

ELLE McNICOLL

Author Study Guide



About the Books



A neurodivergent girl campaigns for a memorial when she learns that her small Scottish town used to burn witches simply because they were different.



A neurodiverse twelve-year-old girl is shown an amazing new technology that gives her another chance to talk to the best friend she lost. But she soon discovers the corporation behind the science hides dark secrets that only she can expose.



After the death of her grandfather, neurodivergent tween Ramya discovers he left behind one big secret: magic is real and she can see it! But the Hidden Folk need protection, and it's up to Ramya to finish her grandpa's work--before the magic is lost forever.



Thirteen-year-old Keedie Darrow is used to bullies. Growing up neurodivergent makes you an easy target. But when her friends fall victim, Keedie launches an anti-bullying agency—and business is booming. A moving and inclusive prequel to the award-winning novel *A Kind of Spark*.



Photo by Aashifa A. Anwar

About the Author

Elle McNicoll is a bestselling and award-winning novelist. Her debut, *A Kind of Spark*, was a Schneider Family Honor title, an overall winner of the Waterstones Children's Book Prize, and a Blackwell's Book of the Year. She has been nominated for the Carnegie Medal and was shortlisted for the Books Are My Bag Readers Awards, the Branford Boase Award, and the Little Rebels Children's Book Award. She is also the author of the acclaimed middle grade title *Show Us Who You Are*, the middle grade fantasy duology *Like a Charm* and *Like a Curse*, and young adult romance *Some Like It Cold*. She is an advocate for better representation of neurodiversity in publishing.



Questions for *A Kind of Spark*

1. In *A Kind of Spark*, Addie asks the Juniper Village Committee for “a plaque or a statue that commemorates the people who were unjustly sentenced to death.” (page 30) Discuss why Addie is passionate about creating a memorial to honor those viewed as different in the past. How does she identify with the women who were believed to be witches?
2. Throughout the book, Addie speaks about the need to “mask.” An example can be found in chapter seven. While learning about some of the women forced to confess to witchcraft, Addie becomes upset and states, “Suddenly I come apart. The mask slips away, and I’m making a hoarse, bellowing sound.” Explore the concept of “masking” in the context of the book. What does it mean to mask, and why does Addie feel the need to mask her true self?
3. Throughout *A Kind of Spark*, Mrs. Murphy’s interactions with Addie offer insight into their relationship. Select a specific interaction from the text and reflect on the following (see pages 1, 58, 64, 96, 138 for examples).
 - a. How do Mrs. Murphy’s responses to Addie impact her self-perception and experiences within the classroom setting?
 - b. How do these interactions influence Addie’s learning and personal development?
4. On page 42, Addie mentions that her brain “switches off” when she finds something uninteresting. What do you think Addie means by this? Can you think of a time when this happened to you? Explain.
5. Addie is reliant on Keddie because she feels that she is the only one who truly understands her. Do you think it’s possible for people who are not neurodiverse to understand people who are? Using text evidence to support your answer, share why or why not.
6. Despite being rejected by the village council on multiple occasions, Addie did not give up on what she believed in. What about Addie and her life experiences makes her so determined?
7. Evaluate whether Nina featuring Addie in her online video was ill-intentioned. Support your views with examples from the book, considering Nina’s potential motivations and the implications of her actions.
8. Contemplate why Emily felt compelled to destroy Addie’s thesaurus. Discuss the emotions and thoughts Emily might have been experiencing and suggest alternative ways she could have managed her feelings.
9. What insights do you think Addie wishes neurotypical individuals had into the lives of people who are autistic? Support your thoughts with examples from the book.
10. What aspects of Addie’s speech persuaded the village council to reconsider their previous rejections of her request? Support your response with examples from the book.

A KIND OF SPARK ACTIVITY: Expressing Your Voice

OBJECTIVE: Encourage students to articulate their thoughts and feelings on a subject they feel deeply about, emulating Addie's passion and determination in *A Kind of Spark*.

PURPOSE: This activity aims to empower students to find and use their voices constructively, allowing them to express their thoughts, feelings, and experiences on subjects that are meaningful to them, much like Addie in *A Kind of Spark*.

