

ONJALI Q. RAÚF

Hope on the Horizon

A CHILDREN'S HANDBOOK
ON EMPATHY, KINDNESS
& MAKING A BETTER WORLD

SCHEME OF WORK

PERFECT FOR: Ages 9+; an inspiring and practical handbook of hope; discovering your superpower, exploring the lives of hopeful people from the past and present; learning about empathy, kindness, friendship, refugees, feminism and more; writing protest songs & poetry; learning to be the change you want to see in the world.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Poetry; Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

History

Music

PSHE and Citizenship

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WEEK 1 (PAGES 1–56): YOU'RE RATHER WONDERFUL, AREN'T YOU?

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Predict what might happen from details stated and implied- Identify how language and structure contribute to meaning <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none">- Create a persuasive poster to raise awareness of a cause <p>PSHE and Citizenship</p> <ul style="list-style-type: none">- Discuss acts of kindness and how being kind can help others <p>Art</p> <ul style="list-style-type: none">- Design a superhero- Create a comic strip that draws on appropriate conventions	<ol style="list-style-type: none">1. Study the front cover and think of three questions and three predictions about the book. Now read the blurb. Have any of your questions been answered?2. Rea the note to readers on page 9. How would you describe the writer's tone? Why might she have written in this way?3. Complete the questionnaire on pages 14–16 and compare your answers with a partner.4. Which metaphorical phrases to do with body parts can you spot on page 17? Can you explain why they have been used?5. Can you explain what 'activist' and 'feminist' mean in ten words each? (page 20)6. Look closely at the illustration on page 23. Can you spot the pun? Copy it out and see if you can come up with some of your own planet-saving slogans and puns.7. How does the author organise and present the 'Five Golden Rules' to make them clear and concise? (pages 30–36)8. Various abstract nouns are listed on page 45. Can you think of any other characters whose personalities match these words? What other abstract nouns to describe people can you add to this list?9. Look at the words 'injustice', 'possess' and 'striving'. With a partner, write definitions for each word and then check a dictionary to see if you were right. Can you use each word in a sentence? (pages 50–51)10. Select three short phrases that show Greta Thunberg will not give up on fighting climate change (page 55). Choose an adjective to describe what kind of person you think she is.	<p>In groups, design your own 'Acts of Kindness' chart. Think about kind acts that could help your classmates, teacher, family, and the wider community. Tick off as you complete each challenge – maybe you could encourage your siblings and grown ups to have a go, too!</p> <p>After reading about refugees on pages 46–50, make a persuasive poster to highlight their plight and encourage others to support refugee charities. Try to include alliteration, facts and figures, and rhetorical questions.</p> <p>The author, Onjali Q. Raúf, says that kindness is a superpower (page 28). With this in mind, design your own superhero whose main quality and power source is <i>kindness</i>. Draw and label this new character and then create a comic strip around them. Try to include speech bubbles and thought bubbles, captions, and examples of onomatopoeia.</p>

WEEK 2 (PAGES 57–102): STEPPING INTO THE ARENA

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Draw inferences, such as inferring characters' thoughts and feelings</p> <p>PSHE and Citizenship - Discuss why 'people need people' - Research Albert Einstein and discover how he had 'more than one label'</p> <p>Drama, Speaking and Listening - Prepare and perform a poem in groups</p> <p>Design Technology - Use a range of materials to design and make a 'shield of power'</p>	<ol style="list-style-type: none">1. What pops into your mind when you think of the word 'warrior'? Can you think of any 'warriors' from real life or fiction? (page 59)2. Using the information on page 62, write your own definitions of <i>racism</i> and <i>sexism</i>. Compare with a friend to see if you have included all the important details.3. How did Onjali Q. Raúf deal with bullying when she was a child? (page 65)4. Read through 'Different strengths, one goal' and write a list of all the adjectives describing She Ra, He Man and Swift Wind you can spot. (page 69)5. Why do you think the author suggests that Lorraine Tabore may have a 'sword and shield stashed away'? (page 73)6. Using the headings at the start of chapter 3, make a prediction about what this next section will focus on. When you have read it, look back to see how close you were.7. How does the author make the reader feel engaged on page 87? Note down any words or phrases that make the description exciting.8. How are activists compared to Superman in the 'No Judgement' section? (pages 91 – 92)9. Look for superlatives on page 92. Now have a go at using some in your own sentences. Remember to check whether it needs the word 'most' or the 'i/est' suffix.10. How many imperative verbs can you spot in the 'call to action' (pages 97–99) Why has the author decided to use some here? Think about where else you may find imperatives.	<p>As a class, read the poem 'People Need People', by Benjamin Zephaniah. Discuss how the poem makes you feel, what the key messages are, what might happen if we weren't close to other people, and how it relates to the book, 'Hope on the Horizon'. In small groups, prepare a performance of the poem. You should consider actions, use of voice and instruments, use of echo and repetition, volume, and rhythm.</p> <p>On page 100, we learn that Albert Einstein was a refugee, a theoretical physicist, and a humanitarian. Conduct your own research into Albert Einstein and compile a biography to highlight the different ways he showed empathy and kindness. Remember to include useful subheadings, facts and dates, and a formal style of writing.</p> <p>Using a range of materials, design and make your own 'shield of power' as described on page 74. Think about all of the ways it could protect you and others around you. Use colours, words, and images that represent the qualities the shield possesses.</p>

