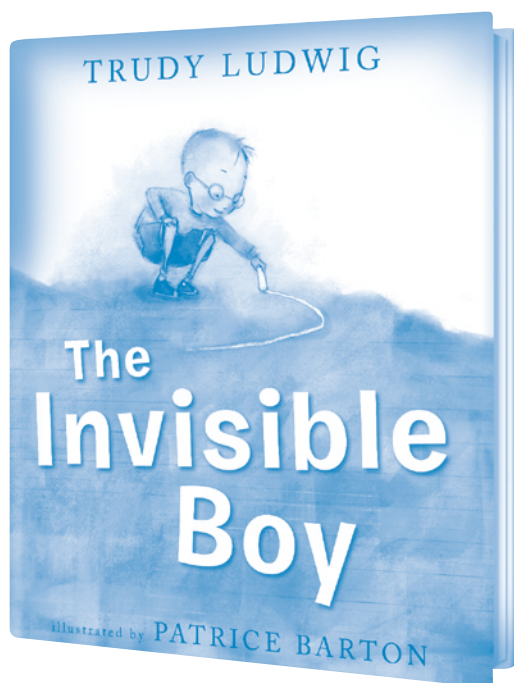


## Educator Guide



Grades 1–4

HC: 978-1-58246-450-3

GLB: 978-1-58246-451-0

EL: 978-0-449-81820-6

### ABOUT THE BOOK

Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party . . . until, that is, a new kid comes to class.

When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

From esteemed author and speaker Trudy Ludwig and acclaimed illustrator Patrice Barton, this gentle story shows how small acts of kindness can help children feel included and allow them to flourish. Any parent, teacher, or counselor looking for material that sensitively addresses the needs of quieter children will find *The Invisible Boy* a valuable and important resource.

Includes backmatter with discussion questions and resources for further reading.

### ABOUT THE AUTHOR

TRUDY LUDWIG is the author of many books for children, including *My Secret Bully* and *Confessions of a Former Bully*. An active member of the International Bullying Prevention Association, she is a sought-after speaker who collaborates frequently with organizations like The Ophelia Project, Hands & Words Are Not for Hurting Project, and Putting Family First. Trudy has been profiled on national television, radio, and in newsprint, and her books have received the Mom's Choice Gold Award, the CCBC's "Best of the Best" Award, and have been recognized as NCSS-CBC Notable Social Studies Books for Young People.



Photo © Ken Long



## Classroom Goals

**Students will gain empathy for others.**

**Students will identify the importance of inclusion.**

**Students will recognize the impact of small acts of kindness.**



Illustration © Patrice Barton

## QUESTIONS FOR GROUP DISCUSSION

**“When the bell rings for recess, Micah and J.T. take turns choosing kids for their kickball teams.”**

- How did Micah and J.T. choose players for their teams? Was it a fair way to select players? Why or why not?
- Have you ever tried to join a group, game, or activity and other kids wouldn't let you? If yes, how did that make you feel?
- Have you ever intentionally excluded other kids from joining your group, game, or activity? If yes, why?

**“‘I'm so glad you guys had fun!’ says Madison. Everybody did except Brian. He wasn't invited.”**

- When Madison and her friends talked about her birthday party in front of Brian, do you think they were just being thoughtless or were they being mean to Brian on purpose? Explain.
- Was there a better way for Madison to handle the situation when she and her friends started to talk about her party in front of those kids who weren't invited?
- Have you ever found yourself in a similar situation as Brian, with kids talking about the fun things they've done with each other in front of you and you weren't included or invited? If yes, how did that make you feel?

**“He [Brian] sits there wondering which is worse—being laughed at or feeling invisible.”**

- How many examples in this story can you find that show Brian's invisibility?
- Which do you think is worse—being laughed at or feeling invisible? Explain.
- What did Brian do to help Justin feel better after J.T. and the other kids made fun of the food he was eating?

**“Maybe, just maybe, Brian's not so invisible after all.”**

- How many kids did it take in this story to help Brian begin to feel less invisible?
- What specifically did Justin do to make Brian feel less invisible?
- Are there kids in your class, grade, or school who you see being treated as if they are invisible? If yes, what could you do to make them feel more valued and appreciated?

# Activities

**1** Ask students to define *inclusion* and *exclusion*. Ask students, “What is it? What does it look like? What does it feel like?” Make a T-chart to brainstorm examples of inclusion and exclusion. Ask students to share their own experiences. How does it feel to be excluded? How does it feel to be included? How can we work and play together cooperatively to ensure that everyone is included?

