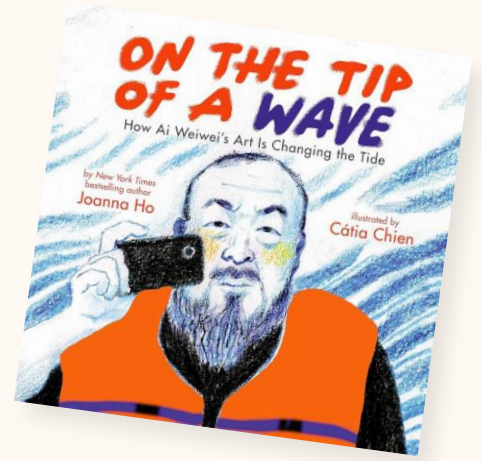


# On the Tip of a Wave

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*This inspirational book tells the story of Ai Weiwei and how he overcame adversity to become a famous artist who makes bold statements to draw people's attention to human rights.*



## 5 Objectives

### Lesson 1:

I can tell you what a refugee is.

### Lesson 2:

I can tell you what human rights are.

### Lesson 3:

I can tell you about some people that have stood up for their own or others human rights

### Lesson 4:

I can tell you about some people that have stood up for their own or others human rights

### Lesson 5:

I can tell you why art is a powerful way for people to express themselves.

### Lesson 6:

Reflection and Evaluation

## Tags:

family, love, sharing, parental separation, manners, listening

## Sensitive Content in This Story

This book covers how Ai Weiwei used art to draw people's attention to refugees travelling across the sea in small boats. If you have children in your class who have been refugees, you might want to speak to them before you cover the content in this book, so they are aware it will be discussed. It will also be important to remind the whole class that you will be covering sensitive content it is important to show respect to all people's experiences.

It is also important to be aware that children may have heard different messaging regarding refugees and travelling on small boats in the media. It is important that children have the opportunity to share what they have heard, but that they are also guided towards the value of respecting everyone's human rights.

The book also touches upon Ai Weiwei's experience in a child labour camp, this is explained in child friendly language in the book. There is also an explanation at the back of the book that gives more details about Ai Weiwei's life.

## Wellbeing skill links

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

### Respectful relationships:

*Children should know...*

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

### Mental Wellbeing

*Pupils should know...*

- 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.
- Simple self care techniques, including the the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

### Recommended Personal, Social, Health Education (PSHE) skills

#### **Shared Responsibilities**

L2. to recognise there are human rights, that are there to protect everyone

L3. about the relationship between rights and responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

# Literacy Links

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

Vocabulary	Retrieval	Inference
<p>Check the book makes sense, discussing and exploring the meaning of words in context</p> <p>Use dictionaries to check the meaning of words read</p> <p>Ask questions to improve understanding of vocabulary</p> <p>Discuss how words and phrases have been used to build a picture for the reader</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Answer basic retrieval questions using evidence in the text</p> <p>Explain and discuss what has been read</p> <p>Ask questions to improve understanding of a text</p> <p>Retrieve, record and present information from non-fiction</p> <p>Distinguish between fact and opinion</p> <p>Know and discuss setting, character and event changes across a text</p> <p>Identify how text structure/presentation contributes to meaning and understanding</p> <p>Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence from the text, general knowledge and wider reading</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</p> <p>Provide reasoned justifications for views expressed</p>

## 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 the following 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

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Book recommendations:

Children Who Changed the World: Incredible True Stories About Children's Rights!' by Marcia Williams

Greta and the Giants: inspired by Greta Thunberg's stand to save the world by Zoe Tucker

Malala's Magic Pencil by Malala Yousafzai

The Journey by Francesca Sanna

The Boy at the back of the class by Onjali Q Rauf

For children struggling with parental separation or any other themes covered in this book, please speak to your school's Designated Safeguarding Lead.

There are also resources and charities with more information about refugees such as:

<https://www.redcross.org.uk/get-involved/teaching-resources/refugees-welcome>

<https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/guidance-assemblies-lessons/refugee-crisis-europe/>

There are resources related to human rights here:

<https://www.amnesty.org.uk/education/human-rights-young-people-schools>

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