



WRITE FOR INCLUSION PUBLISHING KIT



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HOW TO USE THIS WRITE FOR INCLUSION PUBLISHING KIT

"I am the first author in my family."

Kiera, age 14, 826 Boston

Greetings from 826 National and Cartoon Network! We are thrilled to share these student-approved resources with you. With this Write for Inclusion Publishing Kit, your students now have the tools to publish two original stories about kindness, compassion, and empathy.

Publishing student writing is core to the work of 826 National and its nine chapters. When students first see their writing appear in a book, something magical happens. They see a reflection of themselves and their ideas valued in something concrete. We hope that you'll have fun creating books with your students, celebrating their perspectives, and sharing their work. And, of course, please feel free to add your own creative spin on our curriculum.

Read on for instructions on how to use this kit. And thank you for creating the space for your students to write and share their stories!



WRITE FOR INCLUSION PUBLISHING KIT INSTRUCTIONS

WHAT YOUR STUDENTS WILL PRODUCE

Lesson 1 - Friends Help Friends, Always:

Students will create stories focused on kindness, compassion, and empathy, with the option to print and bind their own book!

Lesson 2 - Include Someone, Make a Difference:

Students will create a storyboard featuring an inclusive conclusion to a story inspired by Cartoon Network characters.

MATERIALS INCLUDED IN YOUR DIGITAL KIT

MATERIALS NEEDED

Lesson 1 - Friends Help Friends, Always:

- 1 Friends Help Friends, Always lesson
- 4 Cartoon Network posters
- Digital Book Cover

- 8.5" x 11" for interior book pages
- Staples
- Tape
- Colored pencils or markers (optional)

Lesson 2 - Include Someone, Make a Difference:

- 1 Include Someone, Make a Difference lesson
- 1 Include Someone BINGO card
- 3 Cartoon Network original storyboards
- 1 Blank storyboard
- 1 Plot mountain
- 1 Character-O-Matic

- Colored pencils or markers (optional)

Note: All materials provided in the Write for Inclusion Publishing Kit are provided in a PDF format. **Download your kit to print materials and get started!**



WHAT YOU WILL DO

Lesson 1 - Friends Help Friends, Always:

1. Review the "Friends Help Friends, Always" lesson in your digital kit download.
2. Follow the lesson steps to get started. Illustrations are encouraged!
3. To create your book, print the "Digital Book Cover" included in your kit and place student writing inside the book cover.
4. Fold the book cover, with the story inside, and staple the edge to create a bound book. Use tape to cover the staples.
5. Have students illustrate and personalize their own cover and complete the "About the Author" and "Early Reviews" sections.
6. Celebrate, share your work, and write on! See the "Extension Activities" page provided in your kit for more activities that celebrate students' creative powers.

Lesson 2 - Include Someone, Make a Difference:

1. Review the "Include Someone, Make a Difference" lesson in your digital kit download.
2. Follow the lesson steps to get started.
3. To finish the story, use the "Blank Storyboard" provided in your kit. Sketches are highly encouraged!
4. Celebrate, share your work, and write on! See the "Extension Activities" page provided in your kit for more activities that celebrate students' creative powers.



ABOUT STOP BULLYING: SPEAK UP

Established by Cartoon Network in 2010, Stop Bullying: Speak Up is an award-winning pro-social initiative that addresses bullying among kids. Cartoon Network leverages its shows, characters, and media platform to empower its audience to speak up safely and effectively in the face of bullying, while helping kids develop greater kindness, caring, and empathy that stops bullying before it starts. To learn more, visit: <https://www.cartoonnetwork.com/stop-bullying/>

ABOUT CARTOON NETWORK

Cartoon Network is a division of WarnerMedia and the #1 global animated series network, offering the best in original content for kids and families with such hits as "Ben 10," "Craig of the Creek," "Steven Universe," "The Amazing World of Gumball," "The Powerpuff Girls," and "We Bare Bears." Seen in 187 countries, over 450 million homes and in 33 languages, Cartoon Network inspires the next generation of creators and innovators by engaging its audience at the intersection of creativity and technology. Its award-winning pro-social initiatives, "Stop Bullying: Speak Up" and CN Buddy Network are acknowledged and often used resources for kids and adults looking for tools that can assist in dealing with the ongoing issue of bullying.

ABOUT WARNERMEDIA

WarnerMedia is a leading media and entertainment company that creates and distributes premium and popular content from a diverse array of talented storytellers and journalists to global audiences through its consumer brands including: HBO, HBO Now, HBO Max, Warner Bros., TNT, TBS, truTV, CNN, DC, New Line, Cartoon Network, Adult Swim, Turner Classic Movies and others. WarnerMedia is part of AT&T Inc. (NYSE:T).

ABOUT 826 NATIONAL

826 is the largest youth writing network in the country. 826 National amplifies the impact of our national network of youth writing and publishing centers, and the words of young authors. We work towards a country in which the power and the joy of writing is accessible to every student in every classroom. The 826 Network serves 120,000 students ages 6 to 18 each year via 826 Digital and through nine chapters: 826 Boston, 826CHI, 826DC, 826LA, 826michigan, 826 MSP, 826 New Orleans, 826NYC, and 826 Valencia. Together, we believe writing is the key to cultivating a new generation of creative and diverse thinkers who will define a better, brighter, and more compassionate future.

ABOUT 826 DIGITAL

826 National reaches nearly 80,000 students annually through 826 Digital, the online platform that makes 826's inventive writing resources available to educators everywhere, for free. Visit 826Digital.com for engaging, standards-aligned writing curriculum to inspire your young writers, including the latest Social Emotional Learning writing resources from the Inclusion Storytelling Project, sponsored by Cartoon Network and 826 National.



EXTENSION ACTIVITIES

Dear Writer,

Congratulations on publishing your book and storyboard! Now that you're a published author, try these activities to continue using your creative powers for good. Whether you choose to write new stories or to share your stories with others, remember that your words and actions are powerful! Thank you for inspiring others with your messages of kindness and inclusion.

Write on!
826 National & Cartoon Network

WRITE it.

- **Write a sequel to your story.** You already wrote an amazing ending. Now what happens next? Who knows—your story might be the beginning of an entire series! The next time your character encounters a tough situation, how might they choose to include someone?
- **Create a spinoff story from another character's point of view.** What happens when you consider things from someone else's shoes? Think how one small act of inclusion or kindness might leave a lasting, positive impact on other characters.
- **Create a mash-up.** Sometimes, the best way to include others is by creating something new together. Find a classmate or friend and exchange stories. Together, write a sequel where your characters meet.
- **Imagine you are going on a book tour to share your story.** Write a Q & A interview between you and your favorite celebrity host. What would you want to share about yourself? What is your favorite part of the story? What do you hope people think about or do after reading your story?
- **Write a speech from the point of view of one of your characters explaining why they chose to include someone.** What could others learn from their experience? Why do they believe inclusion is important? What advice would they give?



EXTENSION ACTIVITIES

SHARE it.

