



**Reading Guide**  
**4th through 8th Grade**

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## **About this Reading Guide**

The Grow Engage Read Imagine (GERI) initiative has created three separate guides based on grade level and age appropriateness of books. The guides range from the grade levels of Pre-k and lower up to high school level readers. This particular guide was made for youth within the middle grades (4th-8th).

The Reading Guide includes book summaries, an overview of themes in the book, discussion questions for ongoing conversations with your child or children, and activities you can use to promote healthy relationships, boundaries, and social norms.

The GERI has also created a Parent Toolkit that provides an overview of topics including:

- Tips on age appropriate conversations with your child(ren)
- Safe, unsafe, and unwanted touches
- Handling disclosures
- Community resources for victims/survivors

This toolkit can be downloaded at [www.gerigr.org](http://www.gerigr.org)

## **Content Warning**

Safe Haven understands that some of the books included in the GERI will contain stories that show different forms of harm. Our goal is not to show violence for entertainment or shock value. However, violence is a reality in our world, and many people experience it day-to-day. The GERI Parent Toolkit and Reading Guides will help readers or parents/caregivers process and handle difficult conversations about sexual assault, domestic violence, and other forms of violence.

If what you read is too much, prioritize self care. Put the book down, take a break and talk to someone you trust about why you feel overwhelmed.

## Resources

This guide was created with the intent to give people who care for children and youth the tools to talk with them about tough subjects. Having these kinds of conversations can be hard. Do your best and speak from a place of concern and care.

If you or someone you know has experienced or is experiencing violence or abuse, the following are local resources that can provide free and confidential support:

Safe Haven Ministries

Website: [www.shmgr.org](http://www.shmgr.org)

24/7 Hotline: 616- 452- 6664

YWCA West Central Michigan

Website: [www.ywcawcmi.org](http://www.ywcawcmi.org)

24/7 Hotline: 616-454 -9922

Children's Advocacy Center of Kent County

Website: [www.cac-kent.org](http://www.cac-kent.org)

Number: 616-336-5160

Michigan Coalition to End Domestic and Sexual Violence (MCEDSV)

Website: [www.mcedsv.org](http://www.mcedsv.org)

24/7 Hotline: 855-864- 2374 or text 866-238-1454

### National Resources:

Rape, Abuse, and Incest National Network (RAINN)

Website: <https://www.rainn.org/>

24/7 Hotline: 800-656-4673

Love is Respect

Website: <https://www.loveisrespect.org/>

24/7 Hotline: 866-331-9474 or text LOVEIS to 22522

## Books for Grades 4 - 6

***Consent (for Kids!): Boundaries, Respect, and Being in Charge of You*** by Rachel Brian

**Description:** Readers will learn about boundaries and how to set them, ways to respect themselves and others, what to do if someone makes them feel uncomfortable or unsafe, and much more. Along the way, they'll be encouraged to reflect on (and improve!) their own behavior and to practice consent in their daily lives.

**Themes:** Consent, Boundaries, Respect

### Questions for Consent (for Kids!)

1. What does it mean to set a boundary? Name 5 ways that characters from the book set boundaries.
2. Can you name a time when a friend did not respect your boundaries?
3. How many parts are there to practicing consent?
4. What are some nonverbal ways someone can say no or let you know they are feeling uncomfortable?
5. How can you tell your friends that something they have done has made you uncomfortable?
6. No one is perfect and everyone makes mistakes. Have you ever disrespected someone else's boundaries? If you could redo that moment with what you know now, what would you do?
7. What were the 5 signs for a healthy relationship? What were the 5 signs for an unhealthy relationship?
8. What are some ways you can help someone who looks like they are in an uncomfortable situation?
9. Your best friend tells you that they won tickets to your favorite theme park and is bringing you along. On the way there, you both agree to get on each other's favorite ride first. You go with your friend to their favorite ride, and it's a super scary roller coaster. Even though you said you would get on it since your friend tried your ride, you're terrified. Is it ok to change your mind even if you already said yes? Would you be afraid of how your friend would react if you said no?

## **Consent (for Kids!) Activities**

### *Listen & Tell*

*Consent (for Kids!)* tells us that consent has two parts. Part one is telling people how you feel and part two is listening to how others feel. A great way to practice our consent skills is to improve our listening skills. For this activity, you will need one other person.

