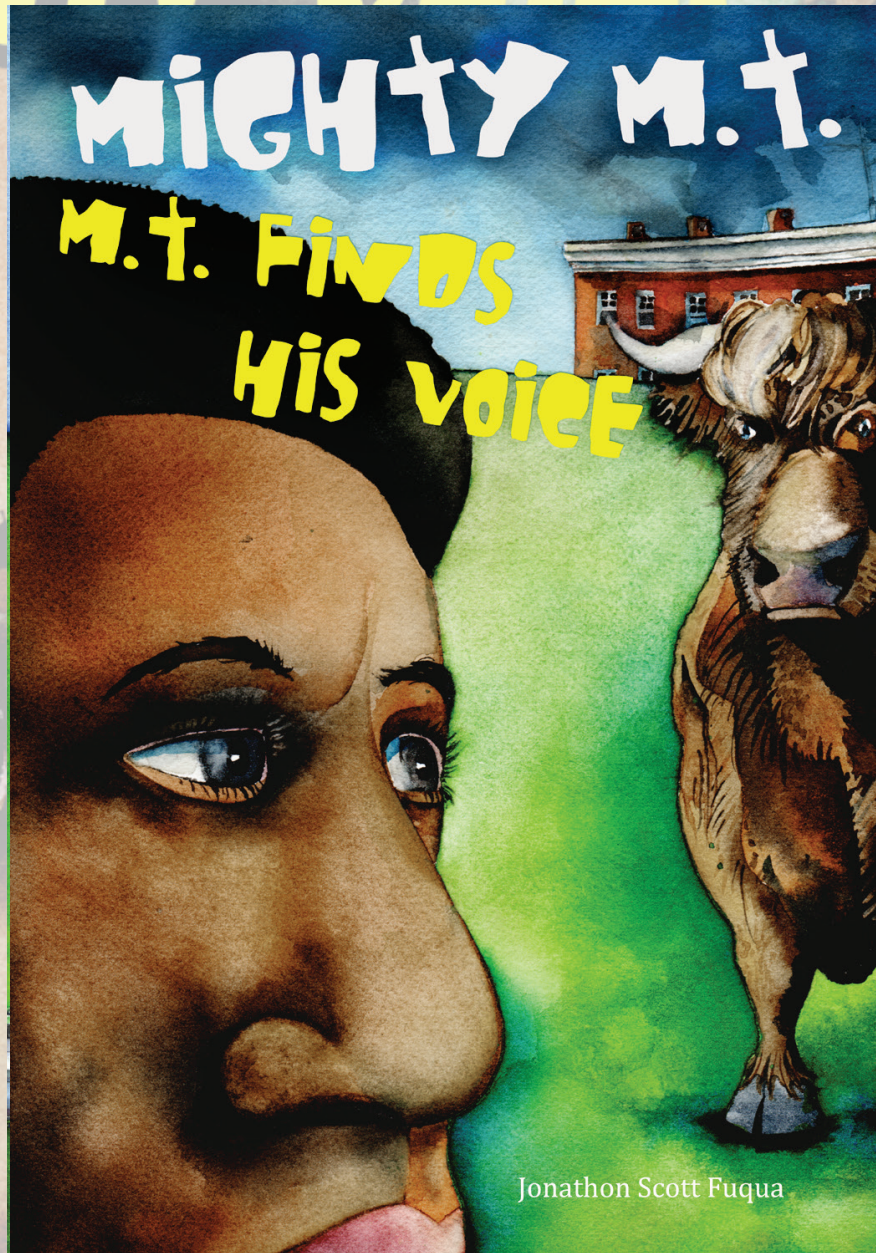


ANTI-BULLYING GRAPHIC NOVEL LESSON PLAN



Healthy Teen Network



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SUGGESTED CITATION:

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ABOUT THE GRAPHIC NOVEL AND LESSON

MIGHTY MT: MT FINDS HIS VOICE

MT Pitt is a creative, talented, and imaginative young man whose daydream life provides escape from the torment he faces at school at the hand of school bully, Aaron “Tick” Tickford. Through his dealings with Tick and the courage he summons within himself, he finds his voice...and himself.

LESSON PLAN

This is a lesson plan designed to support the use of the graphic novel, *Mighty MT: MT Finds His Voice*. This lesson may be facilitated in a variety of settings, such as afterschool programs or the academic classroom, in subjects including Health Education, English/Language Arts, or History/Social Studies. The intended audience is youth ages 10-13, for a group as large as 30. The content and agenda provided here are intended as suggestions and resources, but teachers are encouraged to adapt the lesson plan as necessary to best fit their context, setting, and youth. The total suggested lesson plan duration is separated into three, 50-minute lessons (or modules), but the agenda may be modified as needed. The lesson plan was designed to include the reading of the graphic novel, but significant time may be cut from the lesson plan if the youth can be assigned homework reading. A suggested adapted agenda for one, 60-minute lesson plan, with reading completed prior to the class, is also provided.

GOAL AND OBJECTIVES

The goal of this unit is to raise awareness among middle-school aged youth about bullying and empower youth with conflict resolution skills, while using a medium—the graphic novel—that is popular with and appealing to youth.

By the end of the lesson, youth will be able to:

1. Summarize the story of MT Pitt;
2. Define bullying;
3. Identify at least 3 examples of bullying; and
4. Develop at least 3 possible conflict resolution scenarios.

RESOURCES/MATERIALS NEEDED

- Print or digital copies of graphic novel, *Mighty MT: MT Finds His Voice*
 - Print copies available for purchase at www.mPOWrdmedia.com
- Paper and pens/pencils
- Crayons, colored pencils, and/or markers
- Flip chart or poster-sized paper
- Copies of handouts (or have instructions/prompts displayed for students):
 - Debrief Questions, Chapters 1-3
 - Picture This! Ways to Resolve Bullying Conflicts
 - Bullying Key Points
 - Small Group Role Play Instructions

CORE CURRICULUM STANDARDS/STANDARDS OF LEARNING

This lesson plan meets various core curriculum standards, or standards of learning. Identified below are the areas addressed under the American School Counselor Association National Standards for Students and the Common Core State Standards for English Language Arts.

