

Peyton's

A THIRD-GRADE
ADVENTURE

♡ PAGES OF POSSIBILITY ♡



The Power to Stand Up

Be Kind.



Be Brave.



Be an
Upstander.



It only
takes one
voice to make
a difference.
♡

My voice
can make a
difference.
♡

KINDNESS
♡
CHANGES
EVERYTHING

NOTICE

SPEAK

REPORT

INCLUDE

STAND UP

♡ By Jennifer Lee Quattrucci ♡

Peyton's Pages of Possibility

The Power to Stand Up



Jennifer Lee Quattrucci

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Dedication

For every child who has ever felt left out, left behind, or afraid to speak up.

For every child who has wondered, *What should I do?*

And especially for the children who discover that their voices can be used not only to protect themselves, but to help others.

Be kind.

Be brave.

Be an upstander.

A Message from Peyton

Hi, friends!

It's Peyton!

I'm in **third grade** now, and November has always been one of my favorite months.

The leaves are falling.

The air is getting colder.

Thanksgiving is getting closer.

And everyone seems to be thinking about what they're thankful for.

But this November, I learned something I think is even more important than saying *thank you*.

I learned that sometimes being kind means **speaking up**.

I used to think that if something wasn't happening to me, I should stay out of it.

I also thought that telling an adult about a problem meant I was tattling.

But I learned that there is a BIG difference between tattling and reporting.

I learned that there is a difference between someone being rude once, someone being intentionally mean, and someone repeatedly hurting another person.

And I learned that when someone is being bullied, the people watching can make a difference.

We can laugh.

We can join in.

We can pretend we don't see.

Or...

We can stand up.

I hope you'll come with me on this November adventure.

Maybe we'll learn together that sometimes the bravest words in the world are:

"That's not okay."

— Peyton 

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Chapter 1

A November Surprise



The first Monday in November arrived with a chilly breeze.

Peyton pulled her purple sweater tighter around herself as she walked through the school doors.

Third grade.

She still couldn't believe how quickly the school year was moving.

She had already learned so much.

She had learned that third-grade math was definitely harder than second-grade math.

She had learned that Mrs. Kennedy loved asking questions that made everyone think.

She had learned that being a good friend sometimes meant listening instead of talking.

And she had learned that growing up didn't mean knowing everything.

Sometimes it meant discovering how much you still had to learn.

"Peyton!"

She turned.

Her friend Mia waved from down the hallway.

"Wait for me!"

Peyton smiled.

"Come on!"

They walked toward Room 3B together.

The classroom looked especially cozy that morning.

Orange and red leaves decorated the bulletin board.

A basket of books sat in the reading corner.

And on the whiteboard Mrs. Kennedy had written:

NOVEMBER CHALLENGE

How can we make our classroom a place where EVERYONE feels safe, welcome, and valued?

Peyton read it twice.

"That's a big question," Mia said.

Mrs. Kennedy smiled.

"Sometimes the biggest questions are the most important ones."

The students settled into their seats.

Mrs. Kennedy looked around the room.

"This month, we're going to talk about something that affects every classroom, every playground, and every community."

She paused.

"We're going to talk about **bullying**."

The room became quiet.

Peyton sat up straighter.

Mrs. Kennedy continued.

"And we're going to talk about something else, too."

She wrote two words on the board.

STAND UP

"What do you think that means?" she asked.

Hands shot into the air.

"Stand up for yourself!"

"Tell someone!"

"Don't let people be mean!"

"Help your friends!"

Mrs. Kennedy nodded.

"Those are all important ideas."

Peyton looked at the words.

STAND UP.

She wasn't sure why, but something told her she was going to need those words before the month was over.

Chapter 2

Something Doesn't Feel Right



A few days later, Peyton noticed something.

It happened during independent reading.

A boy named Noah was sitting at a table near the classroom library.

Noah was quiet.

He had joined the class only a few weeks earlier.

Peyton had talked to him a few times.

He loved animals.

He drew amazing pictures.

And he always chose books about space.

But that morning, two boys walked past Noah.

One of them whispered something.

The other laughed.

Noah looked down.

Peyton couldn't hear what they had said.

She wondered if she should say something.

Then she thought:

Maybe it was nothing.

A few minutes later, it happened again.

This time, Peyton heard the words.

"Space nerd."

The boys laughed.

Noah didn't.

Peyton felt uncomfortable.

She looked toward Mrs. Kennedy.

The boys walked away.

Peyton thought about what she had seen.

Was it bullying?

Was it just being mean?

Was it a joke?

She wasn't sure.

At lunch, Peyton sat beside Mia.

