I Wish You All The Best

Instructional Resource Guide

Suggested Grade Levels: 9-12
Author: Mason Deaver

User’s Guide
Designed for use with high school students, these writing prompts provide opportunities for students to develop a deeper understanding of the following topics/standards:

- RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.2 Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary.
- RL.3 Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
- SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Important Note: Many of the prompts investigate the experiences of marginalized identities; therefore, offering students a choice of prompts allows them to select one that resonates with them the most.

About the Author
Mason Deaver is a bestselling and award-winning young-adult novelist. They currently call San Francisco, California home, where they watch too many movies. Besides writing, they’re an active fan of horror movies and video games.

About the Book
Ben DeBacker is evicted from their home by their parents after coming out as non-binary. With no place to go, Ben moves in with their estranged older sister Hannah to complete their senior year in high school. Trying to stay under the radar at their new school, Ben is befriended by Nathan Allan and their evolving feelings signal the start of a chance for a happier new life.

Discussion Questions
- “Labels can help people find common ground, can help them connect, with themselves and other people.” (p. 178)
  - How do labels help characters in this book “find common ground” and “connect”? What is a label that you embrace, and how does it help you? [Standards RL.3 & SL.1]
- Gender identity and gender stereotypes are important topics in this book. When characters in the book have their gender identity respected, how does it impact them and their relationships? How do gender stereotypes impact characters and their relationships? How does your gender identity and gender stereotypes impact your life and relationships? [Standards RL.3 & SL.1]
- How did the title of this book initially impact your interest before you read it? What is the significance of the title of this book and how does it relate to specific characters, events and/or themes? [Standards RL.1, RL.2, RL.3 & SL.1]
Writing Prompts

+ Ben struggles with deciding whether or not to reveal their non-binary identity to their peers, especially Nathan. Write a journal entry in Ben’s voice expressing their internal struggle and the decisions they make. [Standards RL.3 & W.3]

+ Ben’s sister, Hannah, and her husband, Thomas, take Ben in after their eviction, even though they have not spoken for years. Using evidence from the book, write the conversation between Hannah and Thomas on the night Ben arrives. [Standards RL.1 & W.3]

+ Write a journal entry in Ben's voice explaining their definition of love and how it develops over the events in the book. (This could also be two journal entries: one from the beginning of the book and one from the end to show change.) [Standards RL.2 & W.3]

+ Write a journal entry in the voice of one of Ben's parents about their relationship with Ben and how it changed throughout the book. [Standards RL.3 & W.3]

+ “Labels can help people find common ground, can help them connect, with themselves and other people.” (p. 178) What is a label that you embrace? Write a short narrative about how a label has helped you connect with yourself and/or others. [Standard W.3]