

TEACHER RESOURCE PACK



THE GOOD TURN

BY SHARNA JACKSON



THE GOOD TURN

by Sharna Jackson



Josephine Williams is a future-focused, internet-loving eleven-year-old who is desperate to explore the world beyond her cul-de-sac - and her browser. When she learns about Josephine Holloway - a woman who started the first Girl Scout Troop for Black girls in America - she's certain she must start her own. Enlisting her friends Margot Anderson and Wesley Evans, the trio begin their quest for their Camping Badge. Drawn to an abandoned factory nearby, they stumble across something strange. A square, ancient television and two tatty armchairs. Beside it, a wooden sideboard with an old photograph of a young, happy couple. What is this? Who, or what, lives here - and why?

Activities in this pack explore themes of:

COMMUNITY × FAMILY AND HOME × INSPIRATIONAL PEOPLE

Activities can be used to support:

ENGLISH, HISTORY AND PSHE × LITERACY × CREATIVE WRITING

You will need:

- *The Good Turn* extracts
- Templates for the activities
- Access to a dictionary – online or hard copy
- Pen or pencils

Teachers may wish to review word banks in activities where relevant for additional vocabulary support. Teachers may also wish to prepare for discussions around racism and segregation to support understanding in Activity 1. Written outputs could be used to create displays around the classroom.

Activity 1: Naming

Learning Objective: To learn more about an inspirational person, understand why they are inspirational, and create a factfile about them

Activity 2: Coding

Learning Objective: To understand what a code of conduct is for, and write a code of conduct for the classroom

Activity 3: Badging

Learning Objective: To develop understanding of using a badge system as a reward, why community contributions are important, and think of actions that can earn specific badges

Activity 4: Making

Learning Objective: To think of community contributions that could be made in the classroom to earn badges, and create a new badge including how it can be earned

Activity 5: Homing

Learning Objective: To understand that the things we have can make us feel at home, why they make us feel this way, and illustrate ideas of what makes us feel at home

Activity 6: Journaling

Learning Objective: To develop understanding of why keeping a journal can be a good thing to do, and create a journal entry celebrating every day community contributions

THE GOOD TURN



ACTIVITY 1: NAMING

Read the extract below from *The Good Turn* page 33 – 38.

When I closed the fridge, I noticed a note attached to its dark-silver door. I lifted the Caribbean-map fridge magnet that held it in place and lifted it close to my face.

‘THOUGHTS, PATRICK?’ was its title. Below it, on the pale-yellow paper, was a list of boys’ names. Daniel was at the top, followed by many others, including:

*Reuben
Samuel
and Benjamin.*

At the bottom ‘It must have meaning!’ was underlined twice, followed by two kisses. I groaned, screwed the note into a tight ball, pushed it in my cardigan pocket and stomped up the stairs.

In my room, I flopped on to my desk chair and threw my laptop open. He wasn’t even here yet, but I already didn’t like my brother. He was taking over. Everything was about him now and I was in second place. That meant I was losing, and I don’t like to lose. I wanted to win, and to be loved. What about me? I whined internally. Why are my mum and dad like this? I sighed and pulled the note out of my pocket. My name better have meaning too. I needed to know, so I followed my regular research routine.

New tab. Google. Type.

My name was French, but I knew that already. What was less clear was why my parents chose it for me. There were no French people in our family – none that I knew of anyway.

Josephine is also the female version of Joseph, of course, obviously.

I didn’t know that Josephine apparently means ‘God adds’, but I was glad to find that out. It works for me because I do add a lot to any situation, that’s true. The trouble with God was we didn’t know Him that well. We didn’t really go to church except for christenings and weddings, so Mum and Dad weren’t giving Him the chance to contribute much to my continued development. Maybe I needed to find Jesus, and go to Sunday school. There would probably be a few Josephines there, living up to their names.

Which led me to wonder how popular my name was.

New tab. Google. Type.

According to the most recent data I could find, only 187 girls were named Josephine in England in 2013, and it was apparently due for a comeback. I hoped it wasn’t, as it was mildly unique – I’m the only one around here with that name and I like that. If Josephine was an old-fashioned name, as this website suggested, I was curious to know if any famous or significant Black women had my name in the past.

continued on next page

THE GOOD TURN



Another new tab. Hello again, my great friend Google. Type.