"Can I ask you something?"

"Sure."

"If someone says something mean to another kid, are you supposed to tell?"

Mia shrugged.

"I don't know. Maybe that's tattling."

Peyton nodded slowly.

"That's what I thought."

But something about that answer didn't feel right.

After school, Peyton found Mrs. Kennedy.

"Can I ask you a question?"

"Of course."

Peyton told her what had happened.

Mrs. Kennedy listened carefully.

"Thank you for telling me."

Peyton looked surprised.

"I wasn't sure if I should."

"You did the right thing."

"Even though it wasn't happening to me?"

"Especially because you noticed someone else might be hurting."

Peyton thought about that.

"Was it bullying?"

Mrs. Kennedy smiled gently.

"That's an important question. Let's learn how to tell the difference."

She held up three fingers.

"Tomorrow, we'll talk about **rude behavior, mean behavior, and bullying.**"

Peyton nodded.

She suddenly felt ready to learn.

Chapter 3

Rude, Mean, or Bullying?



The next morning, Mrs. Kennedy drew three circles on the board.

She labeled them:

RUDE

MEAN

BULLYING

"These words are sometimes used as if they mean the same thing," she explained.

"But they don't."

She pointed to the first circle.

"Rude behavior can happen accidentally or because someone uses poor manners."

She gave an example.

"Imagine someone bumps into you in line and doesn't say excuse me."

A student raised a hand.

"They might not have meant to!"

"Exactly."

Mrs. Kennedy pointed to the second circle.

"Mean behavior is different. Someone may intentionally say or do something hurtful. It could happen once or twice."

Peyton thought about the boys teasing Noah.

Then Mrs. Kennedy pointed to the final circle.

"Bullying involves behavior that is **repeated** and hurtful and often includes an **imbalance of power**."

Peyton raised her hand.

"What does imbalance of power mean?"

"Excellent question."

Mrs. Kennedy explained that power could come from being bigger, older, stronger, more popular, having a group of friends, or having some other advantage over another person.

"So if someone accidentally bumps into you, that's not bullying."

"Right."

"If someone says something mean one time, that's not automatically bullying."

"Correct."

"And if someone repeatedly hurts another person and uses power to make that person feel afraid or unable to defend themselves..."

"That may be bullying."

Peyton nodded.

She liked having the words.

They helped her understand what she had seen.

Mrs. Kennedy wrote:

Notice.

Think.

Get Help.

Take Action Safely.

"Remember," she said, "you don't have to decide all by yourself whether something is bullying."

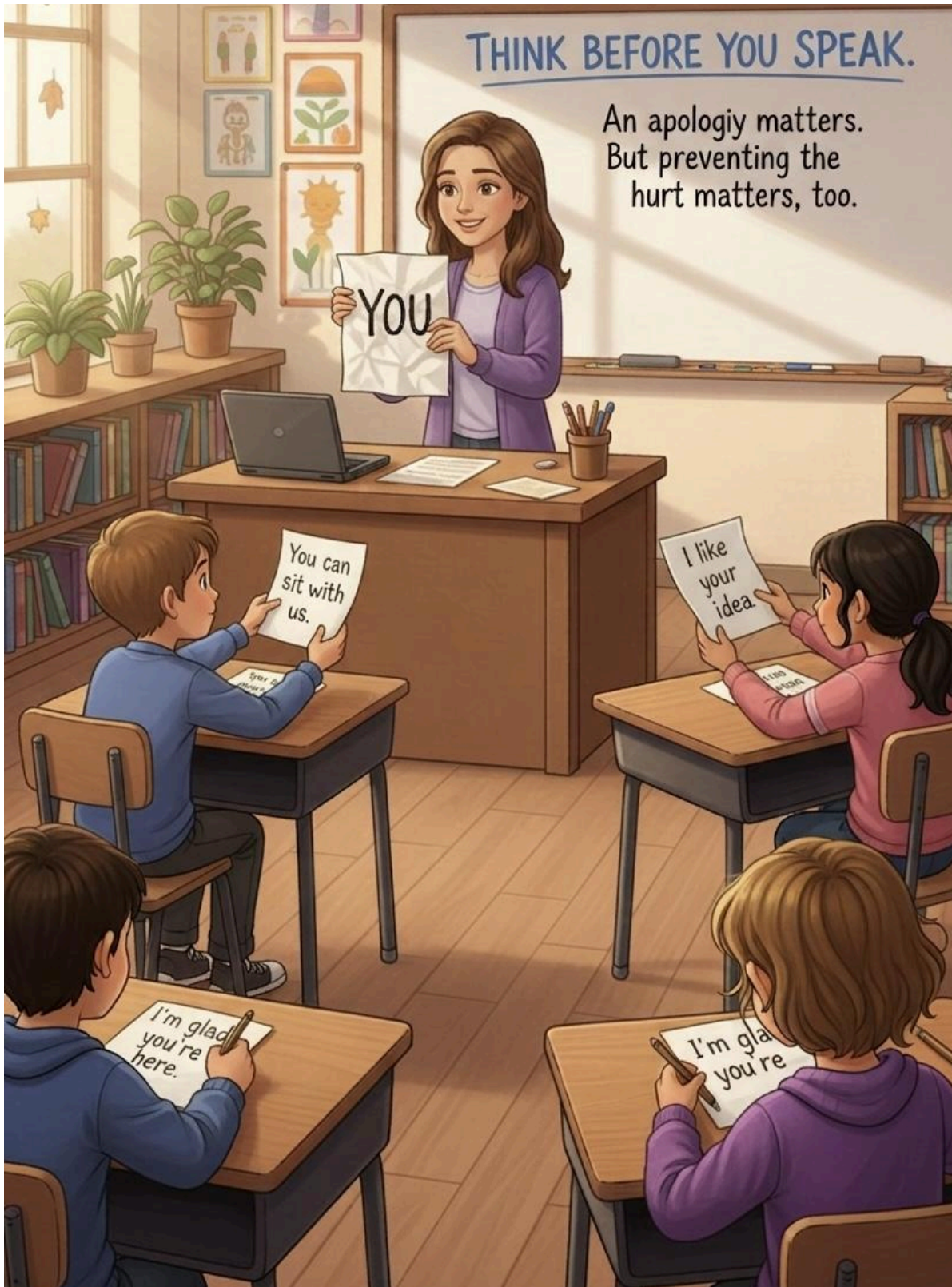
Peyton looked at Noah.

