



GIRL (in real life)

TAMSIN WINTER

SCHEME OF WORK

A Chapter-by-Chapter scheme of work for teachers, best suited to pupils in Years 6, 7 and 8. Activities build reading, writing and speaking and listening skills, as well as encouraging students to reflect on the double-edged power of social media. This scheme has been designed so you can pick and choose the activities that best suit your class and lesson time. Printable resources can be found from page 19.

PRE-READING

- What does the title make you think about? What do you think the story will be about, based on this title?
- What do you make of the front cover? What do you think the main character will be like based on the image? Are there any clues about what the story will be about?
- What does the tag line *ONLINE FAME REAL-LIFE PAIN* suggest to you?

PRINTABLE RESOURCE Annotate the front cover based on your ideas.



CHAPTER 1: WELCOME TO OUR CHANNEL

- Make a list of the pros and cons of Eva's life as a YouTube star. Use evidence to support your ideas. The first has been done as an example. Once you have finished, discuss these with a partner or group. Does Eva's lifestyle have more pros or cons? Is Eva different to how you might imagine a YouTuber to be?

PROS	CONS
Eva gets to have special experiences and visit different places as part of the channel: <i>'we got to stay in this luxury tree house in Portugal that had parts of the tree growing inside.'</i>	Eva feels like she is constantly being watched: <i>'Staring, like a giant eye that never blinks...'</i>

- What are your impressions of Eva's character? What does she seem to want - what is her motivation – is it clear? What is her relationship like with her parents? How has she changed over the years?
- **PRINTABLE RESOURCE** Draw an outline of Eva or use the template. On the inside, write how she is truly feeling. Around the outside, write how others see her. Compare and discuss your ideas with a partner.



CHAPTER 2: TAGGED

- What did you learn about Eva's parents in this chapter? What do you think of them?
- Eva tells us 'annoying my parents became a major part of my life.' What does she do to annoy her parents in this chapter? Why do you think she does it? Does it have the desired effect? Why/why not?
- Alfie Stevens, one of Eva's classmates, reposts bits of her parents' channel on to his TikTok. He then tags her in a rude post (Page 19). Do you think Alfie is cyberbullying Eva? Why do you think Eva doesn't show her parents this post? Have you ever seen anything like this on social media? What would you do if you saw this kind of post about one of your classmates?
- Write Eva a letter of advice, explaining what cyberbullying is, and what you think she ought to do about Alfie.

CHAPTER 3: THE CREEP CABIN

- What is your impression of Hallie's character? How is she different from Eva? How does Hallie help Eva in this chapter?
- Hallie's mum is a child psychologist. Why doesn't she want Hallie to appear on the channel? What do you think about this view?
- Why doesn't Eva want Gabi turning up at the 'Creep Cabin'?
- On Page 35, Eva briefly describes a childhood memory of her and Hallie:

Just us two. Like when we used to make dens in her back garden out of branches and bed sheets. No one else from school. No camera watching me. No followers. It felt kind of nice.

PRINTABLE RESOURCE Describe one of your childhood memories or a special moment, using lots of sensory language to really bring the place and situation to life. You could use the table to plan your ideas.

My memory or special moment	
Things I could see	
Things I could hear	
Things I felt (emotions and physical textures)	
Things I could smell and/or taste	

CHAPTER 4: HAPPY FIRST PERIOD

- You could read and discuss the BBC article *Period Taboo: Why can't we talk about menstruation?* Link here: <https://www.bbc.co.uk/news/uk-northern-ireland-47254222>
- How does Eva's mum, Jen, respond to her first period? How does Jen make this a positive moment in Eva's life? In what ways does she make Eva feel uncomfortable?
- The chapter ends with the line: *Get ready for the worst day of your life.* What do you think is going to happen next?
- Write a story (fictional or autobiographical) with the title: *The Worst Day of My Life.*

CHAPTER 5: SPUD

- How would you describe the relationship between Eva and Spud? Why don't they hang around together at school? What are your impressions of Spud?
- Eva says in this chapter: *'It was physically impossible not to find Gabi annoying.'* Are Eva's feelings towards Gabi justified? Why do you think she dislikes Gabi so much?
- Eva's spot on her class 'Cool Wall' is empty. If your class had a 'Cool Wall', what would you put up there? What have you done that you are proud of?
- Miss Wilson is convinced that a day of being 'unplugged' will do her class the world of good. What are the benefits of being 'unplugged'? You could research this and/or even challenge your class to 24-hours without screens.
- The chapter ends on a shocking moment for Eva. Who is speaking at the end of the chapter? What do you think has happened?

CHAPTER 6: THANKS FOR WATCHING

- **PRINTABLE RESOURCE** Annotate these two passages, the first from Page 61, the second from Page 68, considering how the author uses language to show Eva's feelings. Can you find all of the techniques listed below?

Alfie stood up on his chair and the video carried on playing. I caught the words, *products* and *period kits* and the title of the book Mum had given me. If Farmor was right, and the channel was *just a tiny stitch in the tapestry of my life*, then why did it feel like my heart was unravelling? With every word Mum said, and every sniff and every sigh, she was trampling a tiny piece of me into the carpet. I blinked away tears that felt like vinegar.

The doorstep was out of the wind, but it was still freezing cold. Some of the streetlights had come on already, creating little halos of orange. My hands shook as I read comments and replies, refreshing the views counter until my thumbs felt numb. Almost five hundred thousand people knew I'd started my period. I hadn't even wanted Dad to know. I wondered what those people would say if they could see me right now. The Eva standing outside the front door, a murky feeling of dread spreading from my stomach to my brain, then pouring down into my heart like rain. But no one ever sees this Eva. This Eva would get edited out, deleted, thumbs down. Unsubscribe. This is the Eva no one wants to see. Standing on the doorstep by myself, watching my life exploding on the screen without me. Trying my best not to cry.

simile	metaphor	fragment sentence	asyndetic listing
rhetorical question	assonance	alliteration	sibilance

CHAPTER 7: DON'T READ THE COMMENTS

- In this chapter, we see Eva using her art work as a way of coping with difficult feelings. On Page 72, she draws a butterfly covered in spirals and black holes, with tiny eyes around the edges. If this butterfly represents Eva's feelings, how do you think she is feeling at this point? Draw Eva's butterfly and add words and phrases to show how she feels.
- Eva tells her mum she wants to stop doing the channel. How do you think her mum will react and why? Consider her reaction in this chapter to predict her response.

