.g., using background knowledge, creating
	sensory images, re-reading a portion aloud).
110.12.14B	Identify important facts or details in text, heard or read.
110.10(b) 110.12A	Establish purposes for reading selected texts based upon desired outcome to enhance
. ,	comprehension.
110.12.28	Students continue to apply earlier standards with greater complexity. Students are
	expected to share information and ideas about the topic under discussion, speaking
	clearly at an appropriate pace, using the conventions of language.
110.10(b) 110.12F	Make connections to own experiences, to ideas in other texts, and to the larger
, ,	community and discuss textual evidence.
LESSON 6: "A Healing Haircut" p. 226	
CODE	STANDARD
115.3.9F	Practice refusal skills and replacement behaviors to avoid and resolve conflicts.
113.11.10A	Describe the components of various jobs and the characteristics of a job well
	performed.
110.10(b) 110.12D	Make inferences about text and use textual evidence to support understanding.
110.10(b) 110.12E	Retell or act out important events in stories in logical order.
115.3.9B	Describe characters in a story and the reasons for their actions and feelings.
	LESSON 7: "Seeing, Really Seeing" p. 251
CODE	STANDARD
115.3.9A	The student is expected to demonstrate respectful communication.
117.5.4A	Express ideas about personal artworks.
110.12.14C	Retell the order of events in a text by referring to the words and/or illustrations.
110.12.4C	Establish purpose for reading selected texts and monitor comprehension, making
	corrections and adjustments when that understanding breaks down (e.g., identifying
	clues, using background knowledge, generating questions, re-reading a portion aloud).
110.10(b) 110.12C	Monitor and adjust comprehension (e.g., using background knowledge, creating
, ,	sensory images, re-reading a portion aloud).
110.12.14A	Restate the main idea, heard or read.
	LESSON 8: "Adam's Apples" p. 99
CODE	STANDARD
113.12.15A	Describe and explain the importance of various beliefs, customs, language, and
	traditions of families and communities.
115.3.9C	The student is expected to express needs, wants, and emotions in appropriate ways.
113.12.9A	Identify examples of people wanting more than they can have.
110.10(b) 110.12D	Make inferences about text and use textual evidence to support understanding.
110.12.9B	Describe characters in a story and the reasons for their actions and feelings.
	LESSON 9: "Friends of the Heart" p. 218
	LEGGOTT ST. Friends of the fields prize

CODE	STANDARD
115.3.10.A	The student is expected to describe ways to build and maintain friendships.
116.3.7.B	The student is expected to interact, cooperate, and respect others.
110.12.29	Students work productively with others in teams. Students continue to apply earlier
	standards with greater complexity. Students are expected to follow agreed-upon rules
	for discussion, including listening to others, speaking when recognized, and making
	appropriate contributions.
110.12.14.B	Identify important facts or details in text, heard or read.
110.12.13	Students analyze, make inferences and draw conclusions about the author's purpose in
	cultural, historical, and contemporary contexts and provide evidence from the text to
	support their understanding. Students are expected to identify the topic and explain the
	author's purpose in writing about the text.
110.10(b) 110.12F	Make connections to own experiences, to ideas in other texts, and to the larger
	community and discuss textual evidence.
110.12.9B	Describe characters in a story and the reasons for their actions and feelings.
	LESSON 10: "Oops, I Messed Up" p. 275
CODE	STANDARD
115.3.3B	The student is expected to describe how decisions can be reached and problems can be
	solved.
115.3.9E	List ways of actively discouraging bullying.
115.3.9F	Practice refusal skills and replacement behaviors to avoid and resolve conflicts.
110.12.14C	Retell the order of events in a text by referring to the words and/or illustrations.
110.12.6D	Identify and sort words into conceptual categories (e.g., opposites, living things).
110.10(b) 110.12C	Monitor and adjust comprehension (e.g., using background knowledge, creating
	sensory images, re-reading a portion aloud).
110.10(b) 110.12F	Make connections to own experiences, to ideas in other texts, and to the larger
440.40.00	community and discuss textual evidence.
110.12.9B	Describe characters in a story and the reasons for their actions and feelings.
CODE	LESSON 11: "Walking with Grandpa" p. 289
CODE	STANDARD
113.11.10A	Describe the components of various jobs and the characteristics of a job well performed.
110.10(b) 110.12D	Make inferences about text and use textual evidence to support understanding.
110.10(b) 110.12E	Retell or act out important events in stories in logical order.
110.10(b) 110.12L	Restate the main idea, heard or read.
110.12.14A	LESSON 12: "Compassion for a Bully" p. 169
CODE	STANDARD
115.3.9.C	The student is expected to express needs, wants, and emotions in appropriate ways.
116.3.7B	The student is expected to interact, cooperate, and respect others.
115.3.3	The student demonstrates basic critical-thinking, decision-making, goal setting, and
	problem-solving skills for making health-promoting decisions.
110.12.14B	Identify important facts or details in text, heard or read.
115.3.9B	Describe characters in a story and the reasons for their actions and feelings.
110.12.4C	Establish purpose for reading selected texts and monitor comprehension, making
	corrections and adjustments when that understanding breaks down (e.g., identifying
	clues, using background knowledge, generating questions, re-reading a portion aloud).
117.5.3	The student applies design, directing, and theatre production concepts and skills.
±±7.5.5	the stadent applies design, an esting, and theatre production concepts and skills.

CODE	
110.12	English Language Arts and Reading,
	Grade 1
113.11	Social Studies, Grade 1
115.3	Health Education, Grade 1
116.3	Physical Education, Grade 1
117.5	Art, Grade 1

Effective 2015



## **TEXAS STANDARDS ALIGNMENT DOCUMENT**

# Chicken Soup for the Soul Hallway Heroes

**GRADE 2** 

All stories come from Chicken Soup for the Soul: Be the Best You Can Be

	All stories come from Chicken Soup for the Soul: Be the Best You Can Be	
Source Link(s): http	://tea.texas.gov/index2.aspx?id=6148	
LESSON 1: "You'll Be Good for Him" p. 81		
CODE	STANDARD	
115.4.2.10	Personal/interpersonal skills. The student understands healthy and appropriate ways to	
	communicate consideration and respect for self, family, friends, and others.	
115.4.2.10B	Express needs, wants, and emotions in healthy ways.	
110.13.2.8A	Sequence and summarize the plot's main events and explain their influence on future events.	
110.13.2.9B	Describe main characters in works of fiction, including their traits, motivations, and feelings.	
	LESSON 2: "Believing in My Strength" p. 32	
CODE	STANDARD	
115.4.2.10D	Describe how to effectively respond to bullying of oneself or others.	
115.4.2.11A	Explain steps in the decision-making process and the importance of following the steps.	
110.13.2.8A	Sequence and summarize the plot's main events and explain their influence on future events.	
110.13.2.9B	Describe main characters in works of fiction, including their traits, motivations, and feelings.	
110.13.2.6	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make	
	inferences and draw conclusions about theme and genre in different cultural, historical,	
	and contemporary contexts and provide evidence from the text to support their	
	understanding.	
	LESSON 3: "The Kindness Cure" p. 151	
CODE	STANDARD	
115.4.2.10E	Explain the benefits of treating friends, teachers, family members, and peers with respect.	
110.13.2.8A	Sequence and summarize the plot's main events and explain their influence on future events.	
110.13.2.9B	Describe main characters in works of fiction, including their traits, motivations, and feelings.	
110.13.2.28A	Listen attentively to speakers and ask relevant questions to clarify information.	
	LESSON 4: "Now You See It, Now You Don't" p. 260	
CODE	STANDARD	
115.4.2.9A	Identify characteristics needed to be a responsible family member or friend.	
110.13.2.8A	Sequence and summarize the plot's main events and explain their influence on future	
	events.	
110.13.2.9B	Describe main characters in works of fiction, including their traits, motivations, and	
	feelings.	
	LESSON 5: "White Water" p. 369	
CODE	STANDARD	
115.4.2.10	Personal/interpersonal skills. The student understands healthy and appropriate ways to	
	communicate consideration and respect for self, family, friends, and others.	
115.4.2.11B	Describe how personal-health decisions affect self and others.	

110.13.2.6A	Identify moral lessons as themes in well-known fables, legends, myths, or stories.	
110.13.2.8A	Sequence and summarize the plot's main events and explain their influence on future	
	events.	
110.13.2.9B	Describe main characters in works of fiction, including their traits, motivations, and	
	feelings.	
CODE	LESSON 6: "Mary Lou" p. 292 STANDARD	
115.4.2.9C	Demonstrate refusal skills.	
115.4.2.11A	Explain steps in the decision-making process and the importance of following the steps.	
110.13.2.9B	Describe main characters in works of fiction, including their traits, motivations, and	
110/15/2/35	feelings.	
110.13.2.8A	Sequence and summarize the plot's main events and explain their influence on future	
	events.	
	LESSON 7: "Who Said There's No Crying in Softball?" p. 201	
CODE	STANDARD	
115.4.2.12A	Identify negative consequences that result from bullying behaviors.	
115.4.2.9	Personal/interpersonal skills. The student comprehends the skills necessary for building	
	and maintaining healthy relationships.	
110.13.2.8A	Sequence and summarize the plot's main events and explain their influence on future	
	events.	
110.13.2.9B	Describe main characters in works of fiction, including their traits, motivations, and	
	feelings.	
CODE	LESSON 8: "Be Proud, Be Strong, Be You" p. 189 CODE STANDARD	
115.4.2.9B	List and demonstrate good listening skills.	
115.4.2.9A	Identify characteristics needed to be a responsible family member or friend.	
115.4.2.11C	List the steps and describe the importance of task completion and goal setting.	
110.13.2.28A	Listen attentively to speakers and ask relevant questions to clarify information.	
110.13.2.3A	Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to	
	make and confirm predictions.	
	LESSON 9: "Harry" p. 129	
CODE	STANDARD	
115.4.2.11C	List the steps and describe the importance of task completion and goal setting.	
115.4.2.10B	Express needs, wants, and emotions in healthy ways.	
110.13.2.6A	Identify moral lessons as themes in well-known fables, legends, myths, or stories.	
110.13.2.30	Listening and Speaking/Teamwork. Students work productively with others in teams.	
	Students continue to apply earlier standards with greater complexity. Students are	
	expected to follow agreed-upon rules for discussion, including listening to others,	
	speaking when recognized, and making appropriate contributions.	
	LESSON 10: "The Tiny Bear" p. 284	
CODE	STANDARD	
115.4.2.12B 115.4.2.9A	Identify ways to respond when made to feel uncomfortable or unsafe.	
115.4.2.9A 110.13.2.8A	Identify characteristics needed to be a responsible family member or friend.  Sequence and summarize the plot's main events and explain their influence on future	
110.13.2.8A	events.	
110.13.2.9B	Describe main characters in works of fiction, including their traits, motivations, and	
	feelings.	
440.40.00	Listening and Speaking/Teamwork. Students work productively with others in teams.	
110.13.2.30	Listerning and Speaking/ realitiwork. Students work productively with others in teams.	

Students continue to apply earlier standards with greater complexity. Students are	
expected to follow agreed-upon rules for discussion, including listening to others,	
speaking when recognized, and making appropriate contributions.	
LESSON 11: "Tennis Anyone" p. 281	
STANDARD	
Explain steps in the decision-making process and the importance of following the steps.	
Identify characteristics needed to be a responsible family member or friend.	
Sequence and summarize the plot's main events and explain their influence on future	
events.	
Describe main characters in works of fiction, including their traits, motivations, and	
feelings.	
Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to	
make and confirm predictions.	
LESSON 12: "The Rescue" p. 55	
STANDARD	
List the steps and describe the importance of task completion and goal setting.	
Identify personal responsibilities as a family member in promoting and practicing health	
behaviors.	
Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to	
make and confirm predictions.	
Sequence and summarize the plot's main events and explain their influence on future	
events.	
Describe main characters in works of fiction, including their traits, motivations, and	
feelings.	

CODE	
110.13	English Language Arts and Reading,
	Grade 2
115.4	Health Education, Grade 2

Effective 2015



## **TEXAS STANDARDS ALIGNMENT DOCUMENT**

# Chicken Soup for the Soul Hallway Heroes

**GRADE 3** 

All stories come from Chicken Soup for the Soul: Be the Best You Can Be

Source Link(s): http://tea.texas.gov/index2.aspx?id=6148

Jource Link(3). Htt	Source Link(s). http://tea.texas.gov/index2.aspx:id=6146	
LESSON 1: "A True Friend" p. 243		
CODE	STANDARD	
115.5.8A	Distinguish between positive and negative peer pressures and their effects on personal	
	health behaviors.	
110.14.31	Students work productively with others in teams. Students continue to apply earlier	
	standards with greater complexity. Students are expected to participate in teacher- and	
	student-led discussions by posing and answering questions with appropriate detail and	
	by providing suggestions that build upon the ideas of others.	
110.14.7	Students understand, make inferences and draw conclusions about the structure and	
	elements of drama and provide evidence from text to support their understanding.	
	Students are expected to explain the elements of plot and character as presented	
	through dialogue in scripts that are read, viewed, written, or performed.	
110.14.19	Students write about their own experiences. Students are expected to write about	
	important personal experiences.	
110.14.18	Students write literary texts to express their ideas and feelings about real or imagined	
	people, events, and ideas.	
	LESSON 2: "There's no 'l' in Team" p. 13	
CODE	STANDARD	
115.5.8A	Distinguish between positive and negative peer pressures and their effects on personal	
440.44.04	health behaviors.	
110.14.31	Students work productively with others in teams. Students continue to apply earlier	
	standards with greater complexity. Students are expected to participate in teacher- and	
	student-led discussions by posing and answering questions with appropriate detail and	
	by providing suggestions that build upon the ideas of others.	
110.14.7	Students understand, make inferences and draw conclusions about the structure and	
	elements of drama and provide evidence from text to support their understanding.	
	Students are expected to explain the elements of plot and character as presented	
110 11 10	through dialogue in scripts that are read, viewed, written, or performed.	
110.14.19	Students write about their own experiences. Students are expected to write about	
	important personal experiences.	
CODE	LESSON 3: "The Sweetest Thing" p. 65	
CODE	STANDARD	
115.5.9	The student uses social skills in building and maintaining healthy and respectful	
445 5 6	relationships.	
115.5.8	The student understands how relationships can positively and negatively influence	
440.44.7	individual and community health.	
110.14.7	Students understand, make inferences and draw conclusions about the structure and	
	elements of drama and provide evidence from text to support their understanding.	
	Students are expected to explain the elements of plot and character as presented	
110 11 12	through dialogue in scripts that are read, viewed, written, or performed.	
110.14.19	Students write about their own experiences. Students are expected to write about	
	important personal experiences.	

110.14.18	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
	LESSON 4: "My Bad Reputation" p. 278
CODE	STANDARD
115.5.9	The student uses social skills in building and maintaining healthy and respectful
113.3.3	relationships.
115.5.8	The student understands how relationships can positively and negatively influence individual and community health.
110.14.9A	Describe similarities and differences in the plots and settings of several works by the same author.
110.14.9B	Describe main characters in works of fiction, including their traits, motivations, and feelings.
110.14.8A	Sequence and summarize the plot's main events and explain their influence on future events.
	LESSON 5: "The Boy Who Had Everything" p. 329
CODE	STANDARD
115.5.10	The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.
110.14.5	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the
	text to support their understanding.
CODE	LESSON 6: "Truly Cool" p. 229
CODE	STANDARD
115.5.10	The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.
115.5.9	The student uses social skills in building and maintaining healthy and respectful relationships.
110.14.13	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.
110.14.9A	Describe similarities and differences in the plots and settings of several works by the same author.
110.14.9B	Describe main characters in works of fiction, including their traits, motivations, and feelings.
110.14.18	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
	LESSON 7: "My New Friend" p. 332
CODE	STANDARD
115.5.9A	Demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue.
110.14.13	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.
110.14.9A	Describe similarities and differences in the plots and settings of several works by the same author.
110.14.9B	Describe main characters in works of fiction, including their traits, motivations, and feelings.

110.14.18B	Write poems that convey sensory details using the conventions of poetry (e.g., rhyme,
	meter, patterns of verse).
	LESSON 8: "Danny's Courage" p. 195
CODE	STANDARD
115.5.10	The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.
115.5.8	The student understands how relationships can positively and negatively influence individual and community health.
110.14.3.7	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.  Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
110.14.3.18	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
110.14.3.18B	Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).
	LESSON 9: "Embracing My Uniqueness" p. 180
CODE	STANDARD
115.5.9A	Demonstrate effective verbal and nonverbal communication, including when
	responding to a bullying issue.
115.5.9C	Explain how to be a good friend.
110.14.7	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.  Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
110.14.19	Students write about their own experiences. Students are expected to write about
110 14 10	important personal experiences.
110.14.18	Students write literary texts to express their ideas and feelings about real or imagined
	people, events, and ideas.  LESSON 10: "The Girl Who Dared to Wish" p. 145
CODE	STANDARD
115.5.5A	Demonstrate the ability to locate resources from parents and family members, school, and the community.
115.5.10	The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.
110.14.7	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.  Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
110.14.20B	Write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).
	LESSON 11: "Bullied to a Better Life" p. 148
CODE	STANDARD
115.5.9E	Identify ways to communicate with parents/trusted adults about health concerns.
115.5.1F	Explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.
110.14.19	Students write about their own experiences. Students are expected to write about important personal experiences.
110.14.8A	Sequence and summarize the plot's main events and explain their influence on future

	events.	
	LESSON 12: "Kindness is More Powerful" p. 141	
CODE	STANDARD	
115.5.9E	Identify ways to communicate with parents/trusted adults about health concerns.	
110.14.19	Students write about their own experiences. Students are expected to write about important personal experiences.	
110.14.5	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	

CODE	
110.14	English Language Arts and Reading,
	Grade 3
115.5	Health Education, Grade 3