She wondered how long he had been dealing with those comments.

And she wondered what she could do.

Chapter 4

The Crumpled Paper



On Thursday morning, Mrs. Kennedy placed a clean sheet of white paper on the table.

"Today," she announced, "we're going to conduct an experiment."

Peyton loved experiments.

Mrs. Kennedy held up the paper.

"This paper represents a person."

She wrote:

YOU

on it.

Then she crumpled the paper into a tight ball.

The class gasped.

Mrs. Kennedy opened it.

She carefully smoothed the paper across her desk.

"Is it flat again?"

"No," the students answered.

"Can we fix it completely?"

"No."

"The paper can still be used," Mrs. Kennedy explained. "But the marks remain."

Peyton stared at the wrinkles.

Mrs. Kennedy continued.

"Sometimes words are like this paper. We can apologize. We can say we didn't mean it. We can try to make things better."

She paused.

"But hurtful words can leave emotional marks."

Peyton thought about Noah.

She thought about the way he had looked down at his book.

Mrs. Kennedy wrote on the board:

THINK BEFORE YOU SPEAK.

Then she added:

An apology matters.

But preventing the hurt matters, too.

The students worked in groups.

Each group received a piece of paper and wrote words that could make someone feel valued.

Peyton wrote:

You can sit with us.

Mia wrote:

I like your idea.

Another student wrote:

I'm glad you're here.

