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SEL Story 007

WHAT IF I...

Social-Emotional Learning: **Self Awareness, Self Management**

Reading Strategy: **Inferring**

SEOT: **Optimization** (Pay attention, consider options, take positive action)

version: v2023-02-28

START HERE

 Need a hand? Email me! Mike@educircles.org

INSTRUCTIONS:

- Print this PDF file. It has all of the handouts.
- Look at the bottom of the handouts to see which version it is.
- Grades below are estimated using [Hemingway Editor](#).

WHAT'S IN THIS PDF:

- This title page and File Table of Contents (links to files)
- Handout A - grade 4
- Handout B - grade 6
- Handout C - grade 8
- Handout D - grade 10
- Answer key to questions in the handout
- BONUS Answer Key for teachers using the Inferring reading strategy graphic organizer. (The graphic organizer is available in the [Inferring Reading Bundle](#))
- About Educircles, License, Copyright, Sources, Changelog

CONTENT WARNING:

The title "what if i took it off for you" is suggestive. There is no mention of sex, romance, or intimacy in the article, although these are logical inferences that may come up based on lyrics quoted in the article.

- For more context with quotes and links, please see the last page of this START HERE PDF.

MENTAL HEALTH ALERT:

The learning objective of this article is to develop reading strategies and inference skills to explore how real-world themes of **social exclusion** and **powerless frustration** can lead towards **positive change**.

The reality is that we can never fully be aware of what hidden trauma or life obstacles our students are going through where they feel excluded or powerless.

- For teaching tips and trigger alerts, please see the last page of this START HERE PDF

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Instructions

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What's in this
PDF

Content
Warning



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Print this PDF

(it has all of the handouts)

File Table of Contents

What do I need	File Name	File type	Get the file
SEL Story + SEOT Lesson Pay attention to life, consider options, and then take positive action (OPTIMIZATION) + Discussion Questions	Handout A - Grade 4 <ul style="list-style-type: none">• Reading time: 8 min 43 sec• Speaking time: 17 min 26 sec• 2181 words, 209 sentences, 48 paragraphs <i>virtual online handout:</i>	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Easel by TpT	one-click copy
	Handout B - Grade 6 <ul style="list-style-type: none">• Reading time: 7 min 52 sec• Speaking time: 15 min 44 sec• 1967 words, 154 sentences, 48 paragraphs <i>virtual online handout:</i>	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Easel by TpT	one-click copy
	Handout C - Grade 8 <ul style="list-style-type: none">• Reading time: 7 min 23 sec• Speaking time: 14 min 46 sec• 1848 words, 123 sentences, 48 paragraphs <i>virtual online handout:</i>	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Easel by TpT	one-click copy
	Handout D - Grade 10 <ul style="list-style-type: none">• Reading time: 7 min 17 sec• Speaking time: 14 min 34 sec• 1824 words, 95 sentences, 48 paragraphs <i>virtual online handout:</i>	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Easel by TpT	one-click copy
Answers	Answers Answers to discussion questions in handout (included)	PDF	one-click copy
	BONUS Answers Sample answers for the Inferring reading strategy graphic organizer (not included) If you would like a copy of this graphic organizer, please upgrade to the Inferring Bundle)	PDF	one-click copy

Google Docs

Word

Easel by TpT

(1) If the fonts look messed up in Microsoft Word, please [watch this video](#)

If you can't edit the Microsoft Word file, it's because Microsoft Word automatically turns on "PROTECTED VIEW" when opening files from the internet. Please [read this](#) if you're not sure how to "enable editing."



Click the link to edit a file

Name _____ Class _____ Date _____

WHAT IF I...

SEL Story #007



Paragraphs
match

1. What If I Took It Off For You?

2. At school, she had no friends. She would have play dates with girls separately and hang out at their houses as a child. But they weren't friends at school.
3. Nemah Hasan just thought that's how friends worked. Today, she seems like an extrovert with twenty million likes on TikTok. But Hasan is a true introvert. She is happiest when hanging out alone. She likes to do her own thing.
4. Hasan pays close attention to life. Her experiences would lead her to become a singer and songwriter one day. Hasan is proud to be one hundred percent Palestinian. She was raised in Canada on a small farm outside of Toronto. Growing up, her family was the only Muslim family in Milton.
5. Substitute teachers would have trouble saying her name at school. Nemah would explain, "it's like Emma with an N in front of it - Nemah." One day, she heard Nicki Minaj sing, "oh, my nemesis, exclamation, just for emphasis." Hasan realized nemesis sounded like Nemah. That was in Grade 10. Since that moment, she started introducing herself, "it's like nemesis - Nemah." Hasan would turn that saying into her artist name, Nemahsis.
6. Hasan taught herself how to sing. As a kid, she used to hum a lot. She even sang without realizing it.
7. "It started as like a soothing thing because I was really introverted and making friends was really hard and I got really anxious around a lot of people. I'd always just said be humming and singing to kind of like cope, with the crowdedness of everyone around me."
8. Someone pointed out that she sounded good. Hasan had trust issues. But there was no reason for that kid to lie to her. So, Hasan started to believe she sounded okay.

Handout
A
page 1

SEL Story 007 What If I - Handout A - Page 1 of 7

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Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

9. In Grade 11, a student teacher overheard her singing in the hallway. The student teacher said she should listen to Amy Winehouse. Amy Winehouse was a singer who sang deep, expressive, and soulful music. Hasan practiced an Amy Winehouse song for two days. Then, she performed with a live instrument in the school talent show. That was an important moment in her life. She talked about it during an interview with Colors:
10. "That was the first time I think the world got to hear my voice, the way it was supposed to be heard. That's when I was like, 'oh, okay, so I do sound okay, it's not just a lie.'"
11. When Hasan was growing up, music was haram. Haram means forbidden by Islamic law. Her dad was religious and conservative. But her mom grew up with music. Music was a big part of her mom's life. So music became a secret thing that the family hid from their dad.
12. Hasan and her mom, brothers, and sisters would listen to Arabic CDs. Hasan's mom brought these CDs with her to Canada when she immigrated. In middle school, Hasan and her siblings started asking for CDs. They wanted songs from pop artists they heard on the radio.
13. Hasan was in her early twenties before her dad discovered she could sing. A family member from Saudi Arabia sent her dad a video. It was an old video that Hasan had posted on social media years ago. In the video, Hasan was singing a Lana Del Rey song. When her dad played the cover of the Lana Del Rey song to her in the car, Hasan was horrified. Hasan felt ashamed. She retells the moment in an interview with CBC:
14. "I look over, and I was like, I'm so sorry. The first thing I said was I let you down. You and mom fought as immigrants trying to pave a way in this small town that's predominantly White people to give us the chance and the opportunities you didn't get, and I'm just out here throwing it all away."
15. Her dad was crying. Here was an entire side of his daughter's life that he had only discovered. He wanted to help his daughter. Her dad wanted to support her if she wanted this. It took Hasan a couple of years to think about it. Eventually, she accepted that she wanted to go after a music career.
16. In June 2021, she released her first song. The debut single was called "what if i took it off for you." In March 2022, she released her first short album. It was an EP called "eleven achers." Hasan then went on tour. She played concerts in Amsterdam, Paris, and London. In February 2023, she had more concert dates. These were in Toronto, Montreal, Brooklyn, and Los Angeles.
17. "eleven achers" only has six songs. That's because it is an EP. An EP stands for Extended Play format and has fewer songs than a full album. The title "eleven achers" has two different meanings. "eleven achers" is about the eleven acres of farmland she grew up on. The title is also about lessons learned and the aches and pains of growing up. Hasan posts on TikTok. She posts original songs, viral covers, beauty tips, and forward fashion. She also posts little snippets into her life:



SEL Story 007 What If I - Handout A - Page 2 of 7
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Handout A page 2



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Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

18. "Not only did I hide from my 'religious' father that I listened to music growing up but that I could secretly sing. He found out when I was in my 20s and was heartbroken that he just got to know the real me. Now I'm touring my original music and my family is going to be in the audience supporting me. People change and dreams do come true."
19. Hasan loved singing. But Hasan didn't think people like her could write songs. After all, when she grew up, she didn't see people who looked like her in pop music or on TV. But then she started wondering if she could do something positive:
20. "I wanted to write a song for younger me that could potentially listen to and feel uplifted. You know, you have breakup songs, you have all these things that can help you get through where you could cry, eat chips, and sing to these songs stereotypically, but there was no anthem for what I was going through and no warning for what I would be going through in my late teens and I was like, 'oh, this is a missed opportunity.'"
21. "what if i took it off for you" is the first song Hasan wrote. It is about feeling different and excluded. Hasan sings about wearing a hijab. Hasan grew up in a community where she was the only hijabi. She wonders if she removed her religious head covering, would people treat her differently? Would it open more doors? If she took off her hijab, would she get more opportunities?
22. The official music video went viral. It has over one million views. Hasan writes a message to listeners in the YouTube video description. She tells us there's a deeper backstory about the song.
23. "... it tells the story of my experience shooting a global campaign for a multimillion dollar makeup corporation and being offered no recompense for it. Their justification was that 'it's more of an opportunity for the people of your community.'"
24. Hasan never tells us the name of the makeup corporation. She doesn't talk about the company's name in interviews or on social media. Readers can only guess what happened.
25. Influencer marketing is a type of advertising. Businesses connect with social media personalities to create content. Big corporations would make sure a contract was signed before starting any work. A contract can help avoid problems later on if people disagree. Once you sign a contract, you have to do what it says.
26. Legal documents can include many things. A legal contract can include a confidentiality section. (This means you can't talk about what's in the contract.) Contracts can also have a compensation model. (This means the contract says how people will get paid.) Contracts often include content usage terms. (This means how the company can use the photos. Normally an artist owns their content. But a contract can transfer the copyright and ownership of images to the company. This means the corporation owns the content as if you didn't exist.)