- **American School Counselor Association (ASCA) National Standards for Students¹**
 - Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
 - PS:A1: Acquire Self Knowledge
 - PS:A2: Acquire Interpersonal Skills
 - Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
 - PS:B1: Self-Knowledge Application
 - Standard C: Students will understand safety and survival skills.
 - PS:C1: Acquire Personal Safety Skills
- **National Health Education Standards²**
 - Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
 - 1.8.1: Analyze the relationship between healthy behaviors and personal health.
 - 1.8.2: Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
 - 1.8.4: Describe how family history can affect personal health.
 - 1.8.5: Describe ways to reduce or prevent injuries and other adolescent health problems.
 - 1.8.7: Describe the benefits of and barriers to practicing healthy behaviors.
 - Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
 - 2.8.3: Describe how peers influence healthy and unhealthy behaviors.
 - 2.8.4: Analyze how the school and community can affect personal health practices and behaviors.
 - 2.8.9: Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
 - Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
 - 4.8.1: Apply effective verbal and nonverbal communication skills to enhance health.
 - 4.8.2: Demonstrate refusal and negotiation skills that avoid or reduce health risks.
 - 4.8.3: Demonstrate effective conflict management or resolution strategies.

¹ American School Counselor Association (2004). *ASCA national standards for students*. Retrieved from <http://ascamodel.timberlakepublishing.com/files/NationalStandards.pdf>

² Centers for Disease Control and Prevention. National health education standards. Retrieved from <http://www.cdc.gov/HealthyYouth/SHER/standards/>

- 4.8.4: Demonstrate how to ask for assistance to enhance the health of self and others.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
 - 5.8.1: Identify circumstances that can help or hinder healthy decision making.
 - 5.8.2: Determine when health-related situations require the application of a thoughtful decision-making process.
- **Common Core State Standards for English Language Arts³**
 - Reading Standards for Literature (RL)
 - Key Ideas and Details
 - Craft and Structure
 - Range of Reading and Level of Text Complexity
 - Writing Standards (W)
 - Text Types and Purposes
 - Range of Writing
 - Speaking and Listening Standards (SL)
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas
 - Language Standards (LS)
 - Vocabulary Acquisition and Use

³ Council of Chief State School Officers, National Governors Association: Common Core State Standards Initiative (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. Retrieved from <http://www.corestandards.org/ELA-Literacy>

TEACHER PREPARATION

Before facilitating this lesson, there are some resources the teacher may wish to review.

- **Bullying:** The US Department of Health and Human Services website offers many tips for talking to youth about bullying:⁴
 - **How to Talk about Bullying:** Parents, school staff, and other caring adults have a role to play in preventing bullying. They can:
 - ✓ Help youth understand bullying. Talk about what bullying is and how to stand up to it safely. Tell them bullying is unacceptable. Make sure they know how to get help.
 - ✓ Keep the lines of communication open. Check in with youth often. Listen to them. Know their friends, ask about school, and understand their concerns.
 - ✓ Encourage youth to do what they love. Special activities, interests, and hobbies can boost confidence, help them make friends, and protect them from bullying behavior.
 - ✓ Model how to treat others with kindness and respect.
 - **Help Youth Understand Bullying**
 - ✓ Youth who know what bullying is can better identify it. They can talk about bullying if it happens to them or others. Youth need to know ways to safely stand up to bullying and how to get help.
 - ✓ Encourage youth to speak to a trusted adult if they are bullied or see others being bullied. The adult can give comfort, support, and advice, even if they can't solve the problem directly. Encourage the child to report bullying if it happens.
 - ✓ Talk about how to stand up to youth who bully. Give tips, like using humor and saying "stop" directly and confidently. Talk about what to do if those actions don't work, like walking away.
 - ✓ Talk about strategies for staying safe, such as staying near adults or groups of other youth.
 - ✓ Urge them to help others who are bullied by showing kindness or getting help.

⁴ U.S. Department of Health and Human Services. (2013). StopBullying.gov. Retrieved from <http://www.stopbullying.gov/>

<i>Examples of Bullying⁵</i>		
Type	Examples	
Physical Aggression Harm to a person or a person's property	<ul style="list-style-type: none"> • Pushing • Shoving • Spitting • Kicking • Hitting • Stealing • Inflicting bodily harm • Ruining property • Physically humiliating • Locking in a closed space • Physical violence against family or friends • Threatening with a weapon 	
Social/Relational Aggression Harm to a person's group acceptance	<ul style="list-style-type: none"> • Gossip • Embarrassing on purpose • Spreading rumors • Ethnic slurs • Setting up to take blame • Publicly humiliating (reveal personal information) • Excluding from a group or activity • Manipulating situation to assure rejection • Threatening with total isolation by peers 	
Intimidation Harm to a person through pressure or fear	<ul style="list-style-type: none"> • Extortion • Threats of coercion • Coercion • Graffiti • Threatening looks • Threatening to reveal personal information • Publicly challenging to do something • Playing a dirty trick • Threatening with a weapon 	
Verbal Aggression Harm to person through spoken words	<ul style="list-style-type: none"> • Mocking • Name-calling • Taunting • Intimidating phone calls • Teasing about clothing, possessions, or appearance • Verbal threats against possessions or of inflicting bodily harm 	
Written Aggression Harm to a person through written words	<ul style="list-style-type: none"> • Slam books • Note passing • Graffiti • Intimidating texting 	

⁵ Garrity, C., Jens, K., Porter, W., Sager, N., & Short-Camilli, C. (2004). Bully-proofing your school: Working with victims and bullies in elementary schools (3rd ed.). Longmont, CO: Sopris West.