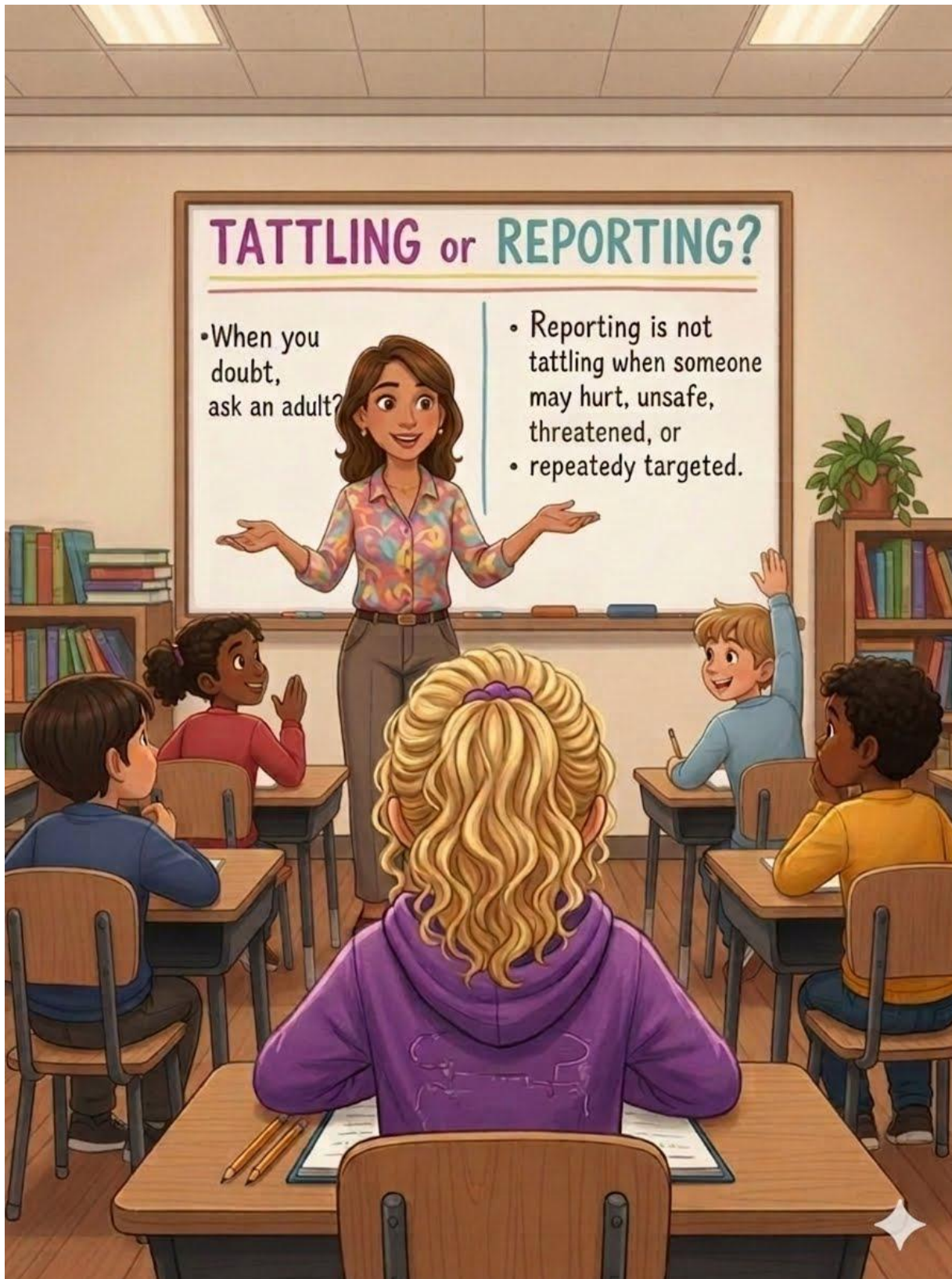
Peyton smiled.

Then she added one more:

You don't have to face this alone.

Chapter 5

Tattling or Reporting?



Friday's lesson began with another question.

Mrs. Kennedy wrote:

TATTLING or REPORTING?

"What do you think the difference is?" she asked.

A student said, "Tattling is when you tell because you want someone to get in trouble."

Mrs. Kennedy nodded.

"And reporting?"

"When you're trying to keep someone safe."

"Exactly."

She gave the class several situations.

"Someone is cutting in line because they want to be first."

"Tattling," one student said.

Mrs. Kennedy nodded.

"Someone is repeatedly threatening another student."

"Reporting!"

"Someone is playing with a ball and accidentally knocks over another student's project."

"Tell them and help fix it."

"Someone tells you, 'If you tell an adult, I'll hurt you.'"

"REPORT!"

Mrs. Kennedy nodded.

"Safety comes first."

Peyton raised her hand.

"What if you're not sure?"

"Then you can still talk to a trusted adult."

Peyton smiled.

That was important.

She didn't have to figure everything out alone.

Mrs. Kennedy wrote:

When in doubt, ask an adult.

Then she added:

Reporting is not tattling when someone may be hurt, unsafe, threatened, or repeatedly targeted.

