



BROTHER: A Story of Autism
By Carlton Hudgens as told by Bridget Hudgens

TEACHER RESOURCE GUIDE

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Dear Educator,

The ideas and activities provided are designed as independent resources and are not a comprehensive program with prioritized activities. Teachers can select and use the activity that best suits their classroom, grade level, students' abilities, etc.

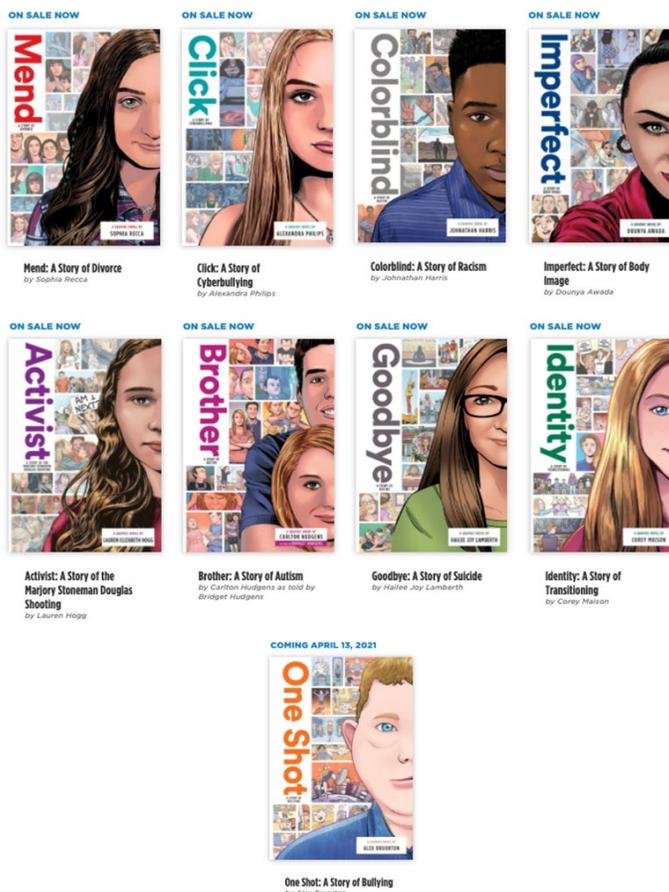
Activities are designed to enhance lessons on the topic, and assist with ideas for integrating our books into your curriculum. These activities include discussion points aligned with the book to increase student-to-student discourse, teacher-to-student discourse and self-reflection, printable activities for written discourse and reflection, and other optional materials you may choose to utilize.

In the event that you would like a specific idea included, or changes made to an activity, please contact us for a personalized activity to meet your specific needs. Here at Zuiker Press, we strive to provide resources that make implementation easy for you. If you are interested in additional health resources, ELA guides for these titles, or a digital version of the content, please visit our website, Zuikerpress.com or email livelyeducationalresources@gmail.com.

We support educators, and are excited to help you get our books into the hands of students, by providing you with the resources you need to do so.

Enjoy!