This activity is called the listening game. Here are the rules:

1. Each person will take a turn talking for 5 minutes about any topic they like.
2. The other person must listen and do their best to not interrupt the other person.
3. Now switch roles; the person that talked now listens, and the person that listened now talks.
4. After you have each had a turn to talk and listen, thank one another for sharing. Then share a summary of what the other person talked about.

### *Design Your Own Comic Book*

Become a comic book artist! Draw your own comic about consent. In your comic, show other people setting boundaries and respecting other people's boundaries. Some questions to help you get started are:

1. How would you show that someone is setting a boundary?
2. How would you show someone respecting a boundary?
3. How would you show someone trying to learn what someone's boundary is?

### *Consent and Aliens*

An alien spaceship just landed on earth! Our new alien friends want to learn how to fit into human society. But first, they have to learn about respecting boundaries. Alone or in a group, how would you define these words to the aliens: empathy, compassion, respect, consent, and bodily autonomy. After you define these words, how would you explain it to the aliens?

## ***Amina's Voice*** by Hena Khan

**Description:** Amina has never been comfortable in the spotlight. She is happy just hanging out with her best friend, Soojin. Except, now that she's in middle school, everything feels different. Soojin is suddenly hanging out with Emily, one of the "cool" girls in the class, and even talking about changing her name to something more "American." Does Amina need to start changing too? Or hiding who she is to fit in? While Amina struggles with these questions, she also has to deal with the devastation of her local mosque being vandalized.

**Themes:** Girl Empowerment, Youth Leadership, Respect, Islamophobia, Community

### **Questions for Amina's Voice**

1. Amina begins to feel nervous as her friend Soojin talks about changing her name to something more "American". Why is Amina upset by this, and what does it mean to have an "American" name?
2. Baba, Amina's father, emphasizes the idea of perfection for both of his children. Why does Baba need them to be perfect?
3. Amina doesn't understand why Soojin wants to be friends with Emily after all the hurtful things she said to them in the past. How would you react if someone from your past that was mean to you now wanted to be your friend?
4. Why do you think Amina has a hard time speaking up to her friends and family?
5. Soojin and Amina are both teased for their cultures. Sometimes people will bully those who are different. Why do you think that is? If you were in Amina and Soojin's place, how would you feel and react?
6. People can be from the same family and have similar beliefs, but not always agree on them. In the story, Thaya Jaan believes that music is haram (forbidden) while Amina and her parents think that music is good. How does Amina deal with this? Has there been a time when your family disagreed on a shared belief?
7. After the Mosque is vandalized, Amina's community comes together to support her. Imam Malik says, "Muslims have far more friends than enemies in this country. Some people don't understand Islam or are misled and fear us. But I'm getting so many calls of support from our friends." How does Amina's community come together to support her and the people who attend her Mosque? What does community mean to you? Have you seen your community come together after something bad happens?

## **Amina's Voice Activities**

### *Learn a New Word*

*Amina's Voice* uses vocabulary from Islamic, Pakistani, and Korean culture. Language is a great way to connect and learn about people. Together, let's build a world word wall.

1. Search for words from our story that you are unfamiliar with.
2. Once you have picked several words, look up their definitions.
3. On a poster paper, place the words in categories based on cultural origin with their definitions.
4. As you discover new words from other stories you can add to your world word wall!

### *Food & Research*

Time to do some research! Food is a great way to show people you care about them. Throughout *Amina's Voice* we see how food helps characters relate to one another, like when Soojin shared her bulgogi with Emily at the lunch room table.

1. Research the meals mentioned in the book (kimchee, gulab jamun, bulgogi)
2. Find out what these meals look like and how are they shared
3. After you finish with meals from our book, search for meals from other countries and cultures.



### **Front Desk** by Kelly Yang

**Description:** Tang has a lot of secrets. Number 1: She lives in a motel, not a big house. Every day, while her immigrant parents clean the rooms, ten-year-old Mia manages the front desk of the Calivista Motel and tends to its guests. Number 2: Her parents hide immigrants. And if the mean motel owner, Mr. Yao, finds out they've been letting them stay in the empty rooms for free, the Tangs will be doomed. Number 3: She wants to be a writer. But how can she when her mom thinks she should stick to math because English is not her first language? It will take all of Mia's courage, kindness, and hard work to get through this year. Will she be able to hold on to her job, help the immigrants and guests, escape Mr. Yao, and go for her dreams?

