



Smile So Big

Activity 1: Class Self-Esteem Bucket

Format:

- Teacher-Facilitated Group Discussion

Materials:

- Bucket (box, or any other type of vessel that can represent a bucket)
- Letter size paper
- Colouring pencils, markers, crayons

Timing:

- Following the pre-reading discussion

Instructions:

1. Guide students to sit in a circle.
2. Distribute writing material and paper to each student. Place the “bucket” in the middle of the circle.
3. Ask students to start by writing or drawing something they love about themselves, or someone in their class.
4. Go around the circle and ask students if they want to share what they wrote or drew. It’s okay if they don’t want to share. Either way, when it is their turn, have them scrunch up their paper and put it in the bucket in the center.
5. Repeat steps 3-4 a second time.
 - Explain that you as a class, we want to try to fill the bucket as possible with good feelings about ourselves and other.
 - Be prepared to compliment the sharing of students with your own so everyone feels seen and recognized.
6. Return to the bucket after reading the story – ask learners if they want to add anything after reading the story.
7. Continue to use the bucket in your class!

Activity 2: Smile So Big

Format:

- Individual Activity

Materials:

- Printouts of Challa's mirror: https://s3.amazonaws.com/schl-scholastic-canada-ga-canada.ca/scholastic/canada/www.scholastic.ca/htdocs/public/activities/pdfs/ACT_Smile_So_Big_Activity_05-23_v3-05-19-23.pdf
- Pencil, colouring pencils, markers, crayons

Timing:

- After Challa unlocks the magic of the mirror for herself

Instructions:

1. Distribute printouts of Challa's mirror to each student
2. Guide students to look in the mirror – What do they see?
 - Think about the things they like about themselves and draw or write them in the mirror.

Activity 3: Letter to Challa

Format:

- Individual Activity

Materials:

- Letter size paper
- Pencil, colouring pencils, markers, crayons

Timing:

- After the post-reading discussion

Instructions:

3. Guide students to write a letter or draw a picture for Challa.
4. Their letter/drawing should tell Challa:
 - What they find beautiful about her, inside and out.
 - Or what they have learned from her story and how it made them feel