1. Ask students to select a topic they are passionate about; the topic should not only be of personal interest but also one that would benefit from increased awareness and advocacy, like the maligned witches in *A Kind of Spark*.
2. Instruct them to compose a speech expressing their views, using their personal experiences to illustrate why the topic holds significance to them and why it should matter to others.
3. Remind students to consider the impact of their words and to construct their speeches in a way that is persuasive, respectful, and considerate of differing opinions.
4. After completing their speeches, provide an opportunity for students who feel comfortable to share their work with the class. Discuss the varied themes, perspectives, and advocacy approaches presented in the speeches.

ACTIVITY DIFFERENTIATION: Expressing Your Voice

OBJECTIVE: Adapt the Expressing Your Voice activity to accommodate diverse learning needs and preferences, ensuring that all students have the opportunity to engage and demonstrate mastery effectively.

EDUCATOR NOTE: Remember to ensure a supportive and inclusive environment, acknowledging and valuing the diverse ways students choose to express their voices, much like Addie in *A Kind of Spark*.

Differentiation Strategies

1. **Varied Presentation Methods:** Allow students the option to present their speeches in various formats to accommodate different learning preferences. Students may choose to create a PowerPoint, a poster, a flyer, or any other creative tool to effectively communicate their message.
2. **Choice of Medium:** Recognize that some students may express themselves better through written or artistic mediums. Allow the option to write an essay, create a piece of artwork, or develop another form of expression that aligns with their learning style and comfort level.
3. **Flexible Participation:** Understand that public speaking may be challenging for some students. Provide the choice to present in front of the class, in small groups, or to record their speech to share with the class at a later time.
4. **Scaffolded Support:** Offer structured support to students who may need it, such as providing speech-writing templates, graphic organizers, or opportunities for brainstorming and feedback during the speech-writing process.
5. **Adjustable Time Frames:** Recognize varied pacing needs by allowing flexible timelines for preparation and presentation. Some students may benefit from extended time to prepare their speeches and visual aids or from presenting over multiple class periods.
6. **Technology Integration:** Leverage technology to facilitate expression, such as using speech-to-text tools, video recording and editing software, or online design tools for creating visual aids.
7. **Peer Support:** Encourage collaboration by allowing students to work in pairs or small groups to brainstorm, provide feedback, and support each other in the preparation and presentation of their speeches.
8. **Reflection and Feedback:** Provide opportunities for students to reflect on their learning and receive constructive feedback from peers and the teacher, adapting the feedback methods to suit individual learning preferences and needs.



Questions for *Show Us Who You Are*

1. Consider the dialogue on page 27; Adrien remarks, “I’ve tried all that, it’s why I’m homeschooled now,” in response to Cora’s emphasis on normalcy. Reflect on what Adrien might be alluding to when he says, “I’ve tried all that.” How might the pursuit or rejection of “normalcy” relate to his decision to be homeschooled?
2. Examine page 121, where Adrien challenges the concept of “normal.” Utilizing text evidence, infer why the term *normal* might be disdainful to Adrien and determine what experiences, both academic and social, might have led him to this perspective.
3. In Chapter 24, Dr. Gold shares with Cora why she feels compelled to alter or “fix” the Grams. Why does Dr. Gold believe people who are neurodiverse need to be fixed?
4. On pages 122–123, Adrien speaks to Cora about people who like to be considered dangerous. Using evidence from the text, explain what you think Adrien means when he says “dangerous.”
5. *Show Us Who You Are* explores themes of artificial intelligence and the construction of a “digital soul.” Engage in a reflective discussion about the ethical implications of utilizing AI. Do you perceive AI as ethical? Delving deeper, would the AI in the novel have been more acceptable if Dr. Gold had not manipulated the Grams?
6. On page 120, Adrien asserts, “They’re super smart, but no one can be clever about everything.” Ponder what he intends to convey with this statement. Engage in a discussion about the importance of recognizing and valuing diverse cognitive processes and learning modalities.
7. Reflect on Adrien’s comparison of ADHD and autism on page 51; he metaphorically relates them as cousins from the “same outer circle.” Interpret his metaphor in the context of how he and Cora process information and experience the world.
8. On page 96, Cora describes Adrien as someone who “sometimes talks and acts as if he has a hundred tabs open in his brain. Like he’s giving a speech and watching a movie and reading a book all at the same time. But then, when it’s something really important, he focuses so hard and so fully. Gives it the most undivided attention I’ve ever seen.” What does Cora’s insight tell us about how Adrien thinks and learns?
9. Given what you have learned about Cora throughout *Show Us Who You Are*, use text evidence to describe what you think it was like for Cora to stand up to Dr. Gold during the television studio recording.

