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Me...a Villain?

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826LA

GRADES 1-5

TYPE
NARRATIVE
SOCIAL-EMOTIONAL
LEARNING

COMMITMENT
1 SESSION: 1 HOUR,
20 MINUTES

PRESENTED BY
CARTOON NETWORK

This lesson was developed and made possible with the support of the Inclusion Storytelling Project, a collaboration between 826LA, 826 National, and an expansion of Cartoon Network’s award-winning “Stop Bullying: Speak Up” campaign. The lesson 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.

SESSION:

YOU WILL NEED

- Slideshow with *MoJo JoJo’s Evil Bio* video clip and speaker/projector/computer
- Villain Brainstorm Handout
- Villain Draft Template
- 3-4 sample books students could “rewrite” in case they are stuck

STEP 1 (5 MINUTES)

Introduce the Prompt

Start by telling students that usually, when we hear or read stories, it's almost always the hero we hear the most about. But there are two sides to every story, right?

Then present the following prompt to students:

- On a piece of paper, brainstorm 3 famous characters who are mean, evil, or labeled as a “villain” and write down why you think they became that way.

Allow time for students to share out, either as small groups or to the whole class.

STEP 2 (10 MINUTES)

The Villain's Take

Next, pose the question to the class: Who can tell us more about *The Powerpuff Girls*? (After this recap, note that Mojo Jojo is shown as a villain who tries to destroy The Powerpuff Girls. We don't often see his side of the story.)

Show the *Mojo Jojo's Evil Bio* clip, provided in the slideshow, and share that the clip tells Mojo Jojo's side of the story. While asking for student reactions after the clip, consider the following questions:

- How is the story of Mojo Jojo different from the story of The Powerpuff Girls?
- What reasons does Mojo Jojo give for devoting his life to destroying The Powerpuff Girls?
- What was Mojo Jojo like before The Powerpuff girls were created?

Discuss how Mojo Jojo isn't actually all evil. Explain now that students will have a chance to write a story about a character who everyone thinks is evil or bad, but who really isn't.

STEP 3 (5 MINUTES)

Introduce the Prompt

From there, introduce the below prompt for students to use to expand their thinking.

Write a story about a character who doesn't necessarily want to be bad, but everyone thinks is evil. You can make up your own character and story, or you can retell a famous story from the point of view of the villain (like the Mojo Jojo example). Be sure to include:

- *Details that show the “bad” character isn't all evil*
- A beginning
- A middle
- An end

STEP 4 (15-20 MINUTES)

Brainstorm/Graphic Organizer

Students will complete the “Villain Brainstorm” handout. This guide prompts them to develop their villain character, and provides a space for them to brainstorm a beginning, middle, and end. Be sure to stress that neither side requires complete sentences—this step is about getting all of their ideas down on paper!

Vocab or ideas that might need to be discussed or reviewed:

- Point of view: Who is telling the story
- Villain: Someone/something that is evil or bad character in a story
- Plot: The main events in a story, or the storyline.
- What does it mean to be “misunderstood?”: To be wrongly understood/ not understood

Students who are struggling to invent a character can use an existing one. Have 3-4 books out as examples that they could write about, in case they are truly stuck.

If students need help getting started, here are some story starters:

- Everyone always thinks CHARACTER was totally evil, but the truth is...
- I wasn't always a villain. In fact, back in the day, I wanted to be good. But everything went wrong when...
- Do you want to hear the true story of CHARACTER? They weren't always evil. In fact...

STEP 5 (45-60 MINUTES)

Draft

Allow students ample time to draft their prompts into longer stories using the “Villain Draft Template” as an optional scaffold. As students draft, consider bringing the class or small groups together for a temperature check. For example, after approximately 10-15 minutes, students may share out their

villain's name and one reason why this character is misunderstood. As a twist, you may also throw a writing challenge out to the class. Keep your young writers on their toes by asking them to include a liquid detail in their villain's story (Coke? Tears? A raging sea?) or reminding them to use dialogue to help the story come alive.

STEP 6 (10 MINUTES)

Share-Outs

Students will share what they have written, either by reading their story out loud in small groups or sharing their favorite part or line with the class.