





Rick

## Pre-Reading

Questions:

1. What qualities describe a good friend? What roles do/can good friends play in our lives?
2. How do you handle a situation where:
  - a. You see a classmate act or speak in a way that hurts someone else?
  - b. You have a different opinion than someone else?
3. What are some similarities and differences in how you handle these situations?
4. In what ways is it hard to stand up for what you believe in? In what ways (if any) is it easy?
5. This book talks about gender identity and sexual orientation – offer definitions. What are some ways you can participate and learn, even if these topics are new to you and/or uncomfortable to talk about?



Rick

## While Reading

Questions:

1. How do you think Rick feels when people ask him who he likes? Why do you think he feel this way?
2. How is the way Jeff treats Rick different in different situations?
  - a. Has this ever happened to you? What did you do?
3. What advice does Grandpa Ray have for Rick about how to deal with conflict?
  - a. In what ways is Grandpa Ray's advice similar with to the LEADS strategies?
4. Why does Rick hide his interest in Rainbow Spectrum from peers like Jeff?
5. The Rainbow Spectrum group has members with different gender identities and sexual orientations. Can you give some examples?
6. How does the Rainbow Spectrum offer Rick a safe space to explore his own sexual orientation? Why is this important to him?
7. Do you agree with Rainbow Spectrum that Jeff's behaviour is dangerous? Why, or why not?
8. What gave Rick the courage to end his relationship with Jeff? What lesson did he have to learn to gain the courage to do it? How did he feel after?



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Activity:

1. Divide students into small groups.
2. Instruct each group to choose (or assign) a scenario in the story.
3. Guide them to re-imagine the scenario using the LEADS strategies. They should take notes on how the situation would unfold using each strategy and what they imagine the outcome would be.
4. Each group will walk the class through how they implemented the LEADS strategies in the scenario they chose, and what the outcome would be. Encourage the class to ask questions about what the characters might say or do in those tricky moments, allow the presenting group to answer with support from you.
5. Lead a discussion about common threads in each groups' presentation (words, actions, etc.). Which of the LEADS strategies feels trickiest to navigate? How can we work together to practice?



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## Post-Reading

Questions:

1. What were the themes of this story? Offer examples.
2. Which adults in the book acted as good role models? In what ways?
  - a. What impact do adults like this have on kids in the story?
  - b. What adults in your life do you look up to? Why?
3. How does celebrating differences help to make the school safer for everyone?

Activity:

1. Watch a short video on the concept of allyship (1:52):  
<https://www.youtube.com/watch?v=sZBUmq4EEf0>
2. Guide students to complete a journal entry on the following questions: How does it feel to be an ally?
  - What is scary about stepping up as an ally?
  - Why is it important to be an ally?
  - How can you act as an ally in your life?
3. Lead a discussion with the class on their reflections. Focus on how the concept of allyship can be brought into action in their lives and school.