CHAPTER 8: GOOD MORNING

- In this chapter, Eva discovers her parents have agreed to appear on the TV show ‘Good Morning’ to talk about the first period vlog. Do you think her parents have made a good decision? In what ways will it benefit them? What is the ‘cost’?
- At the end of this chapter, Eva runs to her bedroom, slams the door and screams into her pillow. Write Eva’s diary entry at this point, explaining how she feels. You could also add little symbolic doodles too.

CHAPTER 9: CARYS

- What are your first impressions of Carys? Create a spider diagram showing what she does, says and what you think about her.
- Why do you think she and Eva become close friends so quickly?

CHAPTER 10: “WE VLOGGED OUR DAUGHTER’S FIRST PERIOD”

- In groups, recreate the ‘Good Morning’ chat show, interviewing Eva’s parents, Lars and Jen Andersen. You could stick to the script in this chapter, or you could create your own (perhaps with tougher questions!) or you could do a bit of both. For an extra challenge, create a ‘split stage’ to explore Eva’s reactions, perhaps through a conversation with Carys.
- **PRINTABLE RESOURCE** Look closely at this extract from the end of this chapter, when Eva speaks to her grandmother on FaceTime. How does the writer use language to show their relationship, and the contrast between Farmor’s home and Eva’s? **CHALLENGE:** Link your ideas about how Eva feels at this moment to previous moments in the book.

[**Note to Teacher** ☺ students could link this moment to Eva’s wish to escape her life ‘*I was never going to escape. Not unless I did something drastic.*’ (Page 84) or they could contrast this with the moment she is ‘*freezing cold*’ with a ‘*murky feeling of dread*’ in her stomach on the doorstep (Page 68). Here we see Eva feel as if she is carried away and ‘*swaddled*’. Her grandmother represents warmth, safety and comfort, the realism shown through the sensory language shows how her grandmother is very much in the ‘real world’ where she can be the real Eva. It’s worth noting how quickly Farmor changes the subject from the interview to something real, and Eva’s increasing sense of duality – feeling like she has to play two very different roles, only one being authentically her. This could lead to a class discussion about what we share online, filters, pressure to present ourselves ‘perfectly’ online]

“So what did you think? About the interview?” The line went quiet so I said, “Farmor?” to check she was still there.

“I think your mum and dad are very busy with the channel. It must be getting very popular. And I think *you* are wonderful. You know what else I watched today? A porpoise!” I smiled, leaned back against my pillows and listened to my grandma’s voice. I could hear gulls in the background. It was like being carried all the way across the ocean and swaddled in her arms. I could feel the prickly softness of her woollen cardigan, her breath on my hair, the smell of *grönkål* soup on the stove. And I was that other Eva again. Not the one everyone was laughing at. Or the one Mum and Dad lied about on TV. The real one.

CHAPTER 11: NOPE

- In this chapter, Eva and Carys take a walk across fields to a brook, a place that feels like an escape for Eva. Read the description of this setting on Page 107. Write your own description of a place that is important to you.
- Eva is supposed to go straight home after school. Why do you think she disobeys her parents at this point? Do you think Carys has a positive or negative influence on Eva?

CHAPTER 12: LUCKY

- In this chapter, we learn that Jen used to be on a TV show called *Justice Force*. Re-read the description of it on Page 122 to get some information about it, but you can develop it yourself too. Create an advert for this TV programme. You could create a billboard advert or write a script for a TV advert. Before you start, watch this Dr Who advert and discuss why it is dramatic and intriguing: <https://www.youtube.com/watch?v=9visQ25Krq8>

You could also search the internet for some billboard posters and discuss how they grab our attention and pique our interest, for example, *The Book Thief*, *His Dark Materials* or *Chaos Walking*.

- At the end of this chapter, Eva says she feels like her life is '*slowly sliding into the sea*' and is reminded of a time in geography where a person's entire house slid off a cliff. Write a sensory description of a cliff (including a building, if you like) sliding into the sea. Try to use the following techniques: sibilance, onomatopoeia, metaphor, simile, fragment sentences, personification.

CHAPTER 13: TROLLS

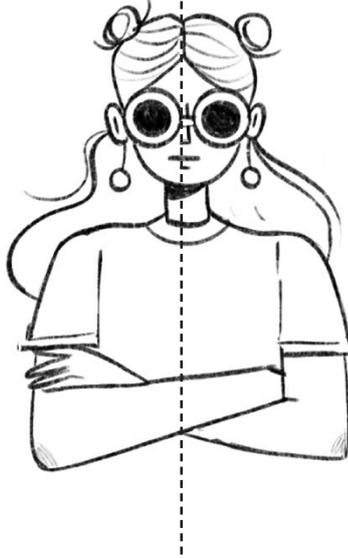
- In this chapter, there are rumours flying about Carys, and what she did at her previous school. What are they? What do you think about them? Do you believe them?
- How does Eva react to these rumours? Find evidence to support your ideas.
- Eva sends Carys a message asking for help hacking *All About Eva*. What do you think about this? Is Eva right or wrong to do this? What do you think Carys will say?

CHAPTER 14: DON'T LEAVE A TRAIL

- During the photoshoot in her garden, Eva writes *THIS IS SO STUPID* in the notebook. Using this as a starting point, track how Eva's feelings change during this chapter, using quotations to support your ideas.
- **PRINTABLE RESOURCE.** At the end of the chapter, Eva says she feels half terrified, but part of her cannot wait to hack into the channel. Why do you think she feels conflicted at this point? You could use the sketch of Eva below to record your ideas.

terrified

cannot wait



CHAPTER 15: LOGGING IN

- Look closely at Pages 145-146. How does the writer use language to create tension?
- How does Eva feel at the end of this chapter? Use evidence to support your ideas.