Handout A page 3



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Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

27. You might not know what to look for when you sign a contract. A lawyer can give you advice about possible issues. You might also not know you can hire a lawyer to help you. For example, imagine you signed a contract, but the contract didn't say you would get paid. Then, later on, you are at a group photoshoot. You discover other people are getting paid. The company doesn't have to pay you. You already signed a contract that doesn't force the company to pay you.
28. You also had to allow the company to use your images. The legal document probably gives the company "worldwide, irrevocable" rights to use your photo. Irrevocable means you can't revoke your permission. You can't take back your consent to use the images.
29. A confidentiality clause could allow the company to sue you if you talk about your deal with the company. So we will likely never know the name of the makeup corporation that Hasan is singing about. But we do know how she feels about it. She tells us in her lyrics:
30. *what if i took it off for you?*
31. *would you love me the way they never do?*
32. *i thought i should take it off for you*
33. *what a fool*
34. *i'm such a fool*
35. Hasan did an interview with Complex. She explains how she told the brand, "I'm not going to be anybody's token Hijabi girl." Unfortunately, she couldn't stop them.
36. "I felt like such an idiot. I was supposed to be strong and independent. I was too proud to admit what had happened. But I will not be anybody's victim."
37. "what if i took it off for you" combines strong feelings. Many people know what it's like to be excluded. We know how it feels to be left out in social situations. We also know how frustrating it can be when you're powerless to stop something. Sometimes, life is unfair. The song is like a personal anthem. It delivers a simple message. Many girls can relate to this song. Many people, in general, can relate to this message.

Handout A page 4



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Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

38. **What if I... from an SEOT perspective**

39. We can learn a lot about growing from mistakes from Hasan's story. Optimizing is when you improve results. You can improve by using resources. You can also get better by using information. Finally, you can boost results by using a better process.

40. We can use numbers as a source of information. We can use data to help us make informed decisions. Hasan's story shows us that optimizing can be more than looking at numbers. We don't have to use numbers. We can also pay attention to everyday moments. Thinking about life can help guide our actions.



Strategies. Effort. Optimize. Tinker.

41. **OPTIMIZATION Idea: Pay attention to life, consider options, and then take positive action.**

42. Hasan's origin story shows us a series of events. She started in a household where music was forbidden. She goes through several steps in her journey as a singer. The steps lead to her performing at concerts. Her family fully supports her in the audience.

43. Hasan's humming started as a way to cope with crowds. Someone told her she had a nice voice. Hasan analyzed the information. She had to figure out if it could be true. Hasan decided the person had no reason to lie. So she started to think she did sound pleasant.

44. A teacher that Hasan didn't know suggested she listen to Amy Winehouse. The person invited Hasan to perform one of Amy Winehouse's songs. Hasan again analyzed the feedback. Based on this information and encouragement, Hasan sang in the school talent show. She felt more confident singing. The feedback from the crowd was positive.

45. The conversation with her dad was heartbreaking. His willingness to change must have been a powerful moment for Hasan. It was a sign that music could become a viable career for her.

46. Hasan didn't think she could be a songwriter. She thought it wasn't for people like her. The idea to write songs came from a powerful desire. Hasan wanted younger people (like her) to see their stories reflected in the media. Hasan decided to do something. She tried to help fix the lack of representation. She wanted to share her story with others.

47. Hasan channeled her negative experience with a makeup brand into songwriting. She found the process both healing and inspiring. Sharing a part of yourself can feel scary because you are so vulnerable. When people liked the first song, Hasan decided this process was working. She continued to tell other personal stories with more songs. Hasan knows she's heading in the right direction with her music because her family is in the crowd. They are supporting her at one of her concerts.

48. Hasan's story shows us a way to succeed. We can change what we do so that "dreams do come true" if we pay attention to life, think about events, and take action.

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Handout A page 5



Name _____ Class _____ Date _____

WHAT IF I...

SEL Story #007



Questions

1. Nemahsis's first song is "what if I took it off for you." What is she thinking about taking off? Why does she consider taking this off? [RECALL]

2. Some people can strongly relate to the message in this song. Give an example of what other girls or people, in general, might be going through that this song speaks to them personally. Use evidence from the text to support your thinking. [UNDERSTAND]

HINT: This is NOT a recall question. Don't just restate paragraph 37. Instead, show you understand why people can relate to this song by giving an example of what girls or people might be going through.

3. Describe something you thought about doing to gain acceptance. What happened? (Did you do it? Did they accept you? Did you get what you wanted?) Why do you think things might have turned out this way? Share only what you're comfortable sharing. Please make sure your response is appropriate for school. [APPLY]

IMPORTANT: Only share things you're okay with your teachers, classmates, parents, and principal finding out. Your teacher has a professional obligation to pass on information to other adults to help keep you and other students safe. Consider giving a "school safe" example if you have a lot going on in your life!

MENTAL HEALTH ALERT: Life is not fair. Life can be challenging. If you're going through tough situations, please talk with a trusted adult to get help! Sometimes, everyone needs a helping hand, and that's okay.

SEL Story 007 What If I - Handout A - Page 6 of 7

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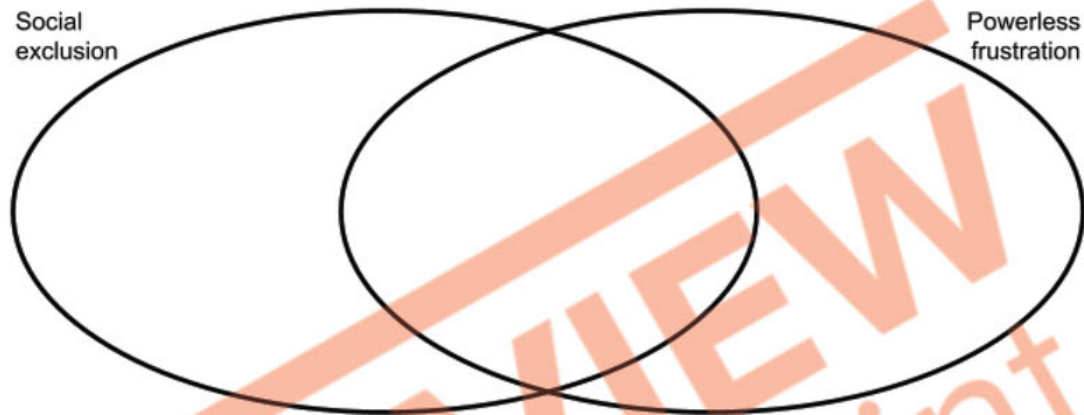
Handout
A
page 6



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Questions

4. This song weaves together themes of social exclusion and powerless frustration. Based on the information from the article and your own knowledge, what are the similarities and differences between feelings of social exclusion and powerless frustration? Use a Venn diagram to compare and contrast the two ideas. [ANALYZE]



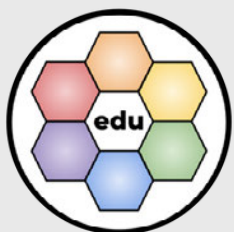
5. Which theme or feeling can you relate to more: **social exclusion** or **powerless frustration**? Look at your example in Question #3. Think about your analysis from Question #4. Explain your answer with evidence from the text and your own thinking to support your answer. [EVALUATE]

6. Life is a series of steps. Re-read the optimization idea on page 5: if we pay attention to life, consider options, and take positive action, eventually, dreams can come true.

Create a self-script for younger you to get through the moment you described in question #3. Make sure to show that life is a series of events (page 5,) give options to learn from life feedback, and connect to ideas in your Venn diagram.

[CREATE]

Handout A page 7



Questions

Name _____ Class _____ Date _____

WHAT IF I...

SEL Story #007



Paragraphs
match

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8. Someone pointed out that she sounded good. Hasan had trust issues, but she couldn't think of a reason for that kid to lie. So, Hasan started to believe her singing did sound okay.

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Handout
B
page 1



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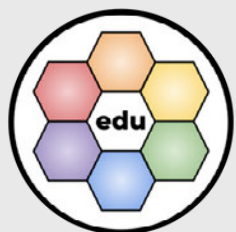
Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

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Handout B page 2



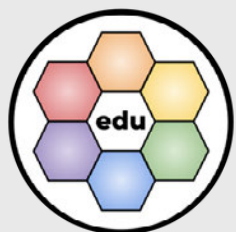
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21. "what if i took it off for you" is the first song Hasan wrote. On the one hand, it's about feeling different and excluded because she wears a hijab. Hasan grew up in a community where she was the only hijabi. She wonders if she removed her religious head covering, would people treat her differently? Would it open more doors? If she took off her hijab, would she get more opportunities?
22. The official music video went viral with over one million views. Hasan writes a message to listeners in the YouTube video description. She tells us there's a deeper backstory behind the song.
23. "... it tells the story of my experience shooting a global campaign for a multimillion dollar makeup corporation and being offered no recompense for it. Their justification was that 'it's more of an opportunity for the people of your community.'"
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Handout B page 3

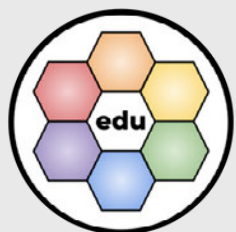


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28. You also had to allow the company to use your images. The legal document probably gives the company "worldwide, irrevocable" rights to use your photo.
29. A confidentiality clause could allow the company to sue you if you discussed specific things from your contract and photoshoot. So we will likely never know the name of the makeup corporation that Hasan is singing about. But we do know how she feels about it through her lyrics:
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Handout B page 4



Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

38. **What if I... from an SEOT perspective**

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40. Hasan's story shows us that optimizing can be more than looking at numbers to make informed decisions. We can also pay attention to everyday moments. Thinking about life can help guide our actions.