Effective 2015



## **TEXAS STANDARDS ALIGNMENT DOCUMENT**

# Chicken Soup for the Soul Hallway Heroes

**GRADE 4** 

All lessons come from Chicken Soup for the Soul: Be the Best You Can Be

Source Link(s): http://tea.texas.gov/index2.aspx?id=6148

Source Link(s): http	o://tea.texas.gov/index2.aspx?id=6148	
LESSON 1: "Thanks Y'All!" p. 247		
CODE	STANDARD	
115.6.11A	Explain the importance of seeking guidance from parents and other trusted adults in	
	making healthy decisions and solving problems.	
115.6.6	Influencing factors. The student comprehends factors that influence individual, family,	
	and community health.	
110.15F	Make connections (e.g., thematic links, author analysis) between literary and	
	informational texts with similar ideas and provide textual evidence.	
110.15.17	Students write about their own experiences. Students are expected to write about	
	important personal experiences.	
110.15.29	Students work productively with others in teams. Students continue to apply earlier	
	standards with greater complexity. Students are expected to participate in teacher- and	
	student-led discussions by posing and answering questions with appropriate detail and	
	by providing suggestions that build upon the ideas of others.	
LESSON 2: "Friends Forever" p. 254		
CODE	STANDARD	
115.6.9	The student uses social skills for building and maintaining healthy relationships	
	throughout the life span.	
115.6.9B	Explain steps in conflict resolution.	
115.6.9A	Describe the qualities of a good friend.	
110.15.6	Students understand, make inferences and draw conclusions about the structure and	
	elements of fiction and provide evidence from text to support their understanding.	
	LESSON 3: "Start with the Truth" p. 287	
CODE	STANDARD	
115.6.11	The student demonstrates critical-thinking, decision-making, goal-setting, and problem-	
	solving skills for making health-promoting decisions.	
110.15.3	Students analyze, make inferences and draw conclusions about theme and genre in	
	different cultural, historical, and contemporary contexts and provide evidence from the	
	text to support their understanding.	
110.15.15A	Plan a first draft by selecting a genre appropriate for conveying the intended meaning	
	to an audience and generating ideas through a range of strategies (e.g., brainstorming,	
	graphic organizers, logs, journals).	
CODE	LESSON 4: "Alone" p. 77	
CODE	STANDARD  The standard and standard translations and translation and translations and translations and translations and translations are standard translations.	
115.6.10	The student explains healthy ways to communicate consideration and respect for self,	
115 € 11	family, friends, and others.	
115.6.11	The student demonstrates critical-thinking, decision-making, goal-setting, and problem-	
115 6 6	solving skills for making health-promoting decisions.	
115.6.6	The student comprehends factors that influence individual, family, and community health.	
110.15.3	Students analyze, make inferences and draw conclusions about theme and genre in	
110.13.3	different cultural, historical, and contemporary contexts and provide evidence from the	
	text to support their understanding.	
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	LESSON 5: "The Carriage House" p. 299	
CODE	STANDARD	
115.6.10	The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.	
115.6.11	The student demonstrates critical-thinking, decision-making, goal-setting, and problem-	
	solving skills for making health-promoting decisions.	
110.15.6	Sequence and summarize the plot's main events and explain their influence on future events.	
110.15.16	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	
LESSON 6: "Proud to be Your Sister" p. 115		
CODE	STANDARD	
115.6.6A	Identify similarities in which healthy environments can be promoted in homes, schools, and communities.	
110.15.6B	Describe the interaction of characters including their relationships and the changes they undergo.	
110.15.15C	Revise drafts for coherence, organization, use of simple and compound sentences, and audience	
LESSON 7: "Losing an Enemy" p. 163		
CODE	STANDARD	
115.6.12	Demonstrate appropriate ways to deal with disrespectful behavior.	
115.6.6	The student comprehends factors that influence individual, family, and community health.	
110.15.16A	Write imaginative stories that build the plot to a climax and contain details about the	
	characters and setting.	
110.15.15E	Revise final draft in response to feedback from peers and teacher and publish written	
	work for a specific audience.  LESSON 8: "Embracing My Uniqueness" p. 180	
CODE	STANDARD	
115.6.9B	Analyze strengths and weaknesses in personal communication skills.	
115.6.1	The student recognizes ways to enhance and maintain health throughout the life span.	
110.15.6B	Describe the interaction of characters including their relationships and the changes they	
	undergo.	
110.15.15C	Revise drafts for coherence, organization, use of simple and compound sentences, and audience.	
	LESSON 9: "More Than Good Enough" p. 192	
CODE	STANDARD	
115.6.8A	Explain the influence of peer pressure on an individual's social and emotional health.	
110.15.6B	Describe the interaction of characters including their relationships and the changes they undergo.	
110.15.3	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	
110.15.15E	Revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.	
	LESSON 10: "On Top of the World" p. 9	
CODE	STANDARD	
115.6.1	The student recognizes ways to enhance and maintain health throughout the life span.	

115.6.11B	Explain the advantages of setting short and long-term goals.	
110.15.6B	Describe the interaction of characters including their relationships and the changes they	
	undergo.	
110.15.3	Students analyze, make inferences and draw conclusions about theme and genre in	
	different cultural, historical, and contemporary contexts and provide evidence from the	
	text to support.	
LESSON 11: "The Last Runner" p. 36		
CODE	STANDARD	
116.6.4F	Explain the link between physical activity/inactivity and health such as reduce stress and	
	burn calories.	
115.6.10	Describe strategies for self-control and the importance of dealing with emotions	
	appropriately and how they affect thoughts and behaviors.	
110.15.3A	Summarize and explain the lesson or message of a work of fiction as its theme.	
	LESSON 12: "Then and Now" p. 358	
CODE	STANDARD	
116.6.4G	Explain the relationship between physical activity and stress relief and demonstrate	
	stress relief activities such as brisk walking, gentle stretching, and muscle tension and	
	release.	
110.15.29	Students work productively with others in teams. Students continue to apply earlier	
	standards with greater complexity. Students are expected to participate in teacher- and	
	student-led discussions by posing.	
110.15.6	Students understand, make inferences and draw conclusions about the structure and	
	elements of fiction and provide evidence from text to support their understanding.	

CODE	
110.15	English Language Arts and Reading,
	Grade 4
115.6	Health Education, Grade 4
116.6	Physical Education, Grade 4

Effective 2015



## **TEXAS STANDARDS ALIGNMENT DOCUMENT**

# Chicken Soup for the Soul Hallway Heroes

**GRADE 5** 

All stories come from *Chicken Soup for the Soul: Be the Best You Can Be* 

	All stories come from Chicken Soup for the Soul. Be the Best You can be	
Source Link(s): http	://tea.texas.gov/index2.aspx?id=6148	
LESSON 1: "The Slam Book" p. 69		
CODE	STANDARD	
115.7.10A	Analyze respectful ways to communicate with friends, family, teachers, and others.	
110.16.29	Listening and Speaking/Teamwork. Students work productively with others in teams.	
	Students continue to apply earlier standards with greater complexity. Students are	
	expected to participate in student-led discussions by eliciting and considering	
	suggestions from other group members and by identifying points of agreement and	
	disagreement.	
	LESSON 2: "The Bully and the Braid" p. 160	
CODE	STANDARD	
115.7.10A	Analyze respectful ways to communicate with friends, family, teachers, and others.	
110.16.7	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand,	
	make inferences and draw conclusions about the varied structural patterns and features	
	of literary nonfiction and provide evidence from text to support their understanding.	
	Students are expected to identify the literary language and devices used in biographies	
	and autobiographies, including how authors present major events in a person's life.	
LESSON 3: "The Smile that Beat the Bully" p. 156		
CODE	STANDARD	
115.7.9C	Utilize critical thinking in decision making and problem solving.	
115.7.9D	Describe benefits in setting and implementing short and long-term goals.	
110.16.7	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand,	
	make inferences and draw conclusions about the varied structural patterns and features	
	of literary nonfiction and provide evidence from text to support their understanding.	
	Students are expected to identify the literary language and devices used in biographies	
	and autobiographies, including how authors present major events in a person's life.	
	LESSON 4: "Solving a Fifth Grade Problem" p. 165	
CODE	STANDARD	
115.7.10B	Describe appropriate ways to address bullying on behalf of a friend or peer.	
115.7.10A	Analyze respectful ways to communicate with friends, family, teachers, and others.	
110.16.7	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand,	
	make inferences and draw conclusions about the varied structural patterns and features	
	of literary nonfiction and provide evidence from text to support their understanding.	
	Students are expected to identify the literary language and devices used in biographies	
	and autobiographies, including how authors present major events in a person's life.	
	LESSON 5: "Flowers of Forgiveness" p. 212	
CODE	STANDARD	
115.7.10D	Identify methods available through which to report bullying.	
115.7.10E	Describe the difference between reporting and tattling.	
115.7.10B	Describe appropriate ways to address bullying on behalf of a friend or peer.	
110.16.7	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand,	
	make inferences and draw conclusions about the varied structural patterns and features	
	of literary nonfiction and provide evidence from text to support their understanding.	
	Students are expected to identify the literary language and devices used in biographies	

	and autobiographies, including how authors present major events in a person's life.	
	LESSON 6: "My Sister, My Hero" p. 109	
CODE	STANDARD	
115.7.6B	Distinguish between healthy and harmful influences of friends and others.	
115.7.9B	Assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving.	
115.7.10A	Analyze respectful ways to communicate with friends, family, teachers, and others.	
117.17.1A	Communicate ideas about feelings, self, family, school, and community, using sensory knowledge and life experiences;	
110.16.18C	Write responses to literary or expository texts and provide evidence from the text to	
	demonstrate understanding.	
	LESSON 7: "Growing a Spine" p. 51	
CODE	STANDARD	
115.7.10A	Analyze respectful ways to communicate with friends, family, teachers, and others.	
117.17.1A	Communicate ideas about feelings, self, family, school, and community, using sensory knowledge and life experiences;	
110.16.7	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand,	
	make inferences and draw conclusions about the varied structural patterns and features	
	of literary nonfiction and provide evidence from text to support their understanding.	
	Students are expected to identify the literary language and devices used in biographies	
and autobiographies, including how authors present major events in a person's life.  LESSON 8: "Find Yourself a Dream" p. 177		
CODE	STANDARD	
115.7.9D	Describe benefits in setting and implementing short and long-term goals.	
115.7.9E	Explain the necessity of perseverance to achieve goals.	
110.16.26	Research/Organizing and Presenting Ideas. Students organize and present their ideas	
110.10.20	and information according to the purpose of the research and their audience.	
	LESSON 9: "The Bionic Woman Is Black" p. 373	
CODE	STANDARD	
115.7.9D	Describe benefits in setting and implementing short and long-term goals.	
115.7.9E	Explain the necessity of perseverance to achieve goals.	
110.16.29	Listening and Speaking/Teamwork. Students work productively with others in teams.	
	Students continue to apply earlier standards with greater complexity. Students are	
	expected to participate in student-led discussions by eliciting and considering	
	suggestions from other group members and by identifying points of agreement and	
	disagreement.	
110.16.26	Research/Organizing and Presenting Ideas. Students organize and present their ideas	
	and information according to the purpose of the research and their audience.	
	LESSON 10: "1,000 Makes a Day" p. 16	
CODE	STANDARD	
115.7.9E	Explain the necessity of perseverance to achieve goals.	
115.7.9F	Explain the importance of parent/trusted adult guidance in goal setting.	
110.16.7	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand,	
	make inferences and draw conclusions about the varied structural patterns and features	
	of literary nonfiction and provide evidence from text to support their understanding.	
	Students are expected to identify the literary language and devices used in biographies	
	and autobiographies, including how authors present major events in a person's life.  LESSON 11: "The Note" p. 319	

CODE	STANDARD
115.7.10A	Analyze respectful ways to communicate with friends, family, teachers, and others.
110.16.27A	Listen to and interpret a speaker's messages (both verbal and nonverbal) and ask
	questions to clarify the speaker's purpose or perspective.
LESSON 12: "The Normal Girl in a Not-So-Normal Chair" p. 90	
CODE	STANDARD
115.7.10A	Analyze respectful ways to communicate with friends, family, teachers, and others.
110.16.27A	Listen to and interpret a speaker's messages (both verbal and nonverbal) and ask
	questions to clarify the speaker's purpose or perspective.
110.16.7	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand,
	make inferences and draw conclusions about the varied structural patterns and features
	of literary nonfiction and provide evidence from text to support their understanding.
	Students are expected to identify the literary language and devices used in biographies
	and autobiographies, including how authors present major events in a person's life.

CODE	
110.16	English Language Arts and Reading,
	Grade 5
115.7	Health Education, Grade 5
117.17	Art, Grade 5

Effective 2015



### **TEXAS STANDARDS ALIGNMENT DOCUMENT**

# Chicken Soup for the Soul Hallway Heroes

**GRADE 6** 

	All stories come from <i>Chicken Soup for the Soul: Be the Best You Can Be</i>
Source Link(s): http:	//tea.texas.gov/index2.aspx?id=6148
	LESSON 1: "Friends of the Heart" p. 218
CODE	STANDARD
115.22.10	The student describes healthy and respectful ways to communicate consideration and
	respect for self, family, friends, and others.
115.22.10A	Demonstrate ways to communicate empathy to others and have consideration for others.
110.18.7	Students understand, make inferences and draw conclusions about the varied structural
	patterns and features of literary nonfiction and provide evidence from text to support
	their understanding.
	LESSON 2: "Fifty-Six Grandparents" p. 125
CODE	STANDARD
115.22.10A	Demonstrate ways to communicate empathy to others and have consideration for others.
110.18.22A	Brainstorm, consult with others, decide upon a topic, and formulate open-ended
	questions to address the major research topic.
110.18.7	Students understand, make inferences and draw conclusions about the varied structural
	patterns and features of literary nonfiction and provide evidence from text to support
	their understanding.
0005	LESSON 3: "Going to the Dogs" p. 20
CODE	STANDARD
115.22.10A	Demonstrate ways to communicate empathy to others and have consideration for others.
110.18.7	Students understand, make inferences and draw conclusions about the varied structural
110.10.7	patterns and features of literary nonfiction and provide evidence from text to support
	their understanding.
113.18.23	The student uses problem-solving and decision-making skills, working independently
	and with others, in a variety of settings.
113.18.23A	Use a problem-solving process to identify a problem, gather information, list and
	consider options, consider advantages and disadvantages, choose and implement a
	solution, and evaluate the effectiveness of the solution.
113.18.23B	Use a decision-making process to identify a situation that requires a decision, gather
	information, identify options, predict consequences, and take action to implement a
	decision.
LESSON 4: "Help by the Bagful" p. 215	
CODE 115.22.10A	STANDARD  Demonstrate ways to communicate empathy to others and have consideration for
115.22.1UA	Demonstrate ways to communicate empathy to others and have consideration for others.
110.18.28	Students work productively with others in teams. Students will continue to apply earlier
110.10.20	standards with greater complexity. Students are expected to participate in student-led
	discussions by eliciting and considering suggestions from other group members and by
	identifying points of agreement and disagreement.
110.18.22A	Brainstorm, consult with others, decide upon a topic, and formulate open-ended
	questions to address the major research topic.
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110.18.228 Generate a research plan for gathering relevant information about the major research question.  113.18.23 The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.  113.18.23A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.  113.18.23B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.  113.18.23B STANDARD  115.22.10G Demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status.  115.22.11C Explain the impact of peer pressure on decision making  115.22.11A Demonstrate ways to communicate empathy to others and have consideration for others.  110.18.22A Brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.  110.18.22B Generate a research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts.  110.18.23D Identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format.  110.18.25 Sudents organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation.  110.18.25A Complies important information from multiple sources.  110.18.25B Develops a topic sentence, summarizes findings, and uses evidence to support conclusions.  110.18.26B Incorporate main and supporting ideas in verbal and written communication based on research.  113.18.22C Complies important information from multiple source				
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115.22.10A  Demonstrate ways to communicate empathy to others and have consideration for others.  110.18.22A  Brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.  110.18.2B  Generate a research plan for gathering relevant information about the major research question.  110.18.23A  Follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts.  Identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format.  Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation.  Compiles important information from multiple sources.  Develops a topic sentence, summarizes findings, and uses evidence to support conclusions.  Incorporate main and supporting ideas in verbal and written communication based on research.  Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research.  113.18.22B  Use proper citations to avoid plagiarism  The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.  113.18.23A  Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.  Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.  LESSON 6: "The Power of the Pen" p. 28  STANDARD  Demonstrate ways to communicate empathy to others and have consideration for others.	115.22.11C			
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others.	CODE	STANDARD		
	115.22.10A	·		
<b>115.22.10G</b> Demonstrate strategies for showing respect for individual differences such as race,				
	115.22.10G	Demonstrate strategies for showing respect for individual differences such as race,		

nysical appearance, and socio-economic status.
plain the impact of peer pressure on decision making
udents write expository and procedural or work-related texts to communicate ideas
nd information to specific audiences for specific purposes.
eate multi-paragraph essays to convey information about a topic that:
present effective introductions and concluding paragraphs;
) guide and inform the reader's understanding of key ideas and evidence;
i) include specific facts, details, and examples in an appropriately organized structure;
nd
y) use a variety of sentence structures and transitions to link paragraphs;
udents ask open-ended research questions and develop a plan for answering them.
ainstorm, consult with others, decide upon a topic, and formulate open-ended
uestions to address the major research topic.
enerate a research plan for gathering relevant information about the major research
uestion.
udents determine, locate, and explore the full range of relevant sources addressing a
search question and systematically record the information they gather.
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olution, and evaluate the effectiveness of the solution.
se a decision-making process to identify a situation that requires a decision, gather formation, identify options, predict consequences, and take action to implement a
ecision.
LESSON 7: "A Lesson in Ugly" p. 92
STANDARD
emonstrate strategies for showing respect for individual differences such as race,
nysical appearance, and socio-economic status.
emonstrate ways to communicate empathy to others and have consideration for
hers.
sess healthy ways of responding to disrespectful behaviors such as mediation.
escribe methods of communicating emotions.
escribe ways to control anger and emotions when responding to others
plain the impact of peer pressure on decision making
ne student engages in behaviors that reduce the risk of bullying throughout the life
an.
an a first draft by selecting a genre appropriate for conveying the intended meaning
an audience, determining appropriate topics through a range of strategies (e.g.,
scussion, background reading, personal interests, interviews), and developing a thesis
controlling idea
evelop drafts by choosing an appropriate organizational strategy (e.g., sequence of
rents, cause-effect, compare-contrast) and building on ideas to create a focused,

110.18.17A	Create multi-paragraph essays to convey information about a topic that:
110.16.17A	(i) present effective introductions and concluding paragraphs;
	(ii) guide and inform the reader's understanding of key ideas and evidence;
	1,,,,
	(iii) include specific facts, details, and examples in an appropriately organized structure;
	and (iv) use a variety of sentence structures and transitions to link paragraphs;
110.18.22A	Brainstorm, consult with others, decide upon a topic, and formulate open-ended
110.10.22A	questions to address the major research topic.
110.18.22B	Generate a research plan for gathering relevant information about the major research
110.10.225	question.
110.18.23A	Follow the research plan to collect data from a range of print and electronic resources
	(e.g., reference texts, periodicals, web pages, online sources) and data from experts.
110.18.23D	Identify the source of notes (e.g., author, title, page number) and record bibliographic
	information concerning those sources according to a standard format.
110.18.25	Students organize and present their ideas and information according to the purpose of
	the research and their audience. Students are expected to synthesize the research into
	a written or an oral presentation.
113.18.22B	Incorporate main and supporting ideas in verbal and written communication based on
	research.
113.18.22D	Create written and visual material such as journal entries, reports, graphic organizers,
	outlines, and bibliographies based on research.
113.18.22F	Use proper citations to avoid plagiarism
113.18.23A	Use a problem-solving process to identify a problem, gather information, list and
	consider options, consider advantages and disadvantages, choose and implement a
	solution, and evaluate the effectiveness of the solution.
113.18.23B	Use a decision-making process to identify a situation that requires a decision, gather
	information, identify options, predict consequences, and take action to implement a
	decision.
	LESSON 8: "Care Bags" p. 316
CODE	STANDARD
115.22.10A	Demonstrate ways to communicate empathy to others and have consideration for others.
110.18.17A	Create multi-paragraph essays to convey information about a topic that:
110.10.17A	(i) present effective introductions and concluding paragraphs;
	(ii) guide and inform the reader's understanding of key ideas and evidence;
	(iii) include specific facts, details, and examples in an appropriately organized structure;
	and
	(iv) use a variety of sentence structures and transitions to link paragraphs;
113.18.22B	Incorporate main and supporting ideas in verbal and written communication based on
	research.
110.18.23D	Identify the source of notes (e.g., author, title, page number) and record bibliographic
	information concerning those sources according to a standard format.
110.18.25	Students organize and present their ideas and information according to the purpose of
	the research and their audience. Students are expected to synthesize the research into
	a written or an oral presentation.
113.18.22F	Use proper citations to avoid plagiarism
113.18.23A	Use a problem-solving process to identify a problem, gather information, list and
	consider options, consider advantages and disadvantages, choose and implement a
	solution, and evaluate the effectiveness of the solution.