**Themes:** Immigration, Girl Empowerment, Family

### **Questions for Front Desk**

1. Mia and her parents are new to the United States. How does her view of America change throughout our story?
2. Mr. Yao tells Mia to look out for “bad guys”. How did he determine if someone was “bad,” and what do you think of this?
3. Why do you think Mia’s mother was trying to protect Mia by telling the principal they just moved from China?
4. How does Mia treat her responsibilities at the motel? Do you think that is too much responsibility for one kid?
5. Why do you think Mia is afraid to tell the other kids in her school she lives in a motel? Have you ever made up a story about yourself and why?
6. When Mia’s mom says, “We’re immigrants. Our lives are never fair,” what does she mean by that?
7. Lupe describes the “two roller coasters in America” to Mia. What do the rollercoasters represent? Can you think of examples?
8. How do stereotypes harm different people in our story?
9. How does Mia stand up to the many injustices she witnesses throughout the novel?
10. Our story ends with Mia and the others jumping into the pool. What do you think this symbolizes for them?

## ***Front Desk Activities***

### *Character Letter*

All the characters from *Front Desk* had unique perspectives that greatly impacted Mia at one point or another in our story. Have kids write a letter from the perspective of their favorite character in our story. For example, Mia's mom might write a letter to their family back in China, or Mia might write to Lupe.

### *Pen Pal*

Mia is able to help her friends, her family, and herself through the power of her letter writing. Write a letter to yourself, a friend, or family member about anything you want. Use a thesaurus like Mia to help expand your vocabulary!

### *Watch a Video*

Check out this animated short called "*It wasn't easy growing up an Immigrant*" from the Youtube channel Storybooth. Kids will get to hear the story of Corrie as she talks about her experiences immigrating from the Philippines to America with her parents. Have kids watch the video for similarities and differences to Mia's experiences in our story.

### ***The Jumbies*** by Tracey Baptiste

**Description:** Corinne La Mer claims she isn't afraid of anything. Not scorpions, not the boys who tease her, and certainly not jumbies. They're just tricksters made up by parents to frighten their children. Then one night, Corinne chases an agouti all the way into the forbidden forest, and shining yellow eyes follow her to the edge of the trees. They couldn't belong to a jumbie. Or could they? When Corinne spots a beautiful stranger at the market the very next day, she knows something extraordinary is about to happen. When this same beauty, called Severine, turns up at Corinne's house, danger is in the air. Severine plans to claim the entire island for the jumbies. Corinne must call on her courage and her friends and learn to use ancient magic she didn't know she possessed to stop Severine and to save her island home.

**Themes:** Girl Empowerment, Friendship, Community

### **Questions for The Jumbies**

1. The jumbies are based on Caribbean folktales. What stories, tales or superstitions do you know that are similar to the jumbies?
2. Some folktales and stories are made to teach people lessons. But why do you think the stories about the jumbies exist?
3. What do you think the White Witch meant when she said "I can't help one side at the expense of the other"?
4. Severine offers to make dinner for Corinne and her father. But Corinne finds that there is something not right about the meal Severine is cooking. Have you ever felt like something was wrong but others said it was right?
5. What does Severine tell Corinne about her mother? How does Corinne feel about this new truth?
6. How does Corinne's friends react to finding out that she is half jumbie?
7. What does the White Witch explain to the children about magic?
8. Corinne says that she did not grow the orange trees to lock the jumbies in the forest. What was the reason for growing the orange trees?
9. Do you think the humans and the jumbies will find a way to share the island like Corinne hopes?

## **The Jumbies Activities**

### *Plant a Seed*

Corinne learned that even one small seed can grow into something magnificent. Her small seed grew into her wonderful orange tree. Buy an indoor or outdoor gardening kit and begin your own planting journey!

### *Find a Jumbie*

The author of our tale, Tracey Baptiste, based this book on the stories she heard while growing up in Trinidad. Throughout the book she names several jumbies (Douens, La Diabless, Soucouyant) but these are not all the jumbies. Do some research and see what other jumbie-like creatures you can find based on Caribbean folklore.

**Harbor Me** by Jacqueline Woodson

**Description:** It all starts when six kids have to meet for a weekly chat—by themselves, with no adults to listen in. There, in the room they soon dub the ARTT Room (short for "A Room to Talk"), they discover it's safe to talk about what's bothering them—everything from Esteban's father's deportation and Haley's father's incarceration to Amari's fears of racial profiling and Ashton's adjustment to his changing family fortunes. When the six are together, they can express the feelings and fears they have to hide from the rest of the world. And together, they can grow braver and more ready for the rest of their lives.