CHAPTER 16: JUST ACT NORMAL

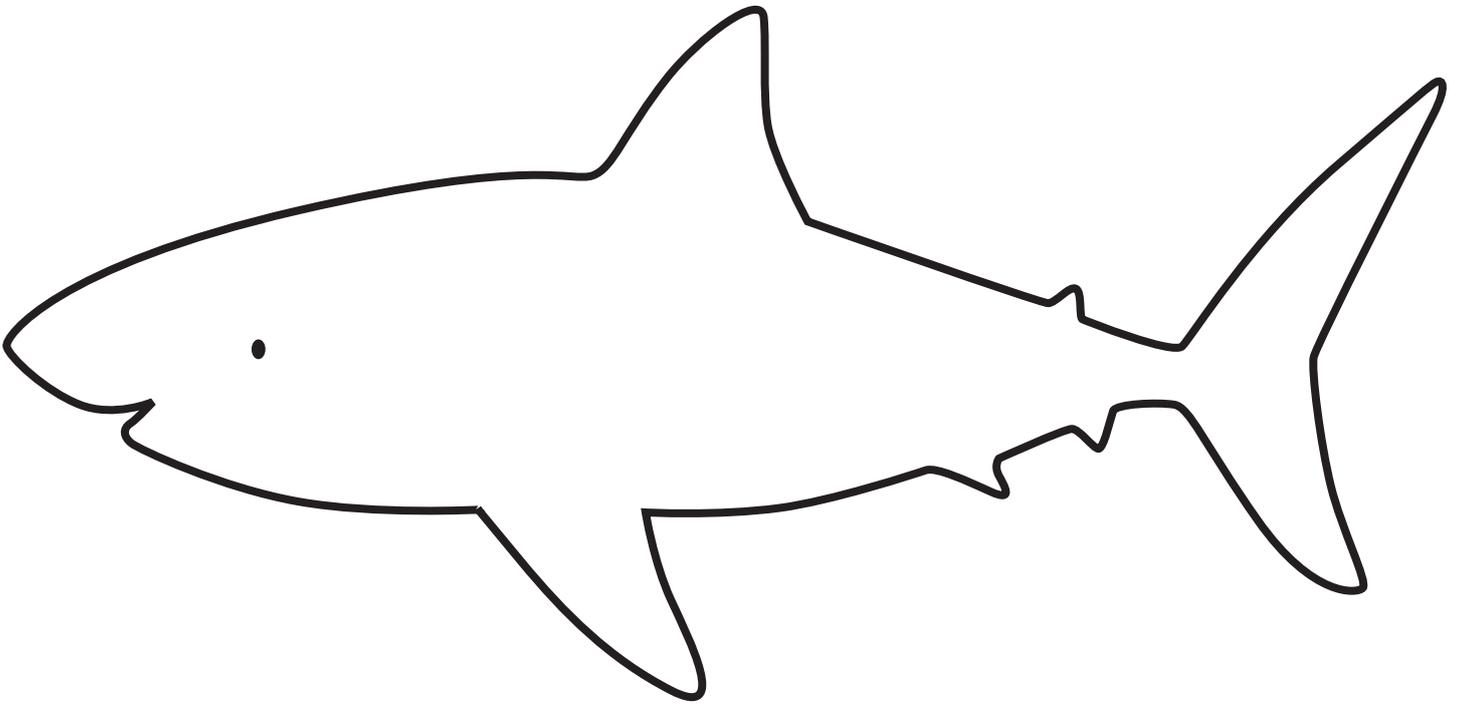
- Eva and Hallie's relationship is difficult in this chapter. On Page 157, Hallie says '*we should avoid*' Carys. What are Hallie's reasons for this? Why does Eva disagree, and what is it she can't tell Hallie?
- Eva uses the simile: '*I could feel the secret in the air between us, like a glass wall*' to describe their friendship at this point. Write your own simile to describe Eva and Hallie's friendship difficulties, then write a simile to describe your own friendships.
- **Friendships are important, but they can also be difficult.** Write a short essay exploring why friends are so important, and reasons they can be difficult.

CHAPTER 17: GUILT TRIP

- Why does Lars call their family meetings a 'family triangle'?
- What do Eva's parents give her in this chapter? Why do you think they give her these gifts?
- At the end of the chapter, Eva says: '*This didn't even feel like a proper family, not with strangers invited.*' What does she mean by this?
- If you could say anything to Eva's parents, what would you say?

CHAPTER 18: SHARK ATTACK

- How is Carys's home life different from Eva's?
- **PRINTABLE RESOURCE.** Draw an outline of a shark. On the inside, write all the reasons Eva has for making the shark video. On the outside, write reasons she shouldn't do it. You could do this as a simple table, perhaps with a shark bite in the corner!



CHAPTER 19: FERROMAGNETIC FLUID

- Watch this fabulous video about ferro-fluid: <https://www.youtube.com/watch?v=L8cCvAITGWM> Now re-read Pages 182-183 when Eva and Spud do their experiment. Students should describe Spud's garden after the experiment.
- Why are Eva's parents so keen to get to half a million subscribers? And why is Eva so keen they *don't* reach this milestone?

CHAPTER 20: SABOTAGE

- What are the effects of the shark video? Consider the effects on the All About Eva subscribers, but also the effects on Jen and Lars.
- How does Eva feel at the end of the chapter, when Jen brings her Danish books out to her (Page 192)? What do you think her heart was trying to tell her?

CHAPTER 21: LET'S GET PHYSICAL

- How does Eva feel when her mum starts filming in front of Carys on Page 195? Use evidence to support your points.
- Imagine you are Eva at this point in the story. Write a monologue explaining your thoughts and feelings about your mum creating content in front of your friend.
- On Page 202, Eva grabs Spud's phone and reads a 'romantic' poem he has written. Write the rest of Spud's '*Roses are red*' poem (four, eight or twelve lines) using the same rhyming pattern, and trying to squeeze in references to some of the following: *Star Wars*; his guinea pig, Toast; science; an exploding sheep's lung; the Cool Wall; taking a frog to school in his lunch bag; the marshmallow catapult, and anything else you associate with Spud's character.