- **Share your story with a friend, family member, or neighbor.** Talk about how your character made the decision to stop bullying before it starts. Why do you think it's important to include others? What can you do in your own story to make the world a kinder place?
- **Start a "story chain".** Spread kindness and share your story by mailing a copy of your story to two friends. Invite them to write their own and send their story to two new friends to keep the chain going!
- **Use a video recording tool to create a video of you reading your story of you reading your story.** Share your video with friends and family!
Bonus activity: bring your story to life by acting it out or turning your illustrations into an animation.
- **Create a poster for your story that includes an illustration and your favorite line.** Hang the poster in your window so that neighbors can read your message! Are you an inspired artist? Create a series of posters and do a gallery walk in your home, classroom, or neighborhood.
- **Post a photo of your story on social media!** Don't forget to tag @826National and @stopbullyingspeakup.

*** SPARK**

Friends Help Friends, Always

GRADES 1–5

TYPE
NARRATIVE
SOCIAL-EMOTIONAL
LEARNING

PRESENTED BY
CARTOON NETWORK

Students use illustrations as entry points to write stories about friendship from a new perspective.

WHAT YOUR STUDENTS WILL LEARN

Students consider the perspective of other character(s) to write stories that highlight the importance of being kind.

WHAT YOU WILL NEED

- Cartoon Network Character Illustrations — print, project, or share

WHAT YOU WILL DO

This Spark comes from a lesson developed as part of the Inclusion Storytelling Project, a collaboration between 826CHI, 826 National, and Cartoon Network’s award-winning “Stop Bullying: Speak Up” campaign. The Spark is centered on writing as a vehicle for Social-Emotional Learning and is designed to encourage youth to share their individual stories about kindness and empathy in an effort to stop bullying before it starts.

Before you begin, either print, project, or share the Cartoon Network character illustrations, which feature one or more Cartoon Network characters. You may also choose to add images of characters from other representational works of art.

Start the activity with a Gallery Walk. Whether you place the illustrations around the room or ask students to click through the images on their own devices, students should spend a couple of minutes viewing each picture, paying special attention to the character(s) in each. Students should note the details that stand out to them in their notebooks. Tell students that after viewing the four images, they will choose one illustration to use as inspiration for a new story.

Next, share the two prompts on empathy and friendship with your students. For both prompts, if students are familiar with the character they chose, ask them to imagine a new, original back story for the sake of the activity.

Option A:

Are there more than two characters in your illustration?

If so, include something in your story about how they became friends! Here are some questions to help you along:

- How did they meet? Describe the setting and situation in vivid detail. What do they say to each other?
- Did they like each other when they first met? Dislike each other? Or feel neutral? Give a few details about their first impressions.
- What was the main event which brought them together as friends? Were there any challenges to becoming friends?

Now, imagine that you are one the characters in your illustrations. Who are you? Write from the character’s perspective using “I” to narrate the story. What’s the best thing about being friends with the other character? What do you admire about them?

Option B:

Do you have only one character in your illustration?

If so, imagine that they are someone you know who is having a bad day. Maybe you’re best friends with them, or maybe you’re just acquaintances, or maybe this is the first time you’ve ever met each other. Why was the character having a bad day? What do you do to help them feel better?

To close the activity, ask students to get into groups based on the illustration they chose so that all students who selected the same image can share their work. Ask students to read part or all of their story with group members and listen for common themes across their writing.




CRAIG
OF THE
CREEK

STOP **SPEAK**
BULLYING **UP**


826
NATIONAL





**TEEN
TITANS GO!**

STOP BULLYING **SPEAK UP**
CN

**826
NATIONAL**



{ } LESSON

Include Someone, Make a Difference

by 826 National and
Cartoon Network

GRADES 3–5

TYPE
NARRATIVE
SOCIAL-EMOTIONAL
LEARNING

COMMITMENT
1 SESSION: 2 HOURS

PRESENTED BY
CARTOON NETWORK

This lesson is presented in collaboration with Cartoon Network’s “Stop Bullying: Speak Up” initiative and encourages students across the country to share their stories on inclusion and empathy. The lesson invites students to practice inclusion through writing in two ways: first, students will make positive choices when writing about characters who stand up to bullying and work towards inclusive resolutions. Second, students will write alongside thousands of peers across the country when offering their solution to a shared story.

A note on timing: This lesson was designed as a writing workshop, with a suggested time commitment of approximately 2 hours. Pending your schedule, grade level, and students’ background knowledge, you may opt to distribute the activities over the course of 2-5 days.

SESSION:

YOU WILL NEED

- 3 Cartoon Network Storyboards — Handouts (print class

copies or project)

- Character-O-Matic — Handout (1-2 for each student)
- Plot Mountain — Handout (print class copies or project)
- Paper or computer for students to write
- Projector and computer with connection internet or student computers (if showing Cartoon Network clips)
- Cartoon Network video clip for “Meanwhile at Jump City School” storyboard: [*Teen Titans Go!*](#)
- Cartoon Network clip for “Meanwhile at the Creek” storyboard: [*Craig of the Creek*](#)
- Cartoon Network clips for “Meanwhile at the Bear Cave” storyboard): [*Ice Bear Fun*](#), [*Grizz: Ultimate Hero Champion*](#), and [*Panda’s Profile Pic*](#)

BEFORE YOU START

Determine key vocabulary words to review with your students based on their age, background knowledge, and your established culture. Here are a few key terms we’ve identified that may be helpful to spend more time reviewing with students:

- Inclusion
- Empathy
- Internal and external characterization
- Plot elements, including and may not be limited to: setting, rising action/conflict, climax, and resolution

STEP 1 (15 MINUTES)

You Can’t Spell Inclusion without ‘US’

To begin, tell your students that they will have the opportunity to write a story about inclusion, or including others, alongside *thousands* of other students across the country all using the same story prompts from Cartoon Network! They will write their own ending to a story that has been started for them—the ending can be realistic, fantastic, funny, or even heartwarming, as long as their resolution illustrates the power of inclusion by bringing clashing characters together.

But let’s talk about inclusion. Before students can write original, inclusive resolutions, it helps to spend a few moments talking about—and then practicing—what inclusion looks and feels like in your own classroom or group setting.

Depending on the time you have available, and the extent you’ve talked about the concept of inclusion with your students previously, you can do this through a free write, group discussion (we highly recommend [pacer.org’s educator guide](https://www.pacer.org/educator-guide/)), or through our suggested activity, Include Someone BINGO.

Pass out or share the [Include Someone BINGO](#) handout. Note that the second version of the card lists options appropriate for distance learning. Explain the general rules: over the course of the lesson, students should keep the BINGO cards open or at their desk. Students will practice acts described on the card and checkoff boxes as they complete them. Like BINGO, the goal could be to try to get check marks straight across or down the card, but really, the broader goal is for students to practice different ways of including others and experience the positive impact that inclusion can create.

After explaining the rules, point students to the four blank boxes on the card. As a class, brainstorm other ways to include someone that are not already listed. You may choose to create a class list, soliciting at least 6-8 ideas, then ask students to choose four from the list you’ve created to fill in their cards. You may also opt to fill out the blank spaces in advance of the lesson with actions that you’d like to see your students practice.

Give students a few minutes to complete the acts of inclusion with small groups—be sure to jump into the game and model a few yourself!—then prompt students to keep the BINGO card on their desk. They should look for opportunities throughout the rest of the lesson (or the day, if you prefer) to

practice including others and continue filling out their cards.