First result: Josephine Baker. She was a famous Black entertainer and activist who lived between 1906 and 1975. She was very accomplished and cool – she famously wore a skirt made of bananas, which became iconic, but she was so much more than that outfit. Staring at her image, I wondered whether I wanted a banana skirt, but quickly decided I didn't. It wasn't me; I didn't think I could pull it off. Josephine Baker did have a day named after her, though – now that I would like.

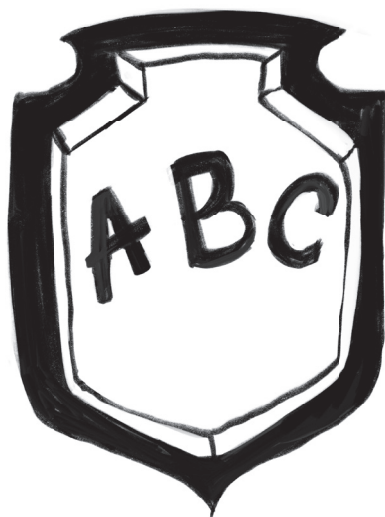
I kept searching and scrolling. Then I found her. Josephine Amanda Groves Holloway.

I sat forward in my chair, elbows on my desk, in awe as I read about this Josephine and her achievements.

In the 1920s, after Josephine went to university in Tennessee, she began working in her community with women and girls who needed help. At this time, she became interested in the Girl Scouts and started her own, unofficial troop for Black girls – 300 girls joined within a few years. In 1933, Josephine decided to make her group official, and she took a petition to the Girl Scout Council in Nashville. The council said no – officially because of lack of money, but actually because of racism and segregation.

Josephine kept going, though. It took lots of work and nine long years – almost my whole life – but in 1944 her troop was recognized and made official Girl Scouts. She never stopped thinking about them, even when she retired, and when Josephine died in 1988 she left lots of land to her group in her will so a camp named after her, Camp Holloway, could grow.

I peered at a black- and- white image of her staring proudly into the camera, saluting the photographer in her crisp uniform with a girl mirroring her movement at her side. For a moment, I wondered if reincarnation was real.



THE GOOD TURN



ACTIVITY 1: NAMING

In the story, Josephine is prompted to look up what her first name means on Google. She discovers a person with her name who did some amazing work for Black girl scouts many years ago. Read the factfile to find out more:

Factfile for: Josephine Holloway

Name:

Josephine Amanda Groves Holloway

Education:

University in Tennessee

Work:

Supporting women and girls in her community

Achievement:

Started an unofficial Girl Scout group for Black girls, which quickly grew to have 300 members. In 1933, she petitioned to have the group officially recognised, which finally happened in 1944. She died in 1988 and had a camp named after her, Camp Holloway

In the extract you will notice the words 'racism' and 'segregation'. What do these words mean? Look them up in a dictionary or ask your teacher. As a class, discuss why the work of Josephine Holloway was inspirational. Think about why she had to petition for the Girl Scout group to be officially recognised and why it took so long.

We can all be inspired by the work of others. Can you think of an inspirational figure like Josephine Holloway, who might inspire YOU to do something positive for YOUR community?

Using books and the internet to help you, create a factfile for an inspirational person using the template. This could be someone alive today, a family member, or a person from history (they don't have to have the same name as you!). What can you find out about them?



THE GOOD TURN



Factfile for: _____

Name:

Education:

Work:

Achievement:

Write down why you think their work is inspirational. Can you think of ways to be more like them?

I think their work is inspirational because...



ACTIVITY 2: CODING

Read the extract below from *The Good Turn* page 39-40.

'The Copseys is all about community action. A unique opportunity to make, go and do. To create. To initiate.' I clicked forward to the next slide in my presentation. A screen grab of the world filled the screen. *'The Copseys is the three of us – to start – but we will, eventually, become a global movement of young people creating change, and doing good in and for their communities. We'd need a strategy for that first.'* I clicked again to a photograph of pin badges. *'To show what we've done and to chart our progress, we'll earn a range of badges – some early ideas include cleaning, giving, designing and writing.'* I moved forward. *'To make sure we are all committed, we'll wear uniforms, create a pledge that we say at every meeting, and a Copsey Code of Behaviour that we all follow and –'*

'Pfft!' Wesley spluttered. *'Uniforms? Codes? Nah, Josie. Please. Stay off the internet. It's no good. Not for you – not for us.'* He stood up. *'This was you, I bet.'* He brought his shoulders to his ears, squinted and pursed his lips. He wriggled his fingers at chest height. *'“Hmmm, yes, typey, typey type-type. Wow – look! Inspirational, fun ideas for our future!”'* He stopped talking and his shoulders slumped. *'Now we're Scouts, Margot. We're some kind of Girl Guide.'* He shook his head.