CHAPTER 22: UNPLUGGED

- In this chapter, Jen has some rather wacky cycling helmets for the family to wear. Design your own wacky cycling helmet and create a catchy name, a slogan and describe the different and unique parts of it. In your description, use lots of language devices, such as alliteration, rhetorical questions, similes, rhyme, lists of three. Now, try to 'sell' your cycling helmet to your class.
- Eva and her class take part in an 'unplugged' 24-hours. Class/group discussion: Do you think you could go for 24 hours without screens? What role does technology play in our lives? Can you think of technology that is vital, and technology that is a luxury? If you had to spend 24-hours screen-free, what would you do?

CHAPTER 23: WAR

- Why do you think this chapter is titled 'WAR'?
- What causes the friction between Eva and Gabi in this chapter?
- In this chapter, Eva deletes lots of the videos of her childhood. After she's finished, '*the screen looked all blurry. And the desk had tear splashes on it.*' Write a letter to Eva giving her reassurance and advice about what she ought to do next.

CHAPTER 24: SUPER FREAK

- At the beginning of this chapter, Eva recalls a moment when she overheard Ash talking to her parents, saying '*she's just not cute anymore*'. What impact do you think this had on nine-year-old Eva?
- '***Gabi was right. I was a bad friend. The worst.***' Paired discussion: What makes a good friend? Do you think Eva is a good or bad friend? Which character do you think is the best friend in the story so far and why?

- Carys shows Eva a video of a YouTube family, with the daughter's T-shirt saying, '**STOP FILMING ME**'. Read this BBC article: <https://www.bbc.co.uk/news/world-47722427> Then have a class/group debate: Family vloggers are extremely popular, with some channels amassing millions of subscribers. Is it right for parents to film their children and put them on YouTube or other social media? Is it harmless fun to share photos of your children, or is it an invasion of privacy? Try to link your ideas to Eva's experience, and Apple Martin's (this was one of the things that inspired Tamsin Winter to write the book!)
- Get students to write their own list of rules (or laws) for family vloggers.

CHAPTER 25: CLEAR-OUT

- Eva makes two big changes in this chapter. What are they and why do you think she makes each change? [**Note to Teacher** 😊 – Eva strips her room then lets Carys cut her hair short; she does both as a way of asserting her own identity and choices, and defying her parents, specifically her mum.]
- Prediction: how do you think Eva's parents will react to her new hairstyle? Do you think Lars and Jen will have the same or different reactions?

CHAPTER 26: EMERGENCY

- Did Jen and Lars react to Eva's hair as you predicted? Find evidence to support your ideas.
- What are the main differences between Lars and Jen in this chapter?
- This chapter would be a good time to introduce the idea of **agency**, if students aren't already familiar with it. To what extent has Eva gained control of her life? A good 'test' of agency is this – Is the character driving the action forward? i.e. Are they *making things happen*, are they *make choices that affect the plot*, or are they simply accepting their fate? Encourage students to apply this 'agency test' to main characters in other books they have read, or the book they are currently reading. Students could share other main characters and plot them on a line, like the example below, to demonstrate which characters have the most agency.



CHAPTER 27: FIRST RULE OF JU-JITSU

- How does the writer create humour in this chapter, when Eva decides to climb the tree? Pages 251-255.
- Spud decides he wants a new nickname in this chapter. Why do you think Eva laughs at his choices? How does Spud feel at this point? How do you think he feels about Eva? Write Spud's diary entry describing the events of the evening.
- The author believes Spud is one of the most likeable and loyal characters in the book, and that Eva doesn't always appreciate him. Do you agree? Why/why not?

CHAPTER 28: SECRET WEAPON

- Eva speaks to Farmor in this chapter (Page 261) and says, '*Her words collected like fallen leaves around me and made my room seem less empty.*' What does Farmor mean to Eva, and how does the writer show this through language?
- On Pages 264-265, Jen films inside Eva's room, takes her sketchbook out of her wardrobe and shows it to their subscribers. What does Eva's artwork mean to her and how do you think she feels about her mum sharing it?
- At the end of the chapter, Eva is determined to go ahead with 'Plan B'. What drives this determination? Consider what the trip to the woods without sharing anything online meant to Eva.

CHAPTER 29: PLAN B

- Carys and Eva's video starts getting attention online. Why do you think Eva feels conflicted about this, saying it's like her '*heart was getting sucked down the plughole*'? What does this simile suggest about how she feels? [**Note to Teacher** 😊 – suggests that everything is happening very fast, and she now feels out of control.]
- On Page 277-278, an All About Eva subscriber recognises Eva. How does she feel during this encounter?
- What is Eva worried about by the end of this chapter? Is there anything she could do now the video is posted, or is it too late? Do we ever have full control over what we post online?

CHAPTER 30: FARMOR

- Draw a sketch of Farmor, or her cottage, and write words and phrases that describe her. You could add short quotations to support your ideas.
- On Page 287, YouTuber Brooklyn Evans criticises family vloggers for '*exploiting their children for money*'. Do you agree with Brooklyn? Do you think Jen and Lars are exploiting Eva for money?

CHAPTER 31: A STORK IS NOT ALWAYS A STORK

- On Page 290, Eva uses a Danish expression which literally means ‘*I feel like an egg yolk*’. She is talking about the idea of ‘*hugge*’, a feeling of contentment, coziness and wellbeing. Students could write their own similes for this feeling, and then for different feelings, eg. sadness, happiness, jealousy, anger, exhaustion, loneliness.
- The expression ‘A stork is not always a stork’ comes from a Danish folk tale. You can read it here and discuss how the moral message applies to Eva in this chapter: <http://oaks.nvg.org/baya.html#stork>
- On Page 297, Eva thinks she has finally got through to her mum: ‘*It’s worked! Things are going to change! It’s going to get better!*’ But a moment later she knows she’s wrong – why?

CHAPTER 32: HELP

- **PRINTABLE RESOURCE.** In this chapter, Eva has to deal with the loss of her grandmother. Look closely at this description from Pages 300-301. Annotate this extract to show how the writer uses language to show Eva’s grief.