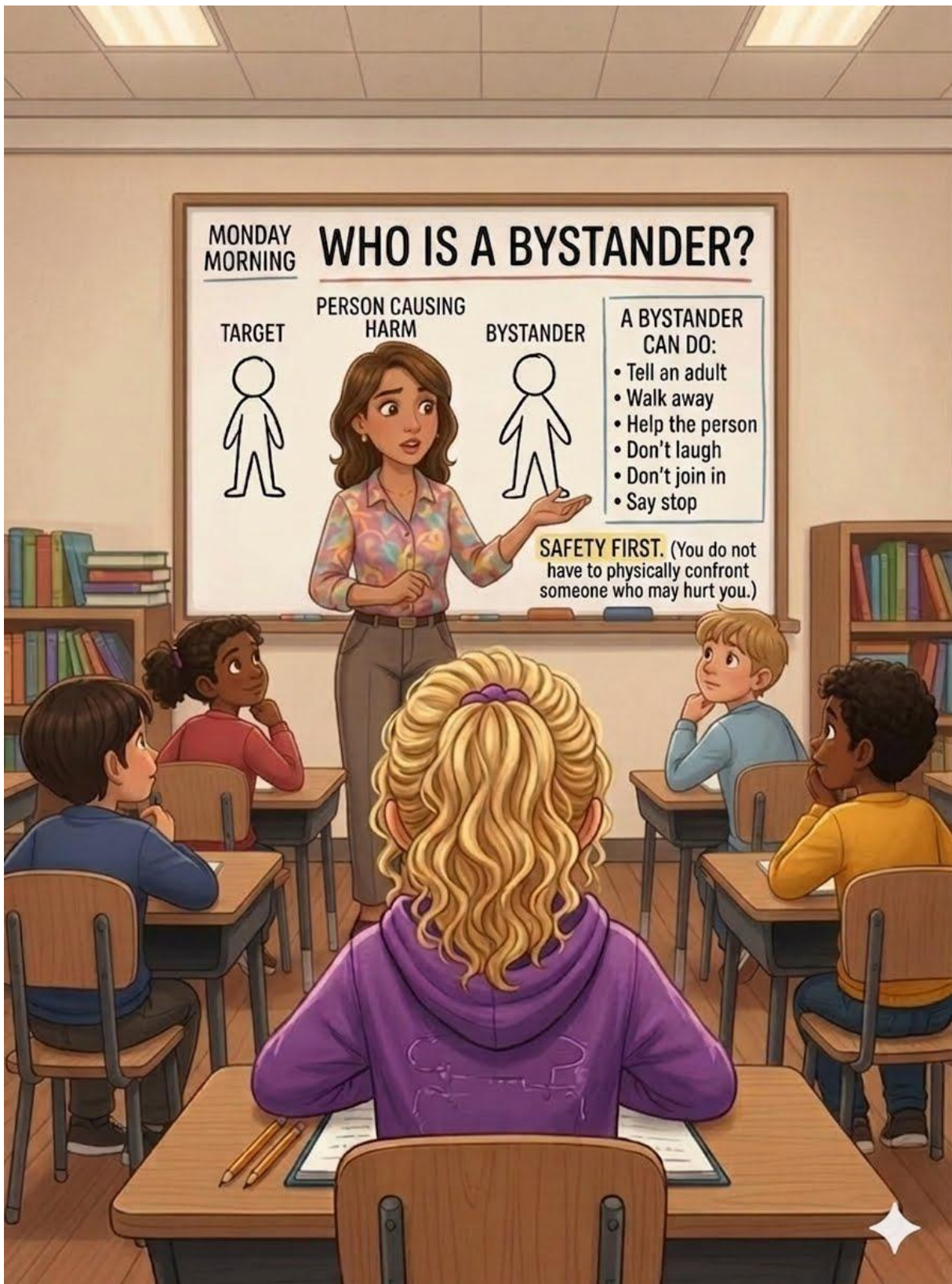
Peyton copied the sentence into her notebook.

She underlined it.

Twice.

Chapter 6

The Power of the Bystander



Monday morning, Mrs. Kennedy asked the class:

"Who is a bystander?"

Peyton thought she knew.

"Someone who watches?"

"Exactly."

Mrs. Kennedy drew three stick figures.

One was labeled:

TARGET

One was labeled:

PERSON CAUSING HARM

The third was labeled:

BYSTANDER

"Sometimes," Mrs. Kennedy explained, "the person watching can make a big difference."

She asked the students what a bystander could do.

"Tell an adult."

"Walk away."

"Help the person."

"Don't laugh."

"Don't join in."

"Say stop."

Mrs. Kennedy nodded.

"But remember something important."

She wrote:

SAFETY FIRST.

"You do not have to physically confront someone who may hurt you."

Peyton liked that.

"Standing up doesn't always mean standing right next to the problem," Mrs. Kennedy explained.

"It might mean getting help."

"It might mean sitting with someone who is alone."

"It might mean saying, 'That's not okay.'"

"It might mean refusing to laugh."

"It might mean inviting someone to join your group."

Peyton looked around the room.

There were so many ways to stand up.

And none of them required being a superhero.

You just had to be willing to help.

Chapter 7

The Lunch Table



On Tuesday, Peyton saw something that made her stomach twist.

Noah walked toward a lunch table.

"Can I sit here?"

One student shook his head.

"No. This table is full."

