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## Juvenile Book Club Kit

### About the Book

**Book Title:**

*A Good Kind of Trouble*

**Author:** Lisa Moore Ramée

**Brief Summary:**

After attending a powerful protest, Shayla starts wearing an armband to school to support the Black Lives Matter movement, but when the school gives her an ultimatum, she is forced to choose between her education and her identity.

**Audience:** Ages 9–12

**Awards/Themes:**

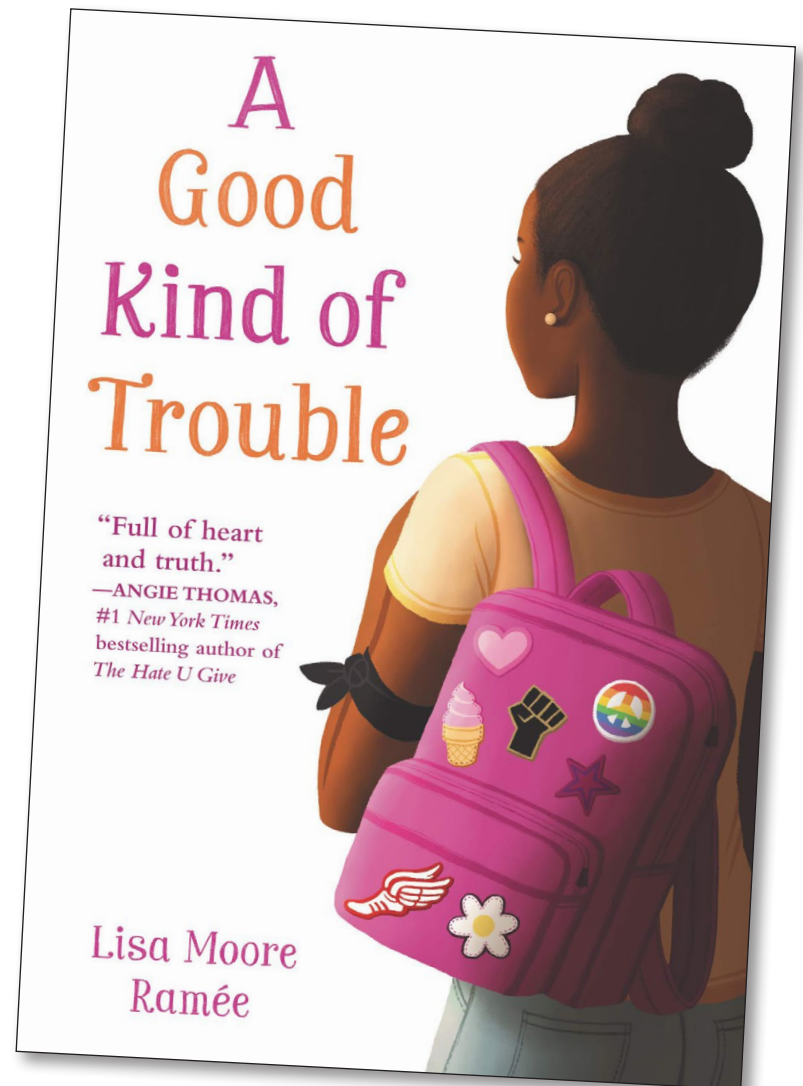
This title is a good fit for middle grade children. It is the author's debut title. Themes include Black Lives Matter, friendship, fitting in, and social justice.

**If You Enjoyed This Book Try:**

*Blended* by Sharon Draper

*The Lions of Little Rock* by Kristin Levine

*The Only Black Girls in Town* by Brandy Colbert



## Tips for Running a Book Club

Book clubs are a great prosocial way to share the love of reading, help young people learn to talk about the books they're reading, and motivate kids to read. But what do you do at a book club meeting? How do you make it fun for everyone? While there isn't one right way to run a book club, these ideas can help you run a successful book club for the youth in your life.

1. Keep your book club sessions short. An hour is usually a good amount of time.
2. Set rules at the beginning so everyone is clear of the expectations. These can be whatever works best for your group but here are some suggestions:
  - Only one person shares at a time
  - Respect others' opinions even if they differ from your own
  - Everyone has the right to "pass" on questions/activities that make them uncomfortable. You decide what you want to share.
  - No cell phones
3. Respect an individual reader's ability.
  - Children, even those of the same age, read at different paces and different levels. If a participant doesn't finish the book, encourage them to participate with what they do know during the book club meeting and to finish the book later.
  - Some children may be anxious about the idea of a book club because they consider themselves to be poor readers or perhaps they are dyslexic and struggle with reading. Take time to encourage these readers (some of these readers may appreciate this encouragement privately rather than in large group setting) and don't cold call them to read aloud from the book (even if it is their favorite part or just one line).
4. Use the questions included in this kit to help facilitate the conversation.
5. Choose an activity related to the book you're reading. For example, if you are reading *Harry Potter*, you can lead the group in a craft to make wands. If you are reading a graphic novel, you can make a comic strip, or a page of a comic (maybe they are writing an alternate scene of the book or a new adventure for the characters to take on).
6. Bring snacks! Snacks can help make the club feel more like a casual and fun experience.

