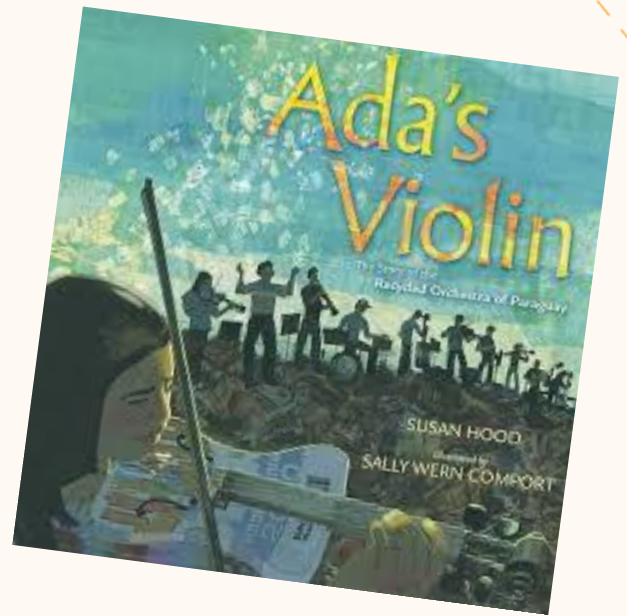


Ada's Violin

Written by Susan Hood

Illustrated by Sally Wern Comport

This is the true story of the Paraguayan Orchestra made from rubbish. It helps open conversations about the environment and enterprise. Additionally, it focuses on Ada's experience with music and how it helped her boost her self-esteem.



5 Objectives

Lesson 1:

I can tell you how I am part of a 'whole world' community and how this can impact my wellbeing.

Lesson 2:

I can tell you some ways I help to protect my world.

Lesson 3:

I can tell you what makes a good team.

Lesson 4:

I can show you some skills that might be useful in a future career, such as teamwork, enterprise or negotiation.

Lesson 5:

I can tell you what self-esteem means and some things that boost my self-esteem.

Lesson 6:

Evaluation and Reflection

Tags:

Community, Enterprise, Self-Esteem, Teamwork

Sensitive Content in This Story

Some children might relate to living in poverty such as Ada which may be triggering when comparing their life to hers. Other sensitive topics related to the poor neighbourhood Ada lives in such as the older children joining gangs and turning to violence when they had little community outreach programmes. Another sensitive area is related to low self-esteem stopping someone from attempting to achieve their dreams and goals. At the beginning of the story, it mentions how Ada and her sister did not have someone to look after them when school had finished. They first stayed close to their house, but with time, venture further and further away. This could be a potential disclosure if any of the children in the class mention similar times they have been left alone.

Wellbeing skill links

Through the following 5 lesson plans children will explore the following RSHE statutory (s) and PSHE non- statutory (n) wellbeing objectives.

Mental Wellbeing (s)	Respectful Relationships (s)
The benefits of physical exercise, time outdoors, community participation and service-based activity on mental wellbeing and happiness. (Lesson 1, 2,)	The importance of self-respect and how this links to their own happiness. (Lesson 5)
Economic Wellbeing (n)	Ourselves, Growing and Changing (n)
Some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation (Lesson 3, 4)	To recognise their individuality and personal qualities (Lesson 4)
Shared Responsibility (n)	
Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (Lesson 2)	
Communities (n)	
About the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community (Lesson 1)	
To value the different contributions that people and groups make to the community (Lesson 1)	
Further Skill Coverage: All Settle activities cover: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. All Training activities cover: That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	

Literacy Links

Through the following 5 lesson plans children will explore the following literacy objectives:

Vocabulary:	Retrieval:	Inference:
<ul style="list-style-type: none"> • Check the book makes sense, discussing and exploring the meaning of words in context • Use dictionaries to check the meaning of words read. • Ask questions to improve understanding of vocabulary. • Discuss how words and phrases have been used to build a picture for the reader. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> • Answer basic retrieval questions using evidence in the text • Explain and discuss what has been read • Ask questions to improve understanding of a text • Retrieve, record and present information from non-fiction • Distinguish between fact and opinion • Know and discuss setting, character and event changes across a text • Identify how text structure/presentation contributes to meaning and understanding • Discuss and explain how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text) 	<ul style="list-style-type: none"> • Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence from the text, general knowledge and wider reading • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text • Provide reasoned justifications for views expressed

SMSC and British Values



Lesson Content

All five of the lesson plans related to this book follow our STORY structure



S

Settle: Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.



T

Training: Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.



O

Objective: Introduce a wellbeing objective for children to focus on when they are listening to the story



R

Read: Read the story and discuss guided reading questions as a class.



Y

You: To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

Further Resources

Some other stories we would recommend that are related to this story are:

- One Plastic Bag at a Time written by Miranda Paul
- Listen written by Shannon Stocker
- The Dam written by David Almond
- The Day You Begin written by Jacqueline Woodson
- Under the Same Sky written by Britta Teckentrup

This guide for parents could be helpful if you have any children in your class who need more support with self-esteem, community outreach, teamwork and enterprise skills:

- <https://raisingchildren.net.au/pre-teens/entertainment-technology/free-time-activities/community-activity>
- <https://www.ymcalondoncan.org/our-services/community-outreach/>
- <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/self-esteem/>
- <https://biglifejournal.com/blogs/blog/self-confidence-building-activities>
- <https://biglifejournal.com/blogs/blog/big-life-journal-guide-growth-mindset>