STEP 2 (15 MINUTES)

Guided Practice — Storyboard as a Springboard

The next activity presents students with one of the original storyboards developed by *real* Cartoon Network writers. We recommend using the storyboard titled “Meanwhile at Jump City School”, featuring Robin and Beast Boy, to introduce and guide students through the process of writing their own resolution to a posed conflict.

You might introduce the storyboard by first asking students if they are familiar with the featured characters: *What is Beast Boy like? How about Robin from Teen Titans? In what ways are these characters different from one another?*

Then, share the storyboard, featuring these characters, with students by projecting it or distributing class copies. Remind students that this is merely the beginning of the story. They have the important job of finishing the story in a way that feels inclusive and authentic to all characters.

The narrative is fairly short, so we suggest reading it aloud two or three times:

- **First reading** — Read aloud and ask students to listen for meaning.
- **Second reading** — Ask for 3-4 student volunteers to stand and read as narrator, Beast Boy, Raven and Robin.
- **Third reading** — (optional, recommended for older students) Students re-read independently, marking 2-3 places in the story where characters made a choice that impacted others. Discuss positive and negative examples.

Pause here to review the plot elements that are present thus far in the storyboard. As a class, work together to identify the setting/exposition, rising action/conflict, and climax on the “Plot Mountain” handout.

STEP 3 (20 MINUTES)

Guided Practice — Writing an Inclusive Resolution

Tell students that they will write a collective ending to this story, and it should demonstrate the power of inclusion. That means that they will have to make some choices about characters’ actions and reactions. To help students make fitting choices, show the *Teen Titans Go!* clip, which features the characters Beast Boy and Robin. After the clip, work together to identify a few internal and external character traits that they noticed on a “Character-O-Matic” handout. You may model this process with Beast Boy and ask for student volunteers to help you with Robin.

Now that students understand these characters more deeply, pose the question: *what do you think will happen next?* Ask students to turn and talk to a partner or their small group to discuss ideas or jot down an idea independently in their notebooks. Then take ideas from a handful of volunteers and create a list on the board. Where possible, work to combine and expand upon students ideas so that you can incorporate 2-3 of their ideas into a single ending—you may even point out that combining excellent ideas into one collective ending demonstrates the power of inclusion!

If time allows, you may choose to model actually writing the resolution for students, pausing to think aloud and return to the plot and character guides. If time is short, craft the first few sentences together.

STEP 4 (15 MINUTES)

Independent Practice — Storyboard as a Springboard

Now that students have helped Robin, Raven, and Beast Boy resolve their differences, they will turn their attention to two new storyboards, each featuring new characters and conflicts. You may read both

storyboards aloud for students as you did with the first, or you may direct students to read in small groups or independently.

Students should choose one storyboard and finish the story with a unique, inclusive resolution.

Students will chart the beginning of the narrative in their copy of the “Plot Mountain” handout, noting setting/exposition, rising action/conflict, and climax.

STEP 5 (10-15 MINUTES)

Independent Practice — Character Profiles

Much like in the guided practice, students will take a step back before writing the ending and put themselves in someone else’s shoes.

Depending on the tech you have available, you may either share links to the character clips with your students or pause students as they’re wrapping work with their Plot Mountain to play the remaining character clips.

Students will create a character profile using the “Character-O-Matic” handout for at least one and up to two characters of their choice, based on the story they’ve chosen. Remind students that they should note both external and internal characteristics observed about each character. They should gather evidence to inform the choices they’ll make for characters that will contribute to an effective resolution.

STEP 6 (20 MINUTES)

Independent Practice — Writing an Inclusive Resolution

Working individually or in small groups, students will write original endings to the storyboard narrative with an emphasis on making a difference through inclusive choices. You may wish to review and project a few prompting questions and guidelines for students as they write:

- What action(s) might your character(s) take to include someone?
- How will your character(s) react?
- Add at least two lines of dialogue
- Add two sensory details
- Add something unexpected!

STEP 7 (15 MINUTES)

There's More than One Way to Include Someone

Ask students to share their endings in pairs or small groups, then take a handful of volunteers to share their endings. Alternately, you can ask every student to share at least one line from their resolution.

If time allows, conclude with a debrief discussion that returns to some or all of the questions:

- Consider the many different ways we resolved the same conflict through writing. What does this tell us about how to include others?
- When you include someone, what is the impact? When you exclude someone, what is the impact? Ask students to share concrete examples from both the Include Someone BINGO activity, if used, and their stories.
- What can we as a group commit to when we witness instances of exclusion, conflict, or bullying? What can you commit to?

Finally, end with a call to action: charge students to amplify their voice by sharing their stories and what they've learned with someone in their world, thus building their capacity as inclusion leaders in their schools, communities, and families.

Thank you for encouraging students to share stories about inclusion and make a difference through writing. Be sure to check out other ways to promote inclusion through writing from 826 National and Cartoon Network:

- Share photos of your students' inclusive resolutions. Be sure to tag [@826Digital](#) and [@StopBullyingSpeakUp](#) and make your post public to amplify their words. Don't forget to get students' permission before you share!
- Visit [IncludeSomeone.com](#) for more National Bullying Prevention Month resources.
- See other [Social-Emotional Learning lessons](#) on 826 Digital.

Extension Activity

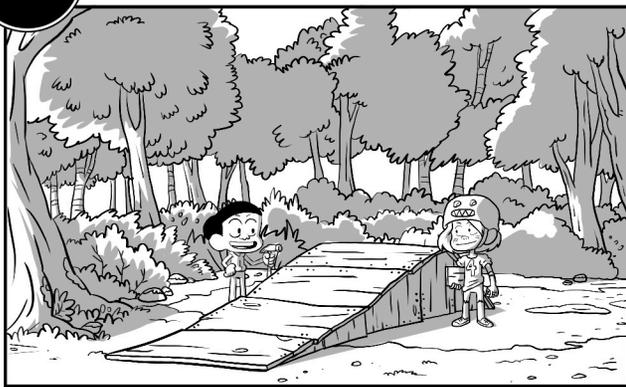
For students who finish early, or as an optional class extension, students may choose to illustrate their resolution on the blank storyboard handout provided and/or write an alternate ending that features a different way to resolve the same conflict.

Include Someone BINGO

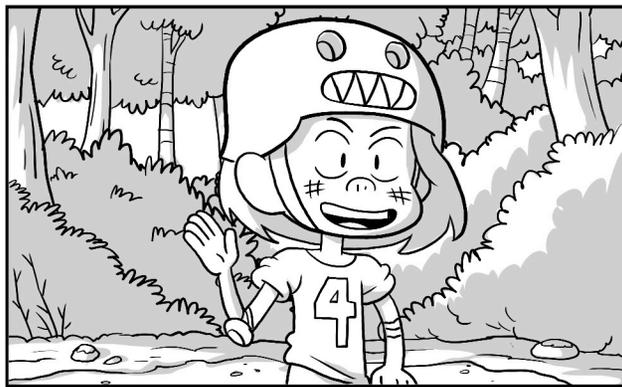
Tell someone what you like about their writing after they share.	High five everyone at your table, and say "Booyah!"	Offer to help someone with something you're talented at.	Recommend a TV show you like to someone who hasn't seen it.	
Discover something new you have in common with someone.	Offer someone a chair to sit in.	Ask "How are you?" and really listen to the answer.		Applaud someone who does something nice for you!
Compliment someone's taste in... music, TV, books, etc.	Tell someone something special they add to the group.	FREE SPACE	List three good things about someone.	Smile at someone from a different table. :)
Teach someone the lyrics to your favorite song.		Share an encouraging thought or story with someone.	Thank someone for something specific.	Encourage someone by saying "I believe in you".
	Answer someone's question during class.	Tell someone "I'm glad you are here!"	State a positive wish for someone.	Make up a handshake with someone new.

