

# JENNY VALENTINE



**RESOURCE PACK FOR KS2  
TEACHERS / AGES 7+**

# INTRODUCTION

**Suitable for:** Ages 8+

**Explore themes of:** Zanzibar, Home, Travel, Eco-friendliness, Wellbeing, Trees, Community, Local History

**Subject Checklist:** Literacy, Science, Geography, History, Art, Design & Technology, PSHE, Citizenship

## ABOUT THE BOOK

*Meet ten-year-old Joy Applebloom, a girl with a knack for finding the silver lining in even the darkest of rainclouds.*

*After years of travelling the world with her parents and older sister, Claude (Claude rhymes with bored, which is just about right), Joy and her family move to suburbia – back to school, back to her grumpy, rule-obsessed grandad and back to normality.*

*Joy soon finds her usual irrepressible positivity and zest for life waning, but when the powers that be threaten to pull down a mighty oak tree, Joy decides to fight back, and realizes that not all magic requires wands and spells, and perhaps the most important sort of magic is the power, resilience and courage that was there all along . . .*





## FROM ZANZIBAR TO THE UK



What does the word  
'HOME' mean to you?  
Do you think you can  
feel 'at home' while  
travelling around the  
world?

### SNEAK PEEK FROM THE STORY!

I miss the light of other places, and the colour.

I miss slices of fresh starfruit and sweet potato, with chilli and lime, cooked on a fire in a barrel on the side of the road and wrapped in a scrap of newspaper, too hot to touch.

I miss watching other people's worlds go by through a grubby train window, non-stop, like TV, with the sound of the rails.

I miss the feeling of being in a crowd, on a bus, or at a market maybe, or a station, and not understanding a single word that anyone is saying, so that they might as well all be birds to me, calling out to each other in a forest, just letting me be there, and not minding at all.

We aren't seeds on the breeze any more. We are a thing with roots and foundations, something stuck in the ground like a motorway bridge, or a lamp post, or a tree.

We are birds in captivity now, which is the opposite of free. And nobody is finding it easy.

1. How does Joy feel about leaving her 'travelling life' behind and coming to live in the UK?
2. Find examples of sensory description. What does Joy miss about her old life?
3. Which phrase is repeated in the extract? Why do you think this is?

## ACTIVITY SUGGESTION 1:

As you read *A Girl Called Joy* – make a note of all of the different places Joy and her family have lived. On a World Map, mark all of the different places. You could even create a project of Joy's travels, just like Miss Stilwell suggests in Chapter 13.



## ACTIVITY SUGGESTION 2:

Using the extract above and any other bits of the story that you've read, write down some of the things that Joy experienced as she travelled around the world – like a 'seed on the breeze'. What sort of person is Joy?





## ACTIVITY SUGGESTION 3:

Write a travel brochure for Joy's home before she moved to the UK, Zanzibar!

Use Chapter 3 to help you. It might be useful to do a bit more research on Zanzibar first and make a few notes before you start writing in best! Remember, the whole point of a travel brochure is to encourage and persuade people to visit that place, so do your best to make Zanzibar sound and look like a brilliant destination. In order to do this, include lots of positive adjectives and make sure your writing is informative too.

When you've finished, can you do the same but for Joy's new home in the UK?

## VISIT ZANZIBAR!

A description of Zanzibar, including some facts and geographical information ...

A picture of Zanzibar to make it look really appealing ...

Fun things to do ...

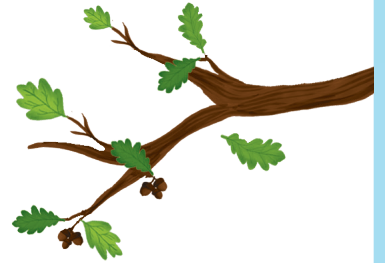
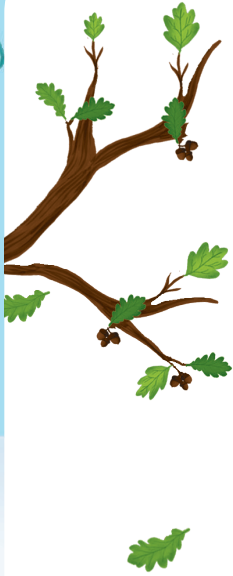
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How to get there ...

The weather ...

More information ...

# ECO-FRIENDLINESS



What does it mean  
to be 'eco-friendly'?  
Why is it important  
to be friendly to the  
environment?

## Sneak Peek from the Story!

I have made friends with all sorts of trees in all sorts of places. I have probably climbed at least seventeen different kinds. I have stayed high up in a treehouse and fallen asleep to the *scritch-scratch* of other creatures and the *shushing* of the leaves.

Benny is right. We are just us. And that isn't all that much.

But *everybody* knows how important trees are. They clean the air and give us oxygen. They protect us from the sun. They feed us and other animals. They provide warmth and shelter and shade. We actually seriously couldn't live without trees.

Maybe some people have forgotten that. Maybe we should remind them.

1. How does Joy feel about trees?
2. Why are trees important? List at least three reasons.
3. What does Joy want to 'remind' people of?

## ACTIVITY SUGGESTION 1:

In Chapter 13, Joy describes her 'favourite' trees. What are they? Carry out some research into one of them. What can you find out about it? In what part of the world would you find it? Are there any threats to its survival?