- **Disclosure, Confidentiality, and Reporting:** When a student discloses something personal, such as a bullying experience, it is important to know your organization or agency's policy relevant to the situation.

For disclosure and reporting, keep in mind:	
✓	Some information must be kept confidential (e.g., HIV status, sexual orientation).
✓	Some information must be reported (e.g., abuse, intent to harm self or others).
✓	Understand your professional role expectations and responsibilities (e.g., referral to counseling/crisis intervention versus providing counseling/crisis intervention).
✓	Establish your professional boundaries.
✓	Know the available resources and referrals.
✓	See your credentialing organization, state law, etc., to find out more about your relevant confidentiality and reporting policies and laws.
✓	It is important to let youth know what's confidential, as well. This will help create a safe space, build trust, and encourage future opportunities to provide information, resources, and referrals.

As an example, Baltimore City Public School (BCPSS) teachers have the following reporting obligations:⁶

- ✓ Teachers and other school staff who witness or otherwise become aware of acts of bullying, harassment, or intimidation are required to promptly notify the principal or principal's designee.
- ✓ If a student expresses a desire to discuss an incident of bullying, harassment, or intimidation with a staff member, the staff member must make an effort to provide the student with a practical, safe, private, and age-appropriate way of doing so.
- ✓ If the problem is brought to the attention of an adult other than the principal or principal's designee, that adult shall assist the individual in bringing the problem to the attention of the principal or the principal's designee.
- ✓ Information discussed and recorded will be confined to "need to know" status.
- ✓ Principals will inform school staff of their responsibilities regarding bullying behavior, and provide them, on at least an annual basis, with a copy of the policy.

⁶ Baltimore City Public Schools. (2013) JICK-RA: Administrative regulation: bullying, harassment or intimidation of students. Retrieved from http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/48/JICK_RA.pdf

- **In the Event of Disclosure, Create a Safe Space:** It is essential that teachers facilitate a safe space, both for the classroom in general, as well as in potential instances of disclosure or individual interactions with students. Teachers must demonstrate they are receptive to discussion, to help build an ongoing relationship.

Tips for Creating a Safe Space	
✓	Clarify what is being asked.
✓	Determine why they are asking the question.
✓	Affirm them for asking.
✓	Be aware of your own boundaries.
✓	Give direct responses.
✓	Use positive body language (e.g., stop working, make appropriate eye contact, face youth, nod, use appropriate facial expressions, open/drop arms, lean in, don't fidget, etc.)
✓	Be aware of cultural differences (e.g., cultural differences can make a difference in how body language is interpreted).
✓	Be accessible for future opportunities to interact
✓	Bring it up! Open the door to conversation.
✓	Keep it private: a one-on-one conversation may be best.
✓	Keep it confidential, while maintaining your agency's reporting policies.

- **Resources and Services**
 - You don't have to know it all! It is very appropriate to refer youth to other resources and services, as well as to look for resources and supports for professionals.
 - It is important to know your own limitations and comfort level; it's okay to refer a young person to another trusted adult if the conversation moves outside of your personal boundaries, but check in with the young person to make sure that someone did answer all of his/her questions.
 - As appropriate, reach out to others for support. Consider other teachers, the school counselor, principal, superintendent, or State Department of Education.
 - If a school is not adequately addressing harassment based on race, color, national origin, sex, disability, or religion, contact:
 - School superintendent
 - State Department of Education
 - U.S. Department of Education, Office for Civil Rights:
<http://www2.ed.gov/about/offices/list/ocr/>
 - U.S. Department of Justice, Civil Rights Division:
<http://www.justice.gov/crt/complaint/#three>
 - Find a local counselor or other mental health services: <http://findtreatment.samhsa.gov/>
 - Make use of the resources already available, for you as a professional, as well as for youth and parents:
 - Your local or State Department of Education. For example, Baltimore City Public School System: <http://www.baltimorecityschools.org/site/Default.aspx?PageID=399>; or Maryland State Department of Education: http://marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student_services_alt/bullying/index.html

- U.S. Department of Health and Human Services: <http://www.stopbullying.gov/>
- Kids Health: http://kidshealth.org/teen/your_mind/problems/bullies.html
- National Suicide Prevention Lifeline: <http://www.suicidepreventionlifeline.org/> or 1-800-273-TALK (8255)
- The Colorado Trust Bullying Prevention Initiative:
<http://www.bullyingprevention.org/index.cfm/ID/22>
- OSEP Center of Positive Behavior Interventions and Supports:
http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=712
- American Psychological Association Bullying Module for Teachers:
<http://www.apa.org/education/k12/bullying.aspx>

GRAPHIC NOVELS

In the 1970s, the definition of literacy expanded to recognize the reality that students learn to construct meaning from a variety of text types, including visual images. Graphic novels—distinguished by their heavy use of imagery with text—are particularly useful in developing literacy skills among youth. Graphic novels have enjoyed increasing popularity in recent years and have become valuable tools for teachers in the classroom and for good reason.

Five Benefits to Using Graphic Novels as a Tool to Improve Literacy⁷

1. Including graphics with text helps students encode information more readily, improving their reading comprehension.
2. Vocabulary development among students with language and learning disabilities can be aided by the use of graphic novels.
3. Bringing youth culture, including graphic novels, into the classroom can motivate and engage youth.
4. Graphic novels used for pleasure reading help improve literacy among second language learners and reluctant readers.
5. Graphic novels can be used to improve traditional literacy, as well as be valued as its own form of reading, with its own benefits.