Include Someone BINGO for Distance Learning!

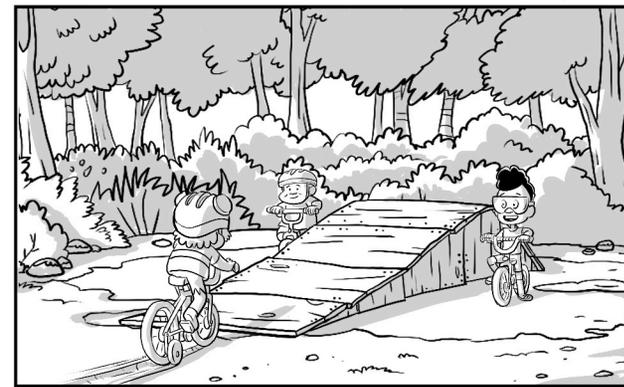
Tell someone what you like about their writing after they share it.	Air-high five everyone in your group and say "Booyah!"	Offer to help someone with something you're talented at.	Recommend a TV show you like to someone who hasn't seen it.	
Discover something new you have in common with someone.	Give someone a thumbs up when you agree.	Ask "How are you?" and really listen to the answer.		Applaud someone who does something nice for you!
Compliment someone's taste in... music, TV, books, etc.	Tell someone something special they add to the group.	FREE SPACE	List three good things about someone.	Wave to someone from a different table or group.
Teach someone the lyrics to your favorite song.		Share an encouraging thought or story with someone.	Thank someone for something specific.	Encourage someone by saying "I believe in you."
	Answer someone's question during class.	Tell someone "I'm glad you are here!"	State a positive wish for someone.	Create a 10 second dance or song that includes your whole group.



Craig helps Handlebar build a bike obstacle course. They work together, constructing obstacles, using supplies from around the creek. Craig makes a few final adjustments and the course is ready for action.



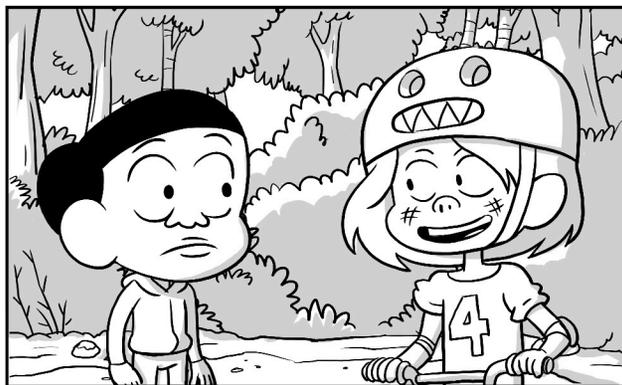
Once they finish up, Handlebar yells for the 10 Speeds to come over and test it out.



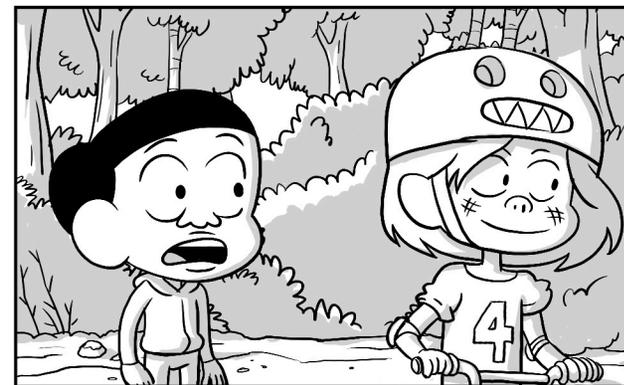
They ride their bikes through the obstacle course, performing sick tricks. They laugh and high five.



Craig asks Handlebar for a turn on his bike: "Could I get a turn?"



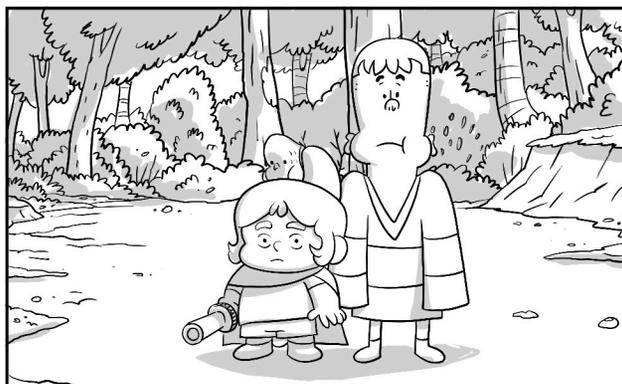
Handlebar shakes his head and says, "Nah, dude. This jump is for experienced bikers."



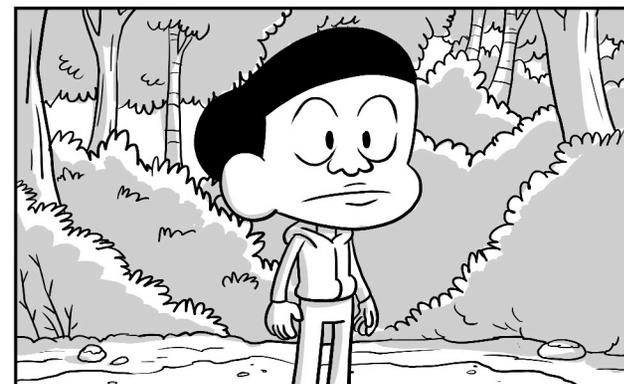
Craig protests as Handlebar takes off down a ramp, "But I helped build it..."



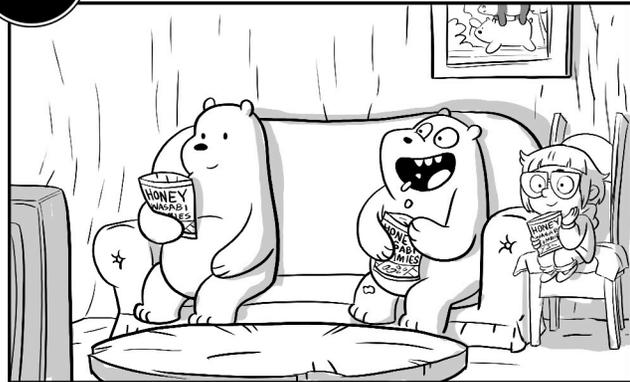
The 10 Speeds ignore Craig and continue doing tricks on the course.



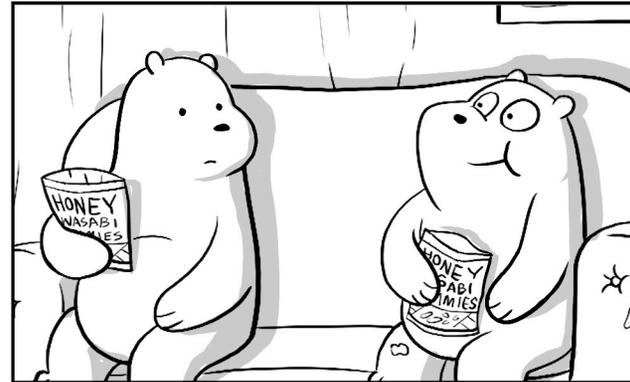
Kelsey and J.P. walk up and notice that...