**Themes:** Racism, Immigration, Friendship, Emotions

### Questions for Harbor Me

1. What did you think this book is going to be about?
2. Haley says that “once we circled around each other, and listened. Or maybe what matters most is that we were heard.” What does this mean?
3. What does the “ARTT” room stand for?
4. When Amari mentions that none of the kids have freedom, what does he mean? What does his version of freedom look like? What does your version of freedom look like?
5. While sitting together, the kids talk about how easily things can change. How do you feel about change? Do you think it comes too quick or too slow?
6. Ashton tells the other children before coming to school with them he didn't have to think about color. How do the other children react to this?
7. After reading how the children reacted to Ashton's comments on race, how do you feel about what was said?
8. Do you think the “ARTT” room kids will get to see Esteban again?
9. What question would you ask each of our main characters?
10. How do you feel about this book ending?

## Harbor Me Activities

### *Create a Poem*

Esteban's Papi wrote poems as a way to express his love to his family. Write a poem from the point of view of each of the "ARTT" room students (Haley, Holly, Esteban, Amari, Tiago, and Ashton). Think about what their interests are, the stories they shared in the "ARTT" room, and their dreams.

### *Time Capsule*

Haley brings her recorder to the "ARTT" room and lets the other kids record their stories and experiences. She does this so that one day when they all come back together they can remember the memories they share.

1. Write and date a letter to yourself with questions for future you to answer
2. Put a few things in your box that represent who you are now
3. Include some photos of family and friends
4. Put all of these into an old shoe box
5. Open the shoe box a year from when you closed it

## Books for Grades 7 - 8

### **The House on Mango Street** by Sandra Cisneros

**Description:** Told in a series of vignettes, sometimes heartbreaking, sometimes deeply joyous. *The House on Mango Street* is the story of a young Latina girl growing up in Chicago, inventing for herself who and what she will become.

**Themes:** Girl Empowerment, Toxic Masculinity, Sexual Assault, Immigration, Respect

### Questions for The House on Mango Street

1. How does Esperanza's community shape the way she thinks, feels, and acts?
2. Which Family from the House on Mango Street reminds you of your own family? Why?
3. Esperanza and her friends try on high heels that they borrowed from the "family with little feet." The girls gain a lot of attention from the boys and men of their neighborhood. What kind of attention did the girls receive? How does this make them feel?
4. Esperanza lives in a bilingual community where most of her neighbors, friends, and family can speak English, Spanish, or both. How does language divide and include different members of the community?
5. Why is Mamacita upset when her baby speaks English?
6. In the chapter "Beautiful & Cruel," Esperanza says, "I have begun my own quiet war." What is she referring to?
7. Throughout *The House on Mango Street*, violence is a recurring theme for multiple characters. Esperanza, like many people in her community, is aware of what happens. Why do you think no one intervenes? How do you think these experiences impact Esperanza?
8. In her final words for *The House on Mango Street*, Esperanza talks about packing her bags with all her books and leaving her community to go far away. She says, "They will not know I have gone away to come back. For the ones I left behind. For the ones who cannot get out." What does she mean? Who might be the people she is coming back for? Who are the ones that cannot leave?

## The House on Mango Street Activities

### *Role Models*

Esperanza meets many women and girls that inspire her as she grows into herself. Find the three women named below in our story. Then explain what they did and how they are a role model for Esperanza.

1. Sally
2. Aunt Lupe
3. Minerva
4. Esperanza's Mother

### *Poem Writing*

Esperanza discovers she has a talent for writing poetry. This is a talent that multiple people throughout the story comment on. Picking one of several themes mentioned below, create your own poem inspired by *The House on Mango Street*.

1. Language
2. Family
3. Beauty
4. Growing up
5. Falling in love



**Afar** by Leila del Duca, Kit Seaton

**Description:** Boetema discovers she can astrally project into new worlds and possess the bodies of people on other planets. At the same time, her troublemaker brother finds himself in a scary situation after eavesdropping on an illegal deal between business tycoons and their cyborg bodyguard. Boetema accidentally hurts someone while in another girl's body, and the siblings must work together to solve the problems they've created.