More Resources on Graphic Novels

- Scholastic, Using Graphic Novels with Teens: A Guide for Teachers and Librarians: http://www.scholastic.com/graphix/Scholastic_BoneDiscussion.pdf
- American Library Association:
 - Great Graphic Novels for Teens: <http://www.ala.org/yalsa/great-graphic-novels>
 - Dealing with Challenges to Graphic Novels: <http://www.ala.org/Template.cfm?Section=ifissues&Template=/ContentManagement/ContentDisplay.cfm&ContentID=130336>
- National Council of Teachers of English, Using Graphic Novels in the Classroom: <http://www.ncte.org/magazine/archives/122031>
- School Library Journal: <http://www.slj.com/>
- Get Graphic, Teaching Strategies for Graphic Novels: <http://getgraphic.org/>

⁷ Healthy Teen Network. Graphic novels as a tool to improve literacy. Retrieved from <http://healthyteennetworkblog.org/2013/07/16/graphic-novels-as-a-tool-to-improve-literacy-5-facts/>

AGENDA 1: THREE 50-MINUTE LESSONS AGENDA

Time	Content
50 minutes	Lesson 1
5 minutes	1. Self-Reflection: Feeling Different
5 minutes	2. Creating a Safe Space
10 minutes	3. Introduction to the Graphic Novel and Topic of Bullying
15 minutes	4. Guided Reading: Chapters 1-3
15 minutes	5. Small Group Debrief: Chapters 1-3
50 minutes	Lesson 2
5 minutes	1. Recap and Recall: Chapters 1-3
10 minutes	2. Silent Reading: Chapters 4-5
15 minutes	3. Small Group Activity: Picture This! Ways to Resolve Bullying Conflicts
10 minutes	4. Guided Reading: Chapters 6-7
10 minutes	5. Large Group Debrief: Chapters 4-7
50 minutes	Lesson 3
5 minutes	1. Self-Reflection: What Would You Do?
5 minutes	2. Recap and Recall: Chapters 1-7
20 minutes	3. Small Group Activity: Role Play
10 minutes	4. Silent Reading: Chapters 8-9
10 minutes	5. Large Group Debrief: Chapters 8-9

AGENDA 2: SUGGESTED ADAPTATION FOR ONE, 60-MINUTE LESSON

If reading the entire graphic novel together is not a requirement, the lesson plan may be adapted.

Time	Content
60 minutes	Lesson Plan
10 minutes	1. Introduction to the Graphic Novel and Topic of Bullying
15 minutes	2. Small Group Debrief: Chapters 1-9
15 minutes	3. Small Group Activity: Picture This! Ways to Resolve Bullying Conflicts
20 minutes	4. Small Group Activity: Role Play

LESSON PLAN

LESSON 1

Resources/Materials Needed

- Print or digital copies of graphic novel, *Mighty MT: MT Finds His Voice*
 - Print copies available for purchase at www.mPOWrdmedia.com
- Paper and pens/pencils
- Copies of handouts (or have instructions/prompts displayed for students):
 - Debrief Questions, Chapters 1-3

1. **Self-Reflection: Feeling Different (5 minutes):** Students complete a journal-type written reflection, describing a time when they felt different from their peers. Prompt should be displayed ahead of time, and students should be instructed to move to their seats and begin writing immediately, as they enter the classroom.

Prompt: Think back to a time you felt different from your friends, or like an outsider. What did it feel like? What made you feel this way? Did you do anything because you felt different? Free-write your response, responding to these questions. Keep writing for 5 minutes.

Teacher should encourage students to keep writing, no matter what, even if they feel like they don't have anything to write. Students may diverge off-topic, but the goal is to keep them writing and self-reflecting about their feelings and interactions with their peers.

Teacher may decide to collect self-reflections, or allow students to keep their writing private. Teacher should prepare students for collection, or let them know it will be kept private, in the prompt.

2. **Creating a Safe Space (5 minutes):** These lessons focuses on open discussion, small-group activities and journaling. For those types of learning activities, it is important for the students to feel safe, and it is the teacher's responsibility to create that safe environment in the classroom.

If classroom ground rules have not already been established, teacher should lead students in a quick large-group discussion to identify key ground rules. If ground rules have already been established, the teacher can remind students about the ground rules.

Sample Ground Rules

- Participate in activities.
- Be positive.
- Be honest and open.
- Respect each other's right to have different opinions.
- Own our opinions.

- Be sensitive to diversity.
- It's okay to pass.
- One person speaks at a time.
- Confidential information shared here stays here.
- Have a good time.

3. **Introduction to the Graphic Novel and Topic of Bullying (10 minutes):** Teacher introduces the story and the graphic novel format.

Today, we are going to dive into the story of a boy who feels different from some of his peers and experiences some bullying. The story is presented as a graphic novel. How many of you are familiar with this kind of writing, a graphic novel? (Teacher encourages students to raise hands.)

Can anyone share what a graphic novel is?

Teacher encourages students to share, if applicable. Teacher thanks student(s) for sharing and builds upon responses, as appropriate, defining a graphic novel.

A graphic novel is a combination of a comic book and a novel. It's usually a longer story, much like you'd see in a novel, such as [reference a novel students may know], but the words of the novel are paired with many illustrations, just as you might see in a comic book.

Graphic novels are great because they bring a story alive with illustrations, which helps to draw the reader into the story, encouraging further reading. Graphic novels have become very popular recently, particularly among people your age.

Today, we're going to start reading a graphic novel about a boy named MT Pitt. MT is a creative, talented, and imaginative young man whose daydream life provides escape from the torment he faces at school at the hand of school bully, Aaron "Tick" Tickford.

What is bullying?

Teacher encourages students to share. Teacher thanks student(s) for sharing and builds upon responses, as appropriate, to define bullying. The list students build may be useful as an ongoing learning tool, to support creating a safe environment and addressing peer conflict and bullying.

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.⁸

⁸ U.S. Department of Health and Human Services. (2013). StopBullying.gov. Retrieved from <http://www.stopbullying.gov/>

Now, when I say “bullying,” I’m referring to something different than just the average argument you might have with a friend. How do you think bullying is different from an argument you might have with a friend?

