



Unlovable Alina Butt

Activity 1: Same, but Different

Students will participate in a dynamic reflection about their feelings to a series of statements related to the themes of the book and engage in a discussion with others that felt similarly and differently.

Format:

- Teacher-Facilitated Group Discussion

Materials:

- Letter size paper
- Markers

Instructions:

1. Prepare 4 signs as follows and tape them to the four corners of the room:
 - Always, It Depends, Never, Not Sure
2. Explain to students that you will read a statement and when you say so, they should move to the corner with the sign corresponding to their feeling about the statement. There is no right or wrong answer.
3. Share one of the below statements and ask the students to move to the corner corresponding to their feeling about it:
 - I find it easy to try new things.
 - I get worried about messing up/making mistakes.
 - There are things about me that make me feel different from others.
 - If my friend and I wanted the same thing and they got it, but I didn't, it would be hard for us to stay friends.
 - When someone is acting out/being mean, I think about what might be happening in their life to make them act like that.
4. Once students have arrived in the respective corner, give the class 2-3 mins to discuss why they are in that corner with others that felt similarly.
 - Ask someone from each group to share one about their discussion.

5. Repeat steps 3-4 for each statement.
6. Lead a class discussion about any feelings that came up during the activity, any realizations about the diversity/feelings of the group.

Activity 2: Letter to a Friend

Students will write a letter to a friend with advice on how to navigate their feelings about trying something new.

Format:

- Individual

Materials:

- Letter size paper or journal
- Pencil

Instructions:

1. Present students with the following scenario:
 - Your friend Charly is curious about trying out for the school play. Charly feels nervous about speaking in front of others and messing up their lines. They are known to be a star at sports, but you think it's a good idea for them to try something new if they are curious.
 - What would you say to Charly to encourage them to try out?
 - How will you support Charly if things they don't get the part they want?
2. Ask students to write a letter to Charly with their advice for them and outlining how they'll support them, no matter the outcome.
3. Optional: Debrief with students on the experience of writing a letter to a friend and the type of advice they came up with.

Activity 3: My Superpower

Students will write draw a self-portrait highlighting their superpower and engage in a discussion about the unique and diverse personalities, strengths and values that make up the fabric of the class.

Format:

- Individual
- Teacher-Facilitated Group Discussion

Materials:

- Letter size paper or journal
- Pencil
- Colouring pencils, markers, crayons

Instructions:

1. Lead a brainstorm about personal superpowers.
 - What are the things that make you unique and special? What is something that is at the core of who you are? What do you believe to be true about yourself?
 - Connect the discussion back to Alina's discovery of her own superpowers.
2. Guide students to draw a self-portrait that highlights their superpower.
 - They can use any combination of words or drawings.
 - Be prepared to help any students struggling to identify their superpower, in the same way Alina was supported to discover her own.
3. Ask students that feel comfortable to share their drawings/superpowers with the class.
4. Lead a discussion about the diversity of personalities, values and strengths that make up the fabric of your class.