Strategies. Effort. Optimize. Tinker.

41. **OPTIMIZATION Idea: Pay attention to life, consider options, and then take positive action.**

42. Hasan's origin story reveals a series of events. She started in a household where music was forbidden. The journey takes her to perform at concerts with full support from her family in the audience.

43. Hasan's humming started as a way to cope with crowds. Someone told her she had a nice voice. Hasan analyzed the information to figure out if it could be true. She decided the person had no reason to lie, so she started to think she did sound pleasant.

44. A teacher that Hasan didn't know suggested she listen to and perform the music of Amy Winehouse. Hasan again analyzed the feedback. Based on this information and encouragement, Hasan decided to sing in the school talent show. She felt more confident singing because of the crowd's positive reception.

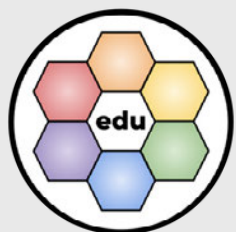
45. The heartbreaking conversation with her dad and his willingness to change must have been a powerful moment for Hasan. It was a sign that music could become a viable career for her.

46. Hasan didn't think she could possibly be a songwriter. She thought it wasn't for people like her. The idea to write songs came from a powerful desire for younger people like her to see their stories reflected in media. Hasan decided to do something about the lack of representation by sharing her story with others.

47. Hasan channeled her negative experience with a makeup brand into songwriting. She found the process both therapeutic and inspiring. Sharing a part of yourself can feel scary because you are so vulnerable. But, since the first song resonated well with people, Hasan continued this approach with other songs. Hasan knows she's heading in the right direction with her music because her family is in the crowd supporting her at one of her concerts.

48. Hasan's journey shows us a pathway to success. If we pay attention, make an effort to think about life events, and then take action, we can change what we do so that "dreams do come true."

Handout B page 5



Name _____ Class _____ Date _____

WHAT IF I...

SEL Story #007



Questions

1. Nemahsis's first song is "what if I took it off for you." What is she thinking about taking off? Why does she consider taking this off? [RECALL]

2. Some people can strongly relate to the message in this song. Give an example of what other girls or people, in general, might be going through that this song speaks to them personally. Use evidence from the text to support your thinking. [UNDERSTAND]

HINT: This is NOT a recall question. Don't just restate paragraph 37. Instead, show you understand why people can relate to this song by giving an example of what girls or people might be going through.

3. Describe something you thought about doing to gain acceptance. What happened? (Did you do it? Did they accept you? Did you get what you wanted?) Why do you think things might have turned out this way? Share only what you're comfortable sharing. Please make sure your response is appropriate for school. [APPLY]

IMPORTANT: Only share things you're okay with your teachers, classmates, parents, and principal finding out. Your teacher has a professional obligation to pass on information to other adults to help keep you and other students safe. Consider giving a "school safe" example if you have a lot going on in your life!

MENTAL HEALTH ALERT: Life is not fair. Life can be challenging. If you're going through tough situations, please talk with a trusted adult to get help! Sometimes, everyone needs a helping hand, and that's okay.

SEL Story 007 What If I - Handout B - Page 6 of 7

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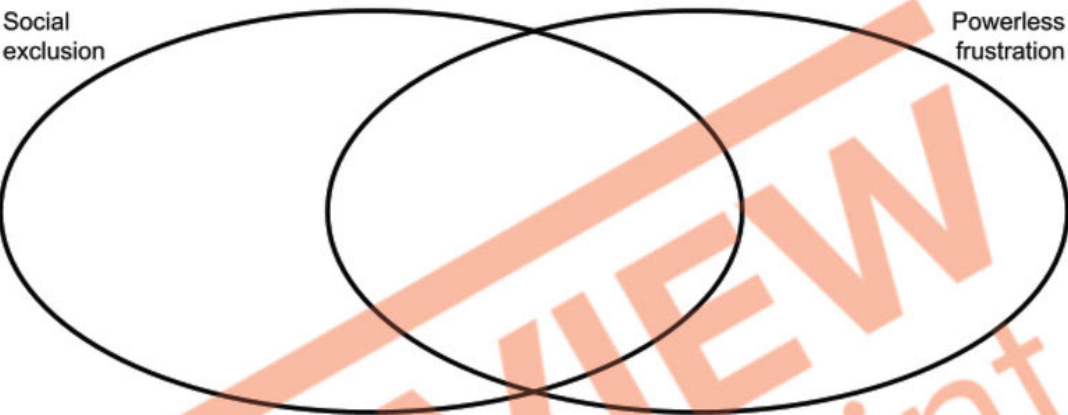
Handout
B
page 6



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Questions

4. This song weaves together themes of social exclusion and powerless frustration. Based on the information from the article and your own knowledge, what are the similarities and differences between feelings of social exclusion and powerless frustration? Use a Venn diagram to compare and contrast the two ideas. [ANALYZE]



5. Which theme or feeling can you relate to more: **social exclusion** or **powerless frustration**? Look at your example in Question #3. Think about your analysis from Question #4. Explain your answer with evidence from the text and your own thinking to support your answer. [EVALUATE]

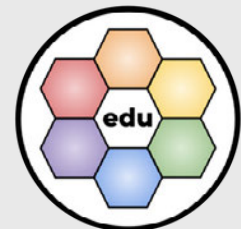
6. Life is a series of steps. Re-read the optimization idea on page 5: if we pay attention to life, consider options, and take positive action, eventually, dreams can come true.

Create a self-script for younger you to get through the moment you described in question #3. Make sure to show that life is a series of events (page 5,) give options to learn from life feedback, and connect to ideas in your Venn diagram.

[CREATE]

Handout
B

page 7



Questions

WHAT IF I...

SEL Story #007

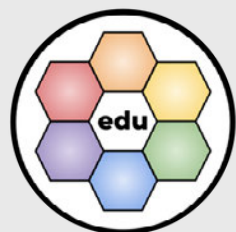


Paragraphs
match

1. What If I Took It Off For You?

2. At school, she had no friends. As a child, she would have play dates with girls separately and hang out at their houses. However, they never publicly acknowledged the friendship at school.
3. Nemah Hasan just thought that's how friends worked. Today, although she seems like an extrovert with twenty million likes on TikTok, Hasan is a true introvert. She is happiest when hanging out alone or doing her own thing.
4. Hasan pays close attention to life. Her experiences would shape the singer and songwriter she would eventually become. Hasan is proud to be one hundred percent Palestinian, raised in Canada on a small farm outside of Toronto. Growing up, her family was the only Muslim family in Milton.
5. Substitute teachers would have trouble pronouncing her name at school, so Nemah would simply explain, "it's like Emma with an N in front of it - Nemah." One day, she heard Nicki Minaj sing, "oh, my nemesis, exclamation, just for emphasis." Hasan realized nemesis sounded like Nemah, so from Grade 10 onwards, she started introducing herself, "it's like nemesis - Nemah." This ultimately transitioned into her artist name, Nemahsis.
6. Hasan is a self-taught singer. As a kid, she used to hum and even sing without realizing it.
7. "It started as like a soothing thing because I was really introverted and making friends was really hard and I got really anxious around a lot of people. I'd always just said be humming and singing to kind of like cope, with the crowdedness of everyone around me."
8. Someone pointed out that she sounded good. Although Hasan had trust issues, she couldn't think of a reason for that kid to lie. This planted the seed of an idea that her singing did sound okay.

