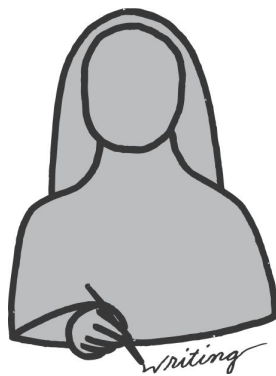


# Social Awareness

*Understanding the perspectives of and empathizing with others, including those from diverse backgrounds, cultures, and contexts.*

**Learning Objective:** Through exposure to diverse texts that deeply explore the inner worlds of their main characters, students learn to understand others' perspectives, and develop empathy for their experiences. In classroom discussion and reflective writing activities, students practice recognizing and appreciating individual and group similarities and differences, and finding connections with others, even across difference.

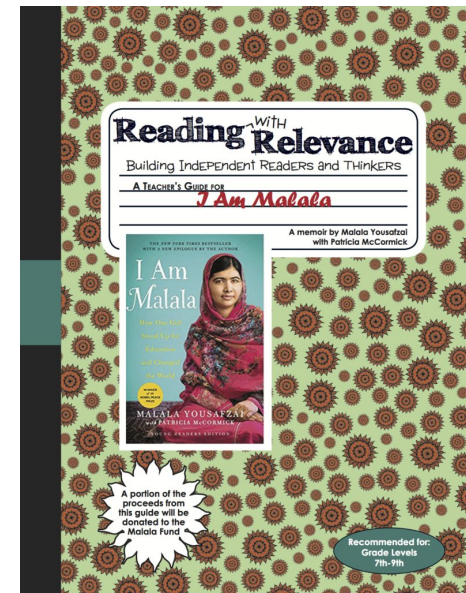


## Journal Prompt: Connections

*In the opening chapter, Malala describes herself as "a girl like any other." She also shares a bit about her family and herself with her readers.*

**What are some similarities that allow you to connect with Malala, a girl who lives so far away?**

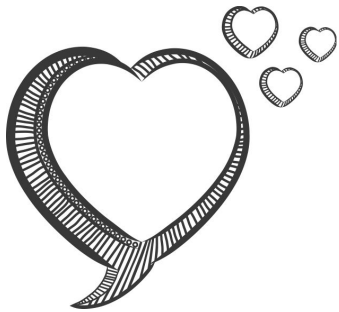
- How do your talents, hobbies, and interests intersect with hers?
- In what ways are your lives really different?
- Is there anything you have in common that surprises you?



# Self-Awareness

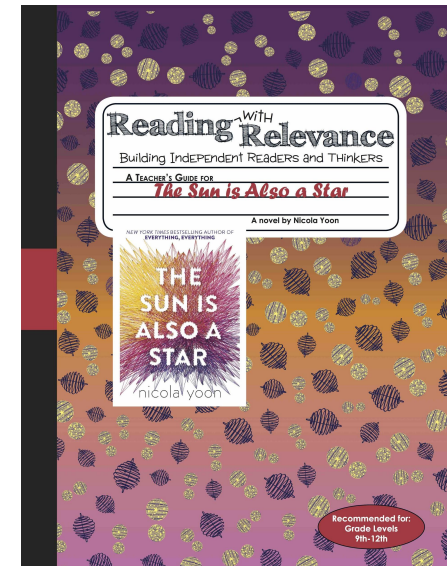
*Understanding one's own emotions, thoughts, and values and how they influence behavior across contexts.*

**Learning Objective:** Through intentional guiding questions, classroom discussion, reflective writing, and creative activities, students learn to recognize their emotions, identify their worldviews, values, passions, and interests, and explore their personal identities, strengths, assets, and talents with a sense of self-confidence and future direction.



## Theme of the Day:

Today's theme is **growing up**. Our main characters are both caught up in moments of life that force them to grow up. In today's reading, we see a few "windows" into Natasha's and Daniel's minds, and explore their feelings about the pressures they face on their paths to adulthood. Their stories reflect some of the real challenges that teenagers face--parental expectations, sibling rivalries, access to opportunities, struggling against injustice, and ultimately balancing desires and passions against the realities of circumstance. **Help students connect these themes to their own lives and experiences.** In what ways can they relate to Daniel and Natasha? What pressures of adulthood are they already experiencing? **How are your students feeling about growing up, and entering the next chapters in their lives?**