## Book Club Resources

Need more ideas on how to use books as fun and engaging learning tools? Check out this short list of fantastic resources to help you on your way:

- Penguin Resources  
([penguin.com/school-library/teaching-guides-activity-kits](http://penguin.com/school-library/teaching-guides-activity-kits)) This webpage features teaching guides and activity kits for numerous titles for varying age ranges.
- Scholastic Resources  
([scholastic.com/teachers/books-and-authors](http://scholastic.com/teachers/books-and-authors)) Find lesson plans, booktalks, discussion guides, author interviews and other classroom resources for teaching with children's books.
- Biography Reference Center  
([mcpl.info/BRC](http://mcpl.info/BRC)) Find related articles, achievements and more on children's authors.
- *Teachingbooks.net*  
A free resource available to Indiana residents through INSPIRE Indiana. TeachingBooks aims to give all readers insights that will deepen their understanding and enjoyment of the books they are reading. It is designed to serve the PreK-12 school community and their families, as well as pre-service educators in colleges and universities.



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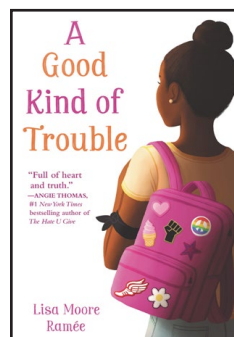


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### Let's Talk About It

1. In the opening chapter, Shayla states, "I'm allergic to trouble. It makes my hands itch." What does this declaration say about Shayla's character?
2. Describe Shayla's best friends. Why do they call themselves the "United Nations"?
3. Frustrated with her English teacher Ms. Jacobs, Shayla slumps in her chair and says, "I hate when a teacher assumes that just because I'm black, I'll know all about slavery and civil rights and stuff like that. I'm the only black student in the class, so I know everyone's staring at me, trying to see if I have bat wings or hairy armpits. Like being black is a whole different species." How do you think this type of attention affects Shayla?
4. Why did Shayla want to "abolish" the conversation about Emerson?
5. Julia plays basketball in an all-Asian league. Shayla was upset that she couldn't join the league, and her father said that this league was "about lifting up the kids who played in the league." Discuss the value of representation in this space of the basketball arena and in other areas.
6. Shayla's mother takes a different route home due to the protesting that is happening because of the trial. What does Shayla's mom mean when she says, "People are acting like they already know what the verdict's going to be?" Describe the conversation that Shayla and her mother have on the way home from school. Why does her mother stay silent at the end of this chapter?
7. Shayla talks with her mother about the dynamics of friendships. Her mom reminds her, "Just make sure you're open to all sorts of people... You may find as you get older that there's something...comfortable, or I don't know, comforting, in having friends who can relate to things you might be going through." What do you think her mom is trying to tell her about growing up?
8. Bernard, Shayla's lab partner and track teammate, is constantly reprimanded and picked on in class by Mr. Levy. Later, he is falsely accused of trying to throw Alex in the trash can. Why is Bernard assumed guilty? Why does Shayla change her view of him? In what way does the narrative surrounding Bernard echo the themes of the story?
9. For Shayla, "Running makes everything bubbling around inside [her] twist and turn and spread out behind me like wings." What do you think Shayla means when she describes running this way? Is there an activity that you do that gives you similar feelings?
10. With a shrug, Bernard tells Shayla, "Some stuff it's okay to get in trouble for." Reflect on this statement.
11. Shayla's thinking about protests and the Black Lives Matter movement seems to shift over the course of the book as she learns more and more about what's happening around her. What are some examples of what she thought she understood at the beginning of the novel versus what she knows and understands at the end of the novel?
12. Toward the end of the book, Shayla's sister Hana tells her, "Change is hard... but that doesn't mean we stop." What social changes do you want to see happen to make your local community better? What are three steps can you take to help make those changes happen?



#### Questions and activities from the following sources:

Shanetia P. Clark's Book Guide  
Diversebooks.org's Education Guide  
BreakingPrejudice.org



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### Continue the Fun!

Here are some examples of activities you can do with your book club to reinforce the concepts and themes found in the title.