**Themes:** Girl empowerment, Healthy masculinity, Afrofuturism, Gender norms

### Questions for Afar

1. Inotu comes across a group of boys picking on Monkey. He decides to stand up to them, because Inotu has experienced bullying himself. Has there been a time you have experienced or seen someone being bullied? How did you react? What are ways you can support someone who is being harassed or bullied?
2. Botema and Inotu both reveal their secrets to each other because they value one another. Who is the person you can turn to when a secret feels overwhelming? When this happens, is there an adult in your life you can speak to?
3. Botema shares with Inotu a cultural story about Agama Wanwitu and its meaning. What are stories that come from your culture?
4. Botema begins to realize that her dreams allow her to enter into other worlds and other people's bodies. Is she disrespecting their boundaries by entering their bodies? Why or why not?
5. As a result of their travels and journey within the story, both Botema and Inotu go through some major changes. How are Botema and Inotu different from who they were at the start of their journey?
6. What makes Afar different from other mainstream books and comics?

## **Afar Activities**

### *Dream Journal*

Inotu begins to journal as a way to practice his writing skills and cope with losing his friend. Begin your own journal by writing your day to day within it. Write in it as if you were addressing it to a friend who you haven't seen in a long time.

### *Watch a Video*

Afar is a comic that would be classified as Afro-Futurism. To learn more about what Afrofuturism is, check out the Youtube channel Vox for their video called *Afrofuturism mixes sci-fi and social justice. Here's how it works*. The video covers the origins of Afrofuturism and what it means to have more inclusive stories.

***Maybe He Just Likes You*** by Barbara Dee

**Description:** For seventh-grader Mila, it starts with some boys giving her an unwanted hug on the school blacktop. A few days later, at recess, one of the boys (and fellow trumpet player) Callum tells Mila it's his birthday, and asks her for a "birthday hug." He's just being friendly, isn't he? And how can she say no? But Callum's hug lasts a few seconds too long, and feels...weird. According to her friend, Zara, Mila is being immature and overreacting. Doesn't she know what flirting looks like? But the boys don't leave Mila alone. On the bus. In the halls. During band practice, the one place Mila could always escape. It doesn't feel like flirting—so what is it? Thanks to a chance meeting, Mila begins to find solace in a new place: karate class. Slowly, with the help of a fellow classmate, Mila learns how to stand her ground and how to respect others and herself.

**Themes:** Girl Empowerment, Sexual Harassment, Consent, Bullying

**Questions for *Maybe He Just Likes You***

1. How do you know when someone has crossed a boundary?
2. During Omi's birthday hug, the boys from the basketball team also join. How does everyone feel afterwards?
3. Why does Mila find comfort in wearing her green sweater? Who else "likes" Mila's sweater?
4. After the bus scene, Samira tells Mila that she shouldn't let the boys treat her that way. Was it Mila's fault for not saying anything? How would you have reacted?
5. Max tries to convince Mila to go tell the school counselor about her being bullied. Is Mila dealing with bullying or something else?
6. What happens when Mila tries to tell people about what's happening? How do they react?
7. In what ways does Mila's karate practice change her?
8. How does Ms. Fender react to what Mila tells her? What does she share with her?
9. What impact does Liana's talk have on Mila's decision?
10. What do you think about the community meeting? Do you feel like it was effective?

## **Maybe He Just Likes You Activities**

### *Video Time!*

Check out Amaze.orgs video called Communication and Consent on YouTube. This two minute video will discuss what healthy boundaries are, definitions of consent, and how to obtain consent from someone else. As you watch this video, think about the following

1. Do I respect people's boundaries?
2. How do I communicate when someone has crossed the line?
3. What does practicing consent every day look like?

### *Finding Boundaries*

For this activity, caregivers and their child will be working together. Search through our story for all the times someone respected and disrespected boundaries.

#### Respecting Boundaries

1. Name the characters that respected the boundary.
2. How did they respect the boundary?
3. What about what they did tells you the boundary was respected?

#### Disrespecting Boundaries

1. Name the character that broke the boundary.
2. How did they disrespect the boundary set?
3. What tells you that it was disrespectful or harmful?

***Tight*** by Torrey Maldonado

**Description:** Lately Bryan's been feeling it in all kinds of ways. He knows what's *tight* for him in a good way—reading comics, drawing superheroes, and hanging out with no drama. But drama's hard to escape where he's from, and that gets him wound up tight. And now Bryan's new friend Mike is challenging him to have fun in ways that are crazy risky. At first, it's a rush following Mike, hopping turnstiles, subway surfing, and getting into all kinds of trouble. But Bryan never feels right acting wrong. So which way will he go when he understands that drama is so not his style? Fortunately his favorite comic heroes shed light on his dilemma, reminding him that he has power—the power to choose his friends and to stand up for what he believes is right.

