

## Alive to the World Book 1 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 1 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: I'm called Charlie

##### **First and second names**

Your child will ask you to write down the family surnames, including those of grandparents and other close family members (including siblings). Then make together a simple chart of your close family and how you are related. Anybody may be included or left out. First and last names should both be shown. Pets are not valid!

#### Chapter 2: The mirror game

##### **Valuing individuality found in our bodily makeup**

Your child will ask you to help them take a good look at themselves in a mirror. The idea is that they should spot details of their physical appearance which they may not have noticed before (such as their multi-coloured eyes, the highlights in their hair, the tone of their skin) and enjoy being completely and uniquely themselves, body, mind and spirit.

#### Chapter 3: A trip to the country

##### **Valuing the senses**

Choose one or more of the following YouTube links to watch together and discuss. Your child may already have watched one at school.

[The Seeing Eye Children's video on training guide dogs for the blind](#) (2.49 min)

[Creating art for the blind](#) (2.26 min)

[Learning braille with Jessica and Isabella](#) (2.11 min)

[Ava, aged 24 months, speaking to her mother in sign language](#) (4.07 min)

## Chapter 4: George breaks his leg

### **Overcoming adversity**

Choose one of the following YouTube links to watch together and discuss. You may want to have a look at them first, bearing in mind that your child may have already watched one at school.

[The Rio Paralympics 2016 trailer \(3.12 min\)](#)

A gentler approach would be [the inspirational story of young footballer Ahmed \(5.36 min\)](#)

[Charlie the boy who beats deafness to play the violin \(4.45 min\)](#)

## Chapter 5: Birthdays

### **Learning to adapt to our own and other people's likes and dislikes**

Get your child to guess at least one food that you insist that everybody eats but don't much like yourself, and another that you really enjoy. Are there things you used to dislike but have grown to appreciate? How did this come about? What about other members of the family?

## Chapter 6: One day I will be ...

### **Aspirations for the workplace and for the family**

Explain to your child what you dreamt of being when you were little and how you come to have your present occupations. What guided you and other members of the family in your choices of career and home?

## Chapter 7: Becoming a gardener

### **The elements of nature: earth, air, water and sun**

Plant and grow something together with your child, either outside (according to the season), on a windowsill or in the house. Give your child the responsibility for looking after it.

## Chapter 8: Charlie visits his grandparents

### **Discovering the difference between human beings and the rest of nature**

Have a look together at the [Lascaux](#) or other prehistoric cave paintings. [This website](#) gives other ideas.

## Chapter 9: At the beach

### **Everyone has the capacity to dream and be creative**

Today the children will have been impersonating animals from Prokofiev's well-known piece [Peter and the Wolf \(5:17 mins\)](#) as part of exploring imagination. Ask your child to show you their dance and to draw a picture of some of the animals.

## Chapter 10: Consoling Alice

### **Recognising and taking charge of emotions**

Watch and sing the "[I get angry ... but I don't let the anger get me](#)" (2:33 min) song together. Do you as parents sometimes get angry and use some of those tactics? Do you or other members of the family have other ones?

## Chapter 11: The street isn't a dustbin!

### **Taking responsibility for the things around us**

Talk with your child about an appropriate small task which they can take on and keep to (such as laying the table or folding their clothes at night). They might put up a calendar and be awarded stars for when they keep to it.

### Chapter 12: Charlie leads the way

#### ***Feeling at ease in the school building and valuing all the members of staff***

The children have been asked to describe to you what new things they have learnt about the school today and about the people who work there.

### Chapter 13: A sleepless night

#### ***The four basic emotions: joy, sadness, fear and anger***

Find out your child's reactions to the course book story. Have they taken in that physical conditions can affect our emotions? Does your child recognise the feeling of not having slept enough? Do they notice mood swings because of lack of sleep?

### Chapter 14: It's fish today

#### ***Politeness shows respect***

The children have been asked to make an extra effort to say "please" and "thank you" at home. Have the family noticed it? You might make together a "barometer of magic words". Choose a few common words of politeness and mark up on the chart when your child remembers to use them, and down when they forget.

### Chapter 15: In the park

#### ***Learning to give and take***

The children have been asked to think of the things they share with others at home (it might be their bedroom) and of some small act of generosity that they might perform today. It has also been suggested that they think of small things they could bring in to share at school, but perhaps not all at the same time!

### Chapter 16: Family ties

#### ***Understanding how people relate to each other within the wider family***

This chapter builds on Chapter 1. Your child will bring home a picture of the family in the form of one tree showing all the people who live in the house and another including family members who live outside it. They have been asked to link brothers and sisters together with a red pen (which may include linking one tree with another) and parents and children together with a blue pen. Are there other people who could have been included?

### Chapter 17: Alice awaits her little sister

#### ***How all the family accompanies us from the moment of birth***

Ask the children to chat to their parents about their birth. Who was around at the time? Did grandparents come over to help? Suggest that they look together at some early photographs.

### Chapter 18: Charlie learns some good habits

#### ***Good habits of hygiene***

The children will have watched the [Tooth Brushing song \(2:13 mins\)](#) at school. You could find out what your child has learnt about brushing teeth and sleeping and watch the film together.

You might also want to watch the Australian film: "[Head lice - the facts](#)" (3:24 mins). This is presented in a child-friendly format but in a matter-of-fact style suited to learning with an adult.