SHOW US WHO YOU ARE ACTIVITY: Reporting Advocacy and Courage in Two Ways

OBJECTIVE: Enable students to analyze and report on instances of advocacy and moral courage. The activity offers two variations, allowing students to explore real-life instances from media or history, or engage in speculative reporting within the context of the book.

PURPOSE: This dual-version activity is designed to deepen students' understanding of advocacy and ethical courage by allowing them to explore and report on real or hypothetical scenarios. It encourages reflection on the societal and personal impacts of standing up for one's beliefs and draws connections with the book's themes.

Version 1: Reporting Real-Life Advocacy

1. Direct students to select and research an instance from media or history where someone stood up for a cause or their rights.
2. Instruct them to write a detailed newspaper article covering the event, the people involved, the issues addressed, and the aftermath or possible ramifications.
3. Encourage students to approach the task from a journalistic perspective, maintaining accuracy, objectivity, and completeness.
4. After completion, facilitate a sharing session where students can present their articles and discuss the implications of the reported acts of advocacy.

Version 2: Reporting Cora's Trial Involvement

1. Guide students to develop a speculative account of Cora's involvement in the trial as depicted in *Show Us Who You Are*.
2. Students should draft a newspaper article for the *Spectrum* outlining Cora's role, experiences, standpoints, and the potential consequences and outcomes of the trial.
3. Reinforce the importance of journalistic values such as impartiality, thoroughness, and factual representation, even in speculative reporting.
4. Once finished, organize a session for students to share their speculative reports and reflect on Cora's stance and experiences.

ACTIVITY DIFFERENTIATION: Reporting Advocacy and Courage

OBJECTIVE: Adapt the Reporting Advocacy and Courage activity in its two versions to a range of learning needs and preferences, ensuring every student has an equitable chance to engage and learn.

EDUCATOR NOTE: Maintain an environment of inclusivity and support, respecting diverse expressions and perspectives, aligning with the themes of *Show Us Who You Are* by Elle McNicoll.

Differentiation Strategies

1. **Varied Presentation Methods:** Allow varied formats for presenting the articles, such as visuals, podcasts, or video documentaries.
2. **Choice of Medium:** Permit diverse mediums for expression, including essays, artwork, or digital creations.
3. **Flexible Participation:** Enable different sharing options, from whole-class presentations to small-group discussions or recorded submissions.
4. **Scaffolded Support:** Provide structured supports like templates, research aids, and brainstorming sessions.
5. **Adjustable Time Frames:** Grant flexible timelines and submission dates.
6. **Technology Integration:** Employ tech tools for research, creation, and sharing.
7. **Peer Support:** Encourage collaboration and peer feedback throughout the process.
8. **Reflection and Feedback:** Create spaces for reflective practices and constructive feedback, adapting to individual preferences and needs.