#### Activity 1: Eyeball Journal

**Summary:** Throughout the book, Shayla's teacher has her class keep an "Eyeball Journal," where each student writes down observations of their world through their own eyes or perspective. Take a week and write your own eyeball journal! Write about your daily observations and think about how you see the world through your eyeballs and how that helps shape your life differently from others.

##### Materials Needed:

- Journal or notebook paper
- Writing utensils

#### Activity 2: Sports and Protest Timeline

**Summary:** In the book, Shayla's track team and running play a big part in shaping her view of her world. Today, professional athletes and celebrities use their position to protest police brutality and racism. Can you think of any examples? What did they do to protest? Make a timeline of the examples you discover and what led to the protests.

##### Materials Needed:

- Paper and writing utensils
- Research materials such as books, a computer, etc.

#### Activity 3: Everything Me Puzzle

**Summary:** Create an "Everything Me" puzzle. First, draw a picture of all of the people you care about, the activities you love to do, and everything that makes you the awesome person you are on blank cardstock or cardboard. Then, using a marker, create a grid of squiggles that are about two inches apart. First draw horizontal squiggles across the cardboard, then draw vertical squiggles. Finally, cut out the pieces of your puzzle using the squiggles as guides, mix up the pieces, then put them back together again!

##### Materials Needed:

- Cardstock or thin, blank cardboard
- Markers or colored pencils
- Scissors

#### Activity 4: Insider/Outsider Emotion Activity

**Summary:** This activity introduces the concept of inclusion and exclusion, empathy, and how feelings inform our actions. This can relate to many issues and situations that deal with diversity and race such as holding privilege, microaggressions, and implicit bias. After completing the activity, ask the book club members how they think the activity relates to the book.

1. Ask the kids to think of a time when they felt like an outsider or like they didn't fit in. What emotions and feelings specifically did they experience? Ask the kids to walk around the room, introducing themselves as the emotion they chose (ex: Hello, I'm anxious).
2. Next, ask the kids to think of a time when they felt like an insider. What emotions and feelings specifically did they experience? Now, ask the kids to walk around the room, introducing themselves as the emotion they chose (ex: Hello, I'm excited).
3. Ask the kids to sit down and make a list of the different emotions they introduced themselves as.
4. Use the emotions from step three to ask the kids to describe some of their behaviors during the situation when they felt like an outsider vs. the situation when they felt like an insider. Make sure they use behavioral words—participants have a tendency to use feeling words again. If someone says "I would act angry," ask them how they would act when they felt angry.

##### Materials Needed:

- Pen and paper or dry erase board to write down the feelings and emotions.



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### Tips for Talking About Race with Kids

Talking about race with your child can be uncomfortable if you don't know where to start or what to say. Here are some tips to help you prepare.

- Don't wait for kids to bring up the topic of race. Be proactive and help them build a positive awareness of diversity and inclusion.
- Do your research. It's important to be clear and provide accurate and true terms and labels so they can learn how to apply them. Practice what you want to say before you say it.
- Talk openly with children. You don't have to be an expert on race. Be honest about what you don't know and work with your child to find the information you need. It's okay to say, "I'm not sure" or "Let's come back to that later, okay?" But make sure you do come back to it.
- Help children understand what it means to be an agent of positive social change. Ask children what kind of world they want to live in and then think about ways to bring about that change.
- Let children see you acknowledge and face your own biases. Give them an example of a bias, racial or otherwise, that you hold or have held. Share the things you do to confront and overcome bias.
- Every racial and ethnic group includes people who believe different things and behave in different ways. There is diversity within racial groups. Make sure children understand this.
- The struggle for racial fairness and equity is still happening. Discuss what children and the adults in their lives can do to take part in working toward this goal.

### Resources and More Reading:

Common Sense Media: [commonsensemedia.org/blog/how-white-parents-can-use-media-to-raise-anti-racist-kids](https://commonsensemedia.org/blog/how-white-parents-can-use-media-to-raise-anti-racist-kids)

embracerace.org: [embracerace.org/resources/teaching-and-talking-to-kids](https://embracerace.org/resources/teaching-and-talking-to-kids)

NPR: [npr.org/2019/04/24/716700866/talking-race-with-young-children](https://npr.org/2019/04/24/716700866/talking-race-with-young-children)

PBS.org: [pbs.org/parents/talking-about-racism](https://pbs.org/parents/talking-about-racism)

[racepride.pitt.edu](https://racepride.pitt.edu)



For more resources and information, please visit the Library's Advancing Racial Equity Collection webpage at [mcpl.info/racialequity](https://mcpl.info/racialequity) or scan the QR code with your smartphone for instant access!

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