113.18.23B	Use a decision-making process to identify a situation that requires a decision, gather			
	information, identify options, predict consequences, and take action to implement a			
	decision.			
	LESSON 9: "Secret Santa" p. 210			
CODE	STANDARD			
115.22.7	The student recognizes how relationships influence individual health behaviors			
	including skills necessary for building and maintaining relationships.			
115.22.10A	Demonstrate ways to communicate empathy to others and have consideration for			
	others.			
110.18.25	Students organize and present their ideas and information according to the purpose of			
	the research and their audience. Students are expected to synthesize the research into			
	a written or an oral presentation.			
CODE	LESSON 10: "Two Tickets to the Big Game" p. 24			
CODE	STANDARD			
115.22.11	The student analyzes information and applies critical-thinking, decision-making, goal-			
115 22 104	setting and problem-solving skills for making health-promoting decisions.			
115.22.10A	Demonstrate ways to communicate empathy to others and have consideration for others.			
110.18.18	Students write persuasive texts to influence the attitudes or actions of a specific			
110.18.18	audience on specific issues. Students are expected to write persuasive essays for			
	appropriate audiences that establish a position and include sound reasoning, detailed			
	and relevant evidence, and consideration of alternatives.			
110.18.25	Students organize and present their ideas and information according to the purpose of			
110.10.23	the research and their audience. Students are expected to synthesize the research into			
	a written or an oral presentation.			
110.18.26C	Paraphrase the major ideas and supporting evidence in formal and informal			
	presentations.			
110.18.27	Students speak clearly and to the point, using the conventions of language. Students			
	will continue to apply earlier standards with greater complexity. Students are expected			
	to give an organized presentation with a specific point of view, employing eye contact,			
	speaking rate, volume, enunciation, natural gestures, and conventions of language to			
	communicate ideas effectively.			
	LESSON 11: "The Joy of Giving" p. 362			
CODE	STANDARD			
115.22.10A	Demonstrate ways to communicate empathy to others and have consideration for			
	others.			
110.18.27	Students speak clearly and to the point, using the conventions of language. Students			
	will continue to apply earlier standards with greater complexity. Students are expected			
	to give an organized presentation with a specific point of view, employing eye contact,			
	speaking rate, volume, enunciation, natural gestures, and conventions of language to			
440.40.25	communicate ideas effectively.			
110.18.25	Students organize and present their ideas and information according to the purpose of			
	the research and their audience. Students are expected to synthesize the research into a written or an oral presentation.			
110.18.26C	Paraphrase the major ideas and supporting evidence in formal and informal			
110.10.200	presentations.			
	LESSON 12: "Goals and Dreams – A Winning Team" p. 301			
CODE	STANDARD			
115.22.10	The student describes healthy and respectful ways to communicate consideration and			
	1 1			

	respect for self, family, friends, and others.
115.22.11	The student analyzes information and applies critical-thinking, decision-making, goal-
	setting and problem-solving skills for making health-promoting decisions.
110.18.16	Students write about their own experiences. Students are expected to write a personal
	narrative that has a clearly defined focus and communicates the importance of or
	reasons for actions and/or consequences.

CODE	
115.22	Health Education, Grade 6
113.18	Social Studies, Grade 6
110.18	English Language Arts, Grade 6

Effective 2015



### **TEXAS STANDARDS ALIGNMENT DOCUMENT**

# Chicken Soup for the Soul Hallway Heroes

**GRADE 6** 

All stories come from *Chicken Soup for the Soul: Create Your Best Future* 

Source Link(s): htt	p://tea.texas.gov/index2.aspx?id=6148
	LESSON 1: "Small Girl Learns a Big Lesson" p. 16
CODE	STANDARD
113.18.15.B	Define multicultural society and consider both the positive and negative qualities of multiculturalism.
115.22.10.A	Demonstrate ways to communicate empathy to others and have consideration for others.
110.18.6	Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding.
110.18.28	Work productively with others in teams. Continue to apply earlier standards with greater complexity. Participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
110.18.15	Write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
	LESSON 2: "Speaking Up" p. 10
CODE	STANDARD
115.22.10.G	Demonstrate strategies for showing respect for individual differences such as race, physical appearance and socio-economic status.
113.18.15.D	Analyze the experiences and evaluate the contributions of diverse groups to multicultural societies.
110.18.6	Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding.
	LESSON 3: "The Fat Kid" p. 19
CODE	STANDARD
115.22.6.A	Identify factors that affect an individual's physical, emotional and social health, such as school climate and safety measures.
115.22.10.A	Demonstrate ways to communicate empathy to others and have consideration for others.
110.118.6	Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding.
	LESSON 4: "One at a Time" p. 163
CODE	STANDARD
116.22.7.B	Handle conflicts that arise with others without confrontation.
115.22.7.E	Describe methods for communicating important issues with parents and peers.
110.18.6	Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding.
	LESSON 5: "Making My Day" p. 255
CODE	STANDARD
115.22.7.C	Practice conflict resolution/mediation skills.
1100.18.17	Write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purpose.

	LESSON 6: "Angel" p. 343
CODE	STANDARD
116.22.7.A	Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations.
115.22.7.B	Explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior.
110.18.6C	Describe different forms of point-of-view, including first- and third-person.
	LESSON 7: "Thirty Cents Worth" p. 107
CODE	STANDARD
115.22.7.A	Differentiate between positive and negative relationships that can affect individual health such as clubs, gangs or families.
110.18.3A	Infer the implicit theme of a work of fiction, distinguishing theme from the topic.
110.18.23	Determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.
	LESSON 8: "Nameless Faces" p. 111
CODE	STANDARD
115.22.11.B	Demonstrate the use of refusal skills in unsafe situations.
115.22.7.C	Practice conflict resolution/mediation skills.
110.18.6C	Describe different forms of point-of-view, including first- and third-person.
110.18.18	Write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and
	consideration of alternatives.
	LESSON 9: "The Dress" p. 183
CODE	STANDARD
115.22.12.B	Identify strategies for prevention and intervention of all forms of bullying such as emotional, physical, social and sexual.
110.18.23	Determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.
110.18.17	Write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
	LESSON 10: "Follow Your Dream" p. 130
CODE	STANDARD
115.22.11.A	Explain the impact of peer pressure on decision making.
110.18.17	Write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
	LESSON 11: "Life Rolls On" p. 276
CODE	STANDARD
115.22.10.C	Practice methods for self-control.
110.18.13	Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Continue to apply earlier standards with greater depth in increasingly more complex texts.
	LESSON 12: "No Words" p. 210
CODE	STANDARD
115.22.10.G	Demonstrate strategies for showing respect for individual differences such as race,
	physical appearance, and socio-economic status.

of Carte and an idea of the carte at the car
of fiction and provide evidence from text to support understanding.

CODE	
115.22	Health Education, Grade 6
116.22	Physical Education, Grade 6
110.18	English Language Arts, Grade 6
113.18	Social Studies

Effective 2016.



### **TEXAS STANDARDS ALIGNMENT DOCUMENT**

# Chicken Soup for the Soul Hallway Heroes

### **GRADE 7**

All stories come from *Chicken Soup for the Soul: Create Your Best Future* 

Source Link(s): http://tea.texas.gov/index2.aspx?id=614	48	
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CODE  STANDARD  115.23.13.B  Describe seriousness of various forms of bullying, harassment, dating violence and sexual assault.  115.23.10.A  Differentiate between positive and negative peer pressure.  110.19.28  Work productively with others in teams. Continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.  LESSON 2: "The Boldest Girl in Class" p. 22  STANDARD  115.23.11.B  Demonstrate strategies for coping with problems and stress.  Work cooperatively in a group to achieve group goals in competitive as well as cooperative settings.  110.19.19  Understand the function of and use the conventions of academic language when speaking and writing. Continue to apply earlier standards with greater complexity.  LESSON 3: "You Get What You Give" p. 28  STANDARD  115.23.11.C  Describe strategies to show respect for individual differences including age differences.  110.19.28  Work productively with others in teams. Continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.  110.19.6  Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.  LESSON 4: "John" p. 92  STANDARD  115.23.12.F  Develop strategies for setting long-term personal and vocational goals.  116.23.7.B  Develop strategies for monitoring positive and negative relationships that influence health.  LESSON 5: "Taxi" p. 103  CODE  STANDARD  115.23.6.A  Relate physical and social environmental factors to individual and community health such as climate and gangs.	Source Link(s): http	://tea.texas.gov/index2.aspx?id=6148	
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	115.23.6.A	· ·	
	115.23.13.C		

115.23.13.A	Analyze strategies for preventing bullying, harassment, dating violence and sexual assault.
110.19.15v	Use a range of literary strategies and devices to enhance the style and tone.
	LESSON 6: "A Lifetime of Stuttering" p. 123
CODE	STANDARD
115.23.13.E	Recognize the responsibility to report bullying.
115.23.12.G	Demonstrate time-management skills.
110.19.6	Understand, make inferences and draw conclusions about the structure and elements
	of fiction and provide evidence from text to support their understanding.
	LESSON 7: "Under One Roof" p. 366
CODE	STANDARD
116.23.7.A	Solve problems in physical activities by analyzing causes and potential solutions.
115.23.10.D	Summarize and relate conflict resolution/mediation skills to personal situations.
110.19.28	Work productively with others in teams. Continue to apply earlier standards with
	greater complexity. Students are expected to participate productively in discussions,
	plan agendas with clear goals and deadlines, set time limits for speakers, take notes,
	and vote on key issues.  LESSON 8: "Understanding Jenny" p. 339
CODE	STANDARD
115.23.10.C	Distinguish between effective and ineffective listening such as paying attention to the
113.23.10.0	speaker versus not making eye contact.
115.23.12.D	Predict the consequences of refusal skills in various situations.
115.23.13.C	Demonstrate empathy towards others.
110.19.15	Write literary texts to express their ideas and feelings about real or imagined people,
	events, and ideas.
	LESSON 9: "Measuring Miracles by Leaps and Bounds" p. 188
CODE	STANDARD
115.23.13.D	Analyze ways to show disapproval of inconsiderate and disrespectful bullying behavior.
110.19.6	Understand, make inferences and draw conclusions about the structure and elements
	of fiction and provide evidence from text to support their understanding.
	LESSON 10: "The Truck" p. 195
CODE	STANDARD
115.23.5.K	Apply strategies for avoiding violence, gangs, weapons and drugs.
110.19.28	Work productively with others in teams. Continue to apply earlier standards with
	greater complexity. Students are expected to participate productively in discussions,
	plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
	LESSON 11: "The End of the Zombie Days" p. 62
CODE	STANDARD
115.23.7.A	Analyze positive and negative relationships that influence individual and community
113.23.7.7	health such as families, peers and role models.
115.23.10.B	Describe the application of effective coping skills.
110.19.23	Determine, locate, and explore the full range of relevant sources addressing a research
	question and systematically record the information they gather.
	question and systematically record the information they buttlet
	LESSON 12: "Head-Butting the Wall" p. 71
CODE	

110.19.28	Work productively with others in teams. Continue to apply earlier standards with
	greater complexity. Students are expected to participate productively in discussions,
	plan agendas with clear goals and deadlines, set time limits for speakers, take notes,
	and vote on key issues.

CODE	
115.23	Health Education, Grade 8
116.23	Physical Education, Grade 8
110.19	English Language Arts, Grade 8

Effective 2016.



### **TEXAS STANDARDS ALIGNMENT DOCUMENT**

# Chicken Soup for the Soul Hallway Heroes

**GRADE 8** 

All stories come from *Chicken Soup for the Soul: Create Your Best Future* 

Source Link(s): http://tea.texas.gov/index2.aspx?	(?id=6148
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Source Link(s): http	o://tea.texas.gov/index2.aspx?id=6148
	LESSON 1: "Celebrate Life" p. 272
CODE	STANDARD
115.24.13.A	Apply strategies for preventing bullying, harassment, dating violence and sexual assault.
115.24.11.C	Describe strategies to show respect for individual differences including age differences.
110.20.28	Work productively with others in teams. Continue to apply earlier standards with
	greater complexity. Participate productively in discussions, plan agendas with clear
	goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
110.20.6	Make inferences and draw conclusions about the structure and elements of fiction and
	provide evidence from text to support understanding.
	LESSON 2: "It's a Great Day to Be Alive" p. 47
CODE	STANDARD
116.24.2.C	Describe the importance of goal setting in improving skill.
115.24.11.B	Describe strategies for coping with problems and stress.
110.20.5	Understand, make inferences and draw conclusions about the structure and elements
	of drama and provide evidence from text to support their understanding. Analyze how
	different playwrights characterize their protagonists and antagonists through the
	dialogue and staging of their plays.
110.20.18	Write persuasive texts to influence the attitudes or actions of a specific audience on
	specific issues.
	LESSON 3: "Defining Myself" p. 148
CODE	STANDARD
115.24.10.C	Distinguish between effective and ineffective listening such as paying attention to the
	speaker versus not making eye-contact.
115.24.10.D	Summarize and relate conflict resolution/mediation skills to personal situations.
115.24.13.D	Analyze ways to show disapproval of inconsiderate and disrespectful bullying behavior.
110.20.28	Work productively with others in teams. Continue to apply earlier standards with
	greater complexity. Participate productively in discussions, plan agendas with clear
	goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
	LESSON 4: "Switching Roles" p. 114
CODE	STANDARD
115.24.12.E	Examine the effects of peer pressure on decision making.
110.20.3	Analyze, make inferences and draw conclusions about theme and genre in different
	cultural, historical, and contemporary contexts and provide evidence from the text to
	support their understanding.
110.20.28	Work productively with others in teams. Continue to apply earlier standards with
	greater complexity. Participate productively in discussions, plan agendas with clear
	goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
	LESSON 5: "A Place to Call Home" p. 176
CODE	STANDARD
116.24.7.B	Work cooperatively in a group to achieve group goals in competitive as well as

	cooperative settings.
110.20.28	Work productively with others in teams. Continue to apply earlier standards with
	greater complexity. Participate productively in discussions, plan agendas with clear
	goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
110.20.6	Make inferences and draw conclusions about the structure and elements of fiction and
110.20.0	provide evidence from text to support understanding.
	LESSON 6: "The Stranger Within" p. 87
CODE	STANDARD
115.24.13.E	Recognize the responsibility to report bullying behavior.
110.20.23	Determine, locate, and explore the full range of relevant sources addressing a research
	question and systematically record the information they gather.
	LESSON 7: "The Smile" p. 309
CODE	STANDARD
115.24.1.A	Analyze the interrelationships of physical, mental and social health.
110.20.23	Determine, locate, and explore the full range of relevant sources addressing a research
	question and systematically record the information they gather.
	LESSON 8: "The Walk that Changed Our Lives" p. 225
	"Feeling Full" p. 234
CODE	STANDARD
115.24.11.B	Demonstrate strategies for coping with personal problems and stress.
110.20.6	Understand, make inferences and draw conclusions about the structure and elements
	of fiction and provide evidence from text to support their understanding.
LESSON 9: "Finding a Vision" p. 145	
CODE	STANDARD
115.24.11.F	Describe the relationship between emotions and stress.
115.24.13.C	Demonstrate empathy towards others.
110.20.28	Work productively with others in teams. Continue to apply earlier standards with
	greater complexity. Participate productively in discussions, plan agendas with clear
	goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
2005	LESSON 10: "Changing the World—One Clip at a Time" p. 25
CODE	STANDARD STANDARD
116.24.2.C	Describe the importance of goal setting in improving skill.
115.24.10.B	Describe the application of effective coping skills.
110.20.6	Make inferences and draw conclusions about the structure and elements of fiction and
110.20.28	provide evidence from text to support understanding.  Work productively with others in teams. Continue to apply earlier standards with
110.20.20	greater complexity. Participate productively in discussions, plan agendas with clear
	goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
	LESSON 11: "A Mom's Blessing" p. 167
CODE	STANDARD
116.24.7.B	-
110.27.7.0	Work conneratively in a group to achieve group goals in competitive as well as
	Work cooperatively in a group to achieve group goals in competitive as well as cooperative settings.
115.24.11.A	cooperative settings.
115.24.11.A 110.20.3	cooperative settings.  Describe techniques for responding to criticism.
115.24.11.A 110.20.3	cooperative settings.  Describe techniques for responding to criticism.  Analyze, make inferences and draw conclusions about theme and genre in different
	cooperative settings.  Describe techniques for responding to criticism.  Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to
	cooperative settings.  Describe techniques for responding to criticism.  Analyze, make inferences and draw conclusions about theme and genre in different

110.20.28	Work productively with others in teams. Continue to apply earlier standards with greater complexity. Participate productively in discussions, plan agendas with clear
	goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
LESSON 12: "My Epiphany" p. 378	
CODE	STANDARD
SS.8.b.23.C	Identify ways conflicts between people from various racial, ethnic, and religious groups were resolved.
115.24.11.C	Describe strategies to show respect for individual differences including age differences.
110.20.17	Write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
110.20.28	Work productively with others in teams. Continue to apply earlier standards with greater complexity. Participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

CODE	
115.24	Health Education, Grade 8
116.24	Physical Education, Grade 8
110.20	English Language Arts, Grade 8

Effective 2016.

March 10, 2016

Dear Rebecca.

As a classroom teacher for the past 43 years, I am rarely this enthusiastic about a program. Half of my fifth grade class are second language learners, with 85% of our student population on free or reduced lunch. My fifth graders are enthusiastically engaged in each lesson of this program—they do not want me to stop teaching it! Not only does Hallway Heroes support my students' skills and knowledge level of the State Standards, but it has been instrumental in promoting tolerance, respect, compassion, and kindness in our classroom while developing social-emotional skills.

I love how preventative this program has been—helping to reduce bullying behaviors before they even begin. The lessons in *Hallway Heroes* help students build more positive relationships; engage in responsible decision making; learn to accept and respect others regardless of their religion, race, ethnicity, or culture; and take ownership of their emotional and social health. My class has loved recording their thoughts, feelings, and reflections in the student journals as well.

Hallway Heroes has even gotten the attention of the parents. During parent-teacher conferences, Hallway Heroes repeatedly came up with parents telling me about their children's excitement over the lessons and making connections to the values they teach at home. Many of my students are also watching the companion TV show, Chicken Soup for the Soul's Hidden Heroes. It engages them and reinforces what they have been learning at school.