Handout
C
page 1



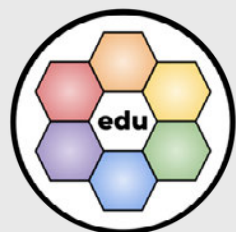
Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

9. In Grade 11, a student teacher overheard her singing in the hallway. The student teacher introduced her to the deep, expressive, soulful music of Amy Winehouse. Hasan practiced for two days before performing with a live instrument in the school talent show. She talked about that significant milestone during an interview with Colors:
10. "That was the first time I think the world got to hear my voice, the way it was supposed to be heard. That's when I was like, 'oh, okay, so I do sound okay, it's not just a lie.'"
11. When Hasan was growing up, music was haram - forbidden by Islamic law. Her dad was religious and conservative, but music had been a big part of her mom's upbringing. So music became a secret thing that the family hid from their dad.
12. Hasan and her mom, brothers, and sisters would listen to Arabic CDs. These were CDs that their mom brought over when she immigrated. In middle school, Hasan and her siblings started asking for CDs of pop artists on the radio.
13. It wasn't until Hasan was in her early twenties that her dad discovered she could sing. A family member from Saudi Arabia sent her dad a video. Hasan posted the video years ago and was covering a Lana Del Rey song. When her dad played the cover to her in the car, Hasan was horrified. Hasan retells how ashamed she was at the moment to CBC:
14. "I look over, and I was like, I'm so sorry. The first thing I said was I let you down. You and mom fought as immigrants trying to pave a way in this small town that's predominantly White people to give us the chance and the opportunities you didn't get, and I'm just out here throwing it all away."
15. Her dad was crying because here was an entire side of his daughter's life that he was only finding out about. He wanted to help his daughter and support her if she wanted this. It would take Hasan a couple of years before she could accept that she would pursue a career in music.
16. In June 2021, she released her debut single, "what if i took it off for you." In March 2022, she released her EP, "eleven achers." She then went on tour in Amsterdam, Paris, and London. In February 2023, she had more concert dates. These were in Toronto, Montreal, Brooklyn, and Los Angeles.
17. "eleven achers" only has six songs, which is typical of the Extended Play format. The title refers to two things. The eleven acres of farmland she grew up on. The title is also about the aches and pains of lessons learned. Her TikTok account is full of original songs, viral covers, beauty tips, and forward fashion. She also posts little snippets into her life:

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Handout C page 2



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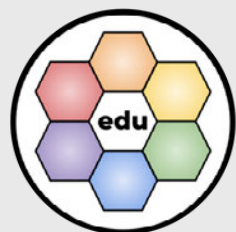
Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

18. "Not only did I hide from my "religious" father that I listened to music growing up but that I could secretly sing. He found out when I was in my 20s and was heartbroken that he just got to know the real me. Now I'm touring my original music and my family is going to be in the audience supporting me. People change and dreams do come true."
19. Although she loved singing, Hasan didn't consider songwriting a possibility. Growing up, she didn't see people who looked like her in pop music or on TV. But, from that observation came an idea to do something about it:
20. "I wanted to write a song for younger me that could potentially listen to and feel uplifted. You know, you have breakup songs, you have all these things that can help you get through where you could cry, eat chips, and sing to these songs stereotypically, but there was no anthem for what I was going through and no warning for what I would be going through in my late teens and I was like, 'oh, this is a missed opportunity.'"
21. "what if i took it off for you" is the first song Hasan wrote. On one level, it's about growing up wearing her hijab in a community where she was the only hijabi. Hasan sings about being different and excluded. She wonders if she removed her religious head covering, would people treat her differently? Would it open more doors and possibilities?
22. The official music video went viral with over one million views. Hasan shares a deeper backstory behind the song in the YouTube video description.
23. "... it tells the story of my experience shooting a global campaign for a multimillion dollar makeup corporation and being offered no recompense for it. Their justification was that 'it's more of an opportunity for the people of your community.'"
24. Hasan never discloses the name of the makeup corporation in interviews or on social media. Readers can only speculate what happened.
25. Influencer marketing is where businesses connect with social media personalities to create content. Big corporations would require a signed contract before starting any work. A contract helps avoid disagreements later on during the project.
26. Legal documents can include a confidentiality clause, so you can't disclose the details of your arrangement. They can also include a compensation model which outlines payment terms. Contracts often include content usage terms that transfer copyright and moral ownership of the content to the corporation.

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Handout C page 3



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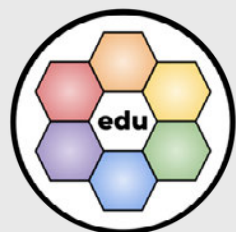
Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

27. If you've never signed a contract before or didn't hire an attorney to review the agreement before signing, you might not know what to look for. For example, if you signed a contract without any payment terms and then discovered later at a group photoshoot that other people were getting paid, you couldn't negotiate equal pay. This is because you already signed a contract.
28. You also probably couldn't withdraw consent to prevent the company from using your images. The legal document presumably already grants the company "worldwide, irrevocable" rights to use your photo.
29. A confidentiality clause could allow the company to take legal action against you if you talked about your relationship and the photoshoot. So the public will likely never know the name of the makeup corporation that Hasan is singing about. Still, we do know how she feels about it through her lyrics:
30. *what if i took it off for you?*
31. *would you love me the way they never do?*
32. *i thought i should take it off for you*
33. *what a fool*
34. *i'm such a fool*
35. In an interview with Complex, Hasan explained that although she told the brand, "I'm not going to be anybody's token Hijabi girl," she couldn't stop them.
36. "I felt like such an idiot. I was supposed to be strong and independent. I was too proud to admit what had happened. But I will not be anybody's victim."
37. "what if i took it off for you" weaves together social exclusion and powerless frustration. The song is like a personal anthem because it delivers a simple message that many girls and people, in general, can relate to.

Handout C page 4

SEL Story 007 What If I - Handout C - Page 4 of 7
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Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

38. **What if I... from an SEOT perspective**

39. We can learn a lot about growing from mistakes from Hasan's story. Optimizing is when you use resources, information, or processes to improve performance.

40. Hasan's story shows us that optimizing can be more than looking at numeric data to make informed decisions. We can also pay attention to everyday moments to guide our actions.



Strategies. Effort. Optimize. Tinker.

41. **OPTIMIZATION Idea: Pay attention to life, consider options, and then take positive action.**

42. Hasan's origin story reveals a series of events that take her from a household where music was forbidden to performing at concerts with full support from her family in the audience.

43. Hasan's humming started as a way to cope with crowds. When someone told her she had a nice voice, Hasan analyzed the legitimacy of the information. After deciding they had no reason to lie, she started to consider the idea that she did indeed sound pleasant.

44. When a teacher she didn't know suggested she listen to and perform the music of Amy Winehouse, she again analyzed the feedback. Relying on this information and encouragement, Hasan decided to sing in the school talent show. Ultimately, after this experience, she felt more confident singing based on the crowd's positive reception.

45. The heartbreaking conversation with her dad and his willingness to change must have been a powerful sign that music could become a viable career for her.

46. Hasan didn't consider the possibility of being a songwriter because she thought it wasn't for people like her. Writing songs came from a powerful drive for younger her to see themselves reflected in their world. The critical observation and a desire to do something about the lack of representation leads Hasan to share her story with others.

47. Hasan channeled her negative experience with a makeup brand into a songwriting process that was both therapeutic and inspiring. It's terrifying to share a vulnerable part of yourself, but since the first song resonated well with people, Hasan continued this approach with other songs. One of the most significant signs that Hasan is heading in the right direction is that her family is in the crowd supporting her at one of her concerts.

48. Hasan's journey shows us that if we make a conscious decision to pay attention to events in our lives and actually do something, we can change what we do so that, eventually, "dreams do come true."

Handout C page 5



Name _____ Class _____ Date _____

WHAT IF I...

SEL Story #007



Questions

1. Nemahsis's first song is "what if I took it off for you." What is she thinking about taking off? Why does she consider taking this off? [RECALL]

2. Some people can strongly relate to the message in this song. Give an example of what other girls or people, in general, might be going through that this song speaks to them personally. Use evidence from the text to support your thinking. [UNDERSTAND]

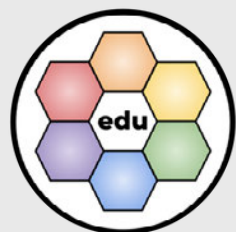
HINT: This is NOT a recall question. Don't just restate paragraph 37. Instead, show you understand why people can relate to this song by giving an example of what girls or people might be going through.

3. Describe something you thought about doing to gain acceptance. What happened? (Did you do it? Did they accept you? Did you get what you wanted?) Why do you think things might have turned out this way? Share only what you're comfortable sharing. Please make sure your response is appropriate for school. [APPLY]

IMPORTANT: Only share things you're okay with your teachers, classmates, parents, and principal finding out. Your teacher has a professional obligation to pass on information to other adults to help keep you and other students safe. Consider giving a "school safe" example if you have a lot going on in your life!

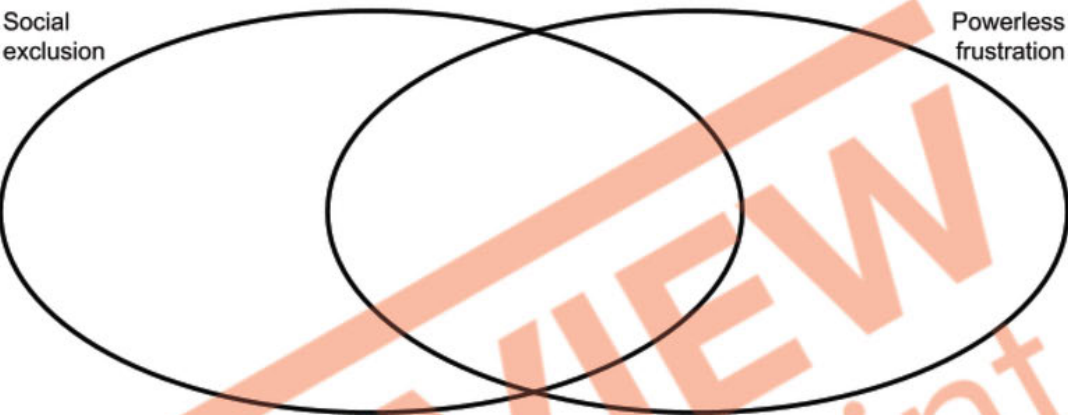
MENTAL HEALTH ALERT: Life is not fair. Life can be challenging. If you're going through tough situations, please talk with a trusted adult to get help! Sometimes, everyone needs a helping hand, and that's okay.