Teacher encourages students to share. Teacher thanks student(s) for sharing and builds upon responses, as appropriate, contrasting bullying and peer conflict. It may be helpful to record differences for everyone to see.

It is an expected part of life for us to sometimes have an argument with a friend. Bullying and harassment, however, are different from normal peer conflict:

Differences Between Peer Conflict and Bullying⁹	
Normal Peer Conflict	Bullying/Harassment
Peers have equal power or are friends with each other	Imbalance of power between peers; not friends. Fear: one person is afraid of the other
Conflict happens occasionally or rarely	Repeated negative actions that happen often
May be accidental	Purposefully done
May not be serious; no threat of harm	Serious with threat of physical or emotional harm, implicit or explicit
Equal emotional reaction from both peers	Strong emotional reaction from victim and little or no emotional reaction from bully
Not seeking power or attention and not trying to gain something	Seeking power, control or material things
General remorse—each will want to take responsibility	No remorse—bully blames victim; no guilt from bully
Effort on both sides to solve the problem	No effort by the bully to solve the problem

Now that we have set the stage for our lesson on the graphic novel and bullying, let’s dive into the story, Mighty MT: MT Finds His Voice.

4. **Guided Reading: Chapters 1-3 (15 minutes):** Teacher distributes print or digital copies of the graphic novel, as appropriate. Teacher reads Chapter 1, and then youth take turns reading Chapter 2-3. Depending on comfort level, teacher may ask for volunteers to read, or rotate turns by seat, etc.
5. **Small Group Debrief: Chapters 1-3 (15 minutes):** Students work in small groups of four to discuss debrief questions, then share group responses with the larger group.

We are now going to break up into small groups to discuss Chapters 1-3. Please stay seated until I finish these instructions, and then,

1. *Find a group of 4 (Teacher may opt to use pre-assigned groups, as appropriate).*
2. *In your groups, discuss the debrief questions for Chapters 1-3. Remember to respect everyone’s opinions, and share the space to discuss.*

⁹ Garrity, C., Jens, K., Porter, W., Sager, N., & Short-Camilli, C. (2004). *Bully-proofing your school: Working with victims and bullies in elementary schools* (3rd ed.). Longmont, CO: Sopris West.

3. *You have 10 minutes to discuss these questions in your small groups.*
4. *Be prepared to share your responses with the rest of the class, though you do not need to write out your answers. Everyone can share as part of the large group, so you do not need a group reporter or recorder.*

Teacher displays debrief questions on the board, or hands out copies of the questions. See Handout: Debrief Questions, Chapters 1-3.

You may now move to find your small group of 4.

Suggested Debrief Questions, Chapters 1-3

- ✓ How does MT describe himself?
- ✓ Why is MT “ground zero”?
- ✓ What does MT like to do in his spare time?
- ✓ Who does MT resemble?
- ✓ Why doesn’t MT share the truth about the school day with his mother?
- ✓ What is bullying?
- ✓ Why do you think Tick picks on MT?
- ✓ How does MT respond to Tick’s bullying?
- ✓ Why do you think MT responds this way?
- ✓ How do MT’s friends respond to Tick’s bullying?
- ✓ Why doesn’t MT join his friends outside?
- ✓ How is bullying different from having a conflict with one of your friends?
- ✓ What would you do if you were in MT’s situation?
- ✓ What would you have done if you were one of MT’s friends and saw the interaction between MT and Tick?
- ✓ Would you have done anything differently, if you were MT?
- ✓ Think about a time when you saw someone being bullied. How do you think that person felt? Why?
- ✓ What is bullying?
- ✓ How is bullying different from peer conflict?
- ✓ Why do kids bully other kids?
- ✓ What can kids do to prevent bullying?
- ✓ What can kids do to stop bullying?
- ✓ What do you think of the graphic novel format, so far?

Teacher circulates room, listening to small group discussions and keeping time, providing a countdown to the 10-minute mark.

Ok, time is up. Ready or not, let’s share some of the discussion from your small groups.

Teacher facilitates a large-group debrief, quickly reviewing select questions from the small group debrief activity.

Thank you for your attention and participation! We will continue with the story of MT Pitt in our next lesson!

LESSON 2

Resources/Materials Needed

- Print or digital copies of graphic novel, *Mighty MT: MT Finds His Voice*
 - Print copies available for purchase at www.mPOWrdmedia.com
- Paper and pens/pencils for students
- Crayons, colored pencils, and/or markers
- Flip chart or poster-sized paper
- Copies of handouts (or have instructions/prompts displayed for students):
 - Picture This! Ways to Resolve Bullying Conflicts

1. **Recap and Recall: Chapters 1-3 (5 minutes):** Teacher leads students in quick recap and recall activity about the graphic novel and the content covered in the previous lesson.

Suggested prompts:

- Who remembers what we started talking about in our previous lesson? What is bullying? What is a graphic novel?
 - We read Chapters 1-3 in the graphic novel, *Mighty MT*. Who can summarize what has already happened in the story?
2. **Silent Reading: Chapters 4-5 (10 minutes):** Students read Chapters 4-5 to themselves. Reading instructions (pages/chapters) should be displayed ahead of time.
 3. **Small Group Activity: Picture This! Ways to Resolve Bullying Conflict (15 minutes):** Students work in the same small groups of four as the Lesson 1 activity to brainstorm at least one potential ways to resolve MT's bullying situation, develop a picture representing the solution, and then share the solution with the larger group.

