



Like a Hurricane

Activity 1: My Identity

Format:

- Individual Activity
- Teacher-Facilitated Group Discussion

Materials:

- Printouts of the About Me handout
- Pencils

Timing:

- Following the pre-reading discussion

Instructions:

1. Distribute copies of the About Me handout to each student
2. Give students 5-10 minutes to complete the handout.
3. For each prompt (except the last one), ask for volunteers to share their answer.
4. Once a student shares, ask for anyone with a similar response to raise their hands.
5. Work your way through different examples for each prompt, highlighting overlaps and differences between everyone's responses.
6. To conclude the activity, lead a discussion with the class:
 - How did it feel to learn that others had the same answers to some of the questions as you did?
 - How did it feel when others had different answers to the questions?
 - Why do you think it's special that there are so many different answers to these questions in our class?

About Me

Sentence Completion



I was really happy when... _____



Something that my friends like about me is... _____



I'm proud of... _____



My family was happy when I... _____



In school, I'm good at... _____



Something that makes me unique is... _____

Activity 2: Self-Esteem Checklist

Format:

- Individual Activity

Materials:

- Printouts of Self-Esteem Checklist handout on following page
- Pencils

Timing:

- Following the pre-reading discussion

Instructions:

1. Distribute a copy of the handout on the following page to each student in the class.
2. Guide them to look at the list of self-esteem indicators on the handout and check the boxes of the ones they know to be true for them today, or most of the time.
 - You may need to read each checklist item to students and have them respond on their own worksheets.
3. Students will choose one thing on the list with no check mark and write a little note to themselves with something they can do to try to check that box.
4. Collect the checklists for a few weeks (maybe until this module is completed) and then redistribute them to each student to they can check back in with yourself to see they can now check off that item.

My Self-Esteem Checklist

Check off the items in the checklist that are true for you today, or most of the time.

- I feel my own feelings and think my own thoughts, even when others around me think or feel differently.

- I am a good person, even when I make mistakes or behave badly.

- I am of equal value to all other people. I am not “better than” or “less than” anyone else.

- I forgive myself and others for making mistakes.

- I accept responsibility for my choices, both wise and unwise, and accept the consequences that come with them.

- I use my talents and explore new interests.

- I choose to love and respect every human, including myself.

Put an arrow beside one item you did not check off the list today.

What is something you can do for you to be able to check it off next time?

Activity 3: Prose Appreciation

Format:

- Individual Activity

Materials:

- Letter size paper
- Pencils

Timing:

- While Reading

Instructions:

1. Guide students to select a paragraph from the prose of the story that stood out to them.
2. Ask students to write a letter to the author about why they like that section so much, or why it was so impactful for them.
3. Ask students if anyone wants to share the section they chose with the class and why.

Activity 4: Poetry Time

Format:

- Individual Activity

Materials:

- Letter size paper
- Pencils
- Colouring pencils, markers, crayons

Timing:

- While Reading

Instructions:

1. Guide students to create their own poems about themselves and/or their lives:
 - a. Encourage them to using a creative style like the author's (words twisting around and upside down, big and small words, illustrations, etc.)
 - b. They may use the following prompts if they are not inspired to create their own:
When people look at me/meet me, they assume.... I wish they knew.... OR I wish they would....
2. Ask if anyone wants to share their poem (or part of it) with the class.

Activity 5: Pride Flags

Format:

- Teacher-Facilitated Group Discussion

Materials:

- Computer
- Projector

Timing:

- Following the post-reading discussion

Instructions:

1. Watch the following episode of Colossal Questions for Kids about Pride Flags (3:00):
<https://www.youtube.com/watch?v=GuPh-yiDWxg>
2. Lead a discussion with the class about the video:
 - c. What does the rainbow colouring of the pride flag represent?
 - d. Can you remember what some of the specific colours represent?
 - e. Have you ever seen different pride flags?
 - f. What do some of the colours newer iterations of the pride flag represent?
 - i. You may need to return to the videos and pause at the different versions of the pride flags.

Activity 6: Queer Role Models

Format:

- Individual Activity

Materials:

- Computers/tablets for students – activity may need to be done in pairs or groups depending on the availability of computers/tablets. Alternatively, teachers can print out information about each of the queer role models and assign one to each group to complete the handout.
- Printouts of the handout on the following page

Timing:

- Following the post-reading discussion

Instructions:

1. Distribute the handout on the following page to each student.

2. Share the following list of queer activists, artists, writers, etc. with students to pick from.
 - Megan Rapinoe – Athlete
 - Mauree Turner – Politician
 - Nyle DiMarco – Model
 - Jojo Siwa – Author, TV personality
 - Schuyler Bailar – Athlete
 - Wednesday Holmes – Artist
 - Elliot Page – Actor
 - Lindz Amer – Queer media creator
 - Complete list found here:
<https://www.parents.com/parenting/dynamics/lgbtq/lgbtq-celebrities-and-public-figures-who-are-amazing-role-models-for-kids/>
 - Feel free to add others to this list!
3. Students will research their chosen queer role model on the Internet using whichever safety protocols you have in place for your class.
4. Each student will then fill in the associated fact sheet featuring the role model they researched that they are inspired by.
5. Go through the list of role models provided and ask each students that selected that person to share one fact they discovered about them during their research.
6. Place the fact sheets on a wall in your class to prominently feature queer role models in a type of gallery.

Queer Role Model

THE NAME OF ROLE MODEL I CHOSE IS _____

AND THEY ARE  YEARS OLD. MY ROLE MODEL USES _____ PRONOUNS.

WHERE THEY ARE FROM/LIVE:

SOME FUN FACTS I LEARNED ABOUT THEM:

THEY INSPIRE ME BECAUSE...