Handout
C
page 6



Questions

4. This song weaves together themes of social exclusion and powerless frustration. Based on the information from the article and your own knowledge, what are the similarities and differences between feelings of social exclusion and powerless frustration? Use a Venn diagram to compare and contrast the two ideas. [ANALYZE]



5. Which theme or feeling can you relate to more: **social exclusion** or **powerless frustration**? Look at your example in Question #3. Think about your analysis from Question #4. Explain your answer with evidence from the text and your own thinking to support your answer. [EVALUATE]

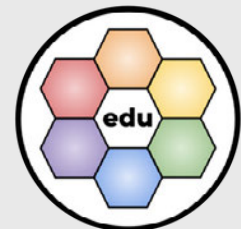
6. Life is a series of steps. Re-read the optimization idea on page 5: if we pay attention to life, consider options, and take positive action, eventually, dreams can come true.

Create a self-script for younger you to get through the moment you described in question #3. Make sure to show that life is a series of events (page 5,) give options to learn from life feedback, and connect to ideas in your Venn diagram.

[CREATE]

Handout
C

page 7



Questions

Name _____ Class _____ Date _____

WHAT IF I...

SEL Story #007



Paragraphs
match

1. What If I Took It Off For You?

2. At school, she had no friends. As a child, she would have play dates with girls separately and go to their houses to hang out; however, they never publicly acknowledged the friendship at school.
3. Nemah Hasan just thought that's how friends worked. Today, although she seems like an extrovert with twenty million likes on TikTok, Hasan is a true introvert, happiest when hanging out alone or doing her own thing.
4. Hasan pays close attention, and her experiences growing up would shape the singer and songwriter she would eventually become. Hasan is proud to be one hundred percent Palestinian, raised in Canada on a small farm outside of Toronto; her family was the only Muslim family in Milton.
5. Substitute teachers would have trouble pronouncing her name at school, so Nemah would simply explain, "it's like Emma with an N in front of it - Nemah." One day, she heard Nicki Minaj sing, "oh, my nemesis, exclamation, just for emphasis," and realized nemesis sounded like Nemah, so from Grade 10 onwards, she started introducing herself, "it's like nemesis - Nemah," which ultimately transitioned into her artist name, Nemahsis.
6. Hasan is a self-taught singer. As a kid, she used to hum and even sing without realizing it.
7. "It started as like a soothing thing because I was really introverted and making friends was really hard and I got really anxious around a lot of people. I'd always just said be humming and singing to kind of like cope, with the crowdedness of everyone around me."
8. Someone pointed out that she sounded good. Although Hasan had trust issues, she couldn't think of a reason for that kid to lie, so it planted the seed that her singing did sound okay.

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Handout D

page 1



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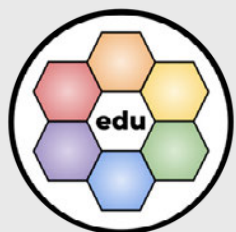
Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

9. In Grade 11, a student teacher overheard her singing in the hallway and introduced her to the deep, expressive, soulful music of Amy Winehouse. Hasan practiced for two days before performing with a live instrument in the school talent show. She talked about that significant milestone during an interview with Colors:
10. "That was the first time I think the world got to hear my voice, the way it was supposed to be heard. That's when I was like, 'oh, okay, so I do sound okay, it's not just a lie.'"
11. When Hasan was growing up, music was haram - forbidden by Islamic law. Her dad was religious and conservative, but music had been a big part of her mom's upbringing, so music became a secret thing that they hid from her dad.
12. Hasan and her mom, brothers, and sisters would listen to Arabic CDs that their mom brought over when she immigrated. In middle school, Hasan and her siblings started asking for CDs of pop artists on the radio.
13. It wasn't until Hasan was in her early twenties that her dad discovered she could sing. A family member from Saudi Arabia sent her dad a video of Hasan covering a Lana Del Rey song that she posted years ago. When her dad played the cover to her in the car, Hasan was horrified. Hasan retells how ashamed she was at the moment to CBC:
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17. "eleven achers" only has six songs, which is typical of the Extended Play format. The title refers to both the eleven acres of farmland she grew up on and the aches and pains of lessons learned. Her TikTok account is full of original songs, viral covers, beauty tips, and forward fashion; Hasan also shares little snippets into her life:

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Handout D page 2



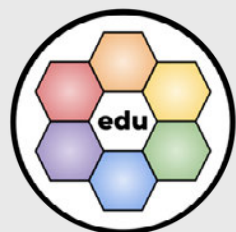
educircles.org

Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

18. "Not only did I hide from my 'religious' father that I listened to music growing up but that I could secretly sing. He found out when I was in my 20s and was heartbroken that he just got to know the real me. Now I'm touring my original music and my family is going to be in the audience supporting me. People change and dreams do come true."
19. Although she loved to sing, Hasan didn't consider songwriting as a possibility because, growing up, she didn't see people who looked like her in pop music or on TV. But, from that observation grew a decision to take action:
20. "I wanted to write a song for younger me that could potentially listen to and feel uplifted. You know, you have breakup songs, you have all these things that can help you get through where you could cry, eat chips, and sing to these songs stereotypically, but there was no anthem for what I was going through and no warning for what I would be going through in my late teens and I was like, 'oh, this is a missed opportunity.'"
21. "what if i took it off for you" is the first song Hasan wrote. On one level, it's about growing up wearing her hijab in a community where she was the only hijabi. She sings about being different and excluded and wonders if removing her religious head covering would open more doors and possibilities.
22. The official music video went viral with over one million views, and in the YouTube video description, Hasan reveals a deeper backstory behind the song.
23. "... it tells the story of my experience shooting a global campaign for a multimillion dollar makeup corporation and being offered no recompense for it. Their justification was that 'it's more of an opportunity for the people of your community.'"
24. Hasan never discloses the name of the makeup corporation in interviews or on social media, so readers can only speculate what happened.
25. Influencer marketing is where businesses connect with social media personalities to create content. Big corporations would require a signed contract before starting any work to avoid disagreements later on during the project.
26. Legal documents can include a confidentiality clause so you can't disclose the details of your arrangement, a compensation model which outlines payment terms, and content usage terms that transfer copyright and moral ownership of the content to the corporation.

Handout D page 3



Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

27. If you've never signed a contract before or didn't enlist the services of an attorney to review the agreement before signing, you might not know what to look for. For example, if you signed a contract without any payment terms and then discovered later at a group photoshoot that other people were getting paid, you couldn't negotiate equal pay because you already signed a contract.
28. You also couldn't withdraw consent to prevent the company from using your images because the legal document probably already grants the company "worldwide, irrevocable" rights to use your photo.
29. A confidentiality clause could allow the company to take legal action against you if you disclosed information regarding the performance of the contracted services, so the public will likely never know the name of the makeup corporation that Hasan is singing about. Still, we do know how she feels about it through her lyrics:
30. *what if i took it off for you?*
31. *would you love me the way they never do?*
32. *i thought i should take it off for you*
33. *what a fool*
34. *i'm such a fool*
35. In an interview with Complex, Hasan explained that although she told the brand, "I'm not going to be anybody's token Hijabi girl," she couldn't stop them from using the photos.
36. "I felt like such an idiot. I was supposed to be strong and independent. I was too proud to admit what had happened. But I will not be anybody's victim."
37. "what if i took it off for you" weaves social exclusion and powerless frustration into a personal anthem. The song delivers a simple message that many girls and people, in general, can relate to.

Handout D page 4



Simple words
Simple sentence structure

Sophisticated vocabulary
Complex sentence structure

38. **What if I... from an SEOT perspective**

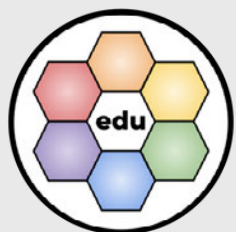
39. We can learn a lot about growing from mistakes from Hasan's story. Optimizing is when you use something (i.e., resources, information, processes) to improve performance.
40. Hasan's story shows us that optimizing can be more than crunching numeric data to make informed decisions. We can also pay attention to everyday moments to guide our actions.



Strategies. Effort. Optimize. Tinker.

41. **OPTIMIZATION Idea: Pay attention to life, consider options, and then take positive action.**
42. Hasan's origin story reveals a progression of events that take her from a household where music was forbidden to performing at concerts with full support from her family in the audience.
43. Hasan's humming started as a way to cope with crowds. When someone in passing told her she had a nice voice, Hasan analyzed the legitimacy of the information. After deciding they had no reason to lie, she began to consider the possibility that she did indeed sound pleasant.
44. When a teacher she didn't know suggested she listen to and perform the music of Amy Winehouse, she again analyzed the feedback. Relying on this information and encouragement, Hasan decided to sing in the school talent show, and ultimately after this experience, she felt more confident singing based on the crowd's positive reception.
45. The heartbreaking conversation with her dad and his willingness to change must have been a powerful indication that music could become a viable career for her.
46. Hasan didn't consider the possibility of being a songwriter because she thought it wasn't for people like her. Writing songs came from an impetus for younger her to see themselves reflected in their world. The critical observation and a desire to do something about the lack of representation leads Hasan to share her story with others.
47. Hasan channeled her negative experience with a makeup brand into a songwriting process that was both therapeutic and galvanizing. It's terrifying to share a vulnerable part of yourself, but since the first song resonated well with people, Hasan continued this approach with other pieces. One of the most significant signposts that Hasan is heading in the right direction is that her family is in the crowd supporting her at one of her concerts.
48. Hasan's journey shows us that if we make a conscious decision to pay attention to events in our lives and act on feedback, we can adjust what we do so that, eventually, "dreams do come true."