**2** Role play relevant scenarios with your class. For example:

*You enjoy playing kickball during recess. The same two students are always captain and they choose their friends to play on their teams. You notice the same student does not get chosen for kickball day after day.*

- What would you do if this happened to you?
- What would you do if you saw this happen to someone else?
- What would you say or do to include the student who is being left out?
- What is our commitment to address the issue of exclusion? What can we do to prevent it from happening?

**3** Sponsor a Random Acts of Kindness campaign at your school to encourage acts of compassion and kindness. The more we are able to create a culture of kindness and caring in our schools, the less room there will be for exclusionary and bullying behaviors.

**4** Sponsor Teaching Tolerance’s Mix It Up at Lunch at your school. Engage students in icebreaker activities and create opportunities for students to mix it up socially and get to know one another better.

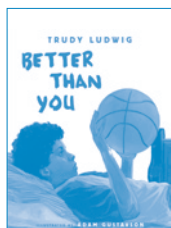
**5** Review school rules and expectations and remind students “Everyone Can Play” at your school.



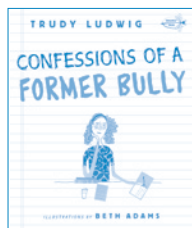
Illustration © Patrice Barton

# More Books to Spark Conversation About Bullying

## PICTURE BOOKS



**Better than You**  
Trudy Ludwig;  
Illustrated by Adam Gustavson  
Grades 1–4  
HC: 978-1-58246-380-3  
GLB: 978-1-58246-407-7



**Confessions of a Former Bully**  
Trudy Ludwig;  
Illustrated by Beth Adams  
Grades 3–7  
HC: 978-1-58246-309-4  
GLB: 978-1-58246-358-2  
PB: 978-0-307-93113-9



**Just Kidding**  
Trudy Ludwig;  
Illustrated  
by Adam Gustavson  
Grades 1–4  
HC: 978-1-58246-163-2



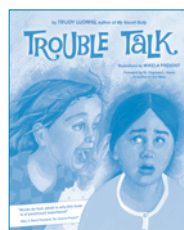
**My Secret Bully**  
Trudy Ludwig;  
Illustrated by Abigail Marble  
Grades 1–4  
HC: 978-0-58246-159-5



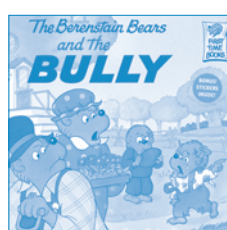
**Sorry!**  
Trudy Ludwig;  
Illustrated  
by Maurie J. Manning  
Grades 1–4  
HC: 978-1-58246-173-1



**Too Perfect**  
Trudy Ludwig;  
Illustrated by Lisa Fields  
Grades 1–4  
HC: 978-1-58246-258-5



**Trouble Talk**  
Trudy Ludwig;  
Illustrated by Mikela Prevost;  
Foreword by Charisse L. Nixon  
Grades 1–4  
HC: 978-1-58246-240-0



**The Berenstain Bears  
and the Bully**  
Stan & Jan Berenstain  
Grades PreK–2  
PB: 978-0-679-84805-9



**Don't Laugh at Me**  
Steve Seskin & Allen Shamblin;  
Illustrated by Glin Dibley  
Grades PreK–2  
HC: 978-1-58246-058-1

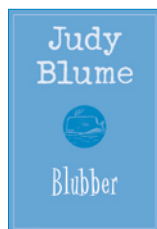


Illustration © Patrice Barton

## MIDDLE GRADE



**Because of Mr. Terupt**  
Rob Buyea  
Grades 4–7  
PB: 978-0-375-85824-6  
HC: 978-0-385-73882-8



**Blubber** ♻️  
Judy Blume  
Grades 3–7  
PB: 978-0-440-40707-2



**Eight Keys**  
Suzanne LaFleur  
Grades 4–7  
PB: 978-0-375-87213-6  
HC: 978-0-385-74030-2  
GLB: 978-0-385-90833-7



**Liar & Spy** ♻️  
Rebecca Stead  
Grades 4–7  
PB: 978-0-375-85087-5  
HC: 978-0-385-73743-2  
GLB: 978-0-385-90665-4



**Twerp**  
Mark Goldblatt  
Grades 4–7  
HC: 978-0-375-97142-6  
GLB: 978-0-385-97143-3



**Wonder**  
R. J. Palacio  
Grades 3–7  
HC: 978-0-375-86902-0  
GLB: 978-0-385-96902-7