

EMILY POSTS



TANYA LLOYD KYI

EDUCATORS' GUIDE

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TANYA LLOYD KYI is the author of more than thirty-five books for children and young adults, including *Emily Posts* and *Me and Banksy*. Tanya has worked in the past as a graphic designer, an editor, and a dishwasher. (She considers herself entirely qualified for that last one.) Her favorite color is blue, her favorite food is cheese, and her favorite book is *A Wrinkle in Time*.

When she's not telling cat tales, Tanya teaches at the UBC School of Creative Writing in Vancouver, British Columbia.

Emily is the producer for her school podcast, Cedarview Speaks — Sponsored by CoastFresh! But her plans for middle-school fame and social media influence are derailed when Amelie joins her eighth-grade class. The new arrival has a seemingly endless supply of confidence and a gift for leading people. Or leading them astray, as far as Emily's concerned.

Emily puts her old-fashioned sense of etiquette into practice. Rather than confronting Amelie, she focuses her energy on creating a podcast story about an upcoming climate march. But her story is censored by the school principal. When she protests, Emily gets cut from the podcast crew. And Amelie takes her place!

Can Emily use her influence to spread the news of the climate march, reclaim her place on the podcast team, and expose the flaws of CoastFresh? Can she balance her impeccable manners with twenty-first century activism? And how will she ever manage to work alongside Amelie?

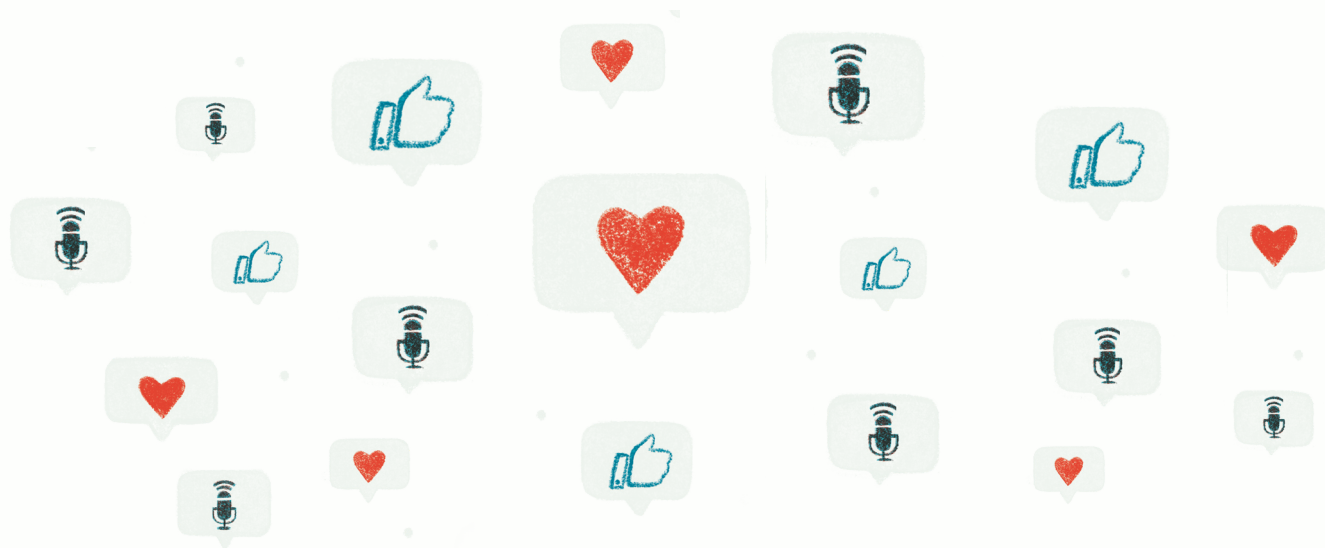
With a light touch and plenty of humor, *Emily Posts* explores issues of social media, influence, corporate sponsorship... and the fraught waters of middle-school friendship.