Handout D page 5



Name _____ Class _____ Date _____

WHAT IF I...

SEL Story #007



Questions

1. Nemahsis's first song is "what if I took it off for you." What is she thinking about taking off? Why does she consider taking this off? [RECALL]

2. Some people can strongly relate to the message in this song. Give an example of what other girls or people, in general, might be going through that this song speaks to them personally. Use evidence from the text to support your thinking. [UNDERSTAND]

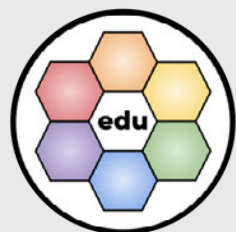
HINT: This is NOT a recall question. Don't just restate paragraph 37. Instead, show you understand why people can relate to this song by giving an example of what girls or people might be going through.

3. Describe something you thought about doing to gain acceptance. What happened? (Did you do it? Did they accept you? Did you get what you wanted?) Why do you think things might have turned out this way? Share only what you're comfortable sharing. Please make sure your response is appropriate for school. [APPLY]

IMPORTANT: Only share things you're okay with your teachers, classmates, parents, and principal finding out. Your teacher has a professional obligation to pass on information to other adults to help keep you and other students safe. Consider giving a "school safe" example if you have a lot going on in your life!

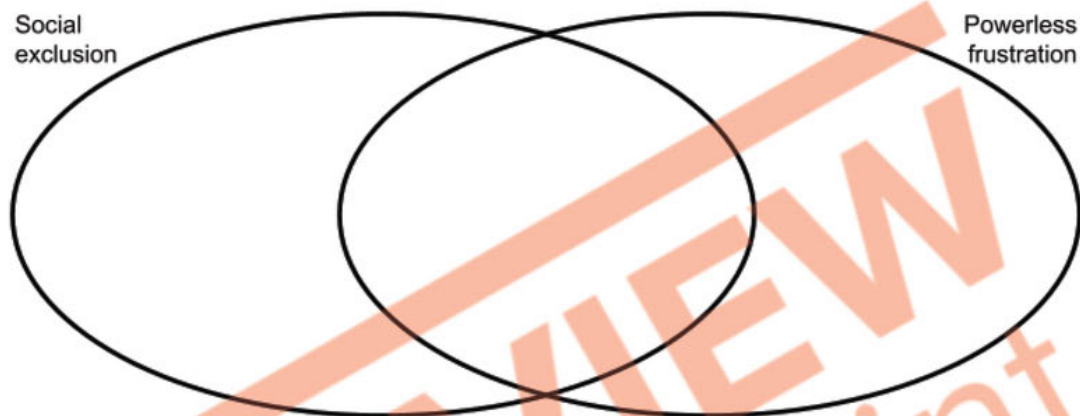
MENTAL HEALTH ALERT: Life is not fair. Life can be challenging. If you're going through tough situations, please talk with a trusted adult to get help! Sometimes, everyone needs a helping hand, and that's okay.

Handout
D
page 6



Questions

4. This song weaves together themes of social exclusion and powerless frustration. Based on the information from the article and your own knowledge, what are the similarities and differences between feelings of social exclusion and powerless frustration? Use a Venn diagram to compare and contrast the two ideas. [ANALYZE]



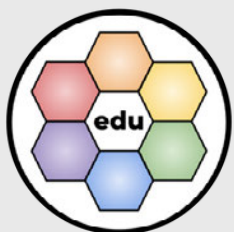
5. Which theme or feeling can you relate to more: **social exclusion** or **powerless frustration**? Look at your example in Question #3. Think about your analysis from Question #4. Explain your answer with evidence from the text and your own thinking to support your answer. [EVALUATE]

6. Life is a series of steps. Re-read the optimization idea on page 5: if we pay attention to life, consider options, and take positive action, eventually, dreams can come true.

Create a self-script for younger you to get through the moment you described in question #3. Make sure to show that life is a series of events (page 5,) give options to learn from life feedback, and connect to ideas in your Venn diagram.

[CREATE]

Handout D page 7





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SEL Story 007

WHAT IF I...

Social-Emotional Learning: **Self Awareness, Self Management**

Reading Strategy: **Inferring**

SEOT: **Optimization** (Pay Attention To Life. Do Things That Work.)

version: v2023-02-28

ANSWERS / DISCUSSION GUIDE

NOTE: I came up with these answers based on my lived experiences and professional experiences as a Grade 8 Teacher in Ottawa, Canada. Like all question and answer keys, this document contains bias. Teaching resources and discussion guides normalize power inequities, single stories, and social norms.

I create content. I'm part of a system that needs a little help to amplify stories and perspectives that we don't often hear. I have unconscious bias. I don't know what I don't know.

If you think an answer in this resource is missing, biased, or incorrect, please email me at Mike@educircles.org with your perspective. This way, I can update this document to benefit from each other's perspectives, lived experiences, and teaching experiences. (If you like this note, you'll love this [Who is Invisible](#) slideshow.)

CONTENT WARNING / MENTAL HEALTH TRIGGER ALERT:

This article and the ensuing discussion questions powerful because they explore real-world issues of doing things we may not really want to do to gain acceptance (i.e. what if i took it off for you.)

In particular, Questions #3 (Describe something you thought about doing to gain acceptance) and #6 (Create a self-script for younger you to get through the moment you described in question #3) have the potential to inspire great social-emotional learning moments, or unintentionally trigger mental health challenges.

The learning objective of this article is to develop reading strategies and inference skills to explore how themes of social exclusion and powerless frustration can lead towards positive change. i.e. if we feel social exclusion or powerless frustration, maybe if we can pay attention to life, consider options, and take positive action, we can get to a place where "dreams do come true."

The reality is that as teachers, we can never fully be aware of who is in the audience or what hidden trauma or life obstacles our students are going through.

Every classroom reality is different. Please consider checking in with your parent/guardian community, and principal/administrator for feedback.

SEL Story 007 What If I - Answers - Page 1 of 12

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page 1



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Answers / Discussion Guide

Teaching Ideas

Here are some guidelines to consider before leading classroom discussions or having students fill out the worksheet.

1. Share only what you're comfortable sharing. Consider giving students the right to pass and not answer.
2. Make sure your response is appropriate and safe for a school environment:
 - Only share things you're okay with your teachers, classmates, parents, and principal finding out.
 - Your teacher has a professional obligation to pass on information to other adults to help keep you and other students safe.
 - A school worksheet is not an ideal place to ask for help with a tough situation. (Teachers have a lot of marking and may not see a plea for help.) Get help in person from a trusted adult
3. Know where to get help
 - MENTAL HEALTH ALERT: Life is not fair. Life can be challenging.
 - If you're going through tough situations, please talk with a trusted adult to get help!
 - Sometimes, everyone needs a helping hand, and that's okay.

Preparing for student discussions / responding to questions #3 / #6

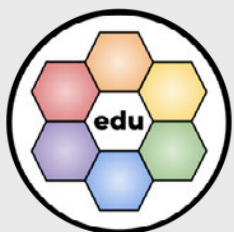
1. Consider brainstorming with your class, examples of responses that teachers might have a professional obligation to take action on.
 - If you wrote about committing a crime...
 - If you wrote about someone getting physically hurt (you or someone else)...
 - If you wrote about someone getting emotionally / mentally hurt (you or someone else)...
 - If you wrote about property getting damaged...
2. Consider brainstorming with your class, examples of too much information at school...
 - Your friend may not want you telling the teacher about that information...
 - You may trust your teacher and some close friends to know about something personal about you, but what if a classmate accidentally reads your work (because it was left on a desk somewhere... or someone grabbed it from you?)
 - You may not want your parents to know about this. What if your teacher or classmates mention it in passing to your parents? What if your parents want to see your marks? (I.e. In Grade 8, Hasan was probably okay if the teacher told her mom about her music tastes, but would be horrified for her dad to know.)
3. Consider brainstorming some "school appropriate" examples
 - Peer pressure to like a certain song or type of music
 - Hiding the fact that you like playing Minecraft / Paw Patrol
 - Laughing at jokes / pretending to be dumb / something you're not so that your crush likes you
 - Not trying out for something because it's not cool. Only trying for something so you look cool / fit in. Not answering in class because you don't want to look dumb.

SEL Story 007 What If I - Answers - Page 2 of 12

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Answers / Discussion Guide

4. Consider brainstorming a list of trusted adults.

- Who could we turn to get help or a second opinion about how to handle a tough situation?
- Some people will trust some adults, but not others.
- Nobody is trusted by everybody, all of the time.
- Friends are good, but they may not have the years of life experience or the breadth of knowledge that adults might have to help you get through tough times.

Possible adults:

- Parents/Guardians? Other Adult family members?
- Teachers? Guidance Counsellors? Principal? Other caring adults at school?
- Religious Leaders? Community group leaders? Police officers? Outreach Groups?
- Doctors? Counsellors? Therapists? Social Workers? Psychologists?
- Anonymous help lines? Distress and Crisis Lines? Kids Help Phone (Canada)?