**Themes:** Peer Pressure, Toxic Masculinity, Bullying

**Questions for Tight**

1. What is Bryan's first impression of Mike?
2. What is different about Mike's home life compared to Bryan's?
3. How do different characters use the word soft? What are they referring to when they say it?
4. How does Bryan change after Pa is arrested?
5. Why is Bryan afraid to tell Mike what he thinks about Little Kevin joining them for "train surfing"?
6. What does Bryan's Pa say jail is like?
7. How does Bryan's time away from Mike affect him?
8. What is the reason why Ma wanted Bryan to be friends with Mike?
9. How could Bryan have handled the fight with Mike differently?
10. Bryan often felt pressured to do things by his friends. Can you relate to that?

## Activities for Tight

### *Finish the Story*

Our story ends with Bryan promising himself that he will think before he acts. Write your own version of how you think Bryan and Mike's conversation will go. Consider the following questions as you write your story:

1. Where will the conversation take place?
2. How will Mike react to seeing Bryan again?
3. Do Bryan and Mike remain friends?

### *The Box*

In our story we see Bryan struggle with peer pressure from other boys his age. He has a fear of being labeled soft. Together with your youth, this activity is going to interrogate Bryan's fears of being called soft.

1. Create two boxes and label one cool and the other soft.
2. In the box labeled soft, place examples from our story of characters being called that.
3. In the box labeled cool, place all the things that received praise from characters.
4. Look through both boxes, but especially the soft box, and talk about
  - a. Why was it called soft?
  - b. Is it a bad thing?
  - c. Does it really belong in this box?

## ***The Prince and The Dressmaker*** by Jen Wang

**Description:** Paris, at the dawn of the modern age:

Prince Sebastian is looking for a bride—or rather, his parents are looking for one for him. Sebastian is too busy hiding his secret life from everyone. At night he puts on daring dresses and takes Paris by storm as the fabulous Lady Crystallia—the hottest fashion icon in the world capital of fashion! Sebastian’s secret weapon (and best friend) is the brilliant dressmaker Frances—one of only two people who know the truth: sometimes this boy wears dresses. But Frances dreams of greatness, and being someone’s secret weapon means being a secret. Forever. How long can Frances defer her dreams to protect a friend?

**Themes:** Gender Norms, Toxic Masculinity, Bullying

### **Questions for Prince and The Dressmaker**

1. A lot of effort goes into making sure there is a lot of mystery around Frances’ new client. Why do you think Prince Sebastian felt the need to keep everything a secret?
2. What does Frances do to make Sebastian feel safe?
3. In what ways do art and fashion allow Sebastian to express himself? What are the differences between Sebastian and Lady Crystallia’s behaviors?
4. After an extremely hard day, Prince Sebastian needs to let off some steam as Lady Crystallia with Frances. While out they run into Mr. DeFreines. What part of their interaction tells you that Lady Crystallia and Frances are comfortable? (Refer back to page 89 if you need help remembering)
5. After their run-in with Mr. DeFreines, how did Peter Trippley help the two out?
6. When the King falls ill, Sebastian feels the weight of the crown more than ever. How does this pressure and his secret hurt the people closest to him?
7. Why was it harmful for Prince Marcel to reveal Sebastian’s secret?
8. When Lady Crystallia was revealed in the courts, their father originally turned away from them. But at the fashion show the King told Frances “When I first learned the truth about Sebastian, I thought his life would be ruined. But seeing you, I realized everything would be fine. Because someone still loved him.” How can acceptance help others in the real world, outside of fairy tales?

## **The Prince and The Dressmaker Activities**

### *Become a Dressmaker*

Fashion is an integral part of our story. For Sebastian, it allows him to express himself. For Frances, she is recognized for her creations. Collect magazines, newspaper clippings, and construction paper. Create 3-4 outfits, saving one creation for something that Lady Crystallia would wear.

### *Learning about Gender*

Sebastian sometimes goes by Lady Crystallia and also uses pronouns other than “he” or “him” for when people address Sebastian. Learn more about gender and using pronouns respectfully with Amaze.org’s video called *Range of Gender Identities*.

### *What are Pronouns?*

Check out this other video from Amaze.org called *What are Pronouns?* In this video, you will learn how to use pronouns, what to do if you use the wrong pronouns for someone, and how you can be a supportive friend.