Since my students love this program and are excited by it, I integrate it as much as possible into other curricular areas. We use *Hallway Heroes* and the suggested extensions in the development of literacy skills, vocabulary enrichment, as well as narrative and persuasive writing.

I have taught many programs over the years that address bullying. This is the first one that I truly believe in, where I see the results, and in which the children are completely engaged. As I look forward to next year's teaching assignment, I can assure you *Chicken Soup for the Soul's Hallway Heroes* will hold an important role in building my classroom community.

Thank you again, Catherine Kopp

Catherine Kopp, B.S., M.Ed.

Cherry Creek 2006 Recipient of the Colorado Distinguished Teacher Award

Three-time Honoree of Who's Who Among America's Teachers

Fifth Grade Teacher

Holly Hills Elementary School

Denver, Colorado



March 28, 2017

Dear Rebecca,

As a bilingual teacher I have to say I find this Hallway Heroes program absolutely amazing! My 2<sup>nd</sup> grade students are so engaged with these inspirational stories and the activities associated with them, they do not even blink! They participate and enjoy sharing their ideas and comments with the rest of the group. I have seen a positive change in my students, as now they understand what bullying is, what the implications are for both parties (the bully and the bullied) and also what actions to take. They show empathy and kind feelings towards the bullied kids in the story.

Some of the children talk about having seen and enjoyed the show Hidden Heroes, and when I asked them to describe some of the stories, they did it gladly and in detail.

I use the examples and types of activities in other areas, such as ESL, where they have to practice reading and comprehension.

The lesson plans are so well written and easy to follow, with options for all the types of learners, so that is something I really appreciate. It even gives me ideas for my own lesson plans!

Thank you so much for sharing your wonderful anti-bullying program with our school; my students benefit greatly from it.

Regards,

Ostrid Servera

Astrid Herrera 2<sup>nd</sup> grade bilingual teacher Hobby Elementary Houston, TX



## Whitney Elementary School

5005 Keenan Rd. Las Vegas, NV 89122 (702) 799-7790 Fax (702) 799-0933

Sherrie Gahn Principal

Julie Causey Assistant Principal

April 23, 2017

Dear Hallway Heroes,

Whitney Elementary School would like to thank you from our hearts for bringing the Chicken Soup for the Soul and Hallway Heroes program to our school.

We targeted second grade students for this program and the students enjoyed every minute of the lessons. The format opened up many healthy dialogues between the students, the students and their teacher and the students and myself, the school counselor. The stories in your book allowed the children to give their own daily struggles a voice for which they were able to then begin the healing process.

Being selected to participate in the Hidden Heroes segment was exciting beyond words. The students took to the task with enthusiasm and determination to do the best they could. And they did!

Being an at risk school our kids face many obstacles; academically, behaviorally, and socially. This program addressed all of those issues. Thank you for the opportunity you have given our little school. We know that any school that chooses to use this program will find success in it's implementation.

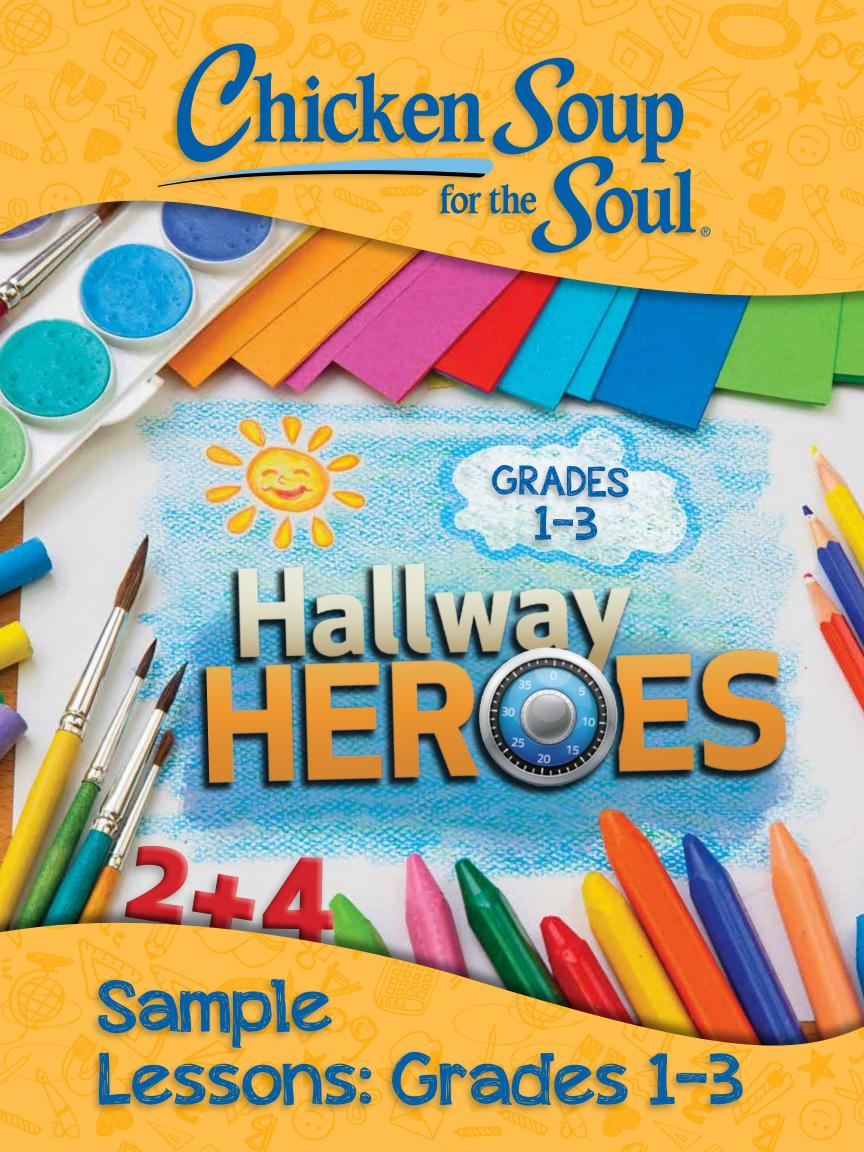
Sincerely,

Vicki Bustos

School Counselor

Whitney Elementary School

Las Vegas, Nevada





# Sample Lessons

GRADES 1-3



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

# These lesson plans were created by Resources for Learning, LLC.





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# 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 1–3. You'll find sample lessons for Grades 4–6 on our website by visiting chickensoup.com/hallwayheroes.

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

# Each complete sample lesson in this booklet includes:

- 1. A literacy-based lesson plan fromour 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:

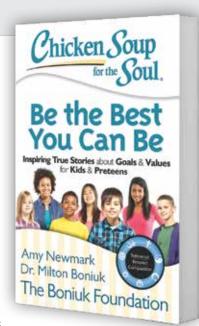
- 1. Pre-reading activity and discussion
- Reading a story from Chicken Soup for the Soul: Be the Best You Can Be—the story addresses bullying or related situations
- 3. Classroom discussions after reading the story
- Students answering questions in their student journals about the story and how it pertains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



"A Different Sister" p. 86

### **Description of Lesson**

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



### **Materials**

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

### **Lesson Objectives**

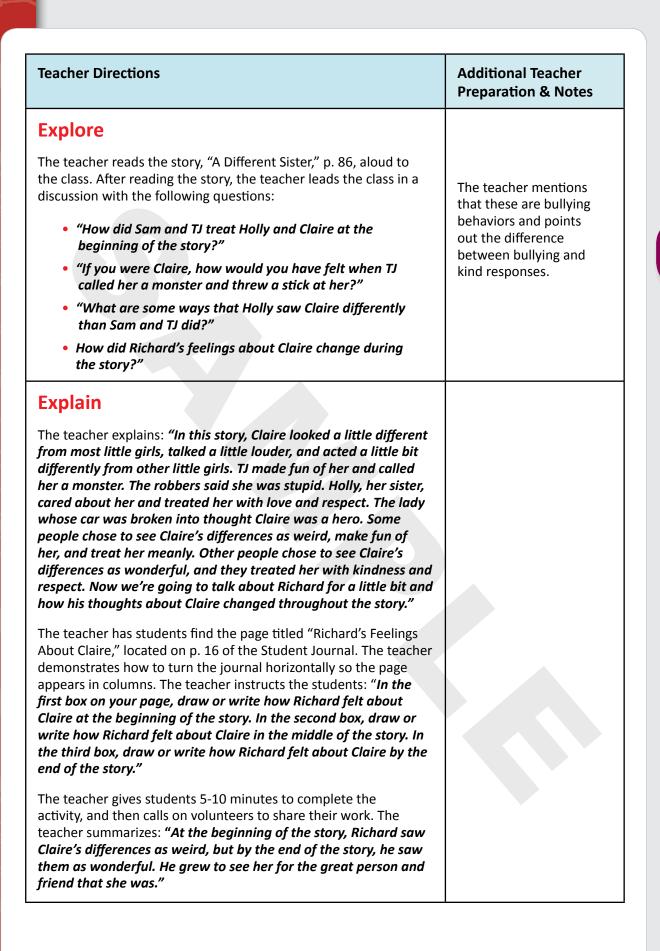
- Recognize that others may experience situations differently from oneself
- Identify one's likes and dislikes, needs and wants, and strengths and challenges

# **Literacy Objectives**

- Recall details from the story and share important facts
- Make inferences and draw conclusions about characters and their actions
- Identify the lesson to be learned from the story
- · Identify the beginning, middle, and end of a story sequence

### **Teacher Directions Additional Teacher Preparation & Notes** Elicit/Engage The teacher organizes students into groups of three or four. Each group receives one of each of the following items: A blue marker A pen that writes with blue ink A pencil with a good eraser on the end Blank white paper The teacher instructs: "I want each group to decide which one of these three items is different from the others and be ready to tell us why you decided which item was different. For example, if I had three pieces of chalk and two were red and one was green, we might say the green chalk was the one that was different. Do this with these three items. Don't forget to test each item by using it to see how it works." The teacher gives groups 5 minutes to discuss the items and decide which one is different. The teacher then calls on students in each group and asks to hear their responses and explanations. Possible student responses could include following: If students do not come We chose the pencil because it was the only one that did not up with a wide variety of write in blue. explanations, the teacher We chose the marker because it was fatter than the other can ask students if they noticed differences listed • We chose the pen because it has a metal tip. to the left to give a wider variety of explanations. We chose the pencil because it was the only one with an eraser. We chose the marker because it starts with the letter "M", and the other two start with the letter "P". The teacher explains: "You came up with many different reasons for why you thought the marker, the pen, or the pencil was the one that was different. Each group, and possibly each person in our class, could look at these three things and see them differently. One thing we can all agree on is that each of these items can be useful when someone wants to write or draw something." The teacher continues: "Today we will be reading a story about two sisters. One of the sisters, named Claire, looks, talks, and acts a little bit differently from others. Some of the children in the story even call her a monster. As I read, listen carefully to Richard, the boy who tells the story, and to what he comes to learn about

Claire by the end of the story."



**Teacher Directions** 

#### **Preparation & Notes Elaborate** The teacher continues the discussion by pointing out: "Even here in our own classroom, each of us is different in many ways, and our differences should be valued and celebrated. Let's think of some of the ways we are different." The teacher elicits responses from students. Suggestions for differences might include the following: The teacher reminds Some students in our class have short hair, and some have students to follow the long hair. Hallway Heroes Some students in our class are right-handed, and some are Classroom Respect left-handed. Pledge in this discussion, • Some students in our class are boys, and some are girls. and to treat differences with kindness and The teacher continues the discussion, allowing students to suggest understanding. ways they are different from one another. The teacher summarizes: "You have identified many ways right here in our own class that we are different from one another just Teachers should avoid as, in the story, Claire had certain things about her that were naming any qualities different from the other children. Just as characters in the story that certain students are made different choices, we can choose to look at others' differalready uncomfortable ences as making them weird and can treat each other meanly about, such as body and rudely, or we can choose to see those differences as things weight, height, and that make our classmates wonderful! We can be Hallway Heroes wearing glasses. who appreciate and respect the things that make us different." Teachers should be pre-**Evaluate** pared to gently prompt students who struggle The teacher leads the discussion with students seated in a circle: to think of something "We are going to go around the circle and tell the person on to say to the person on your right something that makes them wonderful. Now we'll go their left. (For example: around the circle and tell the person on your left what makes You smile all the time. them wonderful. Now we will each tell something that makes You help clean up after each of us wonderful. It can be something someone else told you activities. You play by the or something you thought of on your own." rules in gym.) Students should not be made to Students complete the journal entries for Lesson 4, located on feel uncomfortable if p. 16-20 of the Student Journal. someone struggles to say something wonderful about them.

**Additional Teacher** 

# **Teacher Directions Extend** Assessment **Journal Prompts**

### Additional Teacher Preparation & Notes

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

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

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

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



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

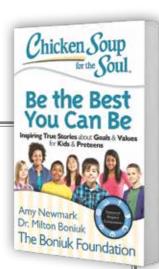
In order to take or submit any pictures, the appropriate media consent forms must be signed by students' parents or legal guardians.

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

- · Lesson Response: Richard's Feelings About Claire
- Draw a picture or write about how you would treat Claire.
- Write a letter to or draw a picture of somebody in your family or class. The letter or picture should show how much you like the wonderful and unique things about him or her.
- Lesson Response: Attach Wonderful page here.

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# A Different Sister

I choose not to place "DIS" in my ability. ~Robert M. Hensel

was standing in the park on the other side of our street watching the old Henderson place. My best friend Sam and his little brother TJ were with me.

"They're monsters, Richard," Sam said. "Someone told us at bowling. There are two sisters and they're monsters."

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

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

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

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

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

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

"She looks all right," I said. "She's not a monster."

"Look at the other one!" TJ's voice was more squeaky than usual,

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GRADE 1

For grades 1 and 2: teachers will read, or help students read, the real-life stories from Chicken Soup for the Soul: Be the Best You Can Be.

as he pointed at the second girl coming down the driveway. She was bigger than the first one, and she had a crooked face. She swayed from side to side as she walked.

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

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

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

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

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

"Come on, Sam. Let's go and talk to them," I said.

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

"Hi, my name's Richard," I said.

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

"Hi," I said to her.

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

"Can she talk?" I asked Holly.

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

"Yes, I can," I said. "I didn't mean to be rude. Don't be angry."

"She's not angry." Holly looked straight at me and smiled. "That's how she talks."

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

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

"Sorry," Holly said, as she rode after Claire.

By this time Sam and TJ were almost out of sight. I ran home

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to get my bike so I could ride with the girls. When I got back to the park they were still going slowly around the track. I rode next to Holly with Claire riding ahead.

"What happened to her?" I said.

"What do you mean?" Holly said.

"Why does she look so strange and talk so loud?"

"Nothing happened to her," Holly said. "She's always been like that."

"Don't you mind going out with her, when kids point and laugh?"

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

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

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

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

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

"Did you see anything?" the policeman said to Claire.

"Yes," she shouted back at him.

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

"Two men."

"Which way did they go?" the policeman asked.

"Nowhere," Claire shouted.

"They must have gone somewhere." The policeman seemed to be getting impatient with Claire.

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#### Displayed in actual size

"No. They're over there." Claire pointed at two men watching from behind a blue truck. They saw her point and they scrambled to get in the truck. But the police were too quick. They had their guns out and the men gave up.

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

The woman came over to speak to Claire.

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

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

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

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

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

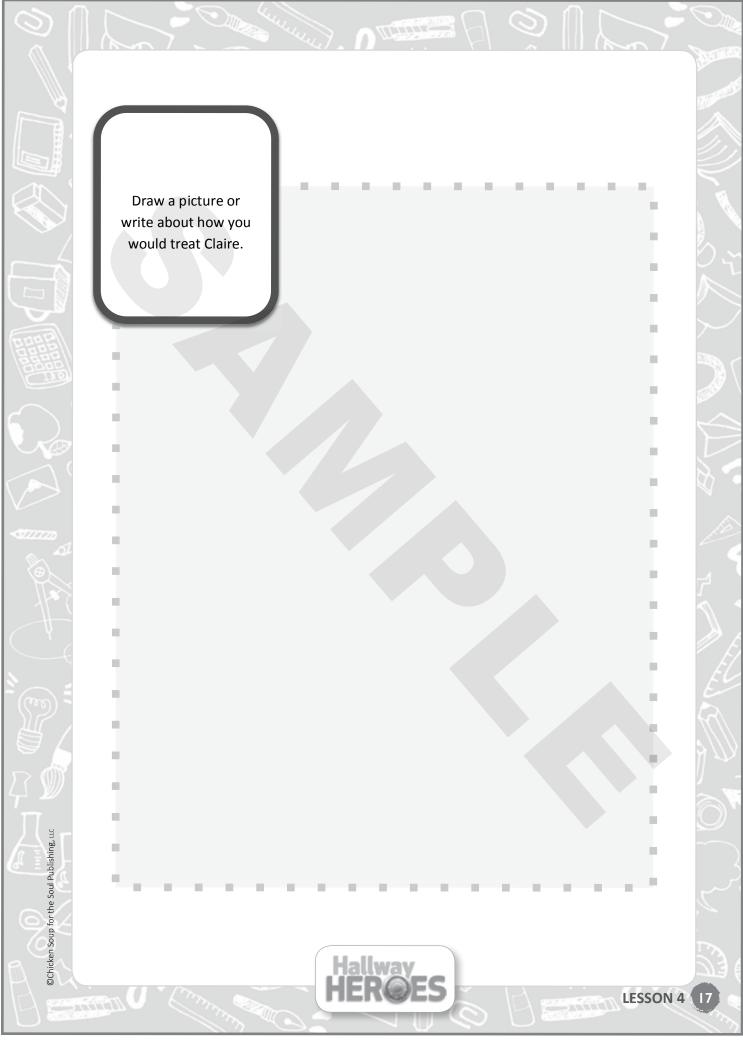
On the way home, Holly had to ride in front because Claire didn't know the way.

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

~Richard Brookton

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Write a letter or draw
a picture of somebody in your
family or class. The letter
or picture should show how
much you like the
wonderful and unique things
about him or her.