Questions

1. Nemahsis's first song is "what if I took it off for you." What is she thinking about taking off? Why does she consider taking this off? [RECALL]

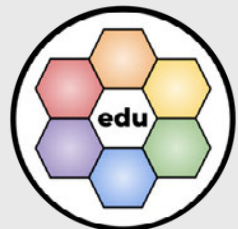
- [REDACTED]

2. Some people can strongly relate to the message in this song. Give an example of what other girls or people, in general, might be going through that this song speaks to them personally. Use evidence from the text to support your thinking. [UNDERSTAND]

HINT: This is NOT a recall question. Don't just restate paragraph 37. Instead, show you understand why people can relate to this song by giving an example of what girls or people might be going through.

Answers will vary. Here are two things to look for:

- [REDACTED]



[illegible]

SEL Story 007 What If I - Answers - Page 4 of 12

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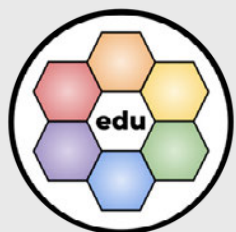
Answers / Discussion Guide

[illegible]

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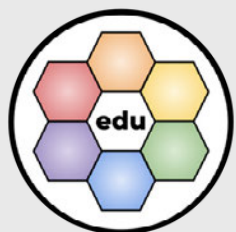
Answers / Discussion Guide

[illegible]

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Answers / Discussion Guide

3. Describe something you thought about doing to gain acceptance. What happened? (Did you do it? Did they accept you? Did you get what you wanted?) Why do you think things might have turned out this way? Share only what you're comfortable sharing. Please make sure your response is appropriate for school. [APPLY]

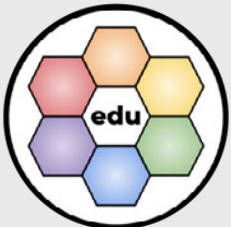
IMPORTANT: Only share things you're okay with your teachers, classmates, parents, and principal finding out. Your teacher has a professional obligation to pass on information to other adults to help keep you and other students safe. Consider giving a "school safe" example if you have a lot going on in your life!

MENTAL HEALTH ALERT: Life is not fair. Life can be challenging. If you're going through tough situations, please talk with a trusted adult to get help! Sometimes, everyone needs a helping hand, and that's okay.

Answers will vary, but there are four things to look for.

- LOOK FOR #1: [redacted]
- LOOK FOR #2: [redacted]
- LOOK FOR #3: [redacted]
- LOOK FOR #4: [redacted]

[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]



4. This song weaves together themes of social exclusion and powerless frustration. Based on the information from the article and your own knowledge, what are the similarities and differences between feelings of social exclusion and powerless frustration? Use a Venn diagram to compare and contrast the two ideas. [ANALYZE]

Answers will vary. Here are some possible talking points inferred from the text (see paragraph numbers.)

Category	Social Exclusion	Both	Powerless Frustration
<p>1. Access to Healthcare</p> <p>2. Education Opportunities</p> <p>3. Employment Prospects</p> <p>4. Financial Stability</p> <p>5. Community Support</p> <p>6. Political Participation</p> <p>7. Legal Rights</p> <p>8. Physical Accessibility</p> <p>9. Information Access</p> <p>10. Quality of Life</p>	<p>1. Access to Healthcare</p> <p>2. Education Opportunities</p> <p>3. Employment Prospects</p> <p>4. Financial Stability</p> <p>5. Community Support</p> <p>6. Political Participation</p> <p>7. Legal Rights</p> <p>8. Physical Accessibility</p> <p>9. Information Access</p> <p>10. Quality of Life</p>	<p>1. Access to Healthcare</p> <p>2. Education Opportunities</p> <p>3. Employment Prospects</p> <p>4. Financial Stability</p> <p>5. Community Support</p> <p>6. Political Participation</p> <p>7. Legal Rights</p> <p>8. Physical Accessibility</p> <p>9. Information Access</p> <p>10. Quality of Life</p>	<p>1. Access to Healthcare</p> <p>2. Education Opportunities</p> <p>3. Employment Prospects</p> <p>4. Financial Stability</p> <p>5. Community Support</p> <p>6. Political Participation</p> <p>7. Legal Rights</p> <p>8. Physical Accessibility</p> <p>9. Information Access</p> <p>10. Quality of Life</p>
<p>11. Access to Healthcare</p> <p>12. Education Opportunities</p> <p>13. Employment Prospects</p> <p>14. Financial Stability</p> <p>15. Community Support</p> <p>16. Political Participation</p> <p>17. Legal Rights</p> <p>18. Physical Accessibility</p> <p>19. Information Access</p> <p>20. Quality of Life</p>	<p>11. Access to Healthcare</p> <p>12. Education Opportunities</p> <p>13. Employment Prospects</p> <p>14. Financial Stability</p> <p>15. Community Support</p> <p>16. Political Participation</p> <p>17. Legal Rights</p> <p>18. Physical Accessibility</p> <p>19. Information Access</p> <p>20. Quality of Life</p>	<p>11. Access to Healthcare</p> <p>12. Education Opportunities</p> <p>13. Employment Prospects</p> <p>14. Financial Stability</p> <p>15. Community Support</p> <p>16. Political Participation</p> <p>17. Legal Rights</p> <p>18. Physical Accessibility</p> <p>19. Information Access</p> <p>20. Quality of Life</p>	<p>11. Access to Healthcare</p> <p>12. Education Opportunities</p> <p>13. Employment Prospects</p> <p>14. Financial Stability</p> <p>15. Community Support</p> <p>16. Political Participation</p> <p>17. Legal Rights</p> <p>18. Physical Accessibility</p> <p>19. Information Access</p> <p>20. Quality of Life</p>
<p>21. Access to Healthcare</p> <p>22. Education Opportunities</p> <p>23. Employment Prospects</p> <p>24. Financial Stability</p> <p>25. Community Support</p> <p>26. Political Participation</p> <p>27. Legal Rights</p> <p>28. Physical Accessibility</p> <p>29. Information Access</p> <p>30. Quality of Life</p>	<p>21. Access to Healthcare</p> <p>22. Education Opportunities</p> <p>23. Employment Prospects</p> <p>24. Financial Stability</p> <p>25. Community Support</p> <p>26. Political Participation</p> <p>27. Legal Rights</p> <p>28. Physical Accessibility</p> <p>29. Information Access</p> <p>30. Quality of Life</p>	<p>21. Access to Healthcare</p> <p>22. Education Opportunities</p> <p>23. Employment Prospects</p> <p>24. Financial Stability</p> <p>25. Community Support</p> <p>26. Political Participation</p> <p>27. Legal Rights</p> <p>28. Physical Accessibility</p> <p>29. Information Access</p> <p>30. Quality of Life</p>	<p>21. Access to Healthcare</p> <p>22. Education Opportunities</p> <p>23. Employment Prospects</p> <p>24. Financial Stability</p> <p>25. Community Support</p> <p>26. Political Participation</p> <p>27. Legal Rights</p> <p>28. Physical Accessibility</p> <p>29. Information Access</p> <p>30. Quality of Life</p>

SEL Story 007 What If I - Answers - Page 8 of 12

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Answers / Discussion Guide

5. Which theme or feeling can you relate to more: **social exclusion** or **powerless frustration**?
Look at your example in Question #3. Think about your analysis from Question #4. Explain your answer with evidence from the text and your own thinking to support your answer.
[EVALUATE]

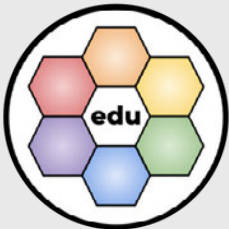
There's no right or wrong answer, but here are three things to look for:

1. [redacted]
[redacted]
[redacted]

TEACHING TIP: [redacted]
[redacted]
[redacted]

Opinion #1: [redacted]

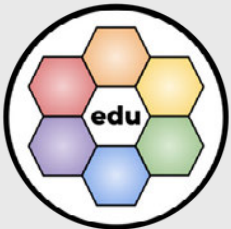
It Says (Evidence in text)	I Say (Stuff I know / my thinking)	And So... (Inference)
<ul style="list-style-type: none">[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]



<ul style="list-style-type: none">[redacted]	<ul style="list-style-type: none">[redacted]	<ul style="list-style-type: none">[redacted]
--	--	--

Opinion #2: [redacted]

It Says (Evidence in text)	I Say (Stuff I know / my thinking)	And So... (Inference)
<ul style="list-style-type: none">[redacted]	<ul style="list-style-type: none">[redacted]	<ul style="list-style-type: none">[redacted]
<ul style="list-style-type: none">[redacted]	<ul style="list-style-type: none">[redacted]	<ul style="list-style-type: none">[redacted]



- Create a self-script for younger you to get through the moment you described in question #3. Make sure to show that life is a series of events (par 42,) how to learn from feedback, and opportunities [CREATE]

Answers will vary. Here are some things to look for:

<p>1. Introduction</p> <p>The purpose of this study is to investigate the effects of a new educational program on student performance. The study was conducted over a period of six months, involving a sample of 100 students from a local high school.</p>	<p>2. Methodology</p> <p>The study employed a quasi-experimental design, comparing the performance of students who participated in the new program (the experimental group) with those who did not (the control group). Data was collected through standardized tests and classroom observations.</p>	<p>3. Results</p> <p>The results of the study indicate that students in the experimental group showed significantly higher scores on the standardized tests compared to the control group. This suggests that the new program has a positive impact on student learning.</p>	<p>4. Conclusion</p> <p>Based on the findings, it is concluded that the new educational program is effective in improving student performance. Further research is needed to explore the long-term effects of the program and to identify the specific factors that contribute to its success.</p>
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Answers / Discussion Guide


INFERRING

Inferring is a comprehension strategy we use to figure out what the text is really saying, even though it doesn't actually say it like this. We infer all the time in real life. Someone might say one thing, but their body language might tell us a different message.