We are now going to work in the same small groups as we did for the previous lesson, to brainstorm a solution to MT's bullying problem. Please stay seated until I finish these instructions, and then,

1. *Find your same group of 4 (Teacher may opt to use pre-assigned groups, as appropriate).*
2. *In your groups, brainstorm ways to resolve MT's bullying conflict. Remember to respect everyone's opinions, and share the space to discuss. When we brainstorm, there are not right or wrong answers; we are not evaluating the value of someone's suggestion—we are just creating a list of as many ideas as we can, relevant to the prompt.*
3. *As a group, decide upon one possible solution, then draw a picture to illustrate the solution. In other words, you are the graphic artist, and you get to design the next illustration in MT's story.*
4. *You have 10 minutes to brainstorm and develop your picture in your small groups.*
5. *Be prepared to share your picture with the rest of the class. Choose a group reporter to share your picture with the rest of the class, and to describe how your group discussed MT could resolve his bullying conflict.*

For example, in your groups, you may identify that one way to resolve bullying conflict is to find an adult to get help. So then, you could draw a picture of MT talking with an adult.

Teacher displays sample picture and prompt (*Picture This! Ways to Resolve Bullying Conflict*) on the board, and/or distributes Handout: Small Group Activity: Picture This! Ways to Resolve Bullying Conflict.

You may now move to your small group of 4.

Teacher circulates room, first distributing art supplies (e.g., flip chart or poster paper, markers, colored pencils, and/or crayons), and then listening to small group brainstorming and keeping time, providing a countdown to the 10-minute mark.

Ok, time is up. Ready or not, let's share some of the brainstorming ideas from your small groups.

Teacher facilitates small group presentations to share potential ways to resolve bullying conflict.

Some key points about resolving bullying conflict that the teacher should elicit/reinforce:

- ✓ *Look at the kid bullying and tell him or her to stop in a calm, clear voice.*
- ✓ *You can also try to laugh it off. This works best if joking is easy for you. It could catch the kid bullying off guard.*
- ✓ *If speaking up seems too hard or not safe, walk away and stay away. Don't fight back. Find an adult to stop the bullying on the spot.*
- ✓ *Talk to a parent, teacher, or adult you trust. Don't keep your feelings inside. Adults need to know when bad things happen so they can help. They can help you make a plan to stop the bullying.*
- ✓ *Be kind to the kid being bullied. Show him/her that you care by trying to include him/her. Sit with him/her at lunch or on the bus, talk to him/her at school, or invite him/her to do something. Just hanging out with him/her will help him/her know she/he isn't alone.*
- ✓ *Not saying anything could make it worse for everyone. The kid who is bullying will think it is ok to keep treating others that way.*

Teacher displays student artwork in room, for remainder of lesson plans, at least.

Ok, so now that we've brainstormed a lot of great ideas about how to resolve bullying conflict, let's see what happens next with MT Pitt.

4. **Guided Reading: Chapters 6-7 (10 minutes):** Teacher reads Chapter 6, and then youth take turns reading Chapter 7. Depending on comfort level, teacher may ask for volunteers to read, or rotate turns by seat, etc.
5. **Large Group Debrief: Chapters 4-7 (10 minutes):** Teacher facilitates a large-group discussion, using debrief questions for Chapters 4-7.

Suggested Debrief Questions, Chapters 4-7

- ✓ What is something MT does really well, better than Tick?

- ✓ Why is MT nervous about talking to Mr. Wiley?
- ✓ How does daydreaming help MT?
- ✓ How does Tick bully MT?
- ✓ How does MT respond to Tick?
- ✓ Why does MT lie to Ms. Crystal?
- ✓ Do you think Ms. Crystal knows the real story about what is happening between Tick and MT? What makes you think that?
- ✓ Why does Ms. Crystal think MT gets picked on?
- ✓ Why does MT eat a lot?
- ✓ What do Angelo and Bootsy think is the reason Tick bullies MT?
- ✓ How does MT think he can solve his problems?
- ✓ How does MT try to change his eating habits?
- ✓ Why does MT refuse to give Tick his lunch money? Is he standing up to Tick here? Why or why not?
- ✓ How does Tick respond to MT's refusal to hand over his lunch money?
- ✓ What would you have done if you were one of MT's friends and saw the interaction between MT and Tick?
- ✓ Would you have done anything differently, if you were MT?

Thank you for your attention and participation! We will finish with the story of MT Pitt in our next lesson!

LESSON 3

Resources/Materials Needed

- Print or digital copies of graphic novel, *Mighty MT: MT Finds His Voice*
 - Print copies available for purchase at www.mPOWrdmedia.com
- Paper and pens/pencils for students
- Copies of handouts (or have instructions/prompts displayed for students):
 - Bullying Key Points
 - Small Group Role Play Instructions

1. **Self-Reflection: What Would You Do? (5 minutes):** Students complete a journal-type written reflection, thinking about how they might address the bullying conflict between MT and Tick, as if they were MT. Prompt should be displayed ahead of time, and students should be instructed to move to their seats and begin writing immediately, as they enter the classroom.

Prompt: What would you do if you were MT Pitt? How would you feel if Tick were bullying you? How would you address the bullying conflict with Tick? Keep writing for 5 minutes.

Teacher should encourage students to keep writing, no matter what, even if they feel like they don't have anything to write. Students may diverge off-topic, but the goal is to keep them writing and self-reflecting about their feelings and interactions with their peers.

Teacher may decide to collect self-reflections, or allow students to keep their writing private. Teacher should prepare students for collection, or let them know it will be kept private, in the prompt.

2. **Recap and Recall: Chapters 1-7 (5 minutes):** Teacher leads students in quick recap and recall activity about the graphic novel and the content covered in the previous lesson.
3. **Small Group Activity: Role Play: (20 minutes):** Working in the same groups from the Module 2 small group activity, students select one way to resolve the conflict between MT and Tick and prepare a role play, then share it with the class.