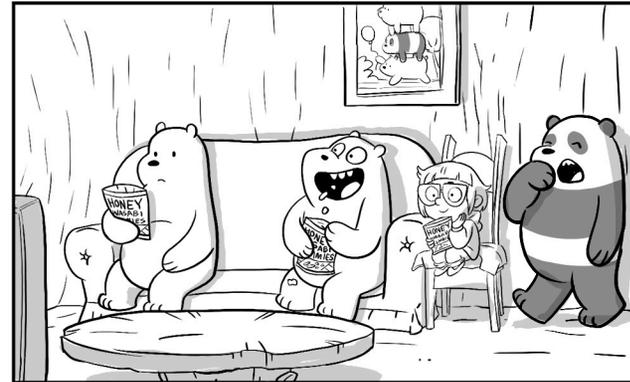
Craig has been left out.



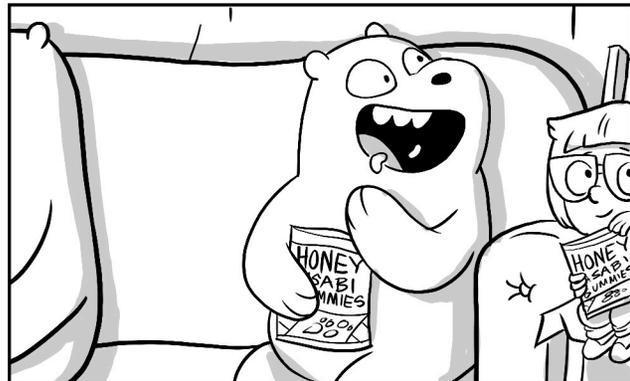
Grizz and Ice Bear huddle together on the couch with Chloe watching TV. They laugh and eat wasabi gummies. Chloe asks, "Where's Panda?" Grizz responds, "Hmm, I think he wanted to watch this..."



He turns to Ice Bear, "Bro?" Ice Bear shrugs.



Grizz exclaims, "Oo...ooo, I love this part!" The group erupts in laughter. Panda walks into the living room and yawns. He has awoken from a nap.



Grizz greets him, while snacking on the last of the wasabi gummies, "Hey bro."



Panda stares at the TV and then shakes his head and exclaims, "Is this...?"



"I thought we are going to watch it together! Nooo...it's over!"



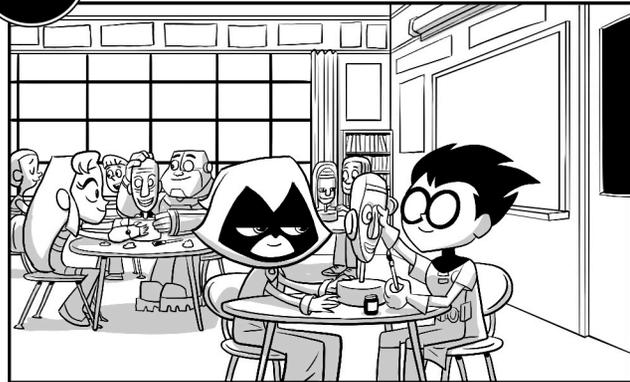
Ice Bear and Grizz exchange sheepish looks. Chloe apologizes, "Sorry Panda, I didn't know you were asleep. Want a wasabi gummy?" She hands over the bag. It is empty.



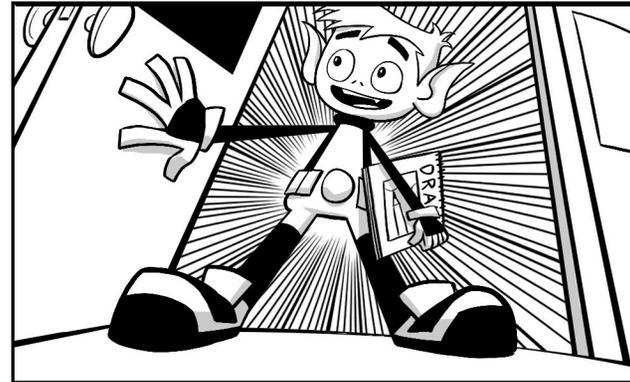
Panda opens the empty bag and bellows, "There are no gummies!! This bag is as empty as my life!"



He storms out of the room. Grizz turns off the TV. He looks at Ice Bear and Chloe; they are all embarrassed and unsure of what to do next.



Raven and Robin work together on an art project. Robin builds the base, while Raven decorates the top. They work well together: taking turns adding pieces, building off each others' ideas, and sharing their excitement about how cool the finished project will be.



Suddenly, Beast Boy bursts through the doorway, waving art supplies and apologizing for being late to class.



In his excitement, he accidentally bumps the table where Robin and Raven are working, knocking over their project.



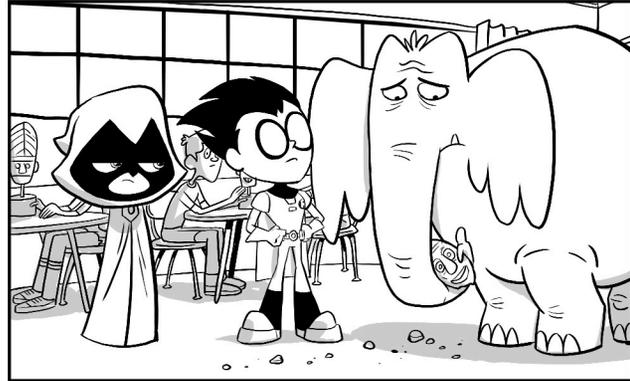
Raven scrambles to pick up the pieces; the project is noticeably damaged.



She is upset: "You've ruined everything." Beast Boy apologizes, "Sorry, mama...lets me fix it."



Beast Boy transforms into different animals from a lemur to a donkey to an elephant.



Elephant Beast Boy scoops up the art project with his trunk, crushing it.

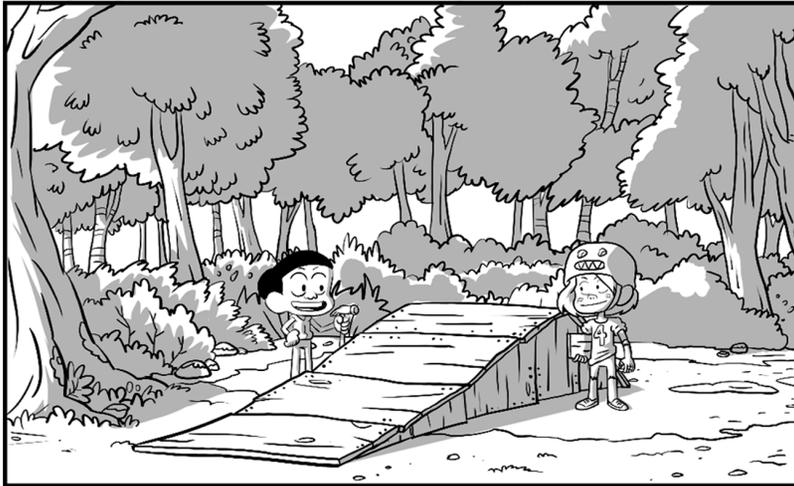


Robin shoves Elephant Beast Boy's trunk and snatches the project back: "ARGH! The world's greatest art project has been destroyed. Leave at once, Beast Boy."

