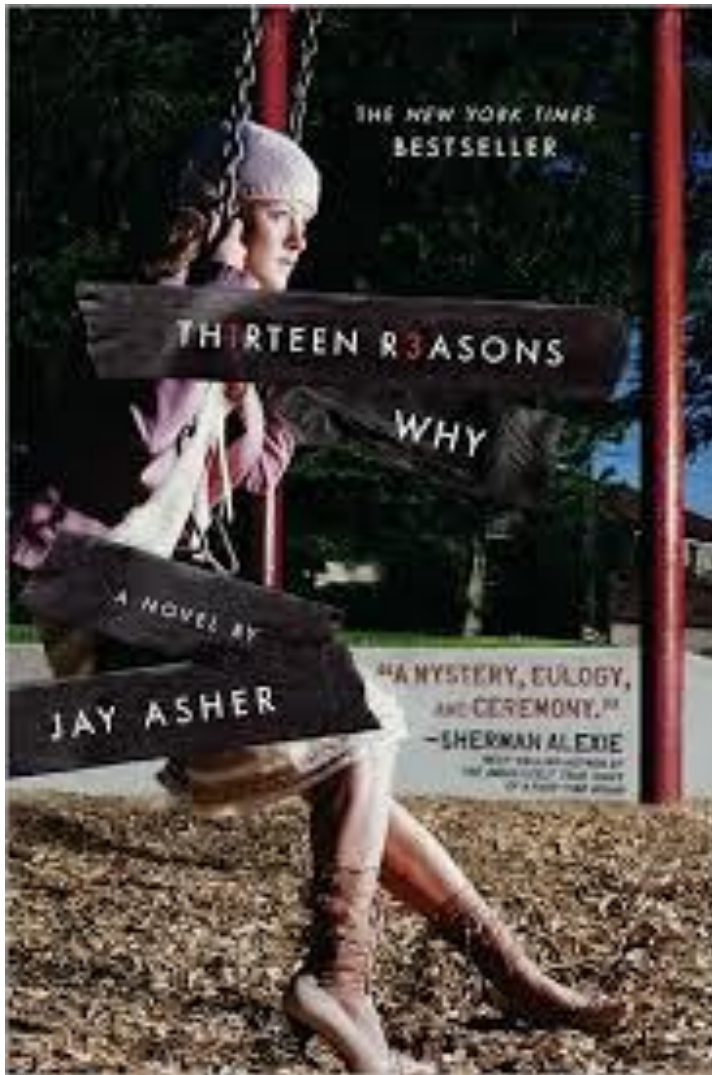


Thirteen Reasons Why



Teachers' guide &
Students' package

Teachers' Guide

PRE-READING

Lesson 1 – Introduction

Show introduction video: <https://www.youtube.com/watch?v=EdNWbBMODII>

Afterwards ask the students what they think the book is about. If needed, add that there will be 13 reasons given by Hannah Baker (the main character) why she committed suicide. Then show the poster example on the board (see worksheet 1).

In groups of 3-5, the students are going to design their own poster. Explain that you expect the students to add a reason after each chapter they've read. It will be done during class.

Read cassette 1 in class, p.1-35 (partly together and partly individual). End this lesson by discussing what happened in the first chapter of the book. Plus let the students write down the first 2 reasons why on their poster.

Homework: Read cassette 2a + 2b.

WHILE READING

Lesson 2

Ask the students to tell what has happened in cassette 2. Let the students write down reason 3 and 4 on their poster.

Discuss what could be the consequences of Hannah's tapes. And could these consequences be worse than she hoped?

Let the students write down their individual thoughts about whether they think the tapes will have the outcome Hannah expected and why (see worksheet 2).

Read a few pages of cassette 3a together and discuss what you've read.

Homework: Read the rest of cassette 3a + 3b.

Lesson 3

Ask the students to tell what has happened in cassette 3. Let the students write down reason 5 and 6 on their poster.

Read a few pages of cassette 4a together in class. And discuss briefly what it's about.

Activity: Let the students create a visual image of the characters (use worksheet 3).

End the lesson by reading out loud a few pages of cassette 4a, to stimulate the students.

Homework: Read the rest of cassette 4a + 4b.