DISCUSSION QUESTIONS

1. In Chapter 1, Emily leads a meeting of her podcast staff. What sorts of leadership qualities does she display? What sorts of things could she do better? Do you think an online leader — an influencer or a YouTube host, for example — needs the same qualities as a real-life leader?
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2. In Chapter 2, Emily tries to avoid phoning the climate march organizer by texting her instead. If you need information, would you rather text, call, or email? What are the advantages and disadvantages of each form of communication?
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3. In Chapter 5, Emily and Simone give Daniella advice about how to handle a school bully. How can you tell whether someone's giving you good advice or bad advice? Can you think of times when you would definitely take someone else's advice? Are there times when you would be more likely to listen to your own instincts?
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4. In Chapter 6, Mr. Chadwick suggests that Emily create a bulletin board display about climate change, rather than publishing a podcast story about an upcoming climate march. Why is Emily so offended by this suggestion?
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5. In that same chapter, Emily believes Mr. Chadwick is censoring her podcast story. How would you define censorship? Do you think Mr. Chadwick is trying to control the information Emily can share, or is he trying to protect other students?
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CCSS.ELA-LITERACY.L.6.5
6. In Chapter 8, Emily's mom reiterates her rule about social media: no posting selfies until high school. Does your family have rules about screen time or social media use? In this book, Emily is in eighth grade. Do you think that's old enough to post selfies online? Why or why not?
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CCSS.ELA-LITERACY.SL.6.3
7. In Chapter 9, Emily decides that climate change will be her "big issue" as an influencer. She thinks this will give her social media posts more focus, help inspire her followers, and help her link to Simone's sustainable fashion brand. Do you think Emily is sincere about wanting to fight climate change? Does she seem more or less sincere in other sections of the book?
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CCSS.ELA-LITERACY.SL.6.3
8. On page 100, Emily says that her namesake, advice columnist Emily Post, has no useful advice about "pseudo-brothers." If you were going to give advice about getting along with Ocean, what would you suggest?
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9. At the end of Chapter 13, Emily says she leaves her moral compass on the office floor. What's a moral compass? Does everyone have one? How do you know what your moral compass is telling you, and whether it's pointing you in the right direction?
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CCSS.ELA-LITERACY.SL.6.5
10. In Chapter 14, Mr. Lau catches Emily eavesdropping. What has she learned? Was she right to listen to his conversation? Do you think eavesdropping is ever justified?
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11. On page 140, Emily considers telling her mom and Richard or the school about what she's done. Why does she choose not to confess? Does she make the right decision? Explain your thinking.
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CCSS.ELA-LITERACY.SL.6.3
12. What are Mr. Lau's reasons for dropping Emily from the podcast team, in Chapter 16? Do you think his reasons are justified? Why or why not?
CCSS.ELA-LITERACY.L.6.1
CCSS.ELA-LITERACY.SL.6.3
13. In some places, corporations are allowed to donate money to support schools. In other places, there are laws against corporate sponsorship. Why do you think this is? How might corporate sponsors influence a school? Can you find examples of this in *Emily Posts*?
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14. On page 188, Ms. Truby asks her class whether it's ever okay to lie. What do you think? Can you think of times when lying might be necessary?
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15. In the final chapters of the book, Emily is looking forward to bigger roles and more influence once she reaches high school. If Emily were a real person, would you follow her on social media? Would you trust her influence?
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FOLLOW-UP ACTIVITIES

WRITE AN ADVICE COLUMN

Emily is inspired by early twentieth-century women like Emily Post, Abigail Van Buren, and Princess Mysteria, who once published their advice columns in newspapers and magazines. Emily argues that today, online influencers play the role of advice columnists, offering opinions on fashion, etiquette, and relationships.

Try creating your own advice column. You can write it as an old-fashioned newspaper article or as a mock blog post or social media post. Imagine you've been asked to answer one or more of the following questions:

- *I keep getting mean comments on my social media posts. How should I handle them?*
- *I want to read a certain book, but my parents say I can't read it until I'm older. I'm super mature, and I want to read it NOW. How do I convince them?*
- *My friends don't seem to have time for me anymore. They're too busy and they don't pay attention when I talk. How can I make them listen?*

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PLAN A PODCAST

Plan an episode of a school podcast. You can do this on your own or in small groups (aka editorial teams). You'll want to name your podcast and come up with a theme or central idea. Then, see if you can create the following.

Do you think you could tell a story using non-traditional forms, instead of just words? You might consider telling a story entirely in...

- A way to "hook" your listeners' attention and make them want to hear more.
- A story that will teach your listeners something new.
- A story that will make your listeners laugh.
- An interview with an interesting person from your school or community.

If you want to expand on your podcast plan, try writing the script for one of these elements. (With the help of an adult, you could even record your script.)

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FOLLOW-UP ACTIVITIES

MAKE A SOCIAL MEDIA CONTRACT

Emily and her mom have different ideas about social media and about what Emily should be posting online. Think about the rules for social media in your house. Does everyone always agree?

With a partner, brainstorm a list of five to ten possible guidelines that families might have about social media. How old should kids be before they post online? What safety issues should they consider? How should their parents monitor their social media accounts? What should kids do if they get into uncomfortable situations online? Who should they tell?

Now, imagine that you've been asked to design the ideal social media contract between parents and kids. What items would you put in your contract? Do you think most parents and kids would agree to the contract you've designed?

Present your contract to the class and compare it to the contracts designed by other groups.

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MEATLESS MONDAYS MENU

Amelie and Daniella are committed vegans. Emily and Simone aren't so sure about giving up meat, but they like the idea of Meatless Mondays — one day a week that their school cafeteria serves plant-based foods.

Use cookbooks, ask family members for their recipes, or come up with your own, and create a Meatless Monday menu. You'll need a few different kinds of foods, to appeal to a wide variety of students. Can you make a vegan lunch sound delicious?

If you want, combine your recipes with those of your classmates, and create a Meatless Monday recipe book!

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