Presenting Our Graphic Novels



TEACHER RESOURCE GUIDE QUICK OVERVIEW

HEALTH STANDARDS

Activity	Page Number	Standard
<u>ABOUT THE BOOK</u> Summary about the book and author	4-5	
<u>BEFORE READING DISCUSSION</u> Questions that can be discussed, projected or printed for students	7	M29. Promote a positive and respectful environment at school and in the community.
<u>DURING READING DISCUSSION</u> Questions that can be discussed, projected or printed for students	8	M21. Set a goal to reduce life stressors in a healthy enhancing way.
<u>AFTER READING DISCUSSION</u> Questions that can be discussed, projected or printed for students	9	M23. Practice effective coping mechanisms and strategies for managing stress.
<u>INTERACTIVE/PROJECT-BASED ACTIVITIES</u> Use for independent reflection, group activities, discussions—printable/projectable	10-11	pg. 10-G1, M9, M12, M15, M20, M26 pg. 11-M11, M13, M3, M30
<u>PUT YOURSELF IN THEIR SHOES</u> Charting emotions—printable/projectable	12	M4. Describe qualities that contribute to positive self-image.
<u>GRAFFITI ART</u> Activity incorporating drawing, writing to express emotions	13	M21. Set a goal to reduce life stressors in a healthy way.
<u>REACTIONS</u> Project and act out scenarios in classroom, or printable activity	14	M8. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
<u>WHO IS THERE?</u> Activity designed for students to reflect on people in their lives that can help when facing issues—printable or projectable	15	M1. Examine the benefits of having positive relationships with trusted adults.
<u>PROBLEM SOLVING</u> Act out, discuss, project, or print to model working through a problem from beginning to end	16	M23. Practice effective coping mechanisms and strategies for managing stress.
<u>REFLECT</u> Activities can be printed for Independent or group activity, projected and discussed whole group, used to guide scenarios for students to act out	17-21	M27. Practice personal boundaries in a variety of ways. M5. Describe how social environments affect health and well-being. M7. Analyze signs of depression and self-destructive behaviors, including potential suicide. M12. Examine the internal and external issues related to seeking mental health assistance.
<u>MULTIMEDIA COMPARISON</u> Printed/projected and used to compare the book to clips from the author interviews found on zuikepress.com . Students can connect with the person and watch them explain how they overcame their circumstances and worked through their problem	22	M25. Practice respect for individual differences and diverse backgrounds.

About the Book

Book Summary:

Carlton Hudgens was diagnosed with autism spectrum disorder at three years old. He didn't speak or interact with the world around him, except with humming and flapping arms. The diagnosis provided a label, but not an answer. He was considered low-functioning, but all that meant was that there was a laundry list of tasks he couldn't do, and little recognition of what he could.

Carlton's sister, Bridget, just a year younger, became his protector, sharing their birthdays so that he could open the presents first, taking the blame for a broken toy to spare him from being punished on Christmas Day. She understood that she was living in Carlton's world, not the other way around.

Because Carlton doesn't speak in full sentences, Bridget has opted to tell his story. "My brother is brilliant in every way," Bridget says. "He just doesn't speak like we speak."

When Carlton was five years old, he uttered his first words: "I love you, Mom!" Bridget was elated. That sentence meant that he could hear her, that he could speak, and that she had a chance to reach her ultimate goal of bonding with her brother.

Bridget was his protector, but Carlton became Bridget's savior.

When Bridget was eleven years old, she and Carlton went to the public pool. Carlton was a natural swimmer, but Bridget couldn't swim at all. As the two played a game in the shallow end, they drifted closer to the deep end. Bridget panicked, swallowing water and crying for help. Carlton swam to her and pulled her to safety. No longer was he different, with special needs, or "that kid with autism." To Bridget, he was the big brother who had just saved her.

Later on, he became a savior to others. Autism didn't stop him from feeling compassion and love. It just made it harder for him to express those emotions.

Their parents' divorce and the subsequent remarriage of their mother created a more stable life for Carlton, but Bridget had a hard time accepting the good changes. She had put herself second for so long, it was difficult to allow an adult to take over the care of her brother.

By early adulthood, Bridget began to realize that the most fulfilling part of her life was forming a deeper connection with Carlton—an unbreakable bond that would shape brother and sister for the rest of their lives. It was Carlton's influence that led to her passion for helping others with special needs.

About the Author:

Carlton currently resides in Las Vegas, Nevada, working at Opportunity Village. He is independent and happy.

Bridget is attending the University of Nevada, Las Vegas, where she is pursuing a bachelor of science degree in special education.

STOP

The following pages can be used by the teacher to guide discussion, provide ideas for teacher created activities, be reproduced and handed out to students, projected on the board or any other way of your choosing.

The ideas and activities provided are designed as independent of one another and are not a comprehensive program with prioritized activities. Teachers should select and use any activity that best suits their classroom, grade level, students' ability etc. These are used to supplement the curriculum, and engage students to interact with the content in a way that meets your learning target.

Digital versions are available, and editable to provide opportunities for teachers to personalize the content, make modifications, and use in a way that fits their individual needs.

Enjoy!

Name: _____ Date: ____/____/____ Period: ____

Goals: I will respect others' differences and opinions while participating in discussions.

Objectives: SWBAT respect individual opinions of their peers while engaging in meaningful discourse using their own diverse backgrounds.