18 LESSON 4





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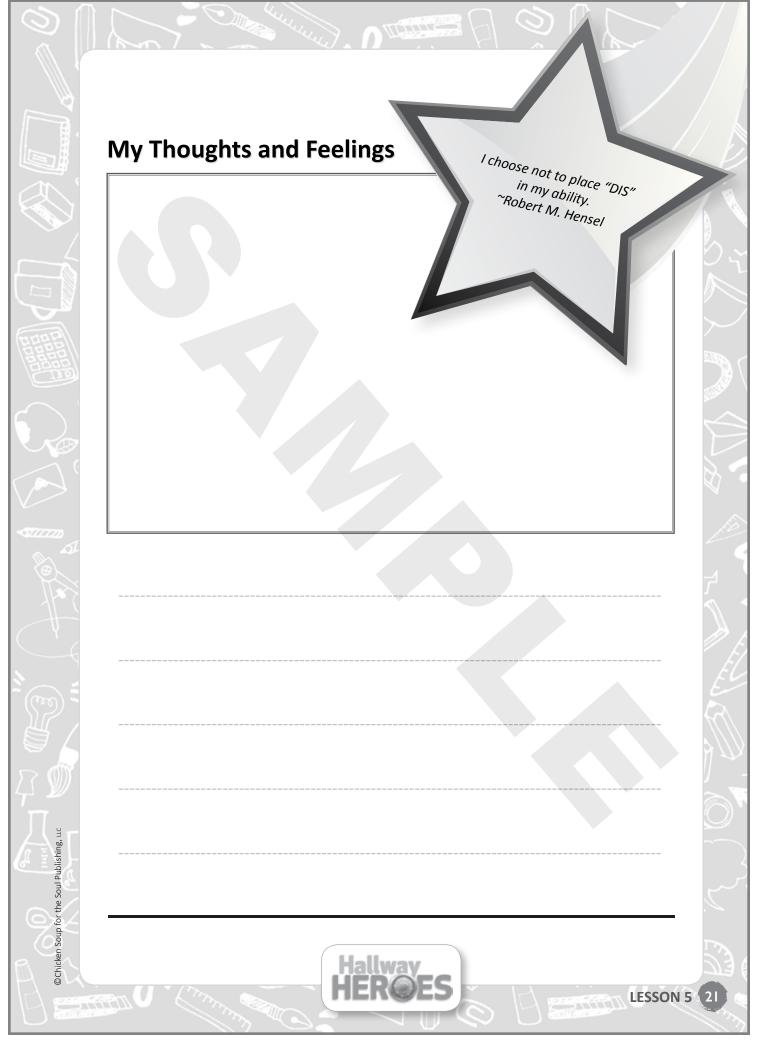
# **STORY SUMMARY**

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

Draw a picture of something that happened in the story. Your picture should include as many details as possible.

LESSON 4





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# LESSON 1 Grade 2

"You'll Be Good for Him" p. 81

# **Description of Lesson**

This lesson focuses on creating a welcoming environment in the classroom for students with diverse needs and backgrounds.

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

Chicken Soup

Be the Best

# **Materials**

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

# **Lesson Objectives**

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

# **Literacy Objective**

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

Teacher Directions	Additional Teacher Preparation & Notes
Elicit/Engage	
The teacher writes the word "Welcome" on the board and asks students: "What makes you feel welcomed or included in a space? What are some actions people take when they welcome you?"	Some qualities of a welcoming classroom: Everyone feels safe. Students feel like others care about them. Differences
The teacher helps students brainstorm and writes a list of characteristics that contribute to a welcoming environment on the board. The teacher asks students to reflect on how they feel when they are welcomed or included in a space and adds students' responses to the list on the board.	are accepted. Students listen to one another.

# **Teacher Directions**

# **Additional Teacher Preparation & Notes**

# **Explore/Explain**

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

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

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

# **Elaborate**

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

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

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

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

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

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

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

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

If students don't come up with the term bullying to describe namecalling, the teacher should provide it.

# **Teacher Directions Additional Teacher Preparation & Notes Evaluate** The teacher concludes: "You all have come up with a great list of ideas for the things we can do and say as we work with each other and create a positive classroom environment. In the next few weeks, we will be learning ways to grow and be our very best, and it will be important that we have a safe place to talk about our feelings. We will call this our Hallway Heroes Classroom Respect Pledge. We will keep these ideas posted right here in our classroom to help us always remember to choose to behave in ways that make others feel welcome, rather than behaving in ways that are unwelcoming." The teacher titles the Welcoming Environment feelings map, "Hallway Heroes Classroom Respect Pledge." The teacher and each student sign the bottom, signifying their agreement to uphold these expectations. The teacher explains: "By signing our names, we are agreeing to follow these expectations." The teacher hangs the Hallway Heroes Classroom Respect Pledge in a prominent place the classroom. The teacher and students can refer to it throughout the duration of the module or the year. The teacher introduces students to their journals. The teacher The teacher may want explains that students will use this journal to reflect on the stories to discuss with students they read and the activities they do in each lesson. Students go to how journals will be the first page, where they can copy the attributes from the Welstored for easy access coming Environment feelings map and sign their individual copy of throughout the module. the Hallway Heroes Classroom Respect Pledge. The teacher asks students to take this copy of their Hallway Heroes Classroom Respect Pledge home for their parent or guardian to sign and return. When they are done, students complete the journal entries for Lesson 1, located on p. 3-6 of the Student Journal. **Extend** Students create short skits where they show how they would use the behaviors on the Welcoming Environment feelings map to invite a new classmate to play with them at recess, to comfort a

# Assessment

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

# **Journal Prompts**

Copy the Hallway Heroes Classroom Respect Pledge and sign it.



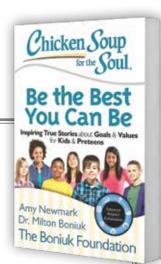
( Describe some places where you feel the most welcome.

classmate who's upset, or in other school or classroom scenarios.

• What are some other good ways to make a new person feel welcome?

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# You'll Be Good for Him

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

—Ambrose Redmoon

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

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

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

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

The students then asked him why he used different paper and a special magnifying lens and lamp when he read. Brian explained that he had a tracking problem, and that he could see better out of one eye than the other. "I'm going to have another eye operation," he said

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GRADE 2

casually. "I'm used to it. I've already had six operations." He laughed nervously, adjusting his thick-lens glasses. Brian had already had two hip surgeries, two ankle surgeries and two eye surgeries.

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

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

I asked Brian if he ever became discouraged.

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

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

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

"Yeah," he said shyly.

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

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

"Well—I guess," he answered reluctantly.

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

"That's great, Brian!" I placed my hand on his shoulder.

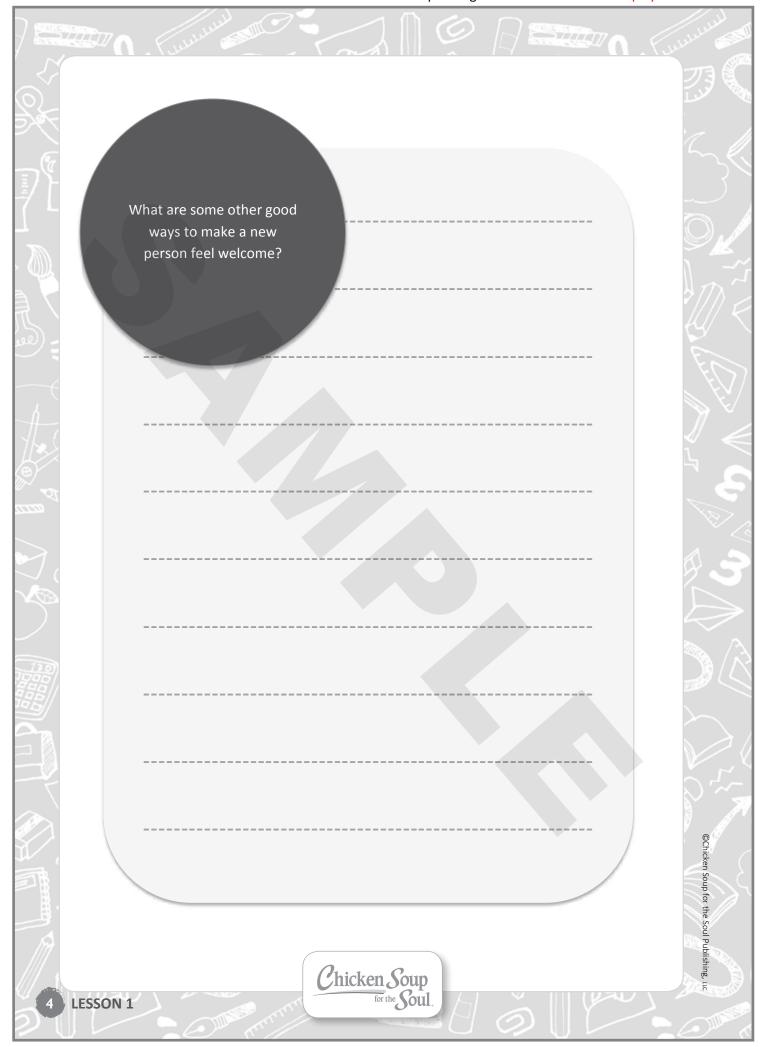
Brian laughed nervously while I had to hold back tears. His honesty and courage touched me. I then realized that maybe I wasn't as good for Brian as he was good for me—for all of us.

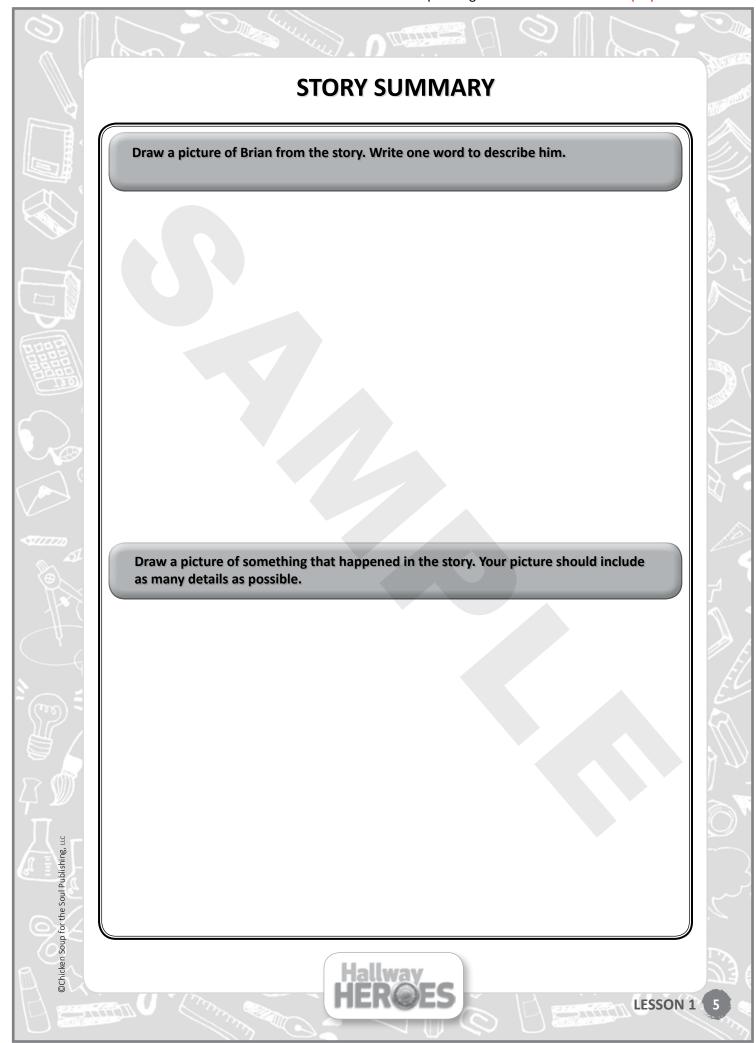
~Eugene Gagliano

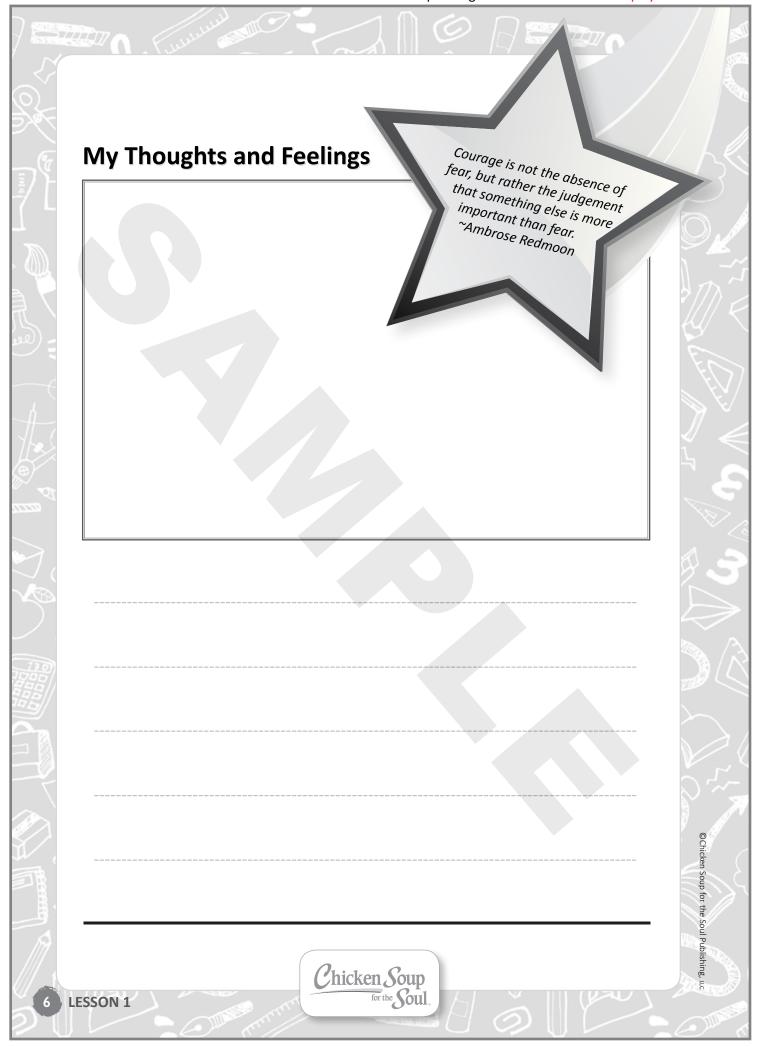
82 You'll Be Good for Him: Accepting Differences

HEROES Class  Copy the Classroom Respec		
Signed by:		
Student Signature	Date	

	"You'll Be Good for Him" page 81
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	LESSON 1 3







# LESSON 11 Grade 3

"Bullied to a Better Life" p. 148

# **Description of Lesson**

In this lesson, students hear a story about a boy named Mason who is bullied for being overweight. Eventually Mason tells his parents about the bullying, and although the bullying gets better, Mason's health gets worse. After losing 85 pounds, Mason is on a mission to encourage kids to stay healthy and to stop bullying

behavior. Through reflecting on Mason's story and other activities, students understand how their words and actions, including those they post online, can have long-term effects on others, learn the difference between tattling and reporting, and create a list of ideas for staying healthy.



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

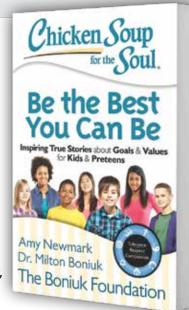
# **Lesson Objectives**

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

# **Literacy Objectives**

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

Teacher Directions	Additional Teacher Preparation & Notes
Elicit	
The teacher says: "When someone is being bullied, it is important for a trusted adult to know about it. Who are some people you can count on to help you if you're being bullied or if someone you know is being bullied?"	



#### **Teacher Directions**

# **Additional Teacher Preparation & Notes**

# **Engage**

The teacher shows the students how to cut a heart out of a piece of construction paper by folding it in half and drawing half of a heart along the crease with a marker, then cutting along the marker line and unfolding the paper. When each student has created a paper heart, the teacher says: "What is something a person might say or do that would be hurtful to you? Make a fold in your heart showing what that hurtful comment can do. What is another hurtful thing someone might say? Make another fold in your heart." Students continue to share hurtful comments or actions and, with each comment shared, fold their hearts again. The teacher asks: "What are the hurtful words doing to your heart? It's now a small, crumpled heart! What is something someone might say or do to you to help you feel better? Unfold one of the creases in your heart. What is something else someone might say to help you feel better? Unfold another crease." Students continue to share kind, helpful comments or actions, and with each comment shared, students unfold one more crease of their hearts. Eventually all of the creases are unfolded, but the marks are still visible on the heart. The teacher explains: "Even after kind words are said to repair hurtful words, are there still creases in your heart? How is it different from the way it was when we started? With your words and actions, try not to crease someone's heart, because a little bit of that crease will always be there even if you try to make things better." The students keep their hearts, or the teacher hangs them in the classroom as a reminder of how our words and actions can affect others.

The teacher may also prepare a heart for each student ahead of time, if desired.

# **Explore**

Students either follow along as the teacher or other students read "Bullied to a Better Life," p. 148 or they read the story to themselves. At the end, the teacher begins a discussion with the students: "In the last story and in this story, we've read how the main characters were bullied or feared being bullied because of their physical differences. Back in the beginning of this module, we learned that the qualities of a good friend are not physical. So just because Amy or Mason might look different from us, does that tell us anything about their personalities? How did getting help affect Mason's situation?" The teacher calls on students to share their thoughts.



Sensitivity Alert: This topic may be sensitive for students who experience or have experienced bullying or may be overweight.

The teacher can show students photos and videos of Mason Carter Harvey and Strive for 85 from the Internet.

# **Teacher Directions**

# Additional Teacher **Preparation & Notes**

# **Explain**

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

# **Elaborate**

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

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

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

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

Cyberbullying resources:

- www.dosomething.org/ facts/11-facts-aboutcyber-bullying
- www.cyberbullying.org/ facts
- www.nobullying.com/ cyber-bullying-facts/

Examples of places online include: chat discussions, social media sites adults and teenagers use like Facebook, email, text messages, online games.

Teacher Directions	Additional Teacher Preparation & Notes
The teacher explains: "We are going to help raise awareness about cyberbullying at our school. In groups, you will create a poster that will share a fact about cyberbullying. We will hang these posters around the school." Students can use the Internet to research facts about cyberbullying, or the teacher can provide information.	
Evaluate	
Students complete the journal entry for Lesson 11, located on p. 52-55 of the Student Journal.	
Extend	
The teacher says: "In the story, 'Bullied to a Better Life,' Mason made some changes to his life when he began to get sick. What are some of the changes he made? What did he do to try to get healthy? What are some things that are important for us to do to stay healthy? You're going to work with partners to list these things on p. 52 in your journal." The teacher allows students time to brainstorm and then directs them to use the Healthy Choices List, located on p. 52 of the Student Journal. Students write their ideas on the list and then share their thoughts with the class.	Share your students' Healthy Choices lists at chickensoup.com/ hallwayheroes.

# **Assessment**

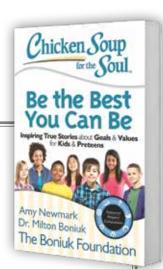
Students collaborate to create a chart showing the differences between reporting and tattling and a list of activities they can do to stay healthy.

# **Journal Prompts**

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

Displayed in actual size





# Bullied to a Better Life

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

~Dodinsky

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

I didn't tell my mom and dad why I didn't want to go to school anymore, so instead I would fake being sick all the time. I just wanted to stay at home where I was safe. My parents talked to my teacher, my principal, and a school counselor. They finally found out I was being bullied and I got to switch to a new class with an awesome teacher, Mrs. Willhoite. There were not any bullies in her class and she would let me bring my lunch to her room and eat with her so I didn't have to go to recess and be around those mean kids from my old class.