An inference is something that isn't directly stated in the text. It's a new understanding that you make based on something written down and your own ideas, knowledge, and life experiences.


Title of today's text: What If I Took It Off For You

INFERRING



1. **Figure out what the text is really saying** even though it doesn't say it like this.

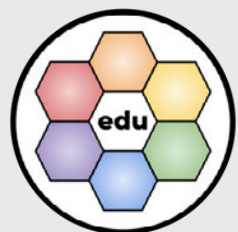
Evidence from the text	+	your thinking	=	an inference
------------------------	---	---------------	---	--------------
2. **Your inference cannot be directly in the text.** It has to be something new that you figured out *based* on the text.
3. Use **Somebody Wanted But So** to think about the text and make inferences.
4. Use **It says, I say, And so** to explain your inference.

 **R₁** Reading for **MEANING**
comprehension strategy
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This is a BONUS discussion guide to help teach reading strategies

This reading strategy handout is **NOT** included

Please upgrade to the bundle if you also want this graphic organizer



BONUS Answers
(Inferring)

page 1

Before Reading

Before you read the article, look at the title and any illustrations. Let's turn our minds-on and activate any prior knowledge before we read. Use the **Somebody Wanted But So** graphic organizer to figure out something about the text. Then use the **It Says, I Say, And So** graphic organizer to develop your inference.

- 1. Write down the title of the article
 What If I Took It Off For You
- 2. Based on the title, create a Somebody Wanted But So.

Somebody	Wanted	But	So

- 3. Explain your inference using an It says, I say, And so...

It Says (Evidence in text)	I Say (Stuff I know / my thinking)	And So... (Inference)

STOP and CHECK!

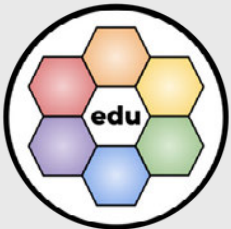
☐ I have ☐ evidence from the text ☐ my own thinking ☐ an inference

☐ My inference is not directly stated in the text (so far.)

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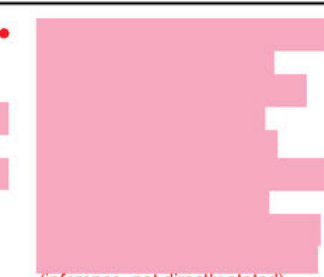
During Reading

Use the **Inferring** strategy as you read. Stop after every heading or paragraph to make an inference. When you fill out this page, you can start in any box and fill out with either graphic organizer first. Make sure your inference is not stated directly in the text.

1. Based on the text, create a Somebody Wanted But So.

Somebody	Wanted	But	So
	 <small>(inference, not directly stated)</small>		 <small>(inference, not directly stated)</small>
	 <small>(inference, not directly stated)</small>	 <small>(inference, not directly stated)</small>	 <small>(inference, not directly stated)</small>

2. Explain your inference using an It says, I say, And so...

It Says <small>(Evidence in text)</small>	I Say <small>(Stuff I know / my thinking)</small>	And So... <small>(Inference)</small>
	 <small>(inference, not directly stated)</small>	 <small>(inference, not directly stated)</small>
		 <small>(inference, not directly stated)</small>

STOP and CHECK!

☐ I have ☐ evidence from the text ☐ my own thinking ☐ an inference

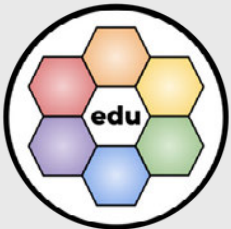
☐ My inference is not directly stated in the text (so far.)

☐ I stopped after every heading or paragraph to make an inference.

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After Reading

Now that you have read the entire article, let's look at the big picture. (It's like looking back at the entire forest, instead of individual trees in the forest.)

1. Based on the entire text, create a Somebody Wanted But So.

Somebody	Wanted	But	So

2. Explain your inference using an It says, I say, And so...

It Says (Evidence in text)	I Say (Stuff I know / my thinking)	And So... (Inference)

STOP and CHECK!

- ☐ I have evidence from the text (It Says)
- ☐ I explain what I know and how I figured out what the text really means (I say)
- ☐ I proved my inference (And so...)
- ☐ My inference is not directly stated anywhere in the entire text.

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Rubric - Inferring

Everyone will have different inferences because everyone has different life experiences. What we're looking for is how well supported your inference is by **evidence from the text**. We're also looking to see how well you **explain your thinking** that led you to your inference.

	Level 4	Level 3	Level 2	Level 1
R1.				
Reading for Meaning	You answered all of the guiding questions.	You answered all the guiding questions.	You tried to answer the guiding questions.	You answered few of the guiding questions.
Ideas	Your inference is supported by strong evidence from the text. You explained your thinking and background knowledge well. It's a very insightful inference that shows you really get the article.	Your inference makes sense and you have good evidence from the text. You explained your thinking and background knowledge.	Your inference is a little confusing because... ... there isn't enough evidence to support this idea or there are irrelevant details. ... you haven't explained your thinking enough to justify this idea.	I'm not sure how you came up with this inference. There's not enough evidence from the text or there are too many irrelevant details.

	Level 4	Level 3	Level 2	Level 1
R4.				
REFLECTING on reading skills and strategies	You answered all of the guiding questions.	You answered all the guiding questions.	You tried to answer the guiding questions.	You answered few of the guiding questions.
Ideas	You very clearly explain how you used this strategy with strong support.	You explained how you used this strategy and you have good support.	How you used this strategy is a little bit confusing because there's not enough support or there are irrelevant details.	It doesn't seem like you used this strategy based on what is given here. There's not enough support or there are too many irrelevant details.

Inferring - Handout - Rubric
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SEOT

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Specific things to know about this product: SEL Story 007 version 2023-02-28

- Set of woman wearing colorful hijab icon by MarySan used with permission under the Big Stock Photo standard content usage agreement: <https://www.bigstockphoto.com/image-469344741/stock-vector-set-of-woman-wearing-colorful-hijab-icon%2C-hijab-logo-isolated>

Some Research Sources:

- I had no friends; kids would invite me over: <https://www.tiktok.com/@nemahsis/video/7152914718095723781>
- Wrote... "what if i took it off for you?" about my insecurities with hijab: <https://www.tiktok.com/@nemahsis/video/6998588122061753605>
- Lana Del Ray cover: <https://www.tiktok.com/@nemahsis/video/7191610058529180934>
- People change and dreams do come true: <https://www.tiktok.com/@nemahsis/video/7099554909858647301>
- Interview with Complex: <https://www.complex.com/music/nemahsis-first-single>
- Interview with Colors: <https://colorsxstudios.com/shows/nemahsis>
- Interview with CBC: <https://www.cbc.ca/listen/live-radio/1-50-q/clip/15901455-nemahsis-looking-empower-women-music>
- what if i took it off for you? (official video): <https://www.youtube.com/watch?v=8gQIH80tEZ4>
- Concert dates: <https://www.songkick.com/artists/10208998-nemahsis/qigography>

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Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

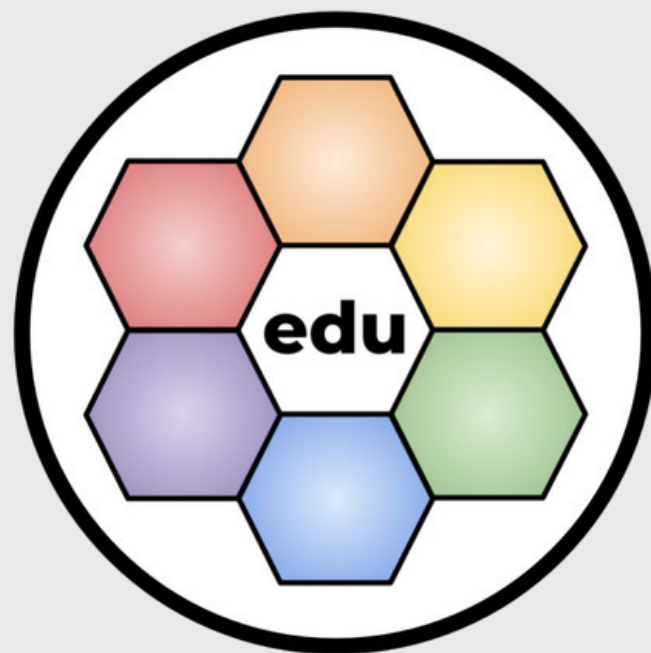
- Download the most recent version: [SEL Story 007 - What if I](#)
- How to update (or know if you need to update): [HELP \(SEL Story 007\)](#).

Initial Release: Version 2022-02-28

- Differentiated text (four grades)
- Single PDF (with File Table of Contents and all handouts)
- Bonus answer key for reading strategy
- Content Warning + Mental Health Alert

What's
Changed?





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