Farmor’s house felt grey and echoey when we got back. Mum couldn’t find any normal teabags so she made us dandelion root tea, which reminded me so much of Farmor I couldn’t drink it. But I couldn’t let go of my cup either. My heart felt weird. Like the world wasn’t the way it was supposed to be. Even the cottage itself seemed sad. It was like someone had opened a window and let all the happiness out.

The next day, I sat on the sofa with an untouched morning bun in front of me, while Mum and Dad wrote a list of things they needed to do. My face felt numb from crying and there was this sort of haze around me, like a bubble that wouldn’t burst. Nothing felt real. Like part of me had been rubbed out.

- Eva decides to draw a picture that includes all the things she remembers about Farmor. Choose someone you care about and create a picture which includes all the things that come to mind when you think about them. Alternatively, you could choose a different character from the book and create a picture which includes all the things you associate with them.

CHAPTER 33: GOODBYE

- Why does Eva react so strongly to her mum sharing her picture online?
- How does she feel on the flight home?
- How does the writer create tension at the end of the chapter?

CHAPTER 34: WARNING

- Choose one of the headlines on Page 310 and write the article, or the script for a news broadcast or YouTube video. See if you can use all of these devices to hold the reader's attention:

simile	metaphor	humour	list of three adjectives
rhetorical question	exaggeration	alliteration	pun

- As Eva has to do in her English lesson, write an opinion-based speech with the title: ***Would we all be happier in a world without the internet?*** Before you start, speak to at least three classmates to hear their opinions, and your teacher's opinion.
- What does Eva see at the end of this chapter that makes her feel like her 'blood had frozen solid'? What do you think has happened?

CHAPTER 35: DON'T SAY A WORD

- Sergeant Edwards is from the Cyber Crime Unit. Did you know that what Eva and Carys have done is a crime? Watch this video from the National Crime Agency: <https://www.youtube.com/watch?v=DjYrxzSe3DU> What have Eva and Carys done that is illegal? [**Note to Teacher** 😊 – stealing passwords, hacking into the channel, deleting content, posting content, all of which has negatively affected Lars and Jen's business]
- What other types of harm can be done online? Approximately 20% of all 11-15 year olds have experienced cyberbullying. Students could research cyberbullying and come up with their own guide for staying safe online: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>
- Eva doesn't own up to her role in the hacking: '*I was drowning in my own silence.*' (Page 321) What are her reasons for not owning up? What do you think she should have done?

CHAPTER 36: SORRY

- Why do you think Eva still doesn't own up, even to her friend Hallie (Page 324-325) or her favourite teacher, Miss Wilson (Page 326)?
- What does Spud tell Eva to do at the end of the chapter? What do you make of this?
- Why is owning up so hard to do? Give examples from *Girl (in Real Life)*, other books you have read, and your own experiences.
- Write a letter of advice to Eva, explaining what she has done wrong, and what you think she should do to make it right.

CHAPTER 37: CONFESSION

- Read up to the end of Page 331. What do you make of Eva's apology to Carys? Has she done enough? Why didn't Carys tell the police or her parents about Eva's involvement? Do you think this was the right or wrong thing to do?
- '**So here goes...**' (Page 333) Write the rest of Eva's confession for her YouTube video. You could perform these to your class or to each other.

CHAPTER 38: THE TRUTH

- How do Jen and Lars react to Eva's confession? Is this what you expected?
- How does Hallie react? Do you think she was shocked by Eva's involvement? Would she be upset that Eva didn't confide in her?
- The chapter ends with Spud telling Eva she has '*strong ju-jitsu skills*'. What do you think he means by this? [**Note to Teacher** 😊 – Eva had the moral strength and bravery to confess.]

CHAPTER 39: IN REAL LIFE

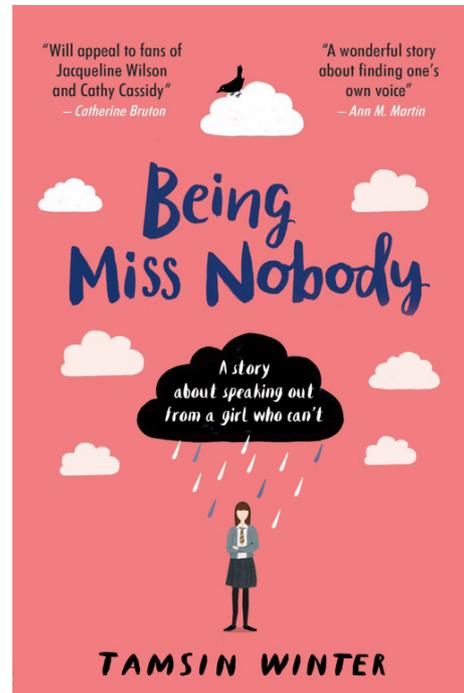
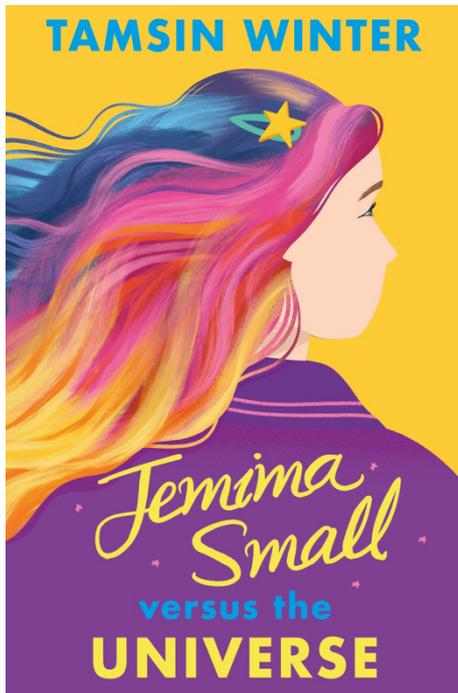
- How does the writer use language to show Eva's feelings in the opening paragraph, on Pages 342-343?
- What is it that Eva sees at Carys' house that gives her a sense of utter delight? [**Note to Teacher** 😊 – you could encourage students to consider the symbolic importance of this moment, linking the new life of the baby owls to Eva's new life without cameras. Owls are also symbolic of wisdom – has Eva gained new wisdom?]
- What do you think of the ending of the book? What do you think is next for Eva?

