

Alive to the World Book 2 UK

Activities for Family Links

Children will gain most from the *Alive to the World* programme if the good lessons they have learnt at school are supported by their families at home.

Below you will find listed a simple follow-up activity for each chapter of the **Book 2 UK Student Book**. These are designed to consolidate the day's lesson and to help your child to apply it at home as well as at school. There is no need to report anything back to school. The activity is personal to yourselves and your child.

It is suggested that parents and carers begin by asking their child to retell the story of the day. Chat together about it before undertaking the activity.

Please note that your child should never be encouraged to talk about their classmates' comments and reactions. These are personal to them and should remain so. Teaching children when to talk and when to be discreet is a good lesson in and of itself.

Chapter 1: Back to school

The children have been learning about the primary emotions joy, sadness, fear and anger. Have a look at their activity sheet and discuss together other examples.

Chapter 2: Alice comforts Marianne

Go through the various scenarios in your child's activity sheets. What might have made the kind or unkind children act in that way?

Chapter 3: Remembering the holidays

The children have been discovering how Aesop fables still apply and teach us useful lessons. Watch together the early Disney film of the **Tortoise and the Hare** (8.25 mins) and discuss the moral behind it. Also, have a look at the activity sheets they bring home. What similar rules do you have in your family?

Chapter 4: I am unique

Have a look at the activity sheet with your child and fill in together the names of close family members, discussing as you go how everybody fits in. Extend this exercise by finding photos or letting them draw the members of the family and arrange them in order. They will need a bigger piece of paper for this. The children have been invited to bring in their artwork should they wish to.

Chapter 5: I take care of myself

The children have been learning about their growing responsibilities for looking after themselves. This has included talking about diet and general hygiene. Use the activity sheets to discuss new ideas for being adventurous with food. Might

you be able to make a real meal using the ingredients that they improvised at school with plasticine/paper?

The children have also been learning about how vaccinations work. You can reinforce this by watching together: **Immunity and Vaccines Explained (2.11)**.

Chapter 6: The Golden Rule

The children will bring home activities in which they have written out examples of the Golden Rule (“do to others what you would have them do to you”, and “don’t do to others what you wouldn’t have done to you”.) Discuss these with your child. Explore together other examples which might be more difficult to keep.

Chapter 7: The Story of the Little Red Hen

Ask your child to recite the story of the Little Red Hen and then watch together the Walt Disney production **The Wise Little Hen** (7:22 mins, from 1934 – the first film in which Donald Duck appears). Look at the activity sheets and remind your child to colour in a petal for each extra task performed in the next week. You are the judge!

Chapter 8: Charlie’s rubber disappears

The children have been exploring the difference between personal and shared belongings. Develop the idea in the context of your home, also explaining the concept “personal space” e.g. in the bedroom. Can your child list six things which belong to him/her, and six which belong to the family?

Chapter 9: Alice Lends Her Things to George

Today the children have been thinking about tidiness. Follow this up at home by getting them to sort out their things and mend or throw out those that are no longer used. The idea isn’t just to tidy up, but to think through good routines and make sure that everything has a place.

Chapter 10: Charlie Behaves Badly

Chat with your child about the importance of saying sorry. Why is it sometimes difficult and can you share examples of the positive impact it can make?

Encourage your child to create a private record – it can be in a drawing – where they take note of the apologies they make. It quickly becomes easier!

Chapter 11: Teasing Kevin

What do you remember enjoying doing when you were your child’s age? Explain how your tastes have changed over the years.

Chapter 12: A Chance Meeting

The children have been thinking about all the staff who contribute to the working of the school. Extend this to name the many people on whom we depend in the community: supermarket staff, farmers, delivery men, bus and train drivers, etc. What about the people we never see, such as those who invent and manage the goods and services we use?

Chapter 13: Charlie and Bad Language

Today the children have been talking about the importance of modesty. This includes speech (avoiding “bathroom” language, especially at school where it is catching) and care of their bodies, “Private parts” are so named for reasons which are best explained in the home. This is an important conversation, and your child has been primed to speak about it with you.

Chapter 14: A Visit from the Mayor

The class today was about public service and well-known national institutions (the Monarchy, the national anthem, local government). They have been colouring in flags which may need to be finished off at home. Talk about how much volunteer work also goes on in family life and in your own social circles. This can lead to agreeing a small new task which they can take on at home on a regular basis.

Chapter 15: End of Term

The children were asked to imagine setting up a new school and to think through what school rules they would have. What rules might they also have for their own children when they grow up?