WEEK 3 (PAGES 103–146): HUMAN LIGHTHOUSES

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Summarise key information - Identify language and devices used for effect <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a short story inspired by <i>Football Rounders</i> <p>Art</p> <ul style="list-style-type: none"> - Create lighthouse pictures, showing awareness of light and shade <p>History / Drama</p> <ul style="list-style-type: none"> - Research what life was like for children in South Africa under apartheid - Use hot-seating to explore thoughts and feelings 	<ol style="list-style-type: none"> 1. Which simile describes what maths feels like to the author? Can you come up with your own simile about a subject you find tricky? (page 107) 2. Read the descriptions of Tintin on pages 110–111. Which of the traits do you think are most and least important? Order from 1–5, with 1 being the most important. 3. How did asking questions lead Ruhi Loren Akhtar to helping refugees? (page 113 – 115) 4. List five positive attributes that describe Oprah Winfrey (page 120–121). 5. Look for the noun form of 'unite', and then use it in a super sentence of your own. 6. Read through the <i>Football Rounders</i> anecdote (pages 126–130). Now, try writing a 5-point plot summary in chronological order. Compare with a friend: did you both include the same points? 7. There is a detailed account of human slavery on page 135. Once you have read it, copy out all of the words or phrases that have negative connotations. 8. Why do you think Marissa Begonia is described as a 'human lighthouse' on page 138? 9. On pages 140–145 we learn about Nelson Mandela's life. When was he awarded the Nobel Peace Prize? 10. 'As we let our own light shine, we unconsciously give other people permission to do the same.' This is the final quote of the section – what does it mean to you? 	<p>Inspired by the story of <i>Football Rounders</i> (pages 126–127), write your own short story that shows how friendship and asking for help can save the day. Plan your ideas before you write and have a clear beginning, middle, and end. Top tip: try to include some dialogue and mention what the characters are thinking / feeling.</p> <p>Light is often used as a symbol of hope and a weapon against darkness in all its forms. Read the poem '<i>The Lighthouse</i>' by Henry Wadsworth Longfellow and look at some famous lighthouse paintings online. Then create your own piece of lighthouse artwork. Make sure you pay particular attention to contrasting light and dark shades.</p> <p>Using the information in this book (pages 142–145), as well as independent research online, find out as much as you can about what life was like for children under Apartheid in South Africa. Use hot-seating to consider how it felt to be a black child in South Africa at that time. You could even try hot-seating as Nelson Mandela to discuss how and why he fought so hard for change.</p>

WEEK 4 (PAGES 147–194): BE A RIPPLE-STARTER

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Skim and scan to retrieve information from a passage - Draw inferences, such as inferring characters' thoughts and feelings</p> <p>Drama - Create a short piece of drama to explore the theme of failure and perseverance</p> <p>PSHE and Citizenship - Create a Kindness Corner in your classroom</p> <p>Writing to Entertain and Inform - Write a film review</p>	<ol style="list-style-type: none">1. Can you think of a time when you have shown perseverance? Share with a friend. (page 150)2. Has the author experienced failure herself? Read pages 156–157 to help explain your answer.3. Can you find an example of the author's perseverance on pages 158–159. Which do you find most impressive?4. What does the word 'devouring' on page 171 tell us about how the author was reading <i>'The Lion, the Witch and the Wardrobe'</i>? Which books have you devoured?5. As you read through page 176, keep an eye out for adverbs and note them down. Can you start your own sentence with an adverb followed by a comma?6. List three ways in which Mrs Burnham influenced the author's life. (page 179)7. How does Karen Ingala Smith remind the author of Lucy from <i>'The Lion, the Witch and the Wardrobe'</i>? (page 182)8. Find the verbs in the description of Karen's actions (page 185). What do these verbs reveal about her character?9. Spot the simile on page 188. What effect does it create?10. Can you explain what inspired Marcus Rashford to help children in the UK (page 192)?	<p>In small groups, write a list of times that you might need to show perseverance – maybe to work hard towards passing an exam, learning something new or overcoming a setback? Next, act out a short scene that reveals how a character shows perseverance and succeeds against the odds.</p> <p>Kindness Corner – create a special area of the classroom that celebrates and encourages kindness. You may want to include colourful bunting, positive quotes from books you have loved, acrostic poems about what kindness looks like, posters about famous acts of kindness, or even certificates to award your own classmates when they do something especially kind.</p> <p>As a class, watch the original <i>Wizard of Oz</i> film (it can be found online). Who is your favourite character, and why? What can we learn from this cast of characters and the situations they find themselves in? Why not write a review of the film, explaining why you might want to recommend it to other children?</p>