POST-READING: WRITING CHALLENGE

Free writing task (non-prescriptive, students can write in absolutely any form or style they like). You could also encourage students to 'doodle' (symbolically) to decorate their piece of writing. Choose one of these titles:

I don't have to be perfect.
You can never truly erase something from the internet
Taking back control
The kind of friend I should have been
Sabotage
Inside my heart
Me (In Real Life)

If your students enjoyed reading *Girl (in Real Life)* they can find out more about Tamsin Winter and her other books here: www.tamsinwinter.com. Tamsin is available for school visits, virtual and 'in real life'! Email hello@tamsinwinter.com to find out more.

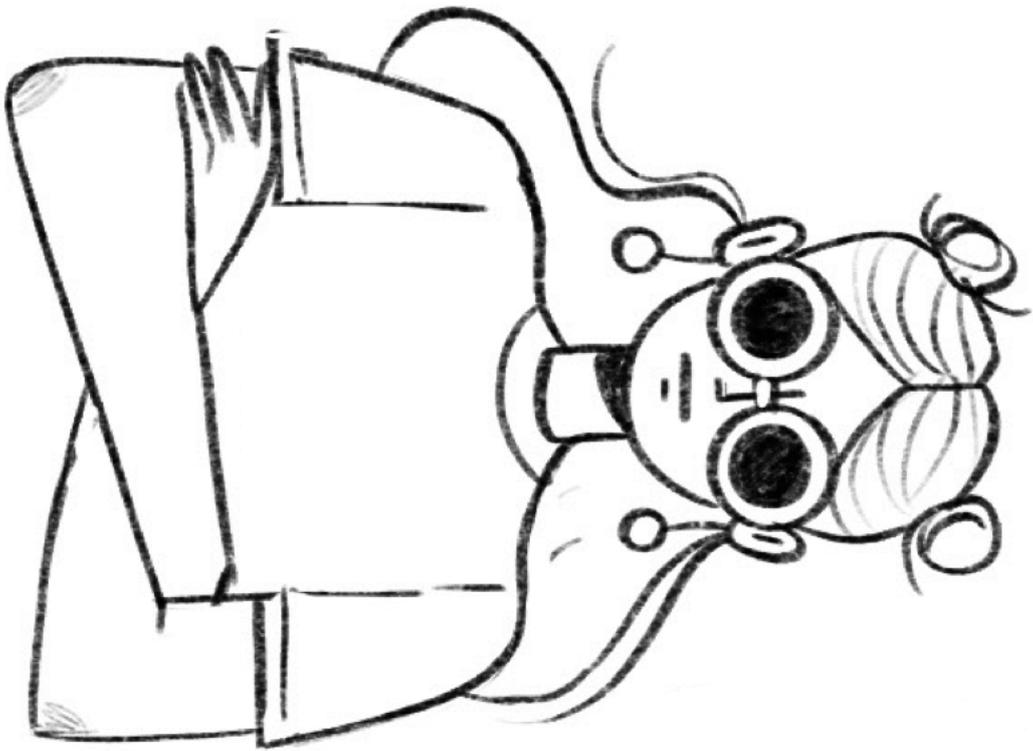
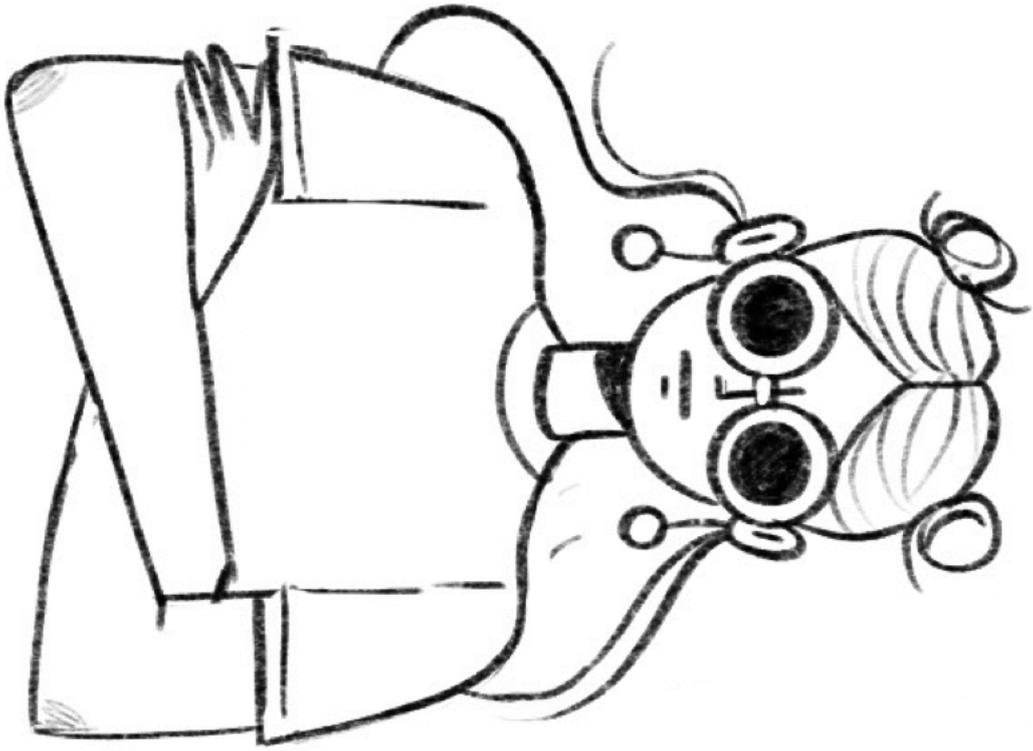


PRINTABLE RESOURCES...

TAMSIN WINTER



GIRL
(in real life)



'Just us two. Like when we used to make dens in her back garden out of branches and bed sheets. No one else from school. No camera watching me. No followers. It felt kind of nice.'