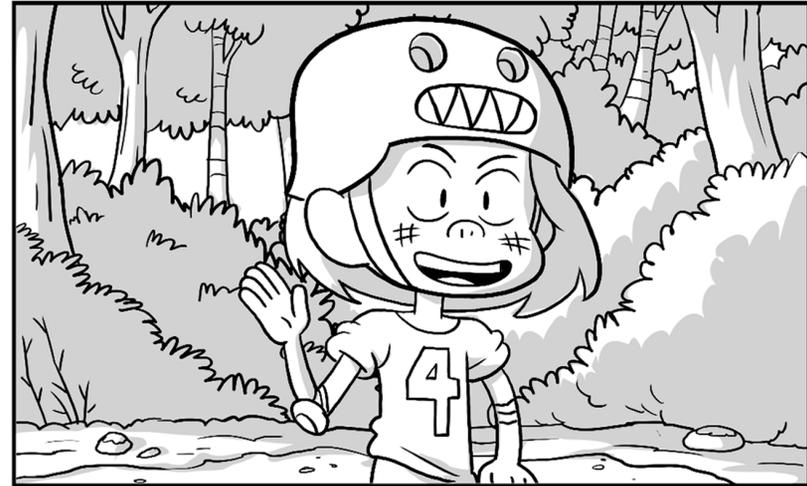


Everyone has turned to watch the conversation unfold. Beast Boy looks down at the ground with a sad face and murmurs, "Nobody gonna wanna do arts with me again..."

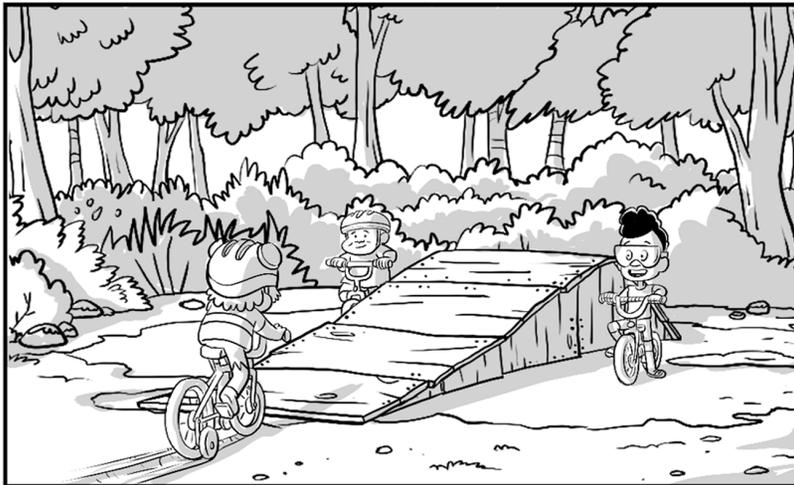
Meanwhile at the Creek...
Mientras en el Arroyo...



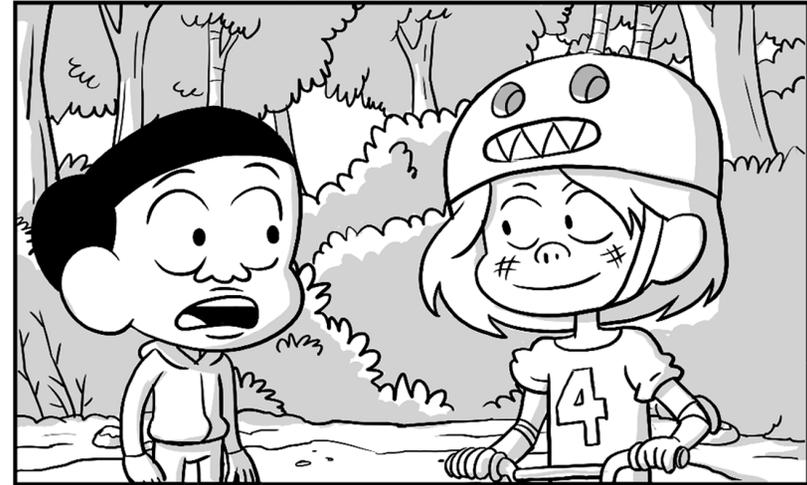
Craig ayuda a Handlebar construir una pista de obstáculos en bicicleta. Trabajan juntos, construyendo los obstáculos, usando recursos alrededor del arroyo. Craig hace unos ajustes y la pista de obstáculos finalmente está lista.



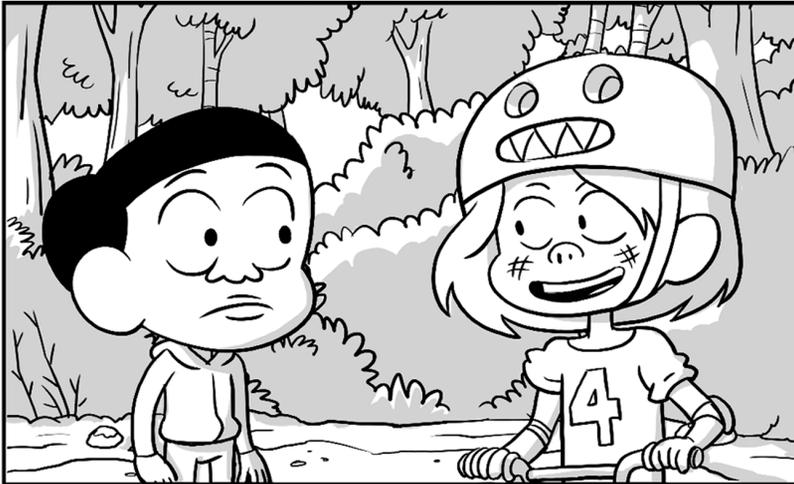
Después de que terminan, Handlebar llama a 10 Speeds para que venga y para que la pruebe.



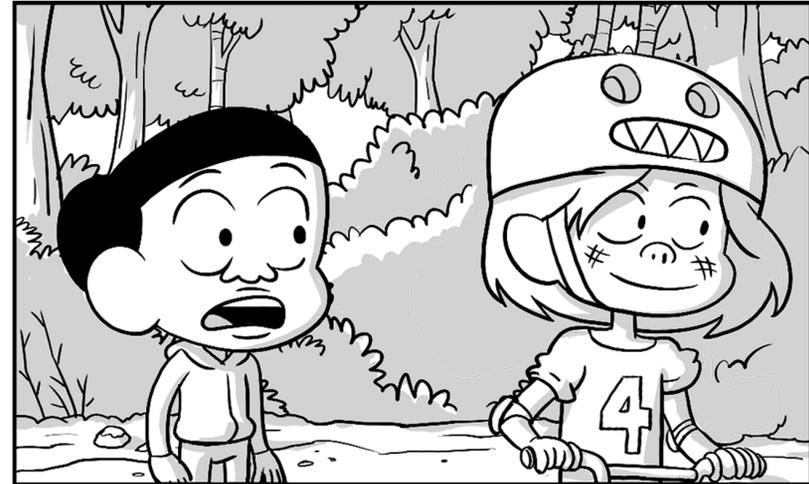
Los dos montan sus bicicletas y hacen trucos. Los dos ríen y chocan las manos.