We are now going to work in the same small groups as we did for the previous lesson, to prepare a role play of one way we think is an effective way to resolve bullying conflicts. Please stay seated until I finish these instructions, and then,

1. *Find your same group of 4 (Teacher may opt to use pre-assigned groups, as appropriate).*
2. *In your groups, choose ONE effective method for resolving a bullying conflict. Remember to respect everyone's opinions, and share the space to discuss.*
3. *Prepare a short, 2-minute skit, or role play, where you act out a bullying conflict and one effective method to resolve it. Remember that even though we are acting out bullying, hitting or other forms of fighting are not appropriate. Keep it verbal, and keep it clean! You may want to refer back to your self-reflection journal entries, to help you develop your scenario.*
4. *You have 10 minutes to prepare your skit in your small groups.*

5. *Be prepared to share your skit with the rest of the class.*

Teacher displays instructions on the board, and/or distributes Handout: Small Group Activity: Role Play.

You may now move to your small group of 4.

Teacher circulates room, listening to small group work and keeping time, providing a countdown to the 10-minute mark.

Ok, time is up. Ready or not, let's share our skits. Who wants to go first?

Teacher facilitates large group sharing of skits, allowing each group 2 minutes to share. After at least a few groups have shared, time permitting, teacher quickly facilitates a debrief of the role play activity.

Thank you for your hard work! What do you think?

- ✓ *What was effective about these situations and these methods for resolving bullying conflicts?*
- ✓ *Did any conflict resolution method seem to work better? Why?*
- ✓ *Did any method appeal more to you? Why?*
- ✓ *Were these methods realistic? Why or why not?*

Ok, so now that we've practiced resolving bullying conflicts, let's find out what happens next between MT and Tick. You are going to read the final two, very short chapters, silently, to yourselves, now.

4. **Silent Reading: Chapters 8-9 (10 minutes):** Students read Chapters 8-9 to themselves.
5. **Large Group Debrief: Chapters 8-9 (10 minutes):** Teacher asks students to share their initial reading impressions with a partner of their choosing, before turning to the large group debrief.

Now, for the next 2 minutes, please turn to a partner of your own choosing and share your initial impression of the final 2 chapters of MT Pitt.

Teacher allows 2 minutes of discussion, then ends the partner activity.

Teacher facilitates a large-group discussion, using debrief questions for Chapters 8-9.

Suggested Debrief Questions, Chapters 8-9

- ✓ *Why does MT admire Blackbird and the Tuskegee Airmen? What are the qualities he wishes he had, instead?*
- ✓ *Why is MT extra worried about Tick now?*
- ✓ *How does MT imagine standing up to Tick, like Blackbird?*
- ✓ *Why does MT draw Blackbird?*
- ✓ *Do you think being a good artist makes MT more confident? Why or why not?*

- ✓ How is the conversation between MT and Tick, as they draw Blackbird, different from previous conversations?
- ✓ Why does Tick say he is mean to MT?
- ✓ Tick says that bullying to “just have fun”—is this a common reason for bullying?
- ✓ What would you have done if you were one of MT’s friends and saw the interaction between MT and Tick?
- ✓ Would you have done anything differently, if you were MT?
- ✓ How do you define the difference between having fun/joking and bullying?
- ✓ What is the difference between bullying and having a conflict with a friend?
- ✓ How does MT threaten Tick?
- ✓ Does this first threat work?
- ✓ What is his second threat?
- ✓ Why do you think Tick bullies MT? How do you know?
- ✓ What reason does Tick give for stopping his bullying of MT?
- ✓ Do you believe Tick will stop bullying MT? Why or why not?
- ✓ How did the bullying make MT feel?
- ✓ What was the worst part of the bullying for MT?
- ✓ How does MT help Curtis stop Tick from bullying?
- ✓ How does Homer stop Tick from bullying?
- ✓ Do you think MT grows as a character? Why or why not?
- ✓ Is this bullying scenario realistic? Why or why not?
- ✓ Do you think this story ends realistically? Why or why not?
- ✓ If you see a friend being bullied, what could you do to help him/her?
- ✓ If you are being bullied, what are some options to help you?
- ✓ What if everything you try doesn’t work...then what?
- ✓ Why do you think there are so many pictures, along with the text, in this graphic novel?
- ✓ What do you think of the graphic novel format?

As part of the large-group debrief discussion, teacher should make sure to elicit or address the key points about bullying. Distribute Handout: Bullying Key Points, customized for school-specific policies, as appropriate, or use your own school’s handout. It is important for youth to not only hear this information, but also to be able to articulate it. If youth in class are shy/quiet, teacher may go over list but should also encourage youth to brainstorm ways to resolve bullying, while staying safe.

ADDITIONAL ACTIVITY SUGGESTIONS

Depending on time available and setting, additional activities may be added to supplement the lesson plan.

- **Sorting Game:** Use the Examples of Bullying table. Write a type of bullying, on one color paper, one type per page. Write the examples of bullying, on a different color of paper, one example per page. In groups, have students compete to sort the example pieces of paper to match the types of bullying pieces of paper. A similar sorting activity game could be done using the table explaining the difference between peer conflict and bullying.
- **Research Project:** Have students research and write a paper or prepare a presentation or poster on the Tuskegee Airmen.
- **Book Report:** Have students prepare a book report on either *Mighty MT*, or the graphic novel of their choice.
- **Comic Strip Art Project:** Have students write out and illustrate how MT helps other kids stand up to Tick.
- **Literary Devices Search/Find:** Define simile and metaphor, and then identify all the instances of each device in *Mighty MT*.
- **Poster Art/PSA Project:** Have students design a poster that illustrates the difference between normal peer conflict and bullying/harassment. Include an anti-bullying statement or tagline.
- **Haiku:** Have students write haikus about the bullying conflicts or resolutions.

HANDOUT:

DEBRIEF QUESTIONS, CHAPTERS 1-3

Directions

1. In your groups, discuss the debrief questions for Chapters 1-3. Remember to respect everyone's opinions, and share the space to discuss.
2. You have 10 minutes to discuss these questions in your small groups.
3. Be prepared to share your responses with the rest of the class, though you do not need to write out your answers. Everyone can share as part of the large group, so you do not need a group reporter or recorder.