Questions for *Like a Charm*

1. On page 18, Ramya describes the school as “gray. It’s metallic. The walls and floors are all designed so that any mess can be wiped clean instantly. There is hardly any color. No artwork on the walls. Instead, there are lockers and trophy cabinets.” Then on page 21, Ramya says, “[Mr. Ishmael] doesn’t understand that it would take an entire rewiring and reconstructing of the way this school is run for me to actually feel supported.” Based on Ramya’s descriptions and experiences in the book, imagine and describe a school environment where she would feel fully supported and included. Consider physical aspects (wall colors, structures) and social aspects (teacher-student interactions, peer relationships).
2. Using evidence from the text, describe what you think Ramya means on page 22 when she says, “But he doesn’t know what this outside-looking-in state of being feels like.” How does Ramya see herself as a learner?
3. Masking “refers to the way in which people who are neurodivergent may hide their symptoms in order to fit in with society.” On pages 62–63, glamour is described as “a magical shield. One that supernatural beings use to disguise themselves. [Hidden Folk] glamour themselves. So that humans can’t see that they’re different.” Considering your understanding of masking and glamouring. Explore the similarities and differences between the two concepts. How might they serve similar purposes for the individuals who utilize them?
4. On page 80, Ramya says, “It was a mistake to mention glamour” when referring to her conversation with the vampire in the library. Why might the term *glamour* alarm the vampire? Consider the context of the Hidden Folk? Explore possible reasons behind his hesitation to reveal his true identity to Ramya.
5. On page 84, Marley tells Ramya, “It doesn’t matter what it looks like. What you have to say is the most important part.” Using evidence from the book, explain how Marley might have known what Ramya was feeling in this moment.
6. On page 89, Ramya says, “It’s all I have ever wanted. My entire life. Just to be included.” Do you think she is only talking about her family? Use evidence from the book to answer why or why not.
7. On page 99, Ramya observes that “The other students around the table seem equally unnerved. They watch the baroness with a nervous distrust, the very same that I felt when I laid eyes on her in the dining hall.” Reflecting on the dynamics of Ramya’s workshop class and her interactions with her peers, explore why the other students might also feel uneasy in the presence of the baroness.
8. Using evidence from the text, what do you think Erica means when she says, “It’s not just about what you can see, Ramya. . . . It’s about what you cannot hear”? (page 115)

(continued on next page)



Questions for *Like a Charm* (continued)

9. On page 125, Ramya thinks to herself, “An island, waves crashing all around it, warning off travelers. Don’t come too close, you might get capsized. In fact, don’t come close at all. Yeah, I prefer this kind of art.” What is it about the Inchkeith painting that Ramya likes?
10. On page 258, Ramya says, “I suppose I knew deep down. That it was me. The leak in the house, the shattered glasses at school. I suppose a part of me always knew.” Using evidence from the text, what other events foreshadowed that Ramya may be a witch?
11. On pages 151–154, Erica, Freddy, and Ramya talk about “Division” and the idea of people becoming meaner. Can you identify any parallels between the characters’ discussion about ‘Division’ and instances in your own day-to-day life or in society at large?
12. On page 159, Ramya says, “In all the books you’ve spent your life reading, have you ever seen a ‘hero’ like me?” How do you define *hero*? Consider attributes, actions, and characteristics in your description, and reflect on whether a hero needs to conform to specific norms or expectations.
13. On page 163, Ramya expresses to her mother her frustration about the support her school is giving her. Ramya says, “I want them to stop making me feel like an insect under a magnifying glass. Let me use a computer! Stop singling me out in PE! Let me process things in my own time!” Discuss how different people may have different learning needs? How can we all be mindful and accommodating of these learning differences?
14. On pages 175–176, Murrey says to Ramya, “[The sirens are] not misunderstood. They’re not understood at all. If anything, they’re underestimated.” Explore why individuals who are perceived as different might be underestimated. How does this relate to societal perceptions and biases?
15. Using page 182 as a reference, what does the word *neurodivergent* mean? What does it mean in relation to how someone views and experiences the world around them?
16. On pages 200–201, Ramya is trying to better understand why she feels uneasy about Ren and uses a story about elephants to gauge her instincts. Ramya says to Ren, “[The elephants] had to hide something beautiful. They had to learn to conceal a part of what they are. All to avoid a predator. It’s a hard life. Burying parts of yourself just so you can move more easily. Be a little safer.” How might Ramya identify with the elephants’ need to conceal parts of themselves for safety, based on her own experiences and feelings? Explore the metaphorical connections between the elephants’ story and Ramya’s journey.
17. On page 280, Ramya reflects, “I’m starting to realize that if you’ve met one magical creature, that’s it. You’ve met one magical creature. They’re all so different.” Considering your understanding of neurodiversity, how might this sentiment apply to recognizing and valuing the unique experiences and characteristics of neurodivergent individuals? Provide examples or scenarios to support your explanation.

LIKE A CHARM ACTIVITY: Crafting Hidden Folk-lore

OBJECTIVE: Inspire students to explore creativity, empathy, and understanding by inventing their own “Hidden Folk” while also reflecting on themes of invisibility, misconceptions, and mutual understanding, as seen through Ramya’s experiences in *Like a Charm*.