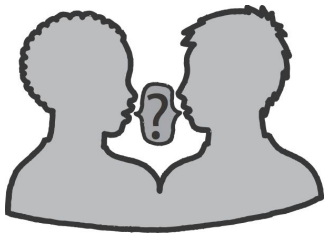




# Self-Management

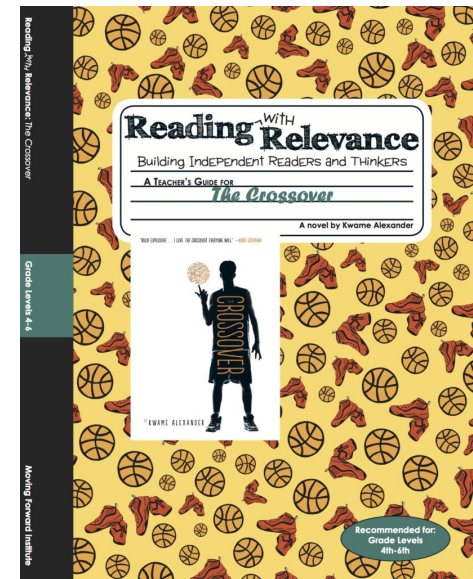
*Managing one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.*

**Learning Objective:** Through interaction with the themes present in Reading with Relevance texts, students identify, discuss, and write about how characters regulate their emotions surrounding stressful events. Students use the characters' experiences to make connections to their own coping mechanisms and resources for managing stress, controlling impulses, and persevering in overcoming obstacles. These skills support young people to express their emotions appropriately even when coping with difficult feelings, and supports their engagement with and transformation of oppressive systems.



## Discussion Questions:

- How does Josh handle his fathers' death?
- What are some of the emotions Josh is feeling? How is he expressing them?
- Why does Josh chooses to turn to basketball instead of an unhealthy coping mechanism to deal with the loss of his father?
- What are some other healthy ways Josh could have coped with his feelings?
- How can we care for ourselves when we are overwhelmingly sad?



# Relationship Skills

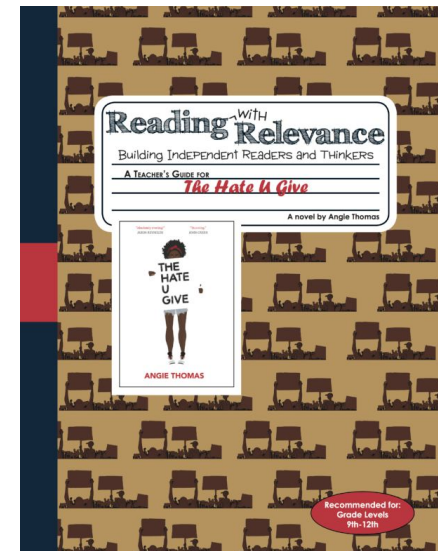
*Establishing and maintaining healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.*

**Learning Objective:** Through analyzing the character relationships present in Reading with Relevance texts, students explore how characters establish and maintain healthy and rewarding relationships, cooperate with others, manage and communicate through interpersonal conflicts, and resist social pressure. In cooperative learning environments and through small group work, students respond to guiding questions, participate in discussion, and reflect in writing, utilizing the relationship skills demonstrated in the texts to better understand and analyze their own interpersonal relationships.



## Extension Activity: Allyship

Chris tries to be a good ally for Starr — despite his missteps, standing up for Starr is important to him. An ally is someone who isn't directly affected by a system of oppression, but stands with those who are. In today's reading, Chris stands by Starr's side, both literally and figuratively, in support of racial justice. Reflect on and list the characteristics you would want to have in an ally as well as the characteristics that allow you to serve as an ally to others.

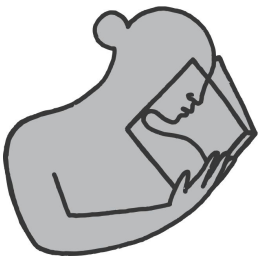




# Responsible Decision-Making

*Making caring and constructive choices about personal behavior and social interactions across diverse situations.*

**Learning Objective:** Through authentic engagement with rich and relevant social and emotional themes in literature, students learn to make decisions based on their understanding of consequences, their compassion and respect for others, their ethical standards, and their concerns for the safety of all members of their communities. Using the conflicts in the text as reference, students apply problem solving and decision making strategies to their own lives: reflecting on and considering their past and desired processes for making decisions, learning new skills for decision-making, and applying these skills in both academic and social situations. Students are motivated to contribute to the well-being of their schools and communities, and understand the role of their own decisions in making positive contributions.



## Creative Activity: Safe Community Campaign

As a newcomer to the United States, Ha is surrounded by people who look different, speak a different language, and sometimes even bully her at school. School should be a place where people feel safe--not where they are picked on and hurt! First, respond to the questions about safe school communities. Next, design a poster for your own Safe Community Campaign. The goal of the campaign is to fill your school with images and messages that contribute to a positive school culture!

- How would you describe a safe school community? What does this look and feel like?
- Why is it important to feel safe when you are at school?
- What can students do to promote a safe school environment? How can you do your part through the decisions you make about responding to the bullying you see or experience?