Craig pregunta a Handlebar si puede montar su bicicleta. "¿Puedo probarla?"



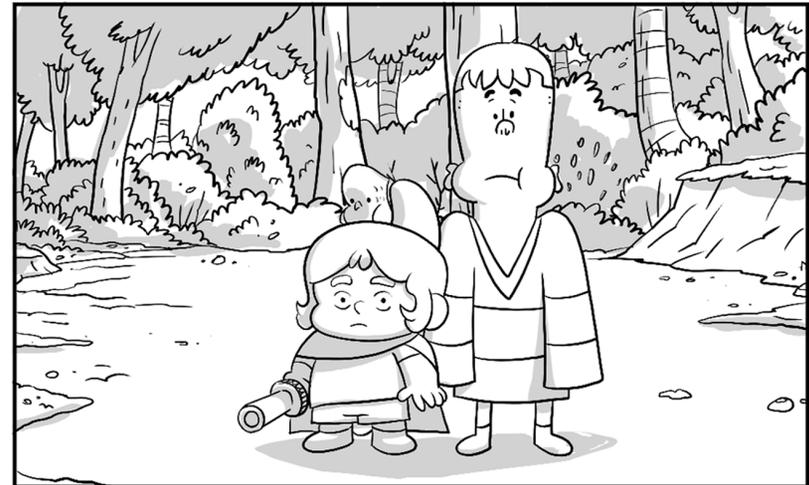
Handlebar sacude su cabeza y dice, “No hombre. Éste truco es para expertos.”



Craig protesta, pero Handlebar sigue descendiendo la rampa.



Los 10 Speeds ignoran a Craig y continúan haciendo trucos.

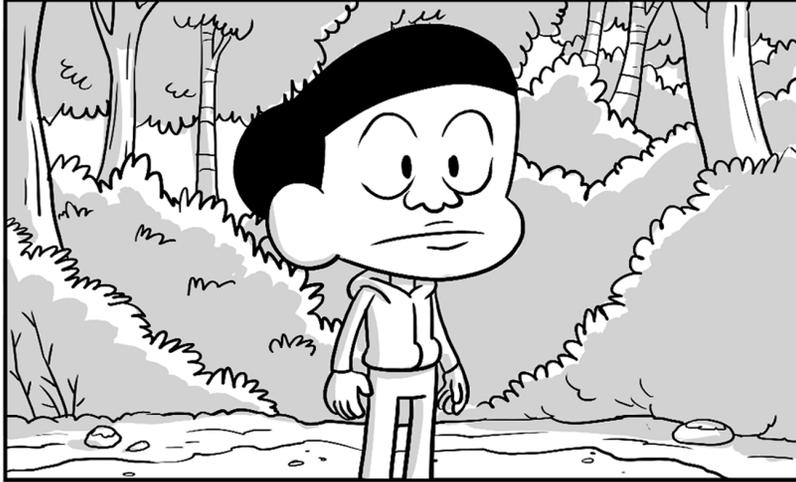


Kelsey y J.P. llegan y se dan cuenta de que...



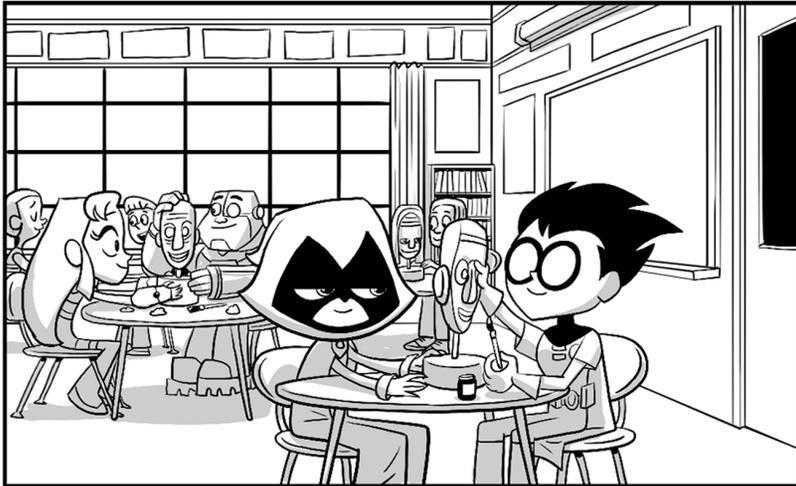
Meanwhile at the Creek...

Mientras en el Arroyo...

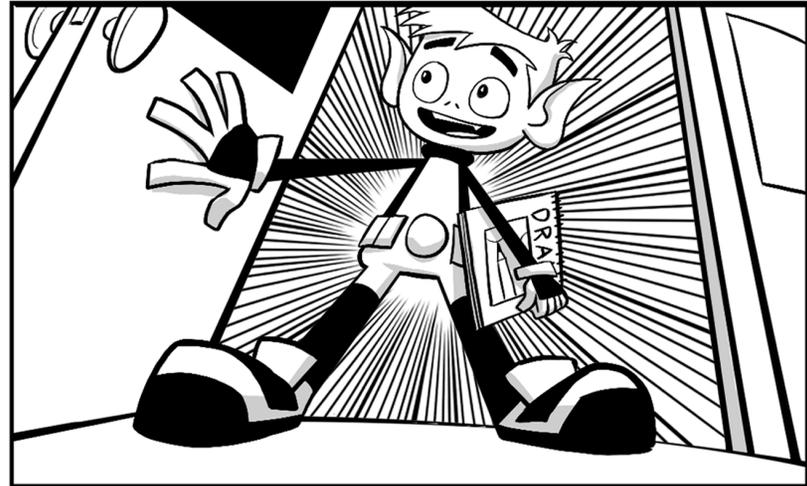


Se han dejado Craig fuera del grupo.

Meanwhile at Jump City School...
Mientras tanto en El Colegio de Jump City...



Raven y Robin trabajan juntos en un proyecto de arte. (Más allá Cyborg y Starfire también están acabando el proyecto de ellos). Robin construye el basé en lo que Raven decora la parte de arriba. Trabajan como un buen equipo: tomando turnos, agregando cosas al proyecto y compartiendo ideas, están emocionados ver que cheveres les a quedado su proyecto.



De repente, Beast Boy estalla a través de la puerta, en sus manos menea brochas y lápices a la vez disculpándose por llegar tarde.



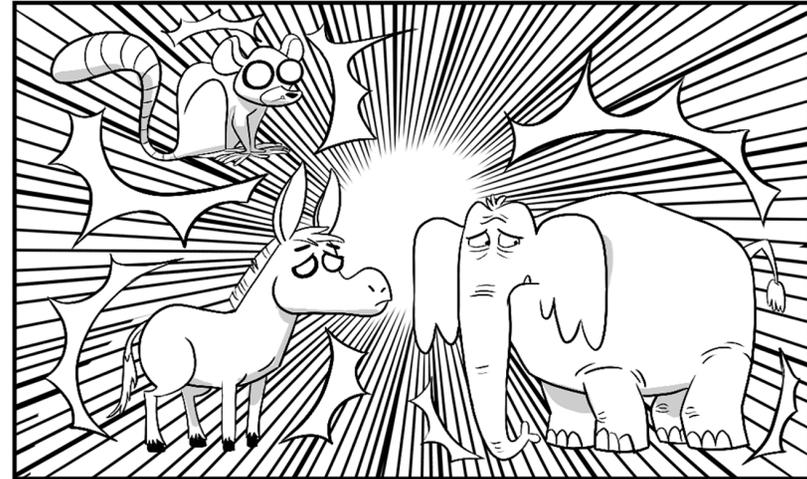
Por culpa de su entrada entusiasmada, le pega a la mesa donde Robin y Raven estan trabajando y bota el proyecto de ellos.