Standard: M29. Promote a positive and respectful environment at school and in the community.

BEFORE-READING DISCUSSION

Essential Vocabulary:

Graphic novel, autism, low functioning, on the spectrum, mental health, emotional health, social health

1. What is the topic of this graphic novel?
2. What prior knowledge do you have on this topic?
3. Can you make any connections to this material based on the summary and author information?
4. What emotions do you feel when exploring the topic of this novel?
5. Do you have or know someone that has autism?
6. Is it always obvious if someone is autistic?
7. How might your life be different if your sibling was/is on the spectrum?
8. Oftentimes kids are in the middle of adult issues. Explain a situation in which it is appropriate to get involved in "adult" issues?

Name: _____ Date: ____/____/____ Period: _____

Goals: I can analyze a situation and determine who can help.	Objectives: SWBAT determine when they encounter a situation that requires help from a friend, or a trusted adult.	Standard: M21. Set a goal to reduce life stressors in a healthy enhancing way.
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DURING-READING DISCUSSION

1. Why is it hard for a person with autism to communicate? How might you interact with someone who struggles to communicate?
2. A person with autism may exhibit repetitive behaviors or fixate on a certain activity or object. Explain how important it is to show empathy to those who may exhibit different behaviors than we do.
3. What role does Bridget play in Carlton's life? How might his life have been different without having Bridget?
4. How might you react if you see someone being treated badly for something they have no control over?
5. Describe a situation where you felt like you were the parent in the situation?
6. If you have siblings/cousins, discuss how protective you might be if you see someone picking on them. If you do not have a sibling, imagine how you might react in this situation where someone you care about is being picked on.

Name: _____ Date: ____/____/____ Period: _____

<p>Goals: I can examine situations and identify how family values and practices influence how people handle things, and respond verbally or through meaningful discourse.</p>	<p>Objectives: SWBAT examine how family values influenced the emotions and decisions made by the people in the novel.</p>	<p>Standard: M23. Practice effective coping mechanisms and strategies for managing stress.</p>
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AFTER-READING DISCUSSION

1. Bridget was in tune with how Carlton communicated. Describe some ways we can communicate with out words, written or spoken.
2. Think of your own life. Tell about a time you felt protective of someone. How did you protect them? Was it your responsibility to be the protector? How did that make you feel?
3. Discuss some nonviolent ways to respond when angry or upset.
4. What are the benefits of having a positive relationship with trusted adults? Who are the trusted adults in your life?
5. What are some internal and external influences on mental, emotional, or social health?
6. Discuss the influence of culture on family values. How might one family react differently to a situation because of their culture?
7. How can you monitor personal stressors? What are some healthy ways to alleviate stress when it feels like it is too much? What stressors are currently difficult to handle?
8. Choose an illustration that speaks to you, and explain how you feel looking at the illustrations.

Name: _____ Date: ____/____/____ Period: _____

<p>Goals: I can work with others to complete an activity that demonstrates an understanding of the concept assigned.</p>	<p>Objectives: SWBAT interactively complete one activity focusing on the health standard that follows.</p>	<p>Standard: see below G1, M9, M12, M15, M20, M26</p>
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INTERACTIVE ACTIVITIES

1. Think about a time you felt different. Describe physical, social, and emotional changes associated with being a young adult that may contribute to this feeling. Write it out, or discuss it with partners. (G1. describe physical, social, and emotional changes associated with being a young adult.)
2. Situations at home can add to our stress levels at times. Make a list of all the responsibilities you have at home that may contribute to your stress. Next, make a list of responsibilities you have at school. Add in any stressors you have with your peers. Are there any you can eliminate? How can you put them in order of importance? Share your list with a friend and discuss. (M9. Classify personal stressors at home, in school, and with peers.)
3. Analyze internal and external influences on mental, emotional, and social health. With a partner, create a conversation two people might have, where one of them is struggling with stress and anxiety because of issues at home and/or school. Examine the internal and external issues and decide at what point you might seek help for your mental health. (M12. Examine the internal and external issues related to seeking mental health assistance.)
4. Describe situations for which adult help is needed. Think of an issue from the novel where Bridget felt the need to protect Carlton at all costs. What is an example of a situation where you should get an adult involved? Act it out, write it out, or discuss. (M15. Seek help from trusted adults for self or a friend with an emotional or social health problem.)
5. Choose a time in your life when you felt the way Bridget or Carlton felt. Reflect on what was happening, how you felt, how you reacted, and what the outcome was. Could you have handled this stress differently? Would the outcome have been different? Did you reach out for support from friends, family, a trusted adult, or a school or community member? How did your emotions impact your decision making? Create a situation where you handled it poorly, and a situation where you handled it in a positive way to demonstrate how emotions affect decisions. (M20. Evaluate how preventing and managing stress and getting help for mental and social problems help achieve short and long-term goals.)
6. Research autism. Create a poster for autism awareness. How can people show more empathy to those that may be different from them? What can someone do to get involved with the autism community? Be creative and help bring awareness. (M26. Participate in clubs, organizations and activities in the school and community that offer opportunities for student and family involvement.)