148 Bullied to a Better Life: Handling Bullies

The bullies were still picking on me in fourth, fifth, and sixth grades. I would see them in the halls. They'd be there at recesses. But I had finally been truthful and asked for help. My mom and dad worked with the school to make sure I was in good classes and protected as much as possible. Would the bullying have been so bad if I had asked for help in the very beginning? I don't know, but I do know that once my parents found out they got me help. And once I got help, I didn't have to deal with the bullies by myself.

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

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

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

If you are being bullied, get help. You don't have to deal with this alone. You have to believe in yourself and not let mean kids decide who you will be and what you can do. If you are being the bully, stop! Come run with me instead or go ride a bike, climb a building, hit a punching bag. Do anything other than try to make a kid, like me,

Handling Bullies: Bullied to a Better Life 149

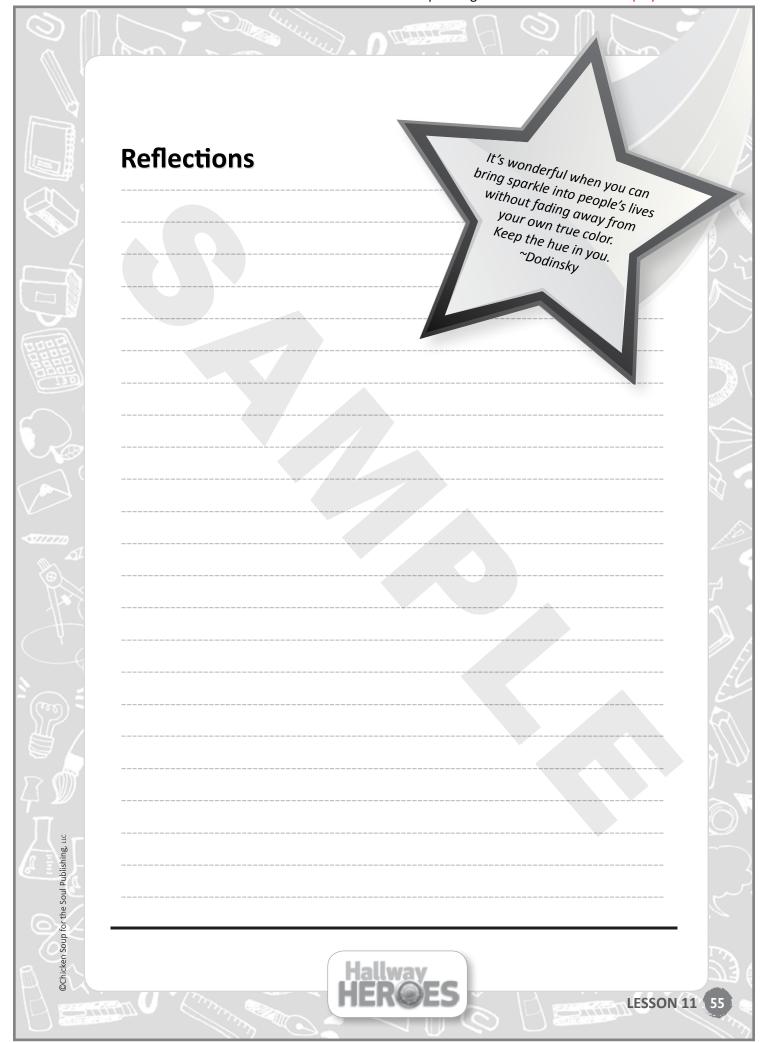
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feel bad about himself. You never know... the person you're picking on could turn out to be the president one day. ~Mason Carter Harvey 150 **Bullied to a Better Life**: Handling Bullies

"Bullied to a	Better Life" page 148	Chicken Soup
LESSON 11		Be the Best You Can Be loping True Stories & Or Goals & Values for Kids & Proteens
Less	on Response: Healthy Choices List	Kids I Proteins
		Amy Newmark Dr. Miton Boniuk The Boniuk Foundation

Write three words that someone might say that would "crease" your heart. Then write a sentence describing how you can avoid "creasing" others' hearts. Describe an example of a bullying situation that someone should report to a trusted adult. What are some reasons why it is important to make good choices, and to be a Hallway Hero, even when you are online? ©Chicken Soup for the Soul Publishing, ⊔c **LESSON 11** 53

	STORY SUMMARY
	Mason at the beginning of the story and at the end of the story to explain how he changed.
Describe the lesson that you	learned from this story.
In what ways might you appl	ly this lesson to your own life?
	Chicken Soup for the Soul.

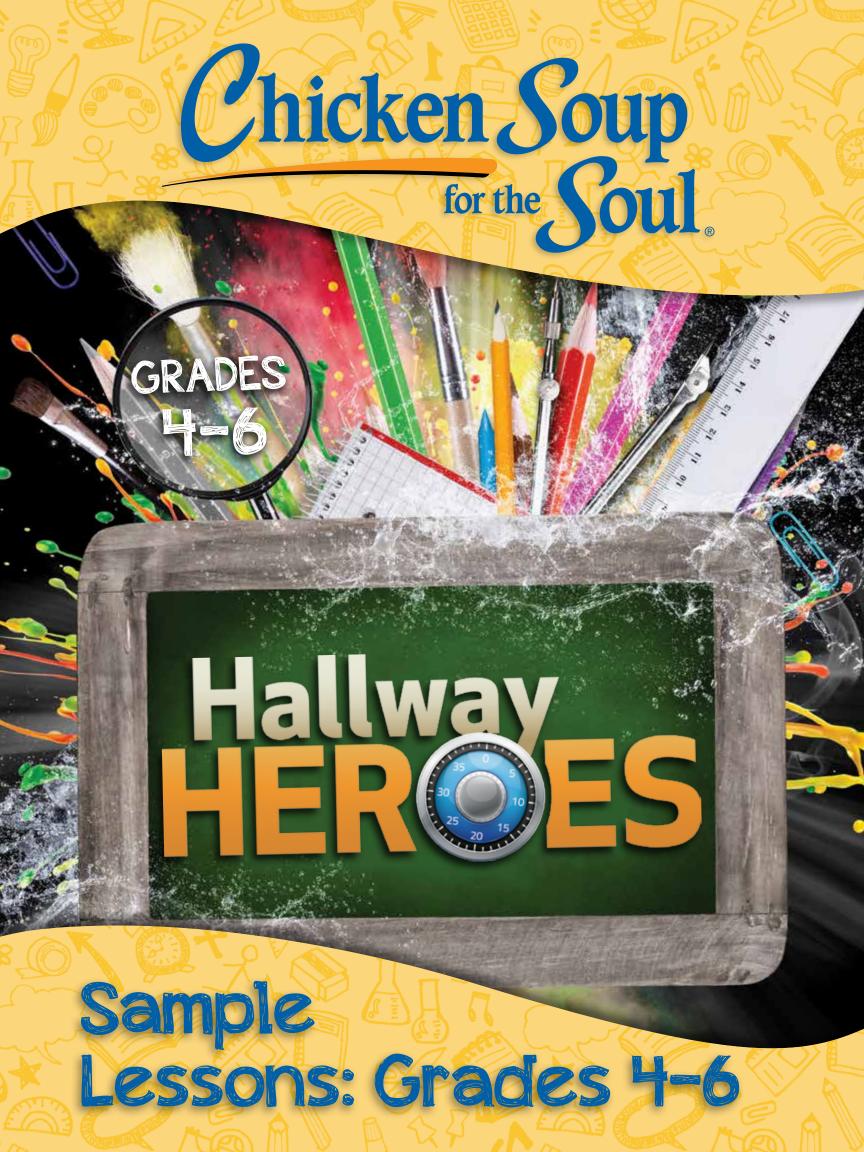


# Thank you for considering



# a literacy-based anti-bullying program

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





# Sample Lessons

GRADES 4-6



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

# These lesson plans were created by Resources for Learning, LLC.





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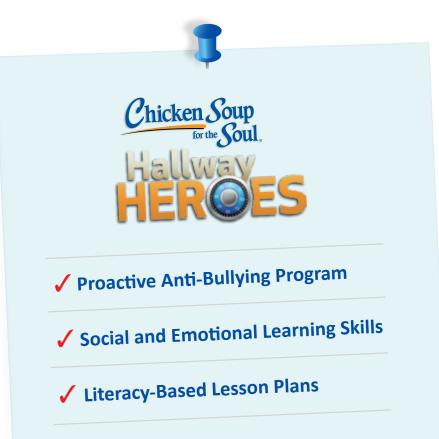
# INTRODUCTION

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 fromour 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:

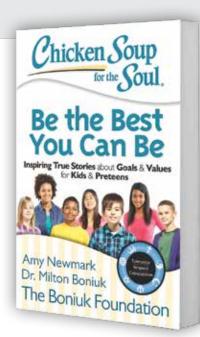
- 1. Pre-reading activity and discussion
- Reading a story from Chicken Soup for the Soul: Be the Best You Can Be—the story addresses bullying or related situations
- 3. Classroom discussions after reading the story
- Students answering questions in their student journals about the story and how it pertains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



"Losing an Enemy" p. 163

# **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	Additional Teacher Preparation & Notes
Elicit	
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.	

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#### **Teacher Directions**

# Additional Teacher Preparation & Notes

# **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."

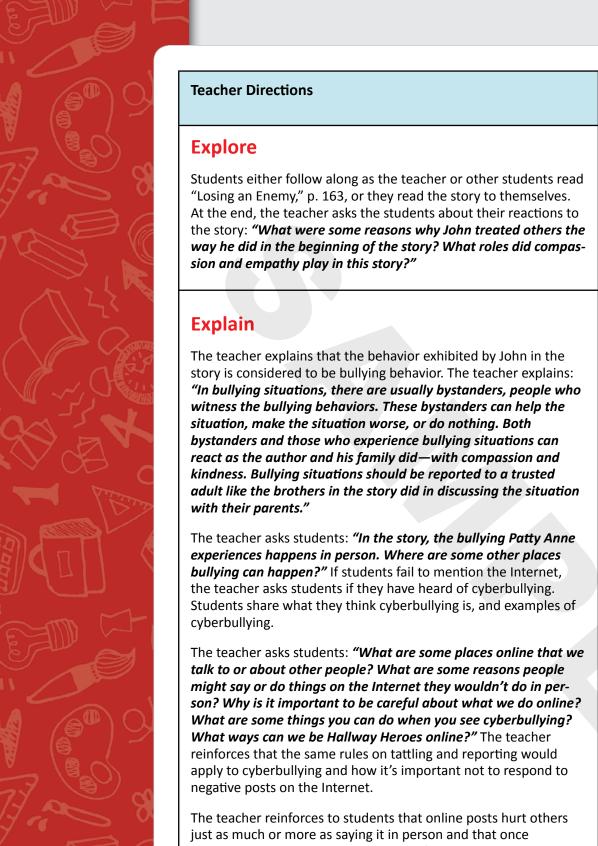
"I have been somebody who has exhibited bullying behavior."

"I have stood up against bullying."

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 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.



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."

**Additional Teacher Preparation & Notes** 

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.

something is posted online it can be difficult, and sometimes impossible to erase.

# **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.dosomething.org/ facts/11-facts-aboutcyber-bullying

www.cyberbullying.org/

www.nobullying.com/cyber-bullying-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

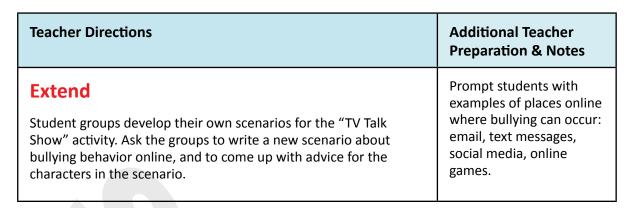
# **Evaluate**

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.



# **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?
- Mhat 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:

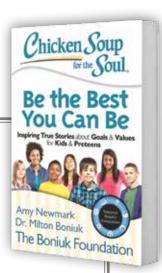
- "What role did you play in this situation? What decisions did you make?"
- "What feelings did you experience in this situation? What were the causes of these feelings?"
- "What words of advice or strategies does anyone in the audience have to give Valentina to help her stand up against bullying behavior?"

Name:	Name of Partner:
NARRATIVE PEER FEEL	DBACK
	tory from beginning to end. Read it as many times as you need to understand the author's message. Write down your initial responsto the prompts below:
My favorite part of your story	/ was:
Your story made me feel:	
The lesson I learned from you	ur story was:
Step 2: Go back to the story:	
·	ntroduction, describing what the author is going to talk about? troduction.
<ul> <li>Where are the beginning, mid partner's paper.</li> </ul>	ddle, and end? Label the location where each one starts on your
Who are the main characters	? Write their names where they are introduced.
<ul> <li>Does the story start with "act your partner's paper.</li> </ul>	tion" that draws the reader in? Mark it with the word action on
Is the story written in past ter	nse? Circle one: YES NO
Count the number of words, a	and write your total here:
Is the story longer than 1200	words? Circle one: <b>YES NO</b>

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		7	ı
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Name:	Name of Partner:
NARRATIVE PEER FEEDBACK cor	ntinued
If your partner's story is longer than 1200 wo	ords, what are some suggestions for how your
partner can condense this story, but keep the	e important elements?
Write any other suggestions you have for how	w to improve the story:
	<b>&gt;</b>





### Losing an Enemy

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

~Romans 12:20

ast 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

Handling Bullies: Losing an Enemy 163

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?"

"Yep." 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.

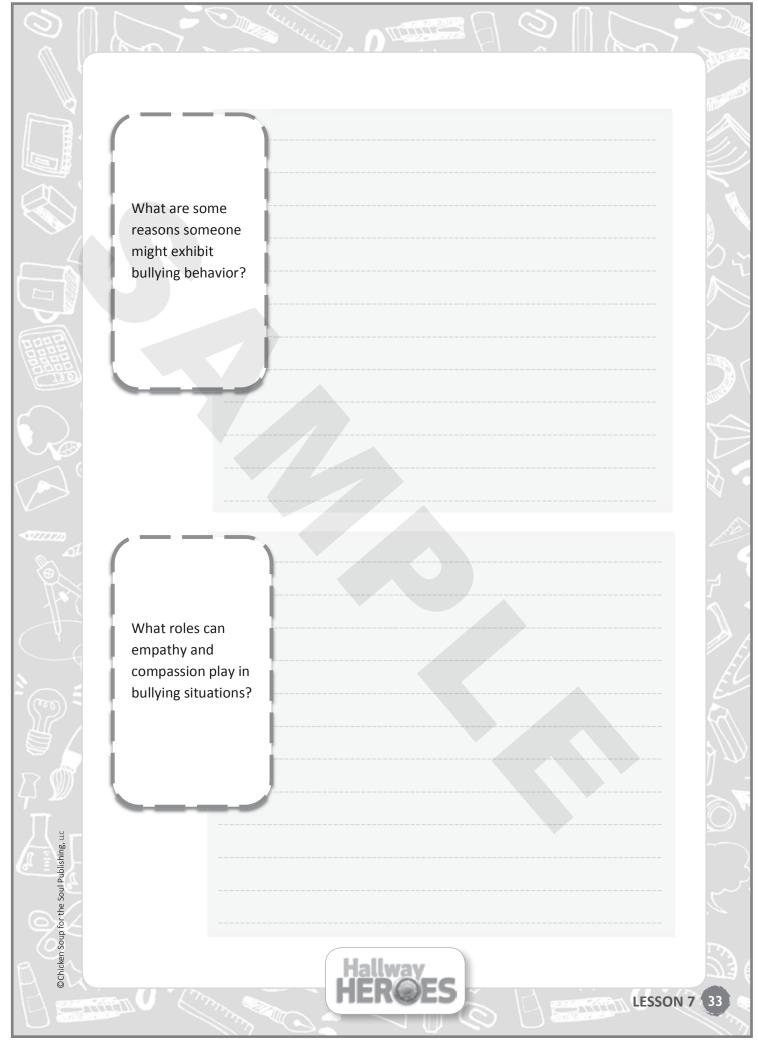
He wasn't the only one to change. My whole family learned what it meant to love an enemy. What's strange is that in the process, we lost that enemy—he was "conquered" by love.

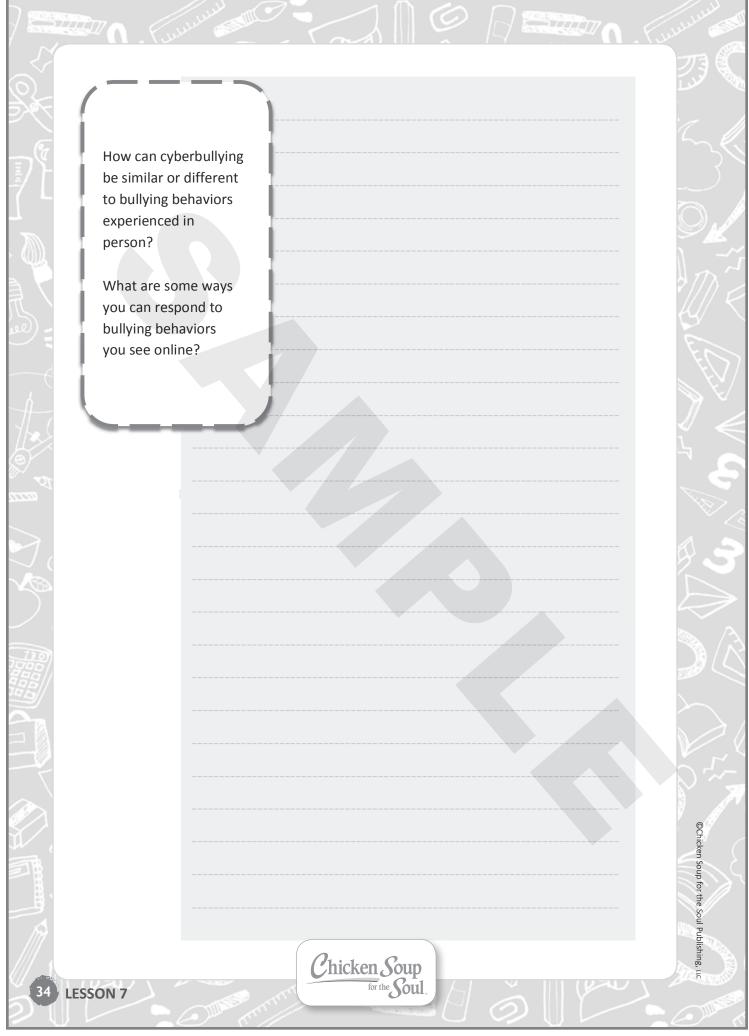
Love: It never fails.

~Patty Anne Sluys

164 Losing an Enemy: Handling Bullies

"Losing an Enemy" page 163 LESSON 7	Chicken Soup
LESSON /	Be the Best You Can Be
Lesson Response: Strategies for Dealing with Bullyin	
	Amy Newmark Dr. Milton Boniuk The Boniuk Foundation





	DRY SUMMARY
In your own words, describe Patty a story. Use evidence from the story to	at the beginning of the story and at the end of the to explain how Patty changed.
Describe the lesson that you learned	ed from this story.
	,
In what ways might you apply this	lesson to your own life?