[Girl (in Real Life), Page 35]

My memory or special moment	
Things I could see	
Things I could hear	
Things I felt (emotions and physical textures)	
Things I could smell and/or taste	

Alfie stood up on his chair and the video carried on playing. I caught the words, *products* and *period kits* and the title of the book Mum had given me. If Far-mor was right, and the channel was *just a tiny stitch in the tapestry of my life*, then why did it feel like my heart was unravelling? With every word Mum said, and every sniff and every sigh, she was trampling a tiny piece of me into the carpet. I blinked away tears that felt like vinegar.

[Girl (in Real Life), Page 61]

The doorstep was out of the wind, but it was still freezing cold. Some of the streetlights had come on already, creating little halos of orange. My hands shook as I read comments and replies, refreshing the views counter until my thumbs felt numb. Almost five hundred thousand people knew I'd started my period. I hadn't even wanted Dad to know. I wondered what those people would say if they could see me right now. The Eva standing outside the front door, a murky feeling of dread spreading from my stomach to my brain, then pouring down into my heart like rain. But no one ever sees this Eva. This Eva would get edited out, deleted, thumbs down. Unsubscribe. This is the Eva no one wants to see. Standing on the doorstep by myself, watching my life exploding on the screen without me. Trying my best not to cry.

[Girl (in Real Life), Page 68]

“So what did you think? About the interview?” The line went quiet so I said, “Farmor?” to check she was still there.

“I think your mum and dad are very busy with the channel. It must be getting very popular. And I think *you* are wonderful. You know what else I watched today? A porpoise!” I smiled, leaned back against my pillows and listened to my grandma’s voice. I could hear gulls in the background. It was like being carried all the way across the ocean and swaddled in her arms. I could feel the prickly softness of her woollen cardigan, her breath on my hair, the smell of *grönkål* soup on the stove. And I was that other Eva again. Not the one everyone was laughing at. Or the one Mum and Dad lied about on TV. The real one.

[Girl (in Real Life), Page 103]

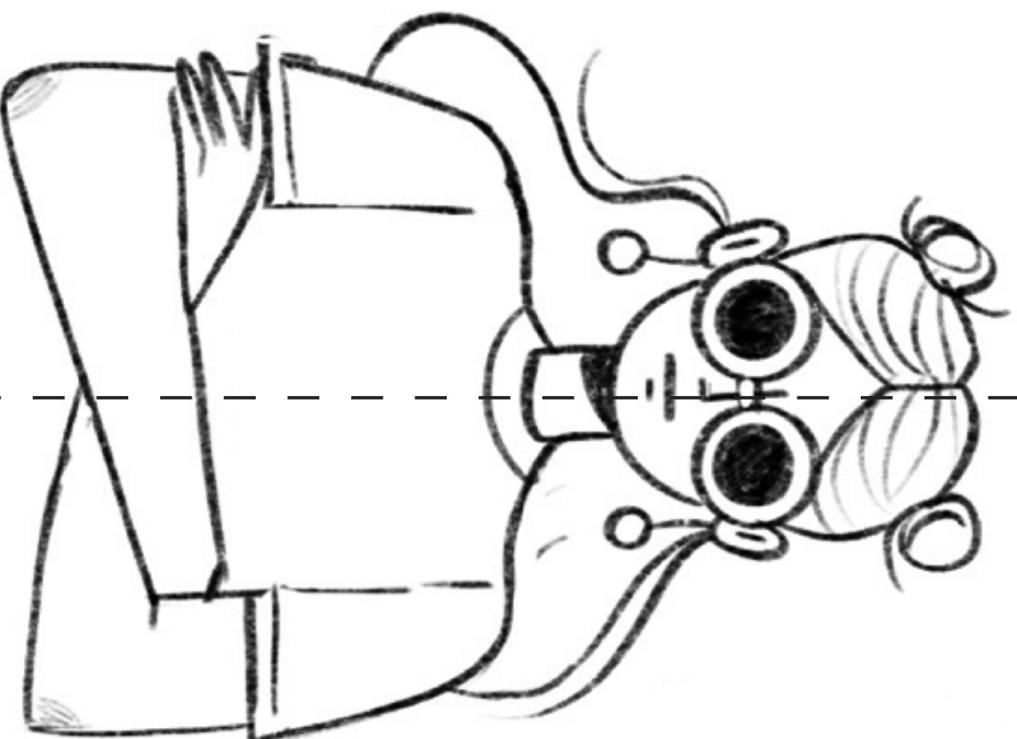
Farmor’s house felt grey and echoey when we got back. Mum couldn’t find any normal teabags so she made us dandelion root tea, which reminded me so much of Farmor I couldn’t drink it. But I couldn’t let go of my cup either. My heart felt weird. Like the world wasn’t the way it was supposed to be. Even the cottage itself seemed sad. It was like someone had opened a window and let all the happiness out.

The next day, I sat on the sofa with an untouched morning bun in front of me, while Mum and Dad wrote a list of things they needed to do. My face felt numb from crying and there was this sort of haze around me, like a bubble that wouldn’t burst. Nothing felt real. Like part of me had been rubbed out.