Peyton looked.

There were two empty seats.

She knew it.

Noah knew it.

Everyone knew it.

He turned away.

Peyton watched him walk toward an empty table.

She looked at Mia.

Mia whispered, "Are you going to say something?"

Peyton took a breath.

She remembered Mrs. Kennedy's words.

Stand up safely.

Peyton picked up her lunch.

"Come on," she told Mia.

They walked over to Noah.

"Hey, Noah."

He looked up.

"Do you want to sit with us?"

He smiled.

"Really?"

"Of course."

Mia pulled out a chair.

"There's plenty of room."

Noah sat down.

A few minutes later, another student approached.

"Can I sit here?"

Peyton smiled.

"Sure."

Soon, four students were sitting together.

Then five.

Then six.

The table wasn't full.

It was **open**.

Peyton realized something.

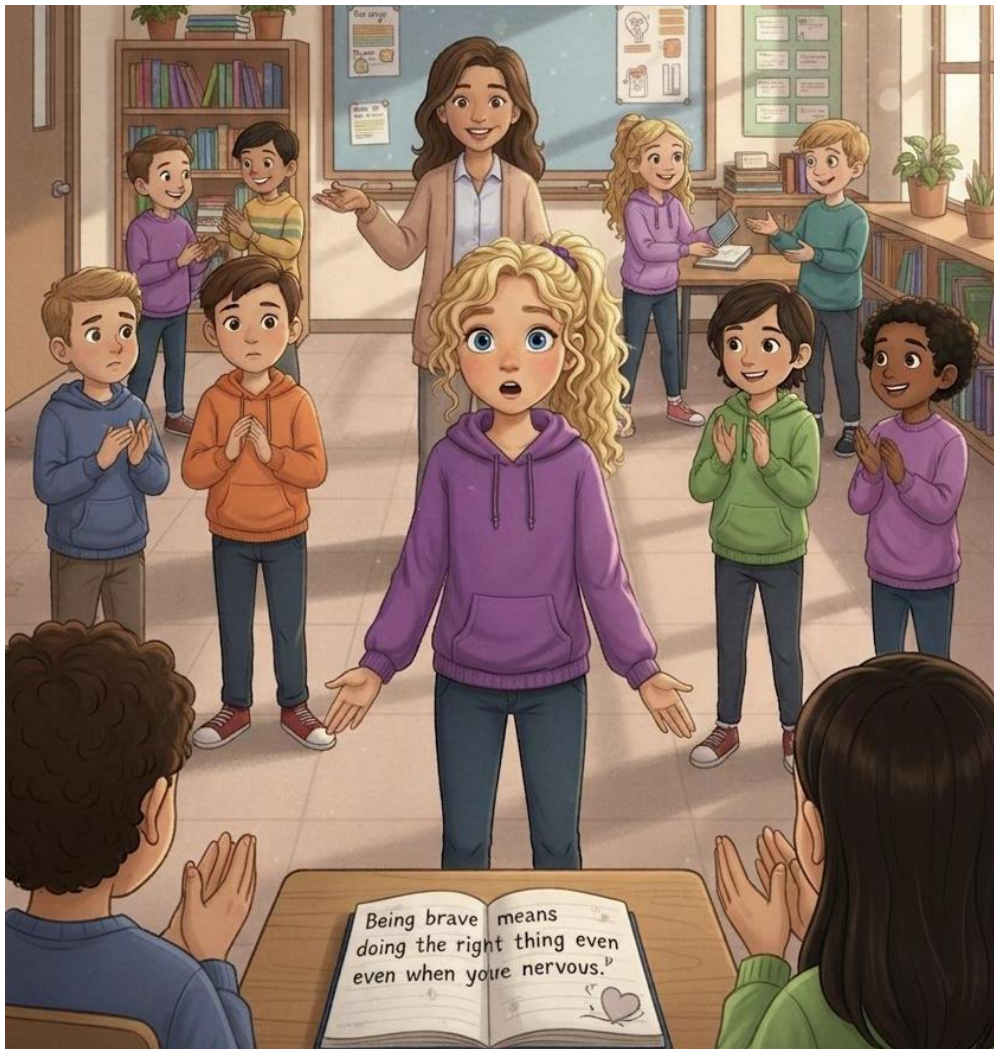
Standing up didn't always mean saying something to the person who was being unkind.

Sometimes standing up meant simply saying:

Come sit with us.

Chapter 8

Finding My Voice



Wednesday brought the role-playing challenge.

Mrs. Kennedy divided the class into groups.

"Today, we're going to practice what to do when we see uncomfortable situations."