PURPOSE: This activity aims to engage students in creative thinking and empathetic understanding, exploring themes of visibility, misconception, and mutual respect, both in the fantastical context of Hidden Folk and in real-world scenarios.

Instructions

Ramya has asked you to add to her book of Hidden Folk. This is your opportunity to create a never-before-seen member of the hidden community.

- 1. Invent a Hidden Folk:** Using the provided criteria, students will create their own Hidden Folk, imagining their appearance, personality, and experiences.
- 2. Explore Misconceptions:** Students should consider common misconceptions about their Hidden Folk and clarify what they are truly like, exploring themes of misunderstanding and stereotyping.
- 3. Understand Invisibility:** Reflect on why their Hidden Folk chooses to remain unseen by humans, drawing parallels with societal themes of invisibility and marginalization.
- 4. Express Wishes:** Identify what their Hidden Folk wishes humans knew or understood about them, fostering a discussion about empathy, respect, and understanding.
- 5. Share and Discuss:** Provide an opportunity for students to share their creations and discuss the themes, reflections, and insights that emerged through the activity.

ACTIVITY DIFFERENTIATION: Crafting Hidden Folk-lore

OBJECTIVE: Adapt the Crafting Hidden Folklore activity to ensure accessibility, engagement, and meaningful reflection for all students, respecting diverse learning needs and preferences.

EDUCATOR NOTE: Maintain a respectful and inclusive environment throughout the activity, valuing all contributions and ensuring that discussions and reflections are empathetic and supportive, mirroring the themes of understanding and respect found in *Like a Charm*.

This activity encourages students to engage creatively with the themes of *Like a Charm* while also providing a platform for exploring and discussing broader themes of visibility, understanding, and respect in a societal context.

Differentiation Strategies

- 1. Varied Creation Methods:** Allow students to present their Hidden Folk through various mediums, such as writing, drawing, sculpting, or digital creation, according to their preferences and strengths.
- 2. Choice of Sharing Method:** Enable students to share their creations in a manner that suits them, whether through a class presentation, a small group discussion, or a digital sharing platform.
- 3. Flexible Participation:** Ensure students can engage in the activity in a way that respects their comfort and participation levels, offering alternative assignments as needed.
- 4. Supportive Tools:** Provide tools, templates, and resources to support students in their creation and reflection processes, such as creation guides, reflection prompts, or art supplies.
- 5. Adjustable Time Frames:** Recognize diverse pacing needs by allowing flexible timelines for creation, reflection, and sharing.
- 6. Collaborative Options:** Allow students to work individually or collaboratively, respecting their social preferences and collaborative needs.
- 7. Reflection and Feedback:** Ensure a supportive environment for sharing and provide constructive, encouraging feedback, adapting feedback methods to individual needs and preferences.
- 8. Incorporate Technology:** Leverage technology to facilitate creation, reflection, and sharing, such as digital creation tools, online sharing platforms, or virtual presentation options.