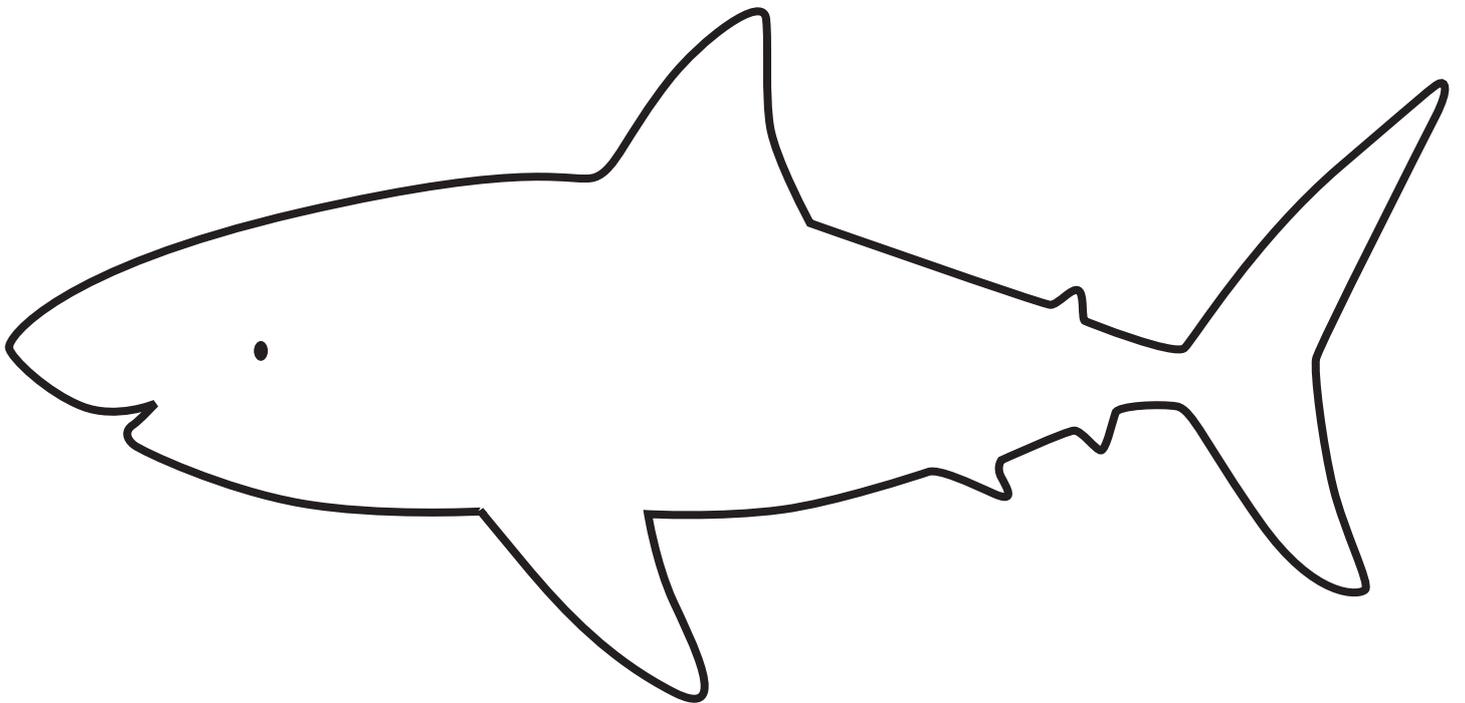
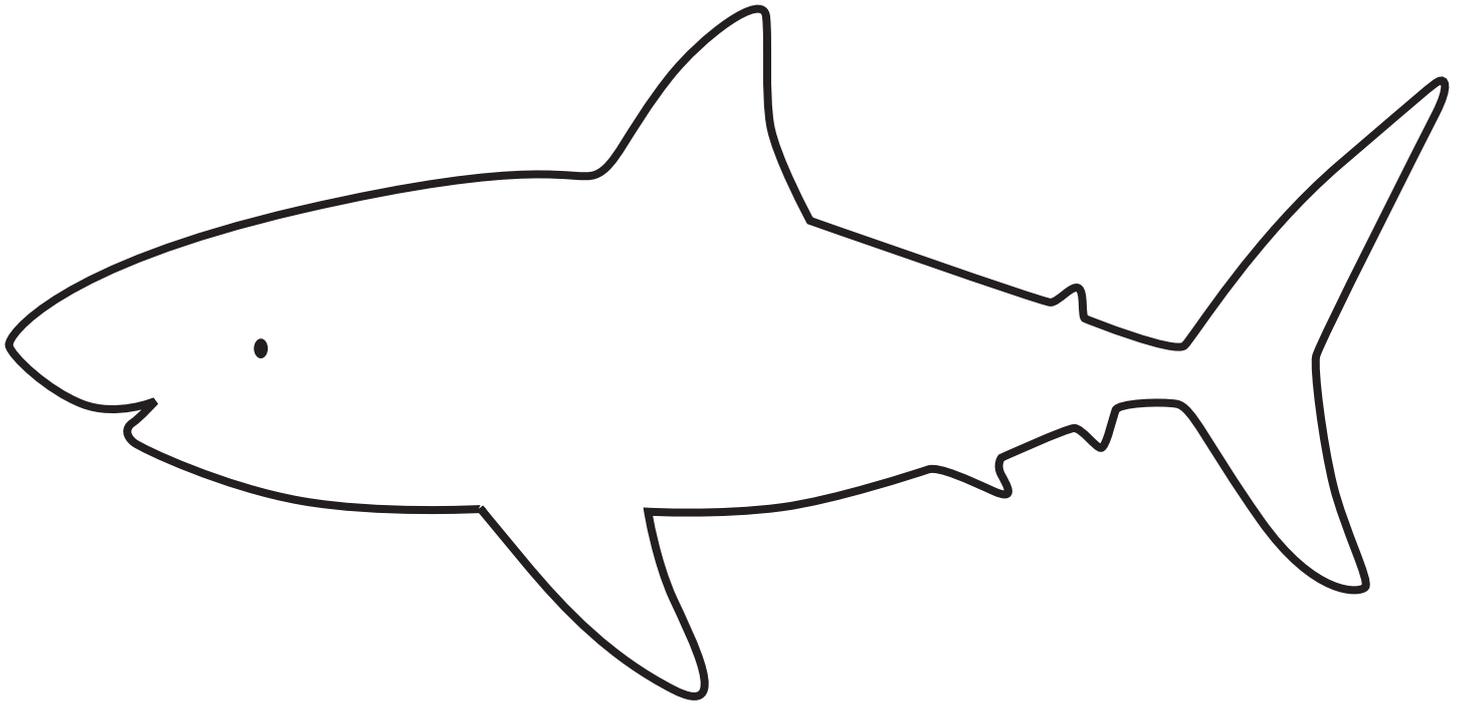
[Girl (in Real Life), Page 300-301]



**REASONS EVA IS
TERRIFIED**



**REASONS EVA
CANNOT WAIT**



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[Girl (in Real Life), Page 300-301]