The first scenario involved name-calling.

A student pretended to say something hurtful.

Another student practiced responding.

"Stop. That's not okay."

Mrs. Kennedy nodded.

"Good. Calm, clear, and confident."

The next scenario involved laughing when someone made a mistake.

One student practiced saying:

"Let's not laugh. Everyone makes mistakes."

Then came a scenario about leaving someone out.

The response was:

"There's room for everyone."

Peyton watched.

She practiced too.

At first, her voice was tiny.

"That's not okay."

Mrs. Kennedy smiled.

"Try again."

Peyton stood a little taller.

"That's not okay."

"Again."

Peyton took a breath.

"That's not okay."

This time, her voice filled the room.

The class applauded.

Peyton laughed.

"I think I found my voice!"

Mrs. Kennedy smiled.

"You did."

Peyton wrote in her notebook:

Being brave doesn't mean you aren't nervous.

Then she added:

Being brave means doing the right thing even when you are nervous.

Chapter 9

Words Leave Marks



That evening, Peyton told her family about the crumpled paper activity.

She told Dylan first and he listened carefully.

"So if someone says something mean, you can't just say sorry?"

Peyton shook her head.

"An apology helps."

"But?"

"It doesn't make the words disappear."

Lucy looked thoughtful.

"That's true."

Peyton's mom joined the conversation.

"Words can stay with people for a very long time."

Peyton remembered Noah looking down at his book.

Her dad asked, "What can you do when you see someone being hurt?"

"Don't join in."

"Good."

"Don't laugh."

"Good."

"Get help."

"Exactly."

Dylan raised his hand.

"Can I say something?"

Everyone laughed.

"Of course."

"If someone is alone, I can ask them to play."

Peyton smiled.

"That's standing up, too."

Dylan grinned.

"Then I'm an upstander!"

Peyton laughed.

"Yes, you are."

Later that night, Peyton opened her journal.

She wrote:

Kindness isn't just about being nice when everything is easy.

Sometimes kindness means doing something when it's hard.

She looked at the words.

Then she added:

Maybe that's what courage really is.

Chapter 10

The Role-Play Challenge



The next day, Mrs. Kennedy gave the class a challenge.

"You've learned the vocabulary. You've practiced the skills. Now let's see what you can do."

The students moved through different stations.

Station One: The Laughing Crowd

Someone makes a mistake and other students laugh.

The upstander response:

"Let's not laugh. Mistakes happen."

Station Two: The Excluded Student

A student is repeatedly left out of a game.

The response:

"You can play with us."

Station Three: Name-Calling

Someone uses a hurtful name.

The response:

"Stop. That's not okay."

Station Four: Repeated Teasing

A student is repeatedly targeted.

The response:

"I'm going to tell an adult because this keeps happening."

Station Five: Unsafe Behavior

Someone threatens another student.

The response:

"Get an adult immediately."

Peyton's group practiced every scenario.

She noticed something.

There wasn't one perfect response for every situation.

Sometimes you spoke.

Sometimes you walked away.

Sometimes you invited someone in.

Sometimes you got an adult.

Sometimes you did more than one.

Mrs. Kennedy gathered everyone together.

"The goal isn't to be perfect."

"The goal is to **notice, think, and choose a safe way to help.**"

Peyton smiled.

She knew she could do that.

Chapter 11

A Different Kind of Brave



Friday afternoon, something happened.

Peyton was walking toward the library when she heard laughter.

She stopped.

It was Noah.

Two students were standing nearby.

One of them said something about his glasses.

The other laughed.

Peyton's heart started beating faster.

She knew this wasn't the first time.

She remembered the classroom lesson.

Repeated behavior.

Hurtful.

Power.

She also remembered:

Safety first.

Peyton walked toward Noah.

"Hey, Noah."

He looked at her.

"Do you want to go to the library with me?"

He nodded.

As they walked away, Peyton turned toward the students.

She didn't yell.

She didn't insult them.

She simply said:

"That's not okay."

Then she and Noah kept walking.

When they reached the library, Peyton found Mrs. Kennedy.

"I need to report something."

Mrs. Kennedy listened.

Peyton explained what she had seen.

"This has happened more than once."

Mrs. Kennedy nodded.

"Thank you for telling me."

Peyton took a breath.

"I was scared."

"Being scared doesn't mean you weren't brave."

Peyton smiled.

She finally understood.

Bravery wasn't always loud.

Sometimes it was quiet.

Sometimes it was asking for help.

Sometimes it was sitting beside someone who needed a friend.

Sometimes it was using four simple words:

That's not okay.

Chapter 12

The Power to Stand Up



The final week of November arrived.