Questions for *A Glimmer of Change*

1. Keedie says to the bullies, “You go near Bonnie again and nowhere in this village is safe for you.” (p. 3) What does this quote reveal about Keedie’s view of justice and protection? Do you think her method was effective or problematic? Why?
2. Keedie describes how the school social dynamic feels like “the United Nations,” (p. 7) with every table having its own rules. What does this metaphor suggest about middle-school life? How does Keedie’s experience with social rules differ from Nina’s? Use examples from the text to support your answer.
3. Nina pleads, “No, Keedie, just be normal.” (p. 13) How does this reflect Nina’s feelings about her sister? Why do you think Keedie chooses to respond by dressing up in pink tulle? What message is she sending?
4. Keedie refuses to give back a billiard ball until a classmate apologizes for hurting someone. What do you think motivates her in this moment? What does this scene reveal about the line between standing up for others and getting into trouble?
5. Keedie observes that “Mr. McDonough has a gift for spinning every complaint into a forty-minute lecture.” (p. 22) What does this suggest about her perception of authority figures? How might this affect her willingness to seek help from adults?
6. On page 24, Keedie thinks, “It’s not the first time I’ve heard that word, and it won’t be the last.” She’s referring to being called a “freak.” Why do you think Keedie chooses not to react outwardly? What might this tell us about her emotional growth and her defense mechanisms?
7. Annie calls Keedie asking for help with a bully. Why do you think Keedie is hesitant at first? What finally changes her mind? How does this moment shift her role in the story? Use examples from page 27 of the text to support your response.
8. Keedie says masking is “this horrible, exhausting thing autistics are made to do in order to survive in a neurotypical world.” (p. 30) What does *masking* mean in this context? Have you ever felt like you had to mask part of who you are? Explain your reasoning with examples from your experience or from the story.
9. On page 32, Keedie and Addie sit in silence by the river. Keedie describes the moment as “cream against a rash.” What do you think she means by this? How can quiet moments be healing for people who feel overwhelmed?
10. Addie shares shark facts with perfect accuracy on page 33. How does Keedie react to this unexpected display of knowledge? What does this moment show about how different brains process and express information?
11. When Mr. Allison invites Keedie to join the public-speaking contest, why is she so conflicted? How does her identity as an autistic student shape how she views being visible versus being heard?
12. Bonnie introduces Keedie to Angel and says, “She’s like us!” (p. 45) How does this moment differ from how Keedie usually feels around others? What role does representation and shared identity play in building connection?
13. On page 45, Keedie meets Angel and reflects on what it means to be different. How does Keedie’s view of herself shift throughout the story from vigilante to advocate to something else entirely? Do you think she sees herself as a hero by the end of the book? Why or why not? Use examples from the text to support your explanation.

A GLIMMER OF CHANGE ACTIVITY: Build Your Own Justice Agency

OBJECTIVE: Empower students to reflect on fairness, self-advocacy, and ethical decision-making by designing their own Justice Agency, inspired by Keedie's Anti-Bullying Agency in *A Glimmer of Change*.

PURPOSE: This activity helps students explore the complexity of standing up for what is right while honoring different perspectives and processing styles. By putting themselves in Keedie's shoes and imagining their own response to injustice, they engage with themes like moral responsibility, identity, power dynamics, masking, and the line between being a voice for others and overpowering them.

Instructions

Keedie started a movement. Now it's your turn.

You've been asked to launch your own Justice Agency at school. Your mission is to help make things safer, fairer, and more inclusive. But as Keedie learned, this work comes with challenges.

Your job is to design your agency's core structure and philosophy. Use the prompts below to guide your thinking:

- 1. Name Your Agency:** Choose a name that reflects what your agency stands for. Make it bold, powerful, and clear.
- 2. What's Your Mission?** Write two to three sentences about what your agency fights for. Is it fairness? Kindness? Safety? Visibility? All of the above?
- 3. Who Do You Help?** Describe the kinds of people your agency would support. Are you helping individuals who are bullied, misunderstood, left out, or overwhelmed? How do you make sure no one is left behind?
- 4. What Are Your Core Values?** Choose three to five values that guide your agency (examples: empathy, honesty, courage, inclusivity, fairness). Explain why each one matters to you.
- 5. Your Tools and Strategies:** How does your agency respond to injustice? Do you offer peer support, awareness campaigns, anonymous notes, or restorative conversations? How do you make sure your actions help rather than harm?
- 6. How Do You Avoid Becoming the Bully?** Reflect on Keedie's journey. How will your agency hold itself accountable to avoid crossing the line from advocacy into aggression?
- 7. Design Your Agency Logo:** Create a visual symbol or logo that represents your mission. Add color, symbolism, and maybe even a motto or catchphrase.
- 8. Write a Scenario:** Describe a situation your agency might face at school and how you would respond. Use what you've written above to guide your response. Be realistic, kind, and honest.

ACTIVITY DIFFERENTIATION: BUILD YOUR OWN JUSTICE AGENCY

EDUCATORS' NOTE: This activity invites students to step into the role of change makers, just like Keedie. It is important to foster a classroom culture that mirrors the values of the story: empathy, courage, and accountability. Encourage open-ended thinking and honor the diversity of student responses. Students should be reminded that there is no single "right" way to show care or stand up for others. Justice looks different in different contexts, and so do heroes.

Differentiation Strategies

- 1. Multiple Expression Formats:** Students may design their agency using written responses, illustrated posters, recorded audio, slide presentations, or comic strips—whatever medium allows them to express their ideas most authentically.
- 2. Optional Visual Supports:** Provide graphic organizers, sentence starters, example agencies, and visual prompts to help students organize their thoughts and get started.
- 3. Tiered Prompts:** Offer scaffolded options such as simplified reflection questions, sentence frames, or visual decision charts to support students who may benefit from additional structure.
- 4. Flexible Collaboration Models:** Students may work independently, in pairs, or in small groups based on their comfort and social energy. Some may prefer to brainstorm aloud while others process quietly.
- 5. Private vs. Public Sharing:** Give students the option to share their agency privately with the teacher, anonymously with the class, or publicly with a presentation. Respect boundaries around self-disclosure, especially when exploring personal values or experiences.
- 6. Sensory-Safe Tools:** For students who may find visual or emotional intensity overwhelming, offer calming tools, alternate workspaces, or quiet reflection time before or after the activity.
- 7. Time Flexibility:** Allow additional time for planning, discussion, and creative execution. Provide check-ins for pacing and reduce overwhelm by breaking the activity into manageable steps.
- 8. Assistive Technology and Language Access:** Support students with diverse language or processing needs using text-to-speech, voice typing, translation tools, or simplified instructions. Pair visuals with instructions wherever possible.
- 9. Culturally Responsive Guidance:** Invite students to incorporate cultural perspectives or lived experiences into their justice agencies. Validate and celebrate diverse definitions of advocacy, power, and leadership.
- 10. Encouragement of Emotional Honesty:** Normalize conversations about power, conflict, and self-doubt by reflecting on Keedie's journey throughout the book. Let students know it is okay not to have all the answers and that their agency is a work in progress, just like Keedie's.



ACTIVITY: PRESENTATION OPTIONS FOR EDUCATORS

Instructions

This activity can be presented through a worksheet, digital slide, notebook journal, comic strip, poster, or group challenge. Choose the format that best fits your students' creative strengths and classroom structure. Encourage flexible expression and make space for emotional processing. Keedie's journey shows us that advocacy is personal—so give students options to reflect that truth.

1. Justice Agency One-Pager Worksheet: A printable worksheet where students

- Design a logo (space provided)
- Name their agency
- Answer short prompts such as “What injustice do you care about?” “How do you want to help?” and “What are your top-three values?”

(Ideal for focused work periods or homework assignments)

2. Agency Poster Project: Students turn their justice agency into a visual presentation

- Include name, slogan, logo, core mission, and how they would respond to injustice
- Share around the room gallery-style or in small groups

(Great for visual and design-oriented learners)

3. Digital Slide Deck:

- Students create slides introducing their agency with icons, photos, slogans, and explanations
- Present via Google Classroom, small group rotations, or peer feedback
- Can include embedded reflection questions

(Perfect for tech-friendly classrooms)

4. Notebook Entry or Journal Prompt:

- Students respond to the prompts in paragraph form
- Option to sketch a symbol or motto at the top of the page
- Can be followed by one-on-one check-ins or small sharing circles

(Ideal for quiet reflection or written processing)

5. Group Collaboration Challenge: Encourage team building and shared advocacy

- Students form small teams to build a joint agency
- Assign roles like creative director, slogan writer, and mission specialist
- Can evolve into a live pitch, skit, or multimedia presentation

6. Interactive Bulletin Board or Wall Display: Create a community of changemakers

- Students post their logos and mission statements on a class or hallway board
- Title the display “Agents of Change” or similar
- Builds connection and encourages peer admiration of diverse perspectives

7. Comic Strip or Graphic Novel page: Bring the agency to life through storytelling

- Students create a four-panel comic showing their agency solving a problem
- Integrates literacy with social-emotional reflection (Great for visual learners and creative expression)

8. Voice Note or Video Submission:

- Students record a short message about their agency's mission and origin
- Can be anonymous or shared during a class listening session
- Supports universal design for learning (UDL) and SEL goals

(Perfect for expressive or tech-savvy learners)



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