It wasn't the most flattering impression, but I saw myself. I'm comfortable admitting that. It's good to know your weaknesses, isn't it? It's impossible to turn them into strengths otherwise.

'It is typical Josephine,' said Margot. She lay back flat on my bed, her loose dark curls around her shoulders, her left arm dangling off the edge. She ran her fingers through my shaggy white rug and stared up at the glow-in-the-dark stars on the ceiling. Margot's very comfortable at my house. Possibly too comfortable sometimes.

This – the Copseys – was A Good Idea. No, it was A Brilliant Idea. I'm not going to undersell it. I'm not shy.



THE GOOD TURN



ACTIVITY 2: CODING

Josie is inspired by the work of Josephine Holloway to create a community action group, called The Copseys, which will help make a difference in her community. To help guide the work they do, Josie and her two friends promise to follow a code of conduct called 'The Copsey Code'.

Look at the words and phrases used in the Copsey Code – are there any you don't recognise? In pairs or as a class, underline them and look them up in a dictionary to find out what they mean.

By following the Copsey Code, you promise to be:

1. Truthful and trustful

Don't tell lies – it's bad energy.



2. Proactive – and never procrastinate

Don't waste time – not ours or yours. See an issue?

Solve the issue!



3. Resilient

'If at first you don't succeed, dust yourself off, try, try again.' It's an oldie but a goodie – live by that!



4. A true ally

Be a friend and support everyone.



5. Thoughtful

Think laterally to help someone today!



6. Caring

Respect yourself, others and the whole world.

Now think about what a code of conduct is and why it can be useful. Write your ideas in the space below:

THE GOOD TURN



A code of conduct can help remind us how to behave well and help us make a difference in our communities. If you were writing a code of conduct for your classroom, what would you include?

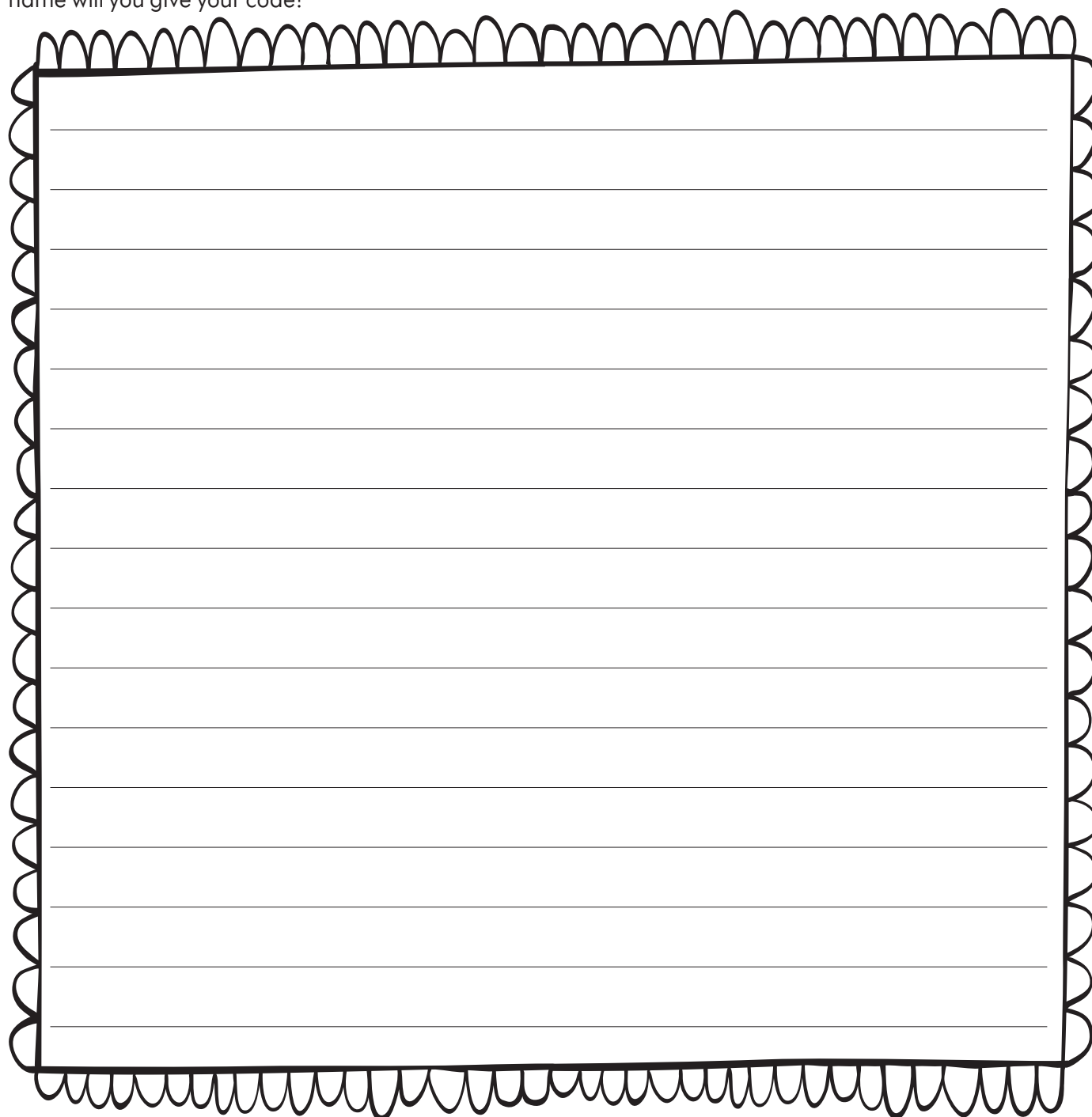
Draw a circle round the words you think would be good to use in your code:

Word Bank

KIND × **HELPFUL** × **GOOD** × **SUPPORT** × **GIVING**
LISTEN × **TEAMWORK** × **CREATIVE** × **FRIENDSHIP**

Add any others you can think of to the word bank.

Now it's time to write your own classroom code! Working on your own or in pairs, write a code of conduct for your classroom using the template. Think about how you can make a positive difference every day. What name will you give your code?



THE GOOD TURN



ACTIVITY 3: BADGING

The Copseys decide they are going to show their progress by awarding themselves badges for all the good things they do in their community, a bit like a reward system.

Have you ever earned a badge for doing something good? What kinds of things did you do to earn your badge? Perhaps you helped people in your community or school. Talk about this with your classmates.

It's nice to get a badge for doing something good, but why are community contributions important? In pairs, think of three reasons why contributing something good to your community is a positive thing to do, and write them in the space below:

- 1: _____
- 2: _____
- 3: _____

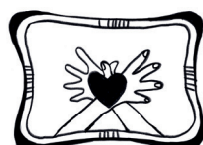
Each chapter in *The Good Turn* is named after a badge that could be earned. For example:



EXPLORING



LEARNING



SHARING



CLEANING



CAMPING

If these were badges for doing good in your classroom, what activity could you complete, or action could you take to earn them?

Working in pairs, think about how you could earn these badges and complete the table below.

Badge	How you earn it	Badge	How you earn it
 EXPLORING		 LEARNING	
 SHARING		 CLEANING	
 CAMPING		<p>There are lots of ways you can contribute to your classroom community to make it a better place to be and learn new skills at the same time!</p>	