Mrs. Kennedy gathered the class for one last discussion.

She wrote:

What did we learn?

Hands went up.

"Bullying isn't the same as being rude."

"Mean behavior can happen once or twice."

"Bullying is repeated and can involve an imbalance of power."

"Tattling is trying to get someone in trouble."

"Reporting is trying to keep someone safe."

"Don't join in."

"Don't laugh."

"Get help."

"Include people."

"Use your voice."

Mrs. Kennedy smiled.

"And what is an upstander?"

Peyton raised her hand.

"Someone who chooses to help instead of watching someone get hurt."

Mrs. Kennedy nodded.

"Beautifully said."

She handed each student a small card.

On it were the words:

NOTICE.

SPEAK.

REPORT.

INCLUDE.

STAND UP.

Peyton tucked hers into her notebook.

After school, she walked home with Lucy and Dylan.

The November wind blew leaves across the sidewalk.

Dylan kicked one into the air.

"What are you thankful for?" he asked.

Lucy laughed.

"That's random."

"It's November!"

Peyton smiled.

She thought about the month.

She was thankful for her family.

Her friends.

Her teacher.

Her books.

But she was also thankful for something new.

Her voice.

"I think I'm thankful that I learned I can help people."

Lucy smiled.

"That's a pretty good thing to be thankful for."

Dylan nodded.

"I'm thankful you're my sister."

Peyton laughed.

"Me too."

That night, Peyton opened her journal.

She wrote one final entry.

November taught me that kindness isn't just about what we say.

It's about what we do.

When someone is alone, we can include them.

When someone is hurt, we can help.

When something doesn't feel safe, we can report it.

When someone is being treated unfairly, we don't have to laugh or join in.

We can use our voices.

We can get help.

We can stand up.

Peyton closed her journal.

She thought about the words on her classroom wall.

Be kind.

Be brave.

Be an upstander.

She smiled.

Then she added one final sentence beneath them:

One voice can make a difference.

And Peyton knew she would never forget that.



BONUS PAGE



I Have The Power to Stand Up!

You read *The Power to Stand Up* and learned how Peyton used her courage, kindness, and problem-solving skills. Now it's your turn!

THINK & REFLECT



- 1 What is one thing you learned about standing up to bullying?

- 2 How can you show kindness to someone who might be feeling left out?

- 3 Who can you tell or ask for help if you see bullying?

- 4 What is one way you can help make your school a kinder place?

BE THE CHANGE!

Draw a picture of YOU using your power to stand up for yourself or someone else.



WORDS HAVE POWER!

Choose a kind and confident phrase you could use if you see bullying.
Check (✓) your favorites!



- | | |
|---|--|
| ☐ That's not okay. | ☐ Let's be kind. |
| ☐ Please stop. | ☐ Leave them alone. |
| ☐ I need help. | ☐ I've got your back. |

MY PROMISE



I promise to use my power to stand up, be kind,
and include others.
I can make a difference!

I PROMISE TO: _____

Signed: _____ Date: _____



Be brave. 
Be kind.
Be the change.



"You may be small,
but your courage can be BIG."



– Peyton



★ Remember: You have the power to stand up, speak up, and lift others up! 

About the Author

Jennifer Lee Quattrucci

Jennifer Lee Quattrucci is an educator, author, and creator who believes that learning begins with connection, curiosity, and kindness.

With nearly three decades of experience in education, Jennifer has worked as a classroom teacher, elementary school principal, and instructional leader. She holds a Master's degree in School Leadership and is certified in English for Speakers of Other Languages (ESOL).

Throughout her career, Jennifer has seen the power of helping children feel valued, heard, and capable. She believes that when children know they matter, they are more willing to learn, take risks, and discover their own possibilities.

Jennifer created the **Peyton's Pages of Possibility** series to inspire children to believe in themselves, embrace kindness, and recognize that everyday moments can become meaningful stories.

Through Peyton's adventures, young readers discover that:

- their ideas matter,
- their kindness makes a difference,
- their curiosity can lead them to amazing discoveries,
- and every child has the ability to create positive change.

Jennifer is also the author of **Educate the Heart: Screen-Free Activities to Inspire Authentic Learning**, a resource designed to encourage meaningful connections, creativity, and authentic learning experiences for children.

When she is not writing, Jennifer enjoys teaching, spending time with her family, exploring new places, reading, and finding inspiration in the everyday moments that remind us all that life is full of possibilities.

She hopes every child who reads Peyton's stories remembers:

“You are capable.

You are important.

You have a story to tell.

And every day is a new page of possibility.”



Connect With Jennifer

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