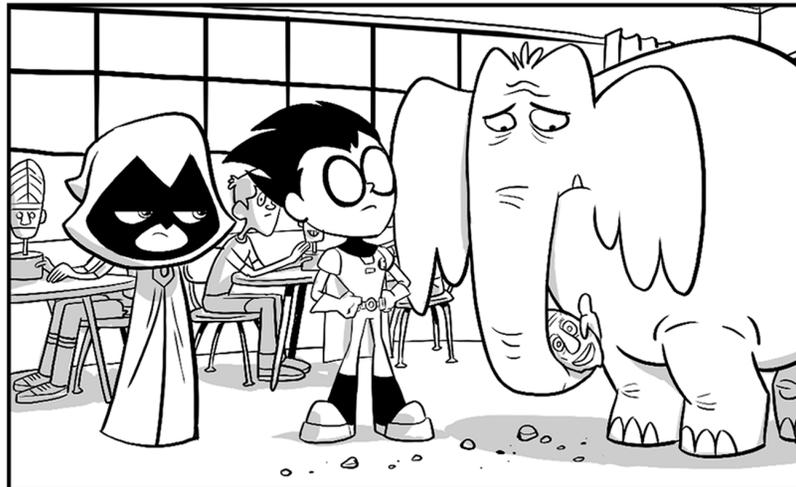
Raven lucha a recoger los pedazos, el proyecto está dañado.



Se ve que está molesta: "Has arruinado todo!" Beast Boy se disculpa, "Lo siento,... dejame ver si lo arreglo."



Beast Boy se transforma en diferentes animales, un castor, un lémur, hasta un elefante.



Beast Boy (en forma de elefante) recoge el proyecto con su trompa aplastandolo en el proceso.



Robin empuja a la trompa de Elefante Beast Boy y agarra el proyecto de nuevo: "AGH! El proyecto más espectacular del mundo ha sido destruido! Vete de aquí Beast Boy!"



Meanwhile at Jump City School...
Mientras tanto en El Colegio de Jump City...



Todos han parado de trabajar a ver cómo se desarrolla la escena. Beast Boy mira hacia abajo al piso con una cara triste y en un susurro, “Jamás van a querer trabajar conmigo...”

Include Someone, Make a Difference: Character-O-Matic

Background:

Draw your character here:

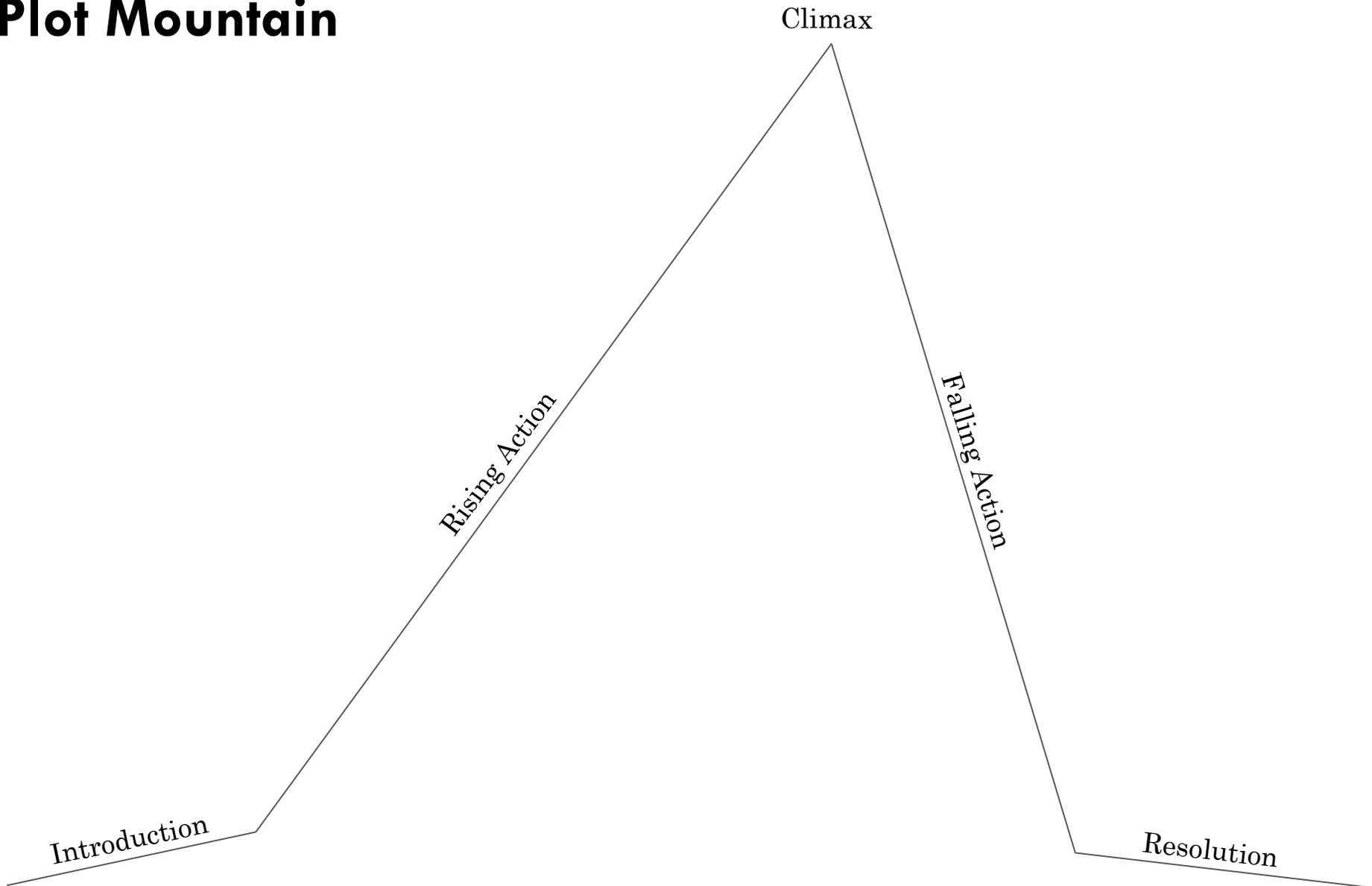
Name (nicknames, too): _____
Gender (if any): _____
Species: _____
Appearance: _____
Likes: _____
Talents: _____ _____

Feelings:

How is this character feeling? _____ _____
What makes this character happy? _____ _____
What makes this character upset? _____ _____

What does this character want? _____ _____
What is hard for this character? _____ _____
How could this character be helped? _____ _____

Plot Mountain



Storyboard

