Name: _____ Date: ____/____/____ Period: _____

Goals: I can create a visual or multimedia project to demonstrate an understanding of my assigned activity.	Objectives: SWBAT connect prior learning to real world activities.	Standard: see below M11, M13, M3, M30
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PROJECT-BASED ACTIVITIES

1. People show grief in many different ways and for many different reasons. Make a list of different reasons why someone may be grieving. Next, create cards with messages that support the person with their loss and grief. (M11. Identify loss and grief.)
2. Identify some mental health conditions people may seek professional help for. Research support groups (online or in person) and/or websites that could be a helpful resource to someone struggling with mental health conditions. Create a brochure that contains the information you found. (M13. Access school and community resources to help with mental, emotional, and social health concerns.)
3. Pretend to interview someone (or actually interview someone) with a family member who may require special assistance or has an emotional struggle. How can you ensure you are being a good listener? Write a script, or discuss. (M3. Describe healthy ways to express caring, friendship, affection, and love.)
4. Refer back to the novel where Bridget was having her birthday party, and Carlton didn't understand why Bridget was getting love and affection and he was not. Think of a time when you didn't feel like you were getting the love and affection from your friends or family. How did you feel? How did you react? Carlton is not capable of understanding the situation, or that is he loved. Write a letter to yourself. Explain to yourself how everyone feels about you, and how much they care about you. Remind yourself that people have different ways of showing love and affection, and use examples. (M3. Describe healthy ways to express caring, friendship, affection, and love.)
5. With a partner, act out situations you have witnessed where someone was teasing another student. Object to the teasing in a respectful way, and discuss options for other scenarios where someone is being teased. (M30. Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation.)

Name: _____ Date: ____/____/____ Period: _____

Goals: I can examine how my emotions about a situation can be very different now from when I was young.

Objectives: SWBAT identify various scenarios which directly affect their emotions as they get older.

Standard: M4. Describe qualities that contribute to positive self-image.

PUT YOURSELF IN THEIR SHOES

We see things happening around us many times each day. Sometimes we get involved, other times we should mind our own business, and occasionally we should get help. Read the situation and decide what you would do, and how you feel about that choice.

Situation	Do you get involved? What do you do?	How do you feel about your choice in this situation?
You walk by a girl crying because her boyfriend is breaking up with her.		
A student with special needs is being made fun of by a group of students at the next lunch table.		
A student is telling his friends that he is going to fight someone after school today.		
Two students are ditching class and are arguing in the bathroom and no adults are around.		
You notice someone sitting alone at lunch, and they look upset.		
A student steals belongings from another student's backpack in the locker room.		
You hear a friend asking someone to do his homework.		

Name: _____ Date: ____/____/____ Period: _____

Goals: I can identify the things that cause me stress, and I know what I can do to manage it.	Objectives: SWBAT identify their personal stressors, and list techniques for managing them in a healthy way.	Standard: M21. Set a goal to reduce life stressors in a healthy way.
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GRAFFITI ART

Below, write words or draw pictures to express the things that cause you stress in your life.

1. What are some things that cause you stress in your life?

2. What are some activities you do to lower your stress?

Name: _____ Date: ____/____/____ Period: _____

Goals: I can identify times in my life that make me angry or upset, and respond to them in nonviolent ways.	Objectives: SWBAT identify how they feel, and how they respond nonviolently to scenarios that make them angry and upset.	Standard: M8. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
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REACTIONS

For questions 1-3, use the chart below to respond to three situations you may encounter, then for questions 4-6, create three of your own and complete the chart.