Lesson 4

Ask the students to tell what has happened in cassette 4. Let the students write down reason 7 and 8 on their poster.

Clay spends a lot of time at Rosie's. Explain the students that they are going to design their own uniform for the waiters or waitresses. (worksheet 4)

The students need fabric, glue and scissors.

End the lesson by reading a few pages of cassette 5a. Discuss briefly what you've just read.

Homework: Read the rest of cassette 5a + 5b.

Lesson 5

Ask the students to tell what has happened in cassette 5. Let the students write down reason 9 and 10 on their poster.

Hannah uses a map to guide her listeners to places which are of value to her or which are related to one of the reasons why (i.e. her world). The students are going to design their own map of places that are meaningful in their lives. (worksheet 5)

To give an example show Hannah's map on the board:

https://www.google.nl/search?q=building+drawing&biw=1438&bih=686&tbm=isch&tbo=u&source=univ&sa=X&ei=tzFSVPoC0d5qlKuBsAk&ved=0CCAQsAQ#tbm=isch&q=hanah+baker+13+reason+why+map&facrc=&imgdii=&imgrc=-vfvjkyzZQANxM%253A%3BdPqppc11iubwM%3Bhttps%253A%252F%252Fscienceleadership.org%252Fthumbnail%252F21534%252F400x400%3Bhttps%253A%252F%252Fscienceleadership.org%252Fblog%252FTH1RTEEN_R3ASONS_WHY_Blog%3B259%3B400

There's also an example on the worksheet.

End the lesson by reading a few pages of cassette 6a. Discuss briefly what you've just read.

Homework: Read the rest of cassette 6a + 6b. + Finish personal map.

Lesson 6

Ask the students to tell what has happened in cassette 6. Let the students write down reason 11 and 12 on their poster.

Afterwards read cassette 7a + 7b + The next day. Partly together and partly individual. Discuss the ending of the book. What has happened? Then add reason 13 on the poster.

Hand out the cut cards on worksheet 6 (a set for each group of 3-5 students). Let the students discuss their thoughts about the questions.

Homework: Oral preparation for guide through map + bring a dice and a pawn to class.

Lesson 7

During this lesson students are going to record their walk through of their personal map. Send students to a room where the tape recorder is placed (one by one). Make sure they know how to use it.

While students are walking in and out, play the game which is described below.

Hand out worksheet 7. Then discuss the places Hannah mentioned on her map. The students are going to fill in those places in boxes on this worksheet. Make up some rules together. For example: Skip a turn when you reach Rosie's.

The students are going to play the game. The first to reach the end is the winner!
(Whoever is in the room next door will be replaced by the one who has come back in.)

Worksheet 1

Th1rt3en reasons why
Th1rt3en reasons why



1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	

Worksheet 3

Think about the characters that have been introduced on the tapes and visualize their ins and outs. What could they look like? And characterize them (e.g. mean, kind, selfish, shy...).

Note well: You've got to draw the image or cut pictures from magazines, not to write a text.

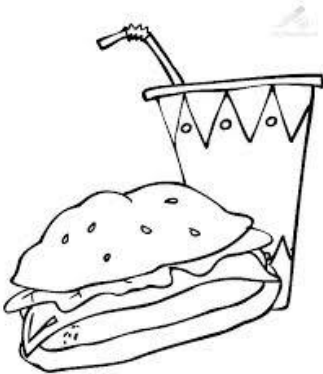
Worksheet 4



Worksheet 5



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Example:



Worksheet 6

<p>Do you think Hannah's tapes will stay between the 12 people on the list? Or will/should they be shown to others? Why (not)?</p>	<p>What did Mr. Porter do wrong? What could he have done better? What will he do with the tapes when he gets them?</p>	<p>Why is Clay on Hannah's list? Isn't it supposed to be just about people who led to her suicide?</p>
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Worksheet 7

Nogbad the Bad has stolen the crown of the Northlands and hidden it in his black castle.

NOGBAD'S CASTLE

a dice game for 2-4 players

Rules:
 Throw 6 and you have an extra throw.
 Throw the exact number to land on the crown.
 If you throw too high a number, don't move.

You must try to find it but be very careful! Nogbad and his crows will try to trick you and trip you.