Reflections			
	 If you him.	ur enemy is hungry, if he is thirsty, give formething	
	 50	omething to discourse	feed Dim
	 	ur enemy is hungry, if he is thirsty, give homething to drink.  Romans 12:20	
		<del></del>	

#### 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.



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

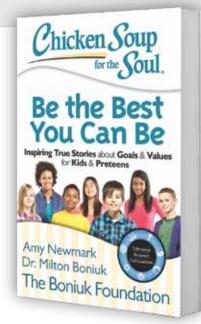
#### **Lesson Objective**

• 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 Additional Teacher Preparation & Notes** Elicit/Engage The teacher asks students to think about the problems they solved Problems B, C and E are in the previous lesson. The teacher says: "Imagine that a friend of already written from a yours was having one of these problems. What are some things bystander's perspective. you could do to help your friend?" The teacher invites students Students with these to raise their hands and calls on students to share their thoughts problems can recall with the class. The teacher may also ask: "What are some of the one of their solutions reasons it might be difficult to stand up to bullying behavior? in which they helped the What are some reasons to stand up to bullying behavior even person being treated when it doesn't involve a friend?" disrespectfully.



# Teacher Directions Additional Teacher Preparation & Notes

#### **Explore**

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.

#### Elicit/Engage

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.

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.

#### **Explore**

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.

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.

#### **Teacher Directions Additional Teacher Preparation & Notes** Elaborate The teacher asks students to refer to their notes and answer the Stopbullying.gov suggests following questions: "What are your thoughts on what was most some general rules for difficult about helping someone who was being bullied? If you bystanders: "Don't give saw something like this happening in real life, what are some of bullying an audience," the things you might feel? What general rules about standing up "Set a good example," against bullying can we make based on these skits?" The teacher and "Tell a trusted adult." 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.

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

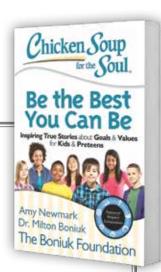
Students identify several appropriate ways to respond when they see someone being bullied.

#### **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.

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## 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

ey 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

Handling Bullies: Solving a Fifth Grade Problem 165

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

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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."

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#### Displayed in actual size

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?"

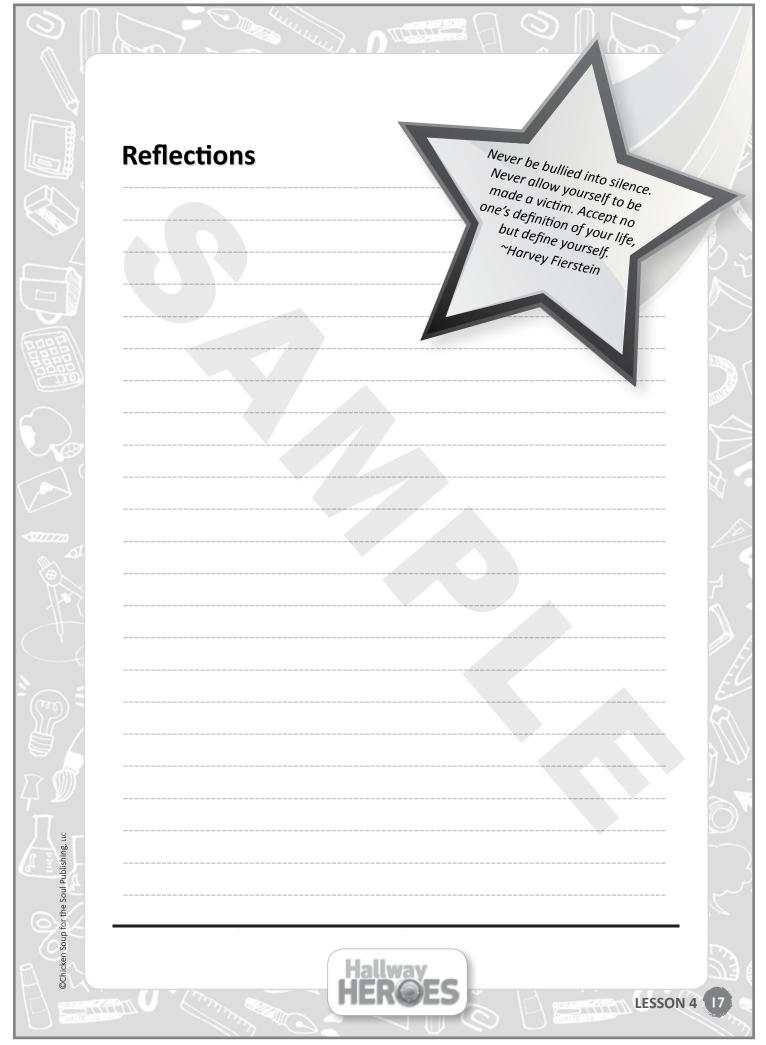
~Alena Dillon

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	Chicken Soup
LESSON 4	Be the Best You Can Be
	Implifing Time Stories about Goals & Values Fix Kids & Proteens
Lesson Response: Strategies for Dealing with Bullying Behaviors	Amy Newmark Dr. Miton Boniuk
	The Boniuk Foundation
What are some of the ways bullying behaviors discourage people f	rom being unique
What are some of the ways bullying behaviors discourage people f and embracing differences?	rom being unique
	rom being unique

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.
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	STORY SUMMARY	
	scribe Alena. Write one sentence for each word. Explain how using evidence from the story.	
Describe the lesson that y	you learned from this story.	
In what ways might you a	apply this lesson to your own life?	
	Chicken Soup  for the Soul.	



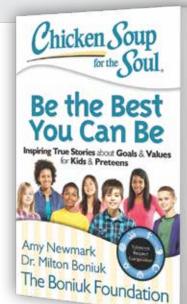
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#### LESSON 7 Grade 6

"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	Additional Teacher Preparation & Notes
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.	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 Additional Teacher Preparation & Notes 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 Sensitivity Alert: The teacher asks students: "What were some lessons the author, Bobteacher should note bie, learned in the story? In what ways did Bobbie benefit from that this story contains a helping the hurt cat?" disturbing depiction of an injured cat. **Explain** Before the lesson, the The teacher asks students to think about how the words they teacher should review defined relate to the story and to add to their definitions based the school and/or district on the story. Students share what they wrote with their shoulder bullying policy to see how partner. The teacher asks volunteers to share their answers with bullying is defined. the class. The teacher asks: "How was prejudice demonstrated in the story? How were stereotypes presented in the story? How Stopbullying.gov defines was tolerance demonstrated in the story? How was compassion bullying as "unwanted, demonstrated in the story? What are some examples of these aggressive behavior 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.

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**

#### Additional Teacher Preparation & Notes

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 upholding our Hallway Heroes Classroom Respect Pledge prevent bullying behavior and promote tolerance in our classroom? 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.

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.dosomething.org/ facts/11-facts-about-cy ber-bullying
- 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.

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Teacher Directions	Additional Teacher Preparation & Notes
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?

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#### 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<sup>th</sup> weekend.

Our Thesis Statement:	
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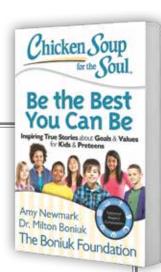
#### PROJECT PROPOSAL GUIDE continued

#### II. Body

#### **III. Conclusion**

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### A Lesson in Ugly

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

ne 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

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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 c-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

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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.

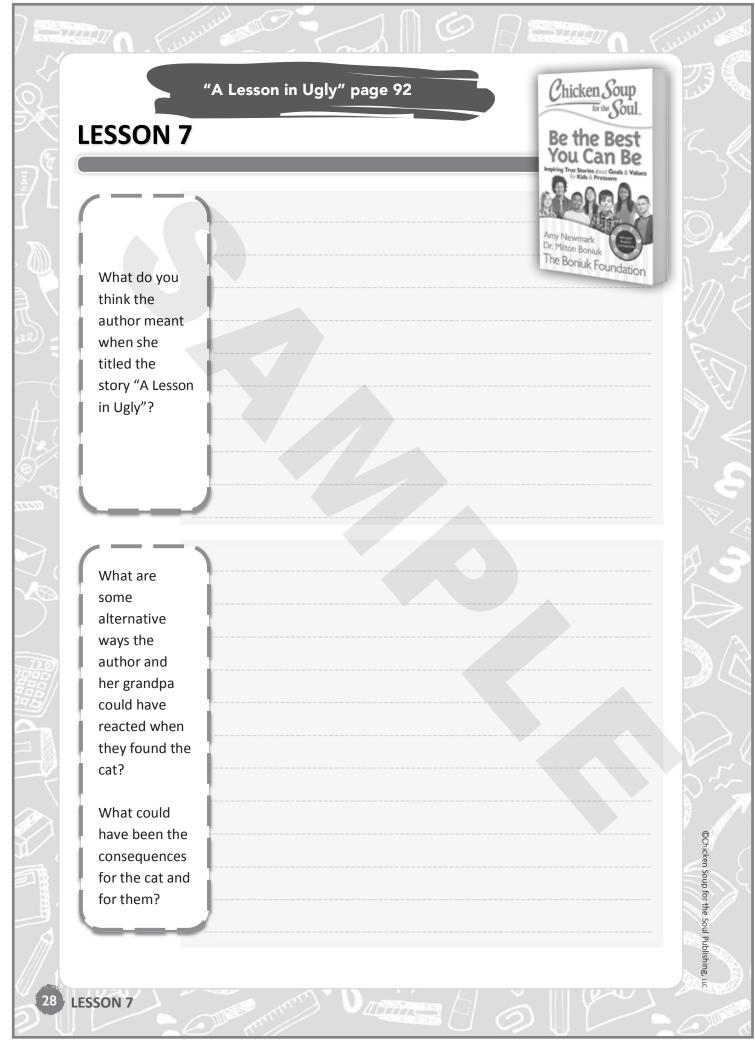
What I discovered, what my grandfather had tried to tell me, was that the sparkle in his good eye, the soft purr from his scarred chest, and the gentle rub of his mangled head against my leg gave me a feeling that I had never experienced before. When I gathered Lucky, his new name, into my arms, I didn't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

Accepting Differences: A Lesson in Ugly 95



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? LESSON 7

GRADE 6

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30 LESSON 7				

	RY SUMMARY
	e and her grandpa. Write one sentence for each word e and her grandpa using evidence from the story.
Describe the lesson that you learned f	from this story.
Describe the lesson that you learned t	inom uno scory.
In what ways might you apply this less	son to your own life?
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Reflections			
	 beauty ,	ty is not in the face; s a light in the heart. Kahlil Gibran	
		Kahlil Gibran	

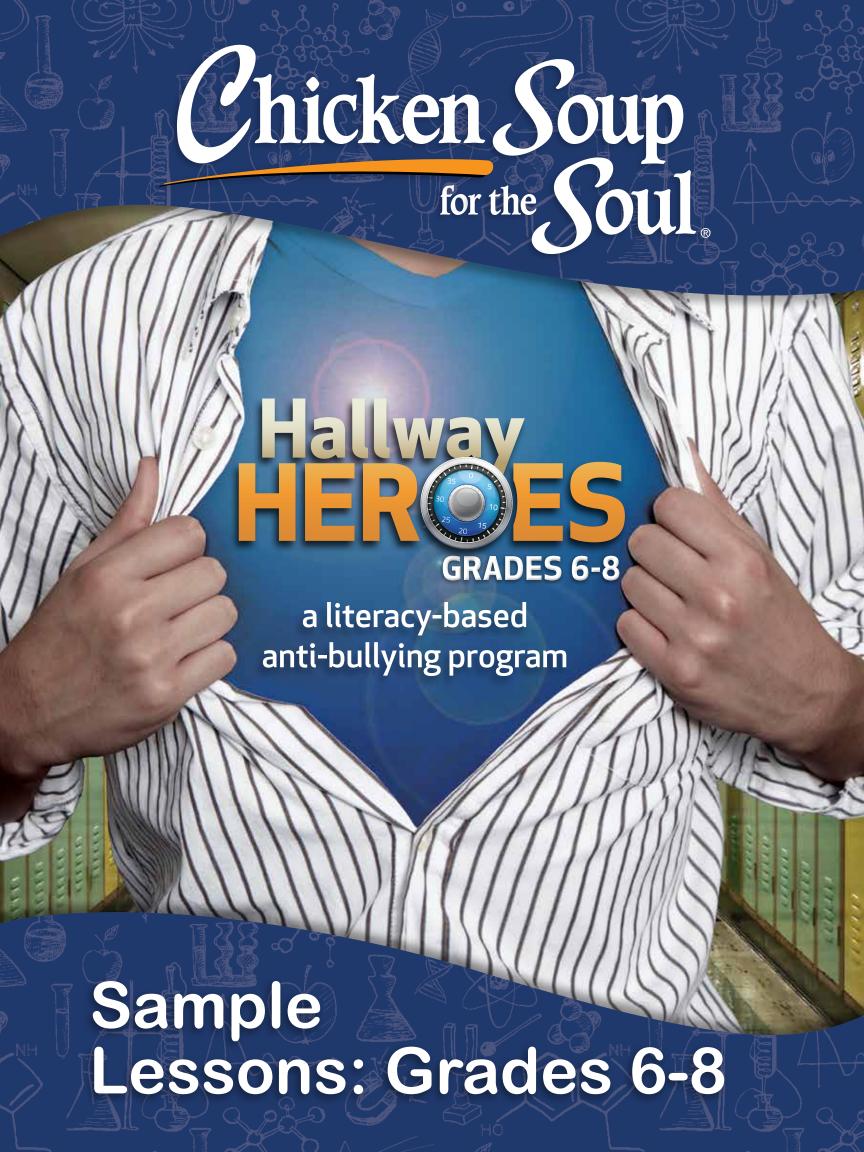
Glossary		
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# Thank you for considering



# 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.





# Sample Lessons

**GRADES** 6-8



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## INTRODUCTION

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
- 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
- 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
- Students responding to prompts in their student journals—including open-ended writing and personal narratives



"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.



- · 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**

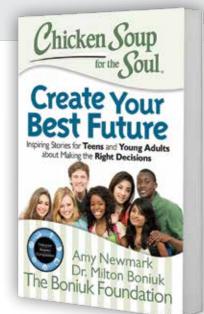
- Describe the expressed feelings and perspectives of others
- Identify differences among and contributions of various social and cultural groups
- Devise strategies to respond to various bullying and cyberbullying behaviors

#### **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?



# Teacher Directions Additional Teacher Preparation & Notes 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.

**Engage** 

respectful ways."

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."

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

"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.



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.

#### Additional Teacher Preparation & Notes

#### **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.

# (F

#### **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.

For more information about autism, please go to http://www.hhs.gov/programs/topic-sites/autism/index.html.

# 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.

#### **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.





Teacher Directions	Additional Teacher Preparation & Notes
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 curric- ulum. 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.

#### Additional Teacher Preparation & Notes

#### **Evaluate**

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.

# Sensitivity Alert

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.

# **Technology Applications**

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.

#### **Extend**

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.



#### **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**

<u>Directions</u>: 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.

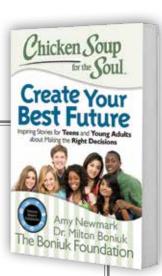
Person I Admire	Person I Admire	Person I Admire	Person I Admire	Me
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Character Traits				
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.

#### **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

#### Displayed in actual size





# **Speaking Up**

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

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

Standing Up for What's Right

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

Standing Up for What's Right

#### Displayed in actual size

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

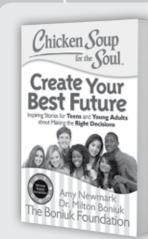
☐ Standing Up for What's Right

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### **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?

LESSON 2 15

In what ways are these online spaces negative and aggressive? What kinds negative behaviors do you see?	
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SON 2 Chicken Soup for the Soul.	

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 behaviors, 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.

LESSON 2

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	11. Why do you think it is easier for people to be negative and aggressive online than they might be face-to-face?			
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			12. What are your definition bullying and of bullying behawite about a when you or a friend experient these kinds of behaviors.	ns of cyber-viors? time a enced
	13. Why might it be difficult to talk to an adult about bullying or cyberbullying?			
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18	LESSON 2	Chicken Soup for the Soul.	NH À	bishing, us

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.
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What is the overall th	eme of this story?	
What would you have	done in Alexis's situation?	
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#### **CHARACTER TRAITS**

<u>Directions</u>: 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.

Person I Admire	Person I Admire	Person I Admire	Person I Admire	Me
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Character Traits	Character Traits	Character Traits	Character Traits	Character Traits
1.	1.	1.	1.	1.
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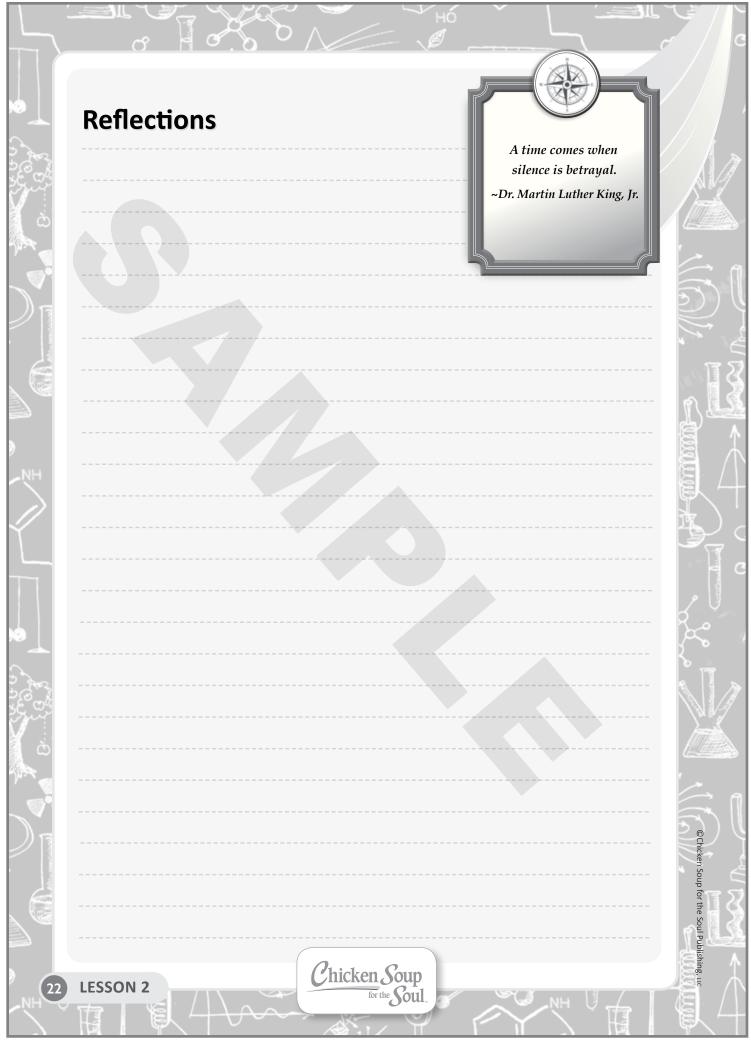
#### **Character Trait Word Bank**

Character mait word bar	IK .		
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

Hallway HEROES

LESSON 2

[21





"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.