THE GOOD TURN



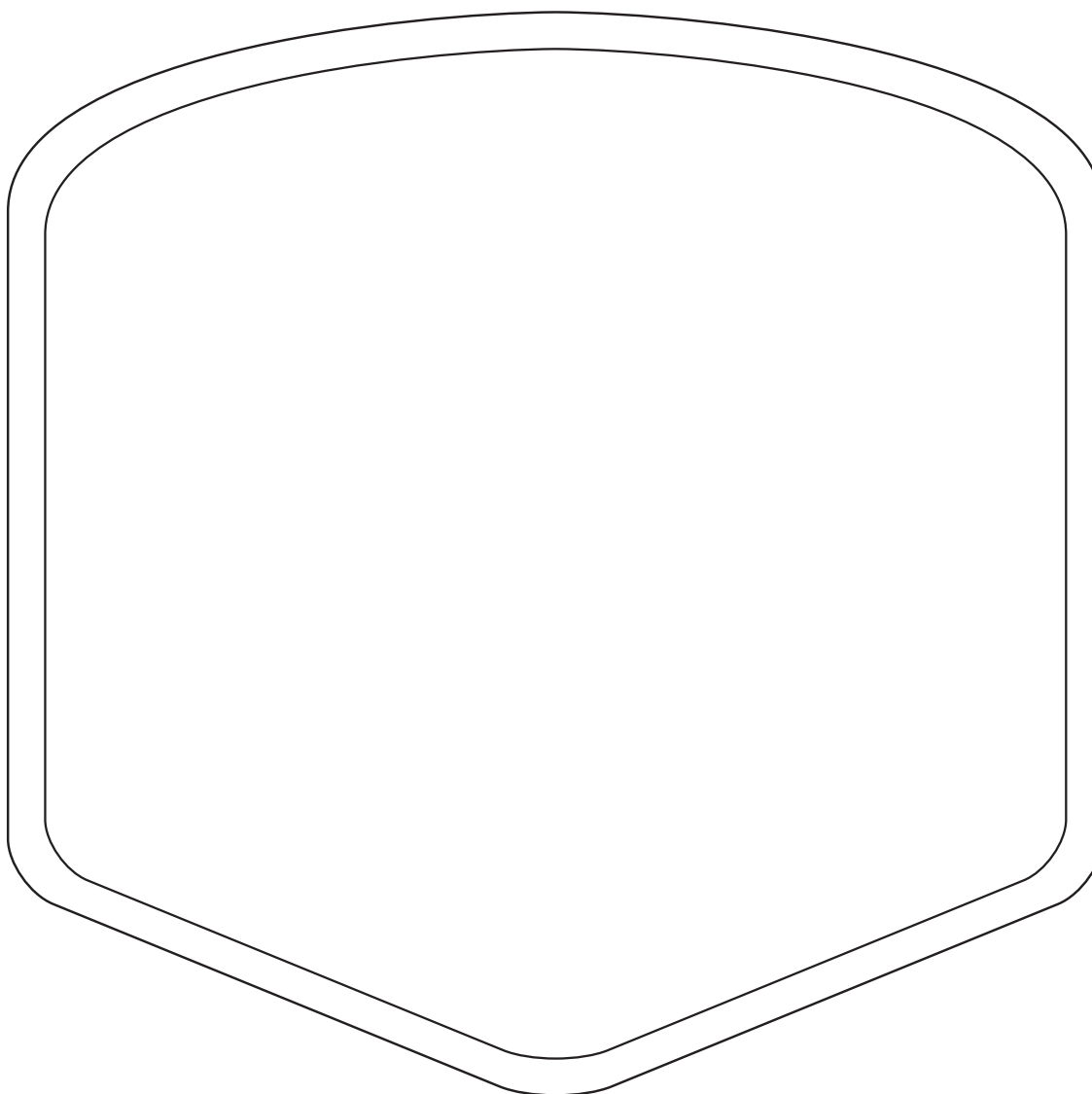
ACTIVITY 4: MAKING

The Copseys make-up their badges as they go along. The first one they achieve is 'Picking', by picking up litter in their neighbour's garden.

What activities do you do in class to help others, and that contribute positively to your school community?

Some might be physical activity, like cleaning, or some might be about how you behave, like sharing. What things could you do to help even more?

Create a badge that can be earned for completing a positive activity that contributes to your classroom community. Don't forget to include how you can earn it!



USING YOUR
BADGES, YOU COULD
CREATE YOUR
OWN CLASSROOM
COMMUNITY BADGE
SYSTEM AND SEE
HOW MANY BADGES
YOU CAN ALL EARN IN
A TERM!

How to earn this badge:

THE GOOD TURN



ACTIVITY 5: HOMING

Read the extract below from *The Good Turn* page 157-160.

What is this place?’ said Margot, stepping into the room. ‘It’s . . . it’s –’

‘It’s well weird,’ said Wesley, panic rising in his voice. ‘Way too strange. We have to bounce. Now. Let’s go. We’ve opened a door to a time warp – and you can’t get out of those. It’s a messed-up version of the past.’ He put his back flat against the wall. ‘Grandad, if you can hear me, help us!’ he hissed.

I stared at the space. It was certainly a meeting room when Chicane was open, but it wasn’t now. Now, it was set up like a living room, but not a modern one like any of ours, with long leather sofas and flat-screen televisions. No. It looked and felt much older.

There was a floral rug on the floor, with pink and green buds blooming in neat rows across its width. At the back of the room was a clothes rail, with dresses, pairs of trousers and shirts. There were two tatty green tartan armchairs side by side, with stuffing bursting through their seams. An unbroken, tea-stained Chicane Cars mug rested between them on the floor. The cup and the armchairs faced an old brown, square television that was panelled in fake wood and had a twisted wire coat hanger sticking out of its back.