Debrief Questions, Chapters 1-3

- ✓ How does MT describe himself?
- ✓ Why is MT "ground zero"?
- ✓ What does MT like to do in his spare time?
- ✓ Who does MT resemble?
- ✓ Why doesn't MT share the truth about the school day with his mother?
- ✓ What is bullying?
- ✓ Why do you think Tick picks on MT?
- ✓ How does MT respond to Tick's bullying?
- ✓ Why do you think MT responds this way?
- ✓ How do MT's friends respond to Tick's bullying?
- ✓ Why doesn't MT join his friends outside?
- ✓ How is bullying different from having a conflict with one of your friends?
- ✓ What would you do if you were in MT's situation?
- ✓ What would you have done if you were one of MT's friends and saw the interaction between MT and Tick?
- ✓ Would you have done anything differently, if you were MT?
- ✓ Think about a time when you saw someone being bullied. How do you think that person felt? Why?
- ✓ What is bullying?
- ✓ How is bullying different from peer conflict?
- ✓ Why do kids bully other kids?
- ✓ What can kids do to prevent bullying?
- ✓ What can kids do to stop bullying?
- ✓ What do you think of the graphic novel format, so far?

HANDOUT:

PICTURE THIS! WAYS TO RESOLVE BULLYING CONFLICTS

Directions

1. In your groups, brainstorm ways to resolve MT's bullying conflict. Remember to respect everyone's opinions, and share the space to discuss. When we brainstorm, there are not right or wrong answers; we are not evaluating the value of someone's suggestion—we are just creating a list of as many ideas as we can, relevant to the prompt.
2. As a group, decide upon **one** possible solution, then draw a picture to illustrate the solution. In other words, you are the graphic artist, and you get to design the next illustration in MT's story.
3. You have 10 minutes to brainstorm and develop your picture in your small groups.
4. Be prepared to share your picture with the rest of the class. Choose a group reporter to share your picture with the rest of the class, and to describe how your group discussed MT could resolve his bullying conflict.

HANDOUT:

BULLYING KEY POINTS¹⁰

FACTS ABOUT BULLYING

Bullying is being mean to someone else over and over again. Bullying often includes:

- Teasing
- Talking about hurting someone
- Spreading rumors
- Leaving kids out on purpose
- Attacking someone by hitting them or yelling at them

Bullying does not always happen in person. Cyberbullying is a type of bullying that happens online or through text messages or emails. It includes posting rumors on sites like Facebook, sharing embarrassing pictures or videos, and making fake profiles or websites.

Bullying is never ok. Those who bully use power to hurt people. Power does not always mean bigger or stronger. Power can also mean popular or smart. Or, the kid doing the bullying may know a secret about the kid being bullied.

Kids who bully can have other problems, too, even when they get older, like abusing alcohol and drugs, getting into fights, and dropping out of school.

Treat Everyone with Respect

Nobody should be mean to others.

- Stop and think before you say or do something that could hurt someone.
- If you feel like being mean to someone, find something else to do. Play a game, watch TV, or talk to a friend.
- Talk to an adult you trust. They can help you find ways to be nicer to others.
- Keep in mind that everyone is different. Not better or worse. Just different.
- If you think you have bullied someone in the past, apologize. Everyone feels better.

What to Do If You're Bullied

There are things you can do if you are being bullied:

- Look at the kid bullying you and tell him or her to stop in a calm, clear voice. You can also try to laugh it off. This works best if joking is easy for you. It could catch the kid bullying you off guard.
- If speaking up seems too hard or not safe, walk away and stay away. Don't fight back. Find an adult to stop the bullying on the spot.

There are things you can do to stay safe in the future, too.

- Talk to an adult you trust. Don't keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying.
- Stay away from places where bullying happens.

¹⁰ U.S. Department of Health and Human Services. (2013). StopBullying.gov. Retrieved from <http://www.stopbullying.gov/>

- Stay near adults and other kids. Most bullying happens when adults aren't around.

Kids Who See Bullying

When kids see bullying, they may not know what to do. They may feel depressed or worried. They may be absent from school because they don't feel safe. They may join in or stay silent so they won't get bullied themselves. They may stand up to the bully. But the best thing to do is get an adult who will stop the bullying on the spot.

Stand Up for Others

When you see bullying, there are safe things you can do to make it stop.

- Talk to a parent, teacher, or another adult you trust. Adults need to know when bad things happen so they can help.
- Be kind to the kid being bullied. Show him/her that you care by trying to include him/her. Sit with him/her at lunch or on the bus, talk to him/her at school, or invite him/her to do something. Just hanging out with him/her will help him/her know she/he isn't alone.

Not saying anything could make it worse for everyone. The kid who is bullying will think it is ok to keep treating others that way.

Get Involved

You can be a leader in preventing bullying in your community.

- Find out more about where and when bullying happens at your school. Think about what could help. Then, share your ideas. There is a good chance that adults don't know all of what happens. Your friends can go with you to talk to a teacher, counselor, coach, or parent and can add what they think.
- Talk to the principal about getting involved at school. Schools sometimes give students a voice in programs to stop bullying. Be on a school safety committee. Create posters for your school about bullying. Be a role model for younger kids.
- Write a blog, letter to the editor of your local newspaper, or tweet about bullying.

HANDOUT: SMALL GROUP SKITS

Directions

1. In your groups, choose ONE effective method for resolving a bullying conflict. Remember to respect everyone's opinions, and share the space to discuss.
2. Prepare a short, 2-minute skit, or role play, where you act out a bullying conflict and one effective method to resolve it. Remember that even though we are acting out bullying, hitting or other forms of fighting are not appropriate. Keep it verbal, and keep it clean! You may want to refer back to your self-reflection journal entries, to help you develop your scenario.
3. You have 10 minutes to prepare your skit in your small groups.
4. Be prepared to share your skit with the rest of the class.