



Teaching Notes & Resources

Key Stage 3

Themes: Multiculturalism and racism | Social issues

[Purchase *Ghost Boys*](#)



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CHARACTER PROFILE JEROME ROGERS



GH^OST BOYS

While reading *Ghost Boys*, gather information about the main character, Jerome.



Who is Jerome at the start of the story?
What does he believe about the world, himself, and other people?

What pressures or influences shape this character's behaviour?
Think about family, school, community, and authority.

What key moments change or challenge Jerome?
Which events force them to think differently or feel conflicted.

How does the character of Jerome make you think or feel?
What questions does he leave you with?



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CHARACTER PROFILE SARAH



GH^OST BO^YS

While reading *Ghost Boys*, gather information about one of the key characters, Sarah.



**Who is Sarah when we first encounter her in the story?
What does she believe about her father and the police at first?**

**What moments make Sarah start to question what she has been told?
Is there one key interaction that changes her thinking?**

**How does meeting Jerome affect Sarah's thoughts, feelings, or behaviour?
What changes can we see in her by the end of the story?**

**What does Sarah represent in the story?
What does the author want you to think or reflect on through her character?**



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JEROME ROGERS REMEMBERED



GH^OST BOYS

After reading *Ghost Boys*, write a page for Sarah's website that helps visitors understand who Jerome was as a person, not just what happened to him. This page should remember Jerome's life, his personality, and what mattered to him.



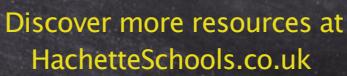
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JEROME ROGERS REMEMBERED



GHOST BOYS



Handwriting practice lines for the title 'JEROME ROGERS REMEMBERED' and the book 'GHOST BOYS'.



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KEY THEMES



GH^OST BOYS

After reading *Ghost Boys*, complete the table to explain how these themes relate to the story. Finally, add another theme that you noticed in the book.

THEME	Where do we see this in the story?	Which characters are involved?	What do we learn from this?
FEAR			
CHILDHOOD			
JUSTICE			
RESPONSIBILITY			



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