I pointed to a tall brown lamp with a dust-covered dusky-pink fabric shade. Little loops of gold thread hung from its bottom. ‘I think that’s the light we’ve been looking at – been looking for!’

‘But that’s just a regular old lamp,’ said Wesley. ‘How would we see that from your house?’

Margot reached out to touch it. She fumbled for the switch and turned it on. Bright white light instantly engulfed the room. She winced, shut one eye and turned away. ‘That would be why,’ she said. ‘I think you’re right, Jo. This is basically a floodlight under a lampshade. It’s way too harsh for the relaxed vibes whoever pulled this room together needed – or were going for.’

‘Relaxed vibes?’ spat Wesley. ‘Pulled the room together?’

‘Yeah!’ said Margot. ‘I reckon they were aiming for cosy, but that light has zero chill. It dominates. Otherwise, I’m into it. I like the aesthetic.’

‘You’re an ass-thetic,’ said Wesley.

Margot laughed. ‘That’s actually a good one. You’re funny when you want to be.’

I walked to the window. What I assumed was once the meeting-room table was pushed against it. An uncountable number of lace doilies covered its surface. Sitting on top of them were candles, a stack of stereo equipment with complicated knobs, a pile of records and a cubed brass clock with a handle and white face. My grandparents had one exactly like it. It was next to a small, square silver photo frame.

‘Copseys!’ I raised my voice. ‘You have to see this!’ Wesley and Margot gathered round the photograph. I picked it up to get a closer look and brought it close to our faces.

THE GOOD TURN



In the fuzzy, faded photograph, a young Black couple smiled back at us from between the rounded corners. They stood in front of a baby-blue car.

The man had his arm round the woman's shoulders. He was tall and thin. He wore a clean, sharp, incredibly smart navy-blue suit, and the trousers were flared at the bottom. On his feet he wore tall shoes. They weren't like high heels, but the soles were stacked high, like platforms. The buttons on his crisp white shirt were mostly open so you could see his hairy chest and the gold chain round his neck. He had a neat Afro, and resting on top of it was a flat cap, which was brown and worn at an angle.

The woman was shorter and seemed shyer. She nestled her face into the man's neck a little bit. She had an Afro too, but it was blown out big and it hung around her shoulders. I just knew Mum would love to get her hands on that lady's hair. She wore a long green dress with a gold belt round her waist, and white sandals that showed off her red-painted toenails. She was beautiful. They were beautiful.

'That's a stunning photograph,' said Margot. 'They look so cool!'

Someone kissed their teeth behind us. As they did, they sucked all the air out of the room with them.



THE GOOD TURN



ACTIVITY 5: HOMING

In the story, we read about all different kinds of 'homes', including a very unexpected one as the extract shows, that the three friends discover in an old closed-down factory behind their houses.

The extract describes the different things that the children see in the room:

TELEVISION × FLOOR RUG × ARMCHAIRS × STEREO (MUSIC PLAYER)
CANDLES × CLOCK × PHOTOGRAPHS × LACE DOILIES (TABLE CLOTH)