Scenario	How I respond	How bystanders respond
1. Students are fighting in the courtyard.		
2. Social media posts are going viral that include inappropriate pictures and comments about a student.		
3. Some friends steal something from the store afterschool.		
4.		
5.		

6.		
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Name: _____ Date: ____/____/____ Period: _____

Goals: I can list people in my family, friends, people at school, and professionals I can trust to report to if people are in danger of hurting themselves or others.

Objectives: SWBAT list family, friends, people at school, and professionals who can help if people are in danger of hurting themselves or others.

Standard: M1. Examine the benefits of having positive relationships with trusted adults.

WHO IS THERE?

Dealing with your mental, social, and emotional issues can be really hard to do by yourself, whether it is your parents' divorce, loss of a loved one, friend moving away, problems at home, stress at school, or many other issues you face. Make a list of people who are close to you. Write the names of people you can trust to talk to about things that are hard in your life, or who can help if others are in danger.

Family	Friends
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
People at School	Professional
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Are you someone people can come to if they need to talk? What makes someone a trusted friend, or trusted adult?

When is a time where you might have to break someone's trust to help?

Name: _____ Date: ____/____/____ Period: _____

Goals: I can describe a situation, reflect on how it impacts my mental, emotional, and social health, analyze my reaction, and determine if the outcome was positive and if not, how to change it.

Objectives: SWBAT practice strategies for managing stress and coping with difficult situations.

Standard: M23. Practice effective coping mechanisms and strategies for managing stress.

PROBLEM SOLVING

When an event happens, your thoughts will affect what you feel and how you react. Complete the chart below. Use any situation in your life from home, school, work, or anywhere you can think of.

Describe a situation	
What were your thoughts?	
How did you feel?	
What were your behaviors (how did you react?)	
What was the outcome?	

Think about it:

How did your thoughts directly impact how you felt, and how you reacted?

Could you have done anything differently?

Would a different mindset have a different outcome?

Name: _____ Date: ____/____/____ Period: _____

Goals: I can analyze internal and external influences that impact mental, emotional, and social health through discussion and meaningful discourse.

Objectives: SWBAT analyze internal and external influences on mental, emotional, and social health through written or verbal discourse.

Standard: M12. Examine the internal and external issues related to seeking mental health assistance.

REFLECTION QUESTIONS

1. How would you consult or console someone in a difficult situation?

2. How do pictures in this graphic novel have an impact on the story?

3. How does the impact of words change your perspective?

4. What can you say or do to be empathetic to friends or families who are affected by news that their child may be autistic?

5. How should parents present and support their child through a family struggle such as the one in *Brother*?

6. Explain how your thoughts about family struggles changed after reading *Brother*?

7. Think about a time you felt helpless or alone. Did you talk to someone? Write it down in a journal? Seek the help of a family member, community member, or trusted adult at school? If you have not felt this way, who would you seek out to help you if you ever do?

8. Think about someone you know who has gone through or is going through a hard time. What can you do to help? Whom can you tell? When should you seek the advice of a trusted adult?

9. List people in your family, community, or school who can help you if you are dealing with feelings from a family struggle.

10. What resources does your school and community have to help those in need?

Name: _____ Date: ____/____/____ Period: _____

Goals: I can examine how emotions change by comparing the emotions shown in the novel, to the interviews given by the author.

Objectives: SWBAT compare the novel with the interview clips and identify the changes in Bridget's emotions from when she was younger until now.

Standard: M25. Practice respect for individual differences and diverse backgrounds.

MULTIMEDIA COMPARISON

Choose two video clips to view from *Brother*, on zuikerpress.com. Examine the emotions Carlton and Bridget demonstrated throughout the novel, to the emotions she shares in her interview. Focus on Carlton and Bridget's social, emotional, and mental health.

	BOOK	VIDEO CLIP
Clip Title: Book pg. #:		
Similarity		
Difference		

	BOOK	VIDEO CLIP
Clip Title: Book pg. #:		
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