WEEK 5 (PAGES 195–240): FRIENDSHIPS & FORCEFIELDS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Define vocabulary, thinking carefully about its meaning and impact - Use clues from the text to infer what characters are thinking and feeling - Find evidence to support your ideas <p>Design Technology and Art</p> <ul style="list-style-type: none"> - Create a collage that represents things that help you to feel calm <p>PSHE and Citizenship / Music - Consider different types of social injustice and write a song or chant to express your views and feelings</p>	<ol style="list-style-type: none"> 1. Explain in your own words what the phrase 'enlighten me' means. (page 198) 2. How many abstract nouns can you spot on pages 202–203? Write them down and then add some of your own. 3. What is a 'fair weather friend'? Explain this in your own words and think about where the name might have come from. (page 206) 4. Who did the author meet in 2015, and how did their friendship develop? (pages 208–209) 5. In your own words, explain what 'being a Samwise Gamgee' means. (pages 212–213). You may want to flick back through pages 198–211 to help you. 6. What can we infer about the people on pages 214–215? Use both the words and images to inform your answer. 7. What makes 'Lemonaid for Yemen Aid' a fantastic slogan? Think about the sounds and meanings of each word. (page 215) 8. If you do something 'with gusto', what does that mean? Use the context on page 235 to help you. 9. The writer uses a simile on page 236 to describe how our brain is helped when we write our thoughts down. Find and copy it out. Can you come up with your own self-care simile? 10. True or False: Adele doesn't like taking time away from the limelight? (page 239) 	<p>Write a set of instructions called: <i>How to be a Good Friend</i>. Remember the rules for instructional writing, such as imperatives, numbered steps, time connectives, clear and concise phrasing. Redraft in your best handwriting and decorate.</p> <p>Create a mood board or collage that includes all the things that help you to 'rest, reflect, and rejuvenate' (page 230). What activities would you choose? You may also want to include positive quotes and images (hand drawn or from magazines/the internet) that will help you to feel rested and rejuvenated.</p> <p>Protest songs and chants are a great way to speak out in a peaceful yet powerful way about social injustice. You can watch a performance of '<i>Something inside (so strong)</i>' by Labi Siffre, which was inspired by the injustices of apartheid in South Africa. Choose a cause that you feel passionate about and have a go at creating a piece of music that expresses your thoughts and feelings about this. What will make your song or chant powerful and memorable? Can you add musical instruments or more voices to make it even more impactful?</p>

WEEK 6 (PAGES 241–288): HOPE REALLY IS EVERYWHERE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none">- Skim and scan to retrieve information from a passage- Find evidence to support your ideas <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none">- Write a formal letter to the author <p>PSHE and Citizenship/Art</p> <ul style="list-style-type: none">- Work collaboratively to create a display or class book	<ol style="list-style-type: none">1. Read through the descriptions of the cloak and the crown on page 244. Why have brackets been used? Have a go at writing your own description that includes parentheses using brackets.2. Write definitions for the following words: orphan, unveil, claim, destiny, noble (pages 246–247). Compare with a dictionary, then use some of the words in sentences of your own.3. How is T.H White’s version of the Arthurian legends surprising? (page 250)4. What makes the legend of King Arthur so popular with people throughout history? Do you know any of these stories and characters? (page 253)5. Why does the author say Caroline Cotter must have ‘at least fifty’ Excaliburs? (page 258)6. Look at the images on pages 264–265. Based on what you have read in this chapter, come up with captions for each of the four pictures.7. Why does the author thank you as a reader? (page 267)8. Skim read the glossary: can you find out why some families decide to sacrifice their food allowances? (page 267)9. List three short bullet points about food banks. (page 277)10. Find out the definition of ‘humility’ (page 277) and see if you can come up with synonyms and antonyms for this word.	<p>As a class, look through the reading list at the end of this book and think about which one would be a good choice for a class book. Conduct a survey – the title that receives the most votes wins! Why not check in your school library to see which of the books you already have in school?</p> <p>The title of this book – <i>Hope on The Horizon</i> – is a powerful and uplifting statement. Use these words as inspiration for a class display (or book) about hope for the future. You could each contribute to the collection with a piece of artwork, photography, poetry, a story, an interview, or something else altogether.</p> <p>Write a letter to the author and explain the impact this book has had on you, what you have learnt, and how it will affect your actions in the future. You could also ask Onjali some questions about what you have read. Remember to use the official letter format (you can find guidance in the book!).</p>