- Californian Redwood
- Jacaranda
- Banyan
- Gingko

## ACTIVITY SUGGESTION 2:

Make friends with a tree! Get into pairs. If your partner is comfortable, ask them to close their eyes – and lead them to a nearby tree of your choice. Make sure that you speak to your partner on the way to highlight any trip hazards!

Once you've arrived at your chosen tree, tell your partner to use their senses to explore the tree; touching it, smelling it and even listening to it! Then lead your partner carefully back to their starting place. Once there, they can open their eyes. Can your partner identify their tree from the picture they built up using their senses? Swap roles and repeat the activity!

**Reflect:** How did you feel doing this activity? How does being out in the natural world help our wellbeing and bring us JOY?

*Because as if making friends with Benny isn't enough of a silver lining to be happy about, I might have also just made friends with an actual thousand-year-old tree.*



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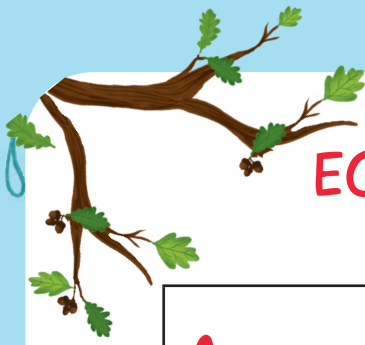
*Because as if making friends with Benny isn't enough of a silver lining to be happy about, I might have also just made friends with an actual thousand-year-old tree.*

## ACTIVITY SUGGESTION 3:

In the book, Joy has lived near coral reefs, rainforests and other natural environments that are under threat. In each of these different settings, she has 'made friends' with nature and tried to look after it. Consider how you can do the same. What small actions can you take to show that you are a 'friend' to the natural world around you?

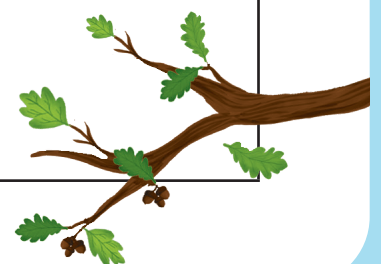
Fill in the A-Z board with an action that you can carry out to show that you care about the natural world, just like Joy. Note: you might have to get creative for letters 'Z' and 'X'!

For example: 'A' might stand for 'Attending community meetings and discussions about local wildlife.'

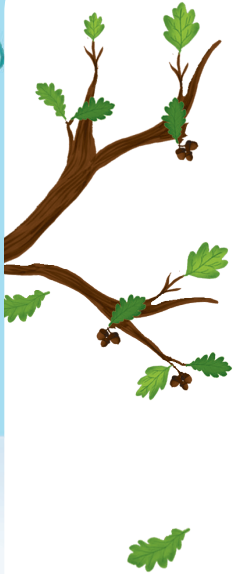


## ECO-FRIENDLY ACTIONS: A-Z

A	B	C
D	E	F
G	H	I
J	K	L
M	N	O
P	Q	R
S	T	U
V	W	X
Y	Z	



# TREES IN THE COMMUNITY



How is the natural world around us linked to community?  
How is nature important in your



## Sneak Peek from the Story!

We are going to draw the trunk and branches of our oak tree and then stick on lots of interesting facts about it in the shapes of acorns and flat-fingered leaves. It is going to be a local history collage, going back a thousand years. I want to start with the drawing, but Benny says we should get the historical facts bit out of the way first, because that way we can do the work and then finish with the fun part. I am starting to think that he might be the cleverest person I know. We need eight facts because we realize that we both have a favourite number – eight! Also it will look nice and symmetrical on the page.

‘There is the Domesday Book fact,’ I say, ‘for a start,’ and Benny says, ‘And the how long the school has been here fact, which is 167 years.’

1. How is the relationship between Joy and Benny presented here? Why is this friendship important in the story?
2. How many facts do Joy and Benny want to include? Why?
3. What two facts do the children start with, to decorate their Oak tree?

## ACTIVITY SUGGESTION 1:

Have a look around your own school grounds to see if you can find any trees of note or, even better, an Oak tree! Make a sketch of your favourite tree.

## ACTIVITY SUGGESTION 2:

How has your local town or city changed over hundreds or thousands of years? How old is your school? Try to list at least 5 changes and write or draw them on the timeline below. Add more changes or events if you can think of some!

- 1.
- 2.
- 3.
- 4.
- 5.

The diagram shows a horizontal red line representing a timeline. Above the line are three empty rectangular boxes, and below the line are two empty rectangular boxes. Yellow arrows point upwards from the line to each of the three boxes above, and yellow arrows point downwards from the line to each of the two boxes below.

## ACTIVITY SUGGESTION 3:

*Only the tree is noticing me. That beautiful big oak is probably the friendliest living thing I have met since I started in class 6C, and I am very grateful.*

Create an Oak tree collage just like Joy and Benny's. Draw a tree trunk and branches, and then use the acorn and leaf templates below to add your local history facts/events/changes. Put your trees up on display in the classroom to remind you of how much they've seen through the years – and how important they are to the community.

## ACTIVITY SUGGESTION 4:

Use your list to write a diary entry from a tree's perspective. Include how your local area has been transformed and how the tree feels about this. You might like to write about: technology, houses, transport, schools, shops, who lives there.

**Notes:**