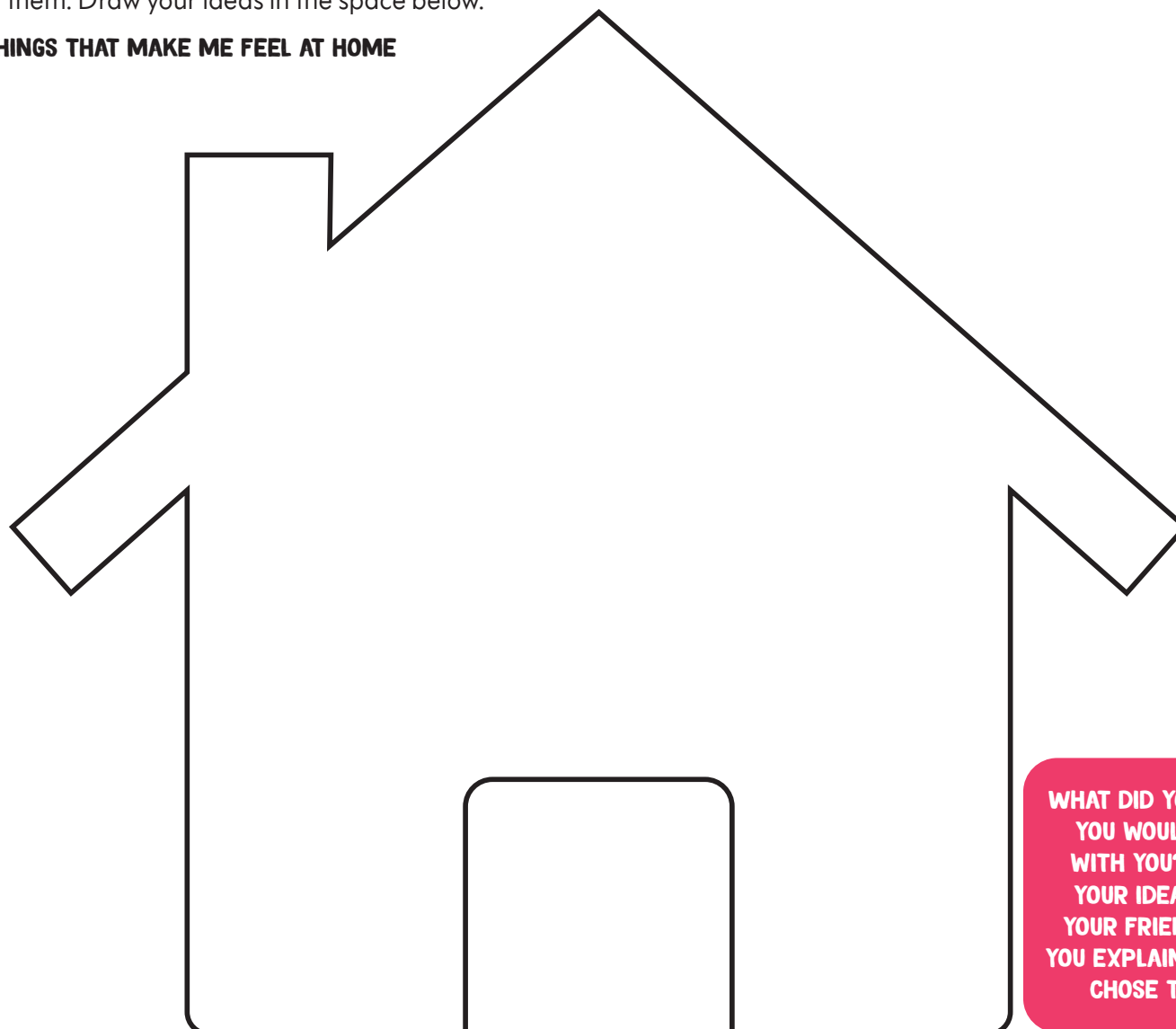
Think about your own home. Circle the things in the list above that you have in your home too. In pairs, discuss with your partner:

- Why do these things make you feel at home?
- Would you notice if they weren't there?
- What would you miss and why?

Whilst family and friends are the most important thing about home, often the things we have in our homes that we see every day throughout the house, can help make us feel at home.

Imagine you had to leave the home you live in, and make a new one somewhere else, perhaps even somewhere you don't really want to be. What things would you take with you from your home? How would you make the new space feel like home? Think about all the different rooms in your home and what they have in them. Draw your ideas in the space below.

THINGS THAT MAKE ME FEEL AT HOME



**WHAT DID YOU DECIDE
YOU WOULD TAKE
WITH YOU? SHARE
YOUR IDEAS WITH
YOUR FRIENDS. CAN
YOU EXPLAIN WHY YOU
CHOSE THEM?**

THE GOOD TURN



ACTIVITY 6: JOURNALING

In the story, Margot carries a notebook everywhere. She keeps a journal and uses it to keep track of what has been happening and share her feelings.

As a class, talk about why keeping a journal can be a good thing to do.

Journals can be made up of all sorts of things; poems, pictures, notes and writing. It can be a way to celebrate the things you do, as well as sharing thoughts and feelings.

Imagine you keep a journal. Think about everything you have done over the last week. Did you help anyone? Did you work hard at school? What did you do in the classroom that was a positive contribution? Perhaps you helped at home or had good manners or helped a friend with a problem! What badges would you award yourself for the things you did?

Complete the journal entry below. Write down what you did, and what 'badge' you would award yourself for your positive contribution; no matter how small it is good to celebrate it!

MY BADGE ACTIVITY JOURNAL

This week I have:

