



BY GOLLY, MOLLY, YOU'RE RIGHT

By Bobby Hawley

Molly is shy and changes schools often. She has been bullied for many years. The story begins with Molly going to her new school to start Grade 5. Here, just like in past years, Molly finds herself being bullied by several girls. As the story proceeds, Molly realizes that she has a voice and begins to use it.



WITS LEADS Connection: Seek help

Questions



POST-READING QUESTIONS

1. Molly has several insights throughout the story. What does Molly mean by the following insights? Do you agree or disagree? Why?
 - Page 21: "Bullies don't need reasons."
 - Page 23: "Likely, as kids get older, they also know how to be meaner."
2. How does Molly feel about going to school? Why?
3. On page 25, Jessica is careful that no one else sees her show Molly an ugly picture she's drawn of Molly. Why would Jessica not want anyone but her close friends to witness this act?
4. Looking at the [Bully Circle poster](#), what role does Jessica play? What about her friends, Mary and Emily? When the others watch Jessica bullying Molly, what role do they play? What role does Paul play?
5. What could the other kids in the class do to stand up for Molly so she would feel safe and welcomed?
6. What reasons does Molly have for not asking her parents for help? *She thinks there is no solution to her problem and is too discouraged.*
7. Why did Molly run away? Was it a good solution to her problems at school?
8. What strategy finally worked? *Molly found her voice. She wrote a letter and spoke up and the other kids supported her.*
9. What about Jessica? How can she be welcomed back into the class and feel safe? *She could apologize and do something positive for the class or school. She could make friends with Molly and promise to stop bullying.*
10. Molly sees several situations that bother her: the rude driver on page 30, the dismissive woman in the grocery store on page 31 and the man who parks in the restricted area on page 31. Have you ever witnessed or observed a situation involving kids or adults that bothered you? What happened? How could you deal with what happened? *Talk about it with your parents, try to understand why the adult is frustrated or angry, talk about how others feel when we behave in an angry or entitled manner.*
11. The old man in the park describes Molly as "his miracle". What does he mean by that?
12. How would you define a miracle? Have you ever experienced one?

13. On page 35, Molly remembers watching *American Idol* and being saddened by what the judges said to a contestant. Do you think shows like *American Idol* spread the message that it is ok to insult and belittle others? Why or why not?
14. On page 14, Paul says: "Molly, I think you have become your own hero." What do you think he means?
15. What qualities does a hero possess? Who in your life is a hero? What makes that person a hero?
16. Could you be a hero like Molly?

Activities



1. WRITE A LETTER

Exercise

- Have students write a letter to Jessica, Emily or Mary from Molly's perspective at the beginning of the story.
- Next, have students write a letter to the same character from Molly's perspective at the end of the story.

Discussion

Talk with students about how Molly's demeanor or personality changes throughout the book. Discuss the reasons for these changes.



2. ROLE PLAY

Exercise

- Have students choose a scene from the book and re-enact it in character.
Possible scenes include:
 - Page 14: Molly meeting Jessica, Mary, and Emily
 - Page 20: Paul standing up to Jessica during group work
 - Page 32: Molly meeting the old man in the park
 - Page 39: Molly standing up for herself in front of her classmates



3. WRITE A POEM

Exercise

- Review the author's poems in the book.
- Have students write their own poems about standing up for yourself or for a friend who is being bullied.

Notes: