MY WORST BEST SLEEPOVER PARTY
By Anna Morgan and Rachael Turkienicz

Rose is excited to have her friends over for a sleepover party to celebrate her birthday. All is going well until two popular girls, Hailey and Bailey, tell Rose to un-invite her best friend Stacey or they will not attend. Rose tries to resolve the problem herself and by talking with her mother. This story explores how to independently solve a problem and when to seek help.

WITS LEADS Connection: Explore points of view, Seek help

Questions

POST-READING QUESTIONS

1. Hailey and Bailey tell Rose that they won’t come to her party if Stacey is invited. Do you think a real friend would make such a request? Why does this request put Rose in an awkward position?

2. Looking at the Bully Circle poster, what role does Bailey play? What about Hailey? What roles do the other girls play? What role does Stacey play?

3. What could the other children in the class do to stand up for Rose?

4. Rose has already invited Stacey. How might she be feeling when she thinks about asking her not to come?

5. Why are Hailey and Bailey able to tell the other girls what to do? Why are they popular?

6. Are Hailey and Bailey friends you would like to have? Why or why not?

7. What kind of friend would you say Rose is? Loyal, kind, thoughtful, trustworthy, understanding, etc.

8. Why does Rose not want to tell Stacey what really happened with Hailey and Bailey? Because it would hurt her feelings.

9. After the meeting with Hailey, Bailey, Rose, her mother and Mrs. Sharpe, the other girls in the class begin ignoring Rose and Stacey. Why do they do this? Hailey and Bailey start a rumour that Rose lied to try to get them in trouble.

10. How else do you think the situation could have been solved by the teacher? Do you think it would have been different if Mrs. Sharpe had spoken with Hailey and Bailey separately?

11. On page 63, when Mrs. Sharpe tells Rose to resolve the problem by apologizing to Hailey and Bailey, Rose says she feels sick. Is she really sick or is there something else going on?

12. Do you ever feel “sick” when you’re anxious or nervous about something? What else do you feel when you are anxious? Sweaty palms, fast heartbeat, headache, weak legs, etc.

13. On page 82, what do you think about Rose not telling anyone that she likes picture books? Why would she do that? Have you ever kept quiet about
something you really liked because you were worried about what other people would think?

14. On page 103, Rose’s mom gives her the following advice: “With any problem, you should ask yourself if you know how to try and solve it. If you do, then you should try, but if you feel you just can’t figure it out or it’s just not working, then you should come and speak to me so we can solve it together.” What do you think of this advice? Is it true? Who do you feel comfortable asking for help from? Why is that?

15. On page 121, Rose offers the following advice to the reader: “One thing I learned is you make your decisions on your own without anyone else being the boss and telling you who to be friends with.” When is it important to be your own boss? When others try to get you to do things you don’t think are right. Do you ever feel like someone else is bossing you around? How do you deal with that? What could you do to be your own boss?

Activities

1. PLAN A CLASS PARTY

   Exercise
   - Plan a class party that will include everyone and celebrate people’s strengths and talents, cultural diversity and inclusiveness.
   - Randomly assign students to small groups to plan an activity for the party. Random assignment gives students the opportunity to think and act outside of their usual friendship cliques.

2. CREATE A CLASSROOM CODE OF CONDUCT

   Discussion
   Talk with students about the meaning of “random acts of kindness.” Brainstorm some examples that could be used to make the classroom a better place. E.g., pick up garbage, help a classmate with a project, pick up something when someone drops it, share and say thank you. Ask students to discuss how they feel when someone is kind to them.

   Exercise
   - As a class, write a code of conduct for welcoming, safe, respectful behaviours for your classroom that includes some of the acts of kindness discussed earlier.
   - Have students make posters showing the most important of these behaviours.

3. WRITE A LETTER

   Discussion
   Discuss with students which character from the story they would like to have as a friend and why. Ask them to list qualities that make somebody a good friend.

   Exercise
   - Have students write a letter to the character they chose, telling them why they would like to be their friend.