- 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**

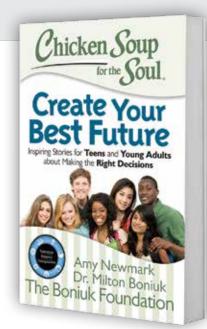
- Predict others' feelings and perspectives in a variety of situations
- Analyze how one's behavior may affect others
- Practice showing empathy

#### **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?



#### Additional Teacher Preparation & Notes

#### **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 cyber-bullying 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.





#### Additional Teacher Preparation & Notes

#### **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."

#### **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.

#### **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

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.

With appropriate permission, record students' skits and share at https://chickensoup.com/hallwayheroes.

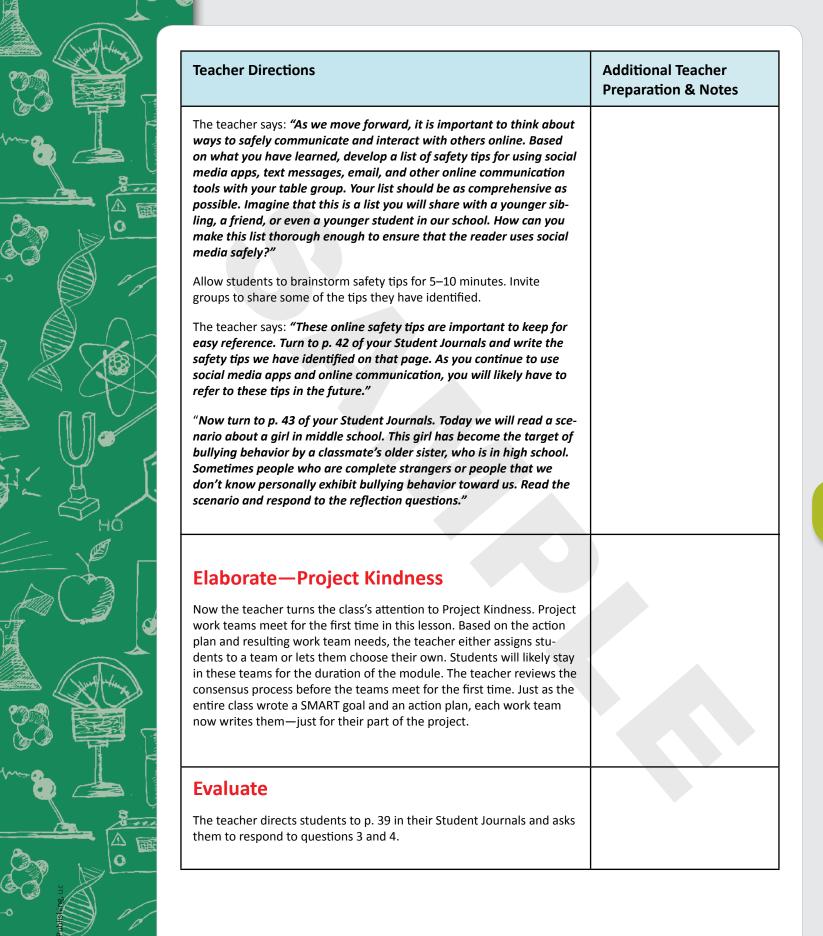
#### Elaborate—Cyberbullying

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.



#### Additional Teacher Preparation & Notes

#### **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?
- 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.

<u>Bystander 1</u>: 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.

<u>Bystander 2</u>: 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.

<u>Bystander 3:</u> 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."

<u>Bystander 4:</u> 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."



#### 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

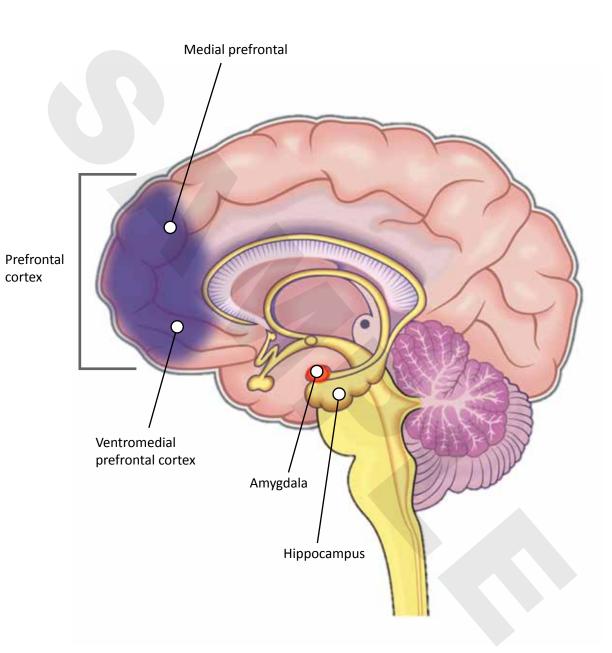
Directions: Draw a cartoon of a bullying situation that is handled using fight or flight and another cartoon of the same situation handled by the prefrontal cortex.



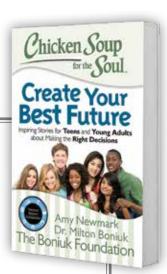


- Use a calm voice with phrases like the following:
  - That's not nice.
  - Please be kind to others.
  - That kid is my friend, and I don't appreciate you mistreating him or her.
- Try to find out WHY the person is exhibiting bullying behavior. Don't be judgmental, but instead try to find out the reason 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**







# **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

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

Reaching Out to Others



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."

Reaching Out to Others

"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."

My mother patted my knee. "That's it, honey. You got it." 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."

Reaching Out to Others  $\frac{\omega}{4}$ 

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

34

Reaching Out to Others

# **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?

LESSON 8 39

STORY SUMMARY				
How did Cindy's percep the story?	otion of Jenny change from the beginning of the story to the end of			
	×			
Mhat lassan did Cindu	learn from this experience?			
what lesson did Cilidy	learn from this experience:			
How might you apply t	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.

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# JOURNAL—Scenario

**Reflection Questions:** 

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

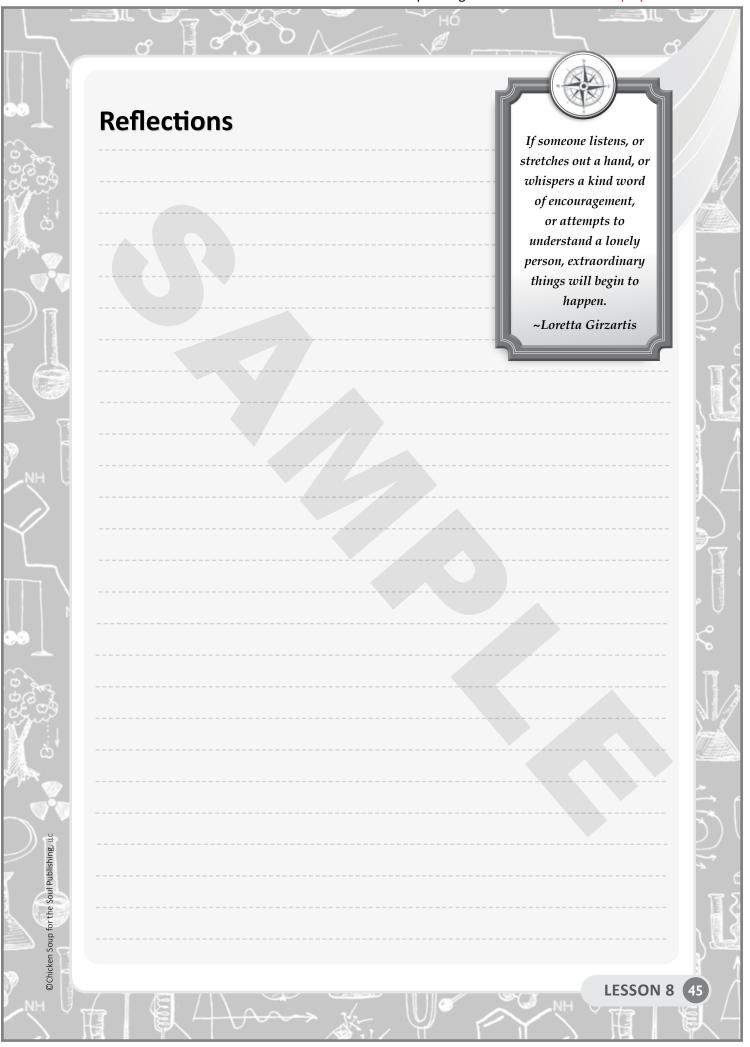
Scenario: Every night this week, Brooke has received an e-mail from her classmate Vanessa warning her to stop talking to Vanessa's boyfriend, Chris. Although Brooke and Chris are just friends, the e-mails from Vanessa have become increasingly more aggressive. Last night, Vanessa sent an e-mail saying: "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."

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?



**LESSON 8** 

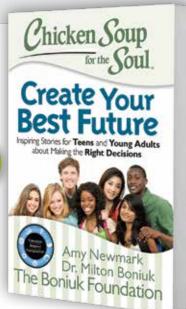




# LESSON 8 Grade 8

"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**

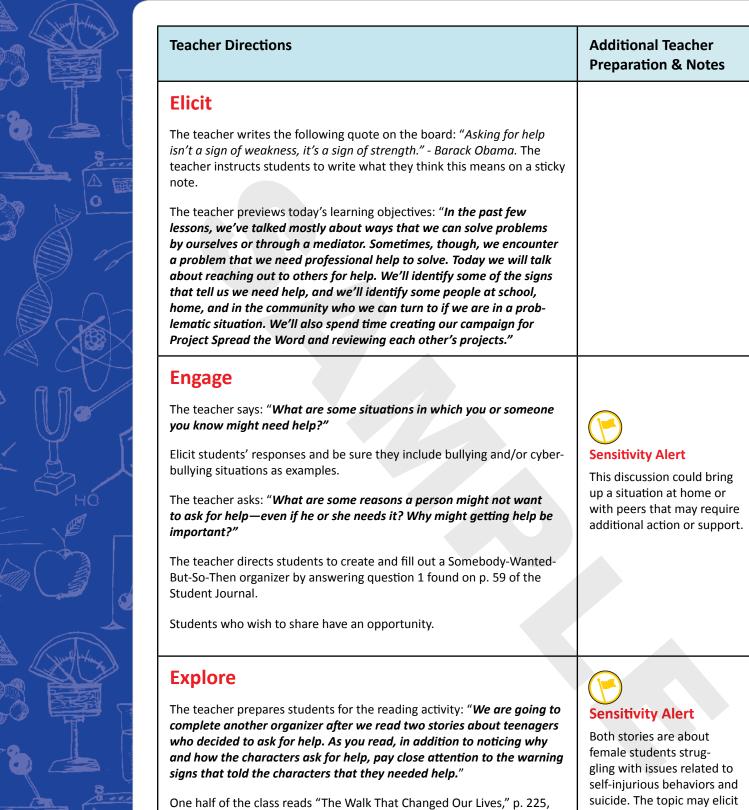
• Set priorities for building on strengths and identifying areas for personal growth

# **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?



and the other half reads "Feeling Full," p. 234.

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.

#### 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.

## 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.

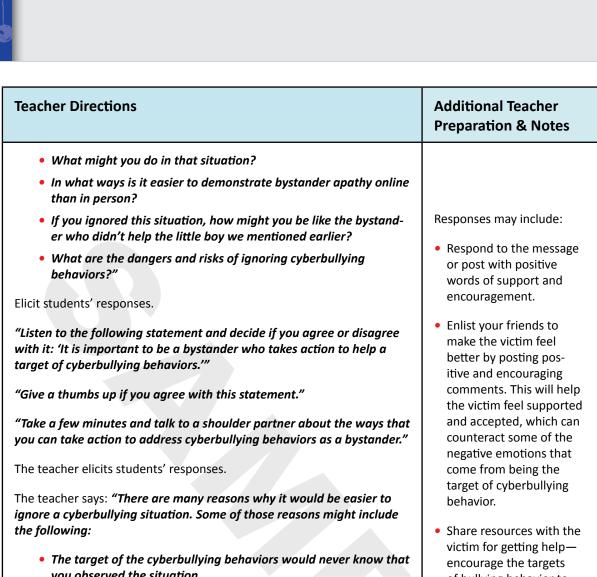
Students should understand that a bystander is somebody who may witness bullying or cyberbullying behaviors, though he or she is not directly involved. You can be a bystander to an in-person bullying incident, or you can be a bystander to an online cyberbullying interaction.

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.



- 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?"

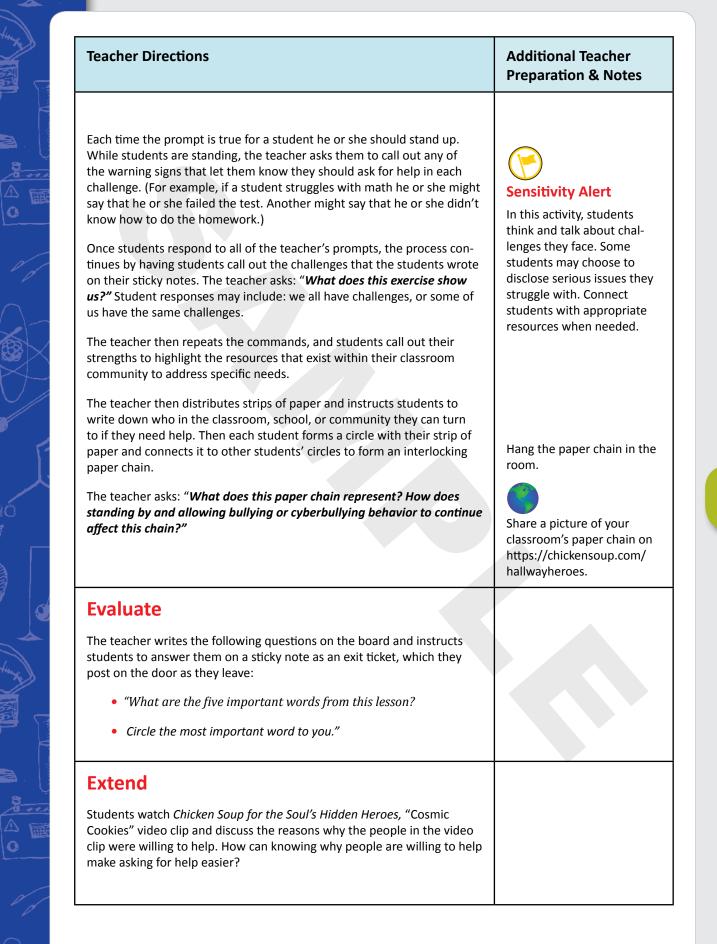
"With your table group, make a list of ways that bystanders can help or support targets of cyberbullying behaviors. In a few minutes we will come together as a class and generate a comprehensive resource."

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.

- 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

#### **Teacher Directions Additional Teacher Preparation & Notes** Elaborate—Project Spread the Word "Today you will share your Project Spread the Word campaign with Teachers may share guideyour peers and make any changes to your campaign based on their lines for students to ensure feedback." they provide feedback in a positive and construc-The teacher instructs students to find a partner and gives each student a tive way (e.g., start with copy of the Project Spread the Word Peer Feedback Form from lesson 7 strengths or observations of the Teacher Guide. about what you like about the project and then pro-After partners finish reviewing each other's work, the teacher says: "Now vide suggestions for ways in review your plans and the feedback you received. Also, think about which the project could be how you might incorporate your partner's ideas into your campaign." improved). 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."



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

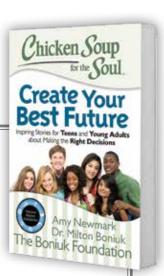
"Feeling Full," p. 234

- 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

he 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.

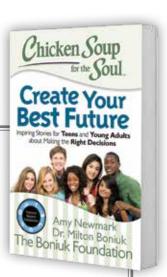
We learned later that after we had gone back to class, Hannah had been called down to talk to her mother and her counselor. It turned out she was relieved and grateful that she didn't have to keep her secret any longer. She began counseling and has since gotten better. Since that day we are so grateful 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

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# Feeling Full

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

nxious, 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. I

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.

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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

Accepting and Asking for Help | \$\overline{\pi}\$

Chicken Soup

# **LESSON 8**

"The Walk that Changed Our Lives" page 225 "Feeling Full" page 234

1. Fill out the organizer for yourself:

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?

**LESSON 8** 

# **STORY SUMMARY**

"The Walk that Changed Our Lives," page 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?

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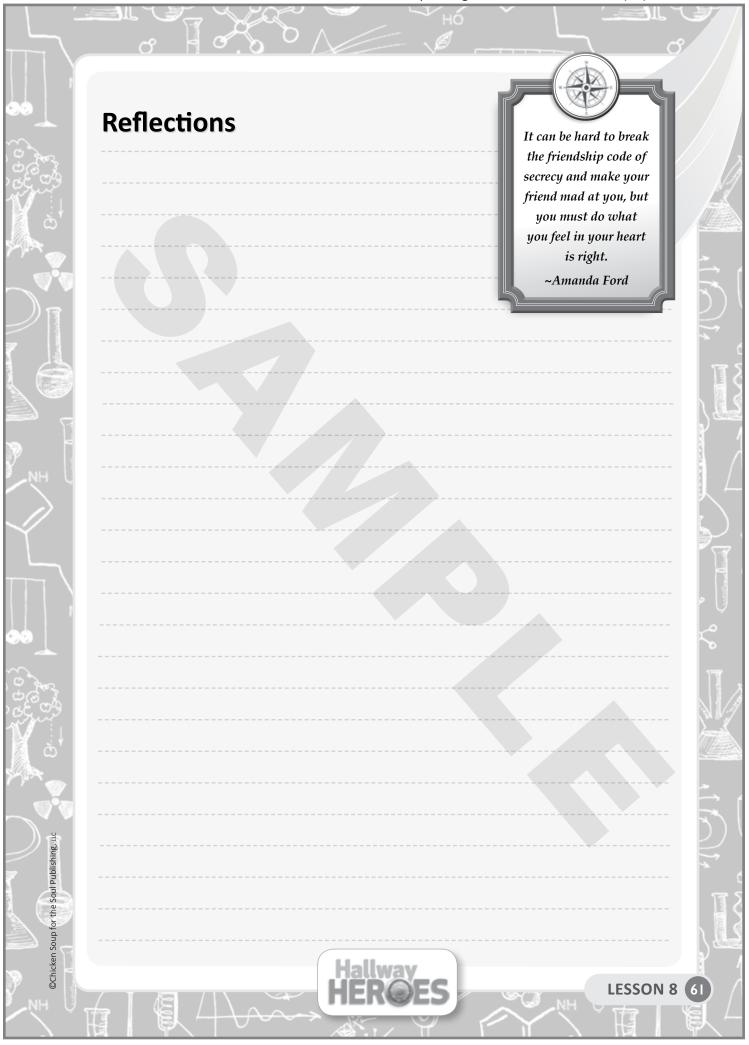
- 1. How did the author, Samantha, change from the beginning of the story to the end?
- 2. How did Samantha's relationship with Hayley affect her?

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?

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