

# Alive to the World Year 3 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 Year 3 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: The first day of term**

#### *Listening actively to others*

The children have been asked to think of somebody, either at school or at home, that they could make an extra effort to speak to in the coming week. Help them to keep to their resolution, perhaps with a zoom call, card or email if they can't actually meet up. Talk to your child also about turning off pop-ups and other distractions if they are using the computer to study.

### **Chapter 2: The register**

#### *Nicknames and what they mean to us*

Chat to your child about the names you use in the family: formal (first name, title/surname), family (Mum, Dad, Auntie, Gran), and nicknames. What difference does it make who uses what? Chat about any nicknames your child may have among their peers. How can they respond in a friendly way if they don't like a particular name? Also, talk about how your child signs up in cyberspace, and warn him/her against associating with anybody online whose name he/she doesn't recognise.

### **Chapter 3: The football match**

#### *Competition and jealousy*

Ask your child to retell Aesop's tale of the avaricious and envious neighbours and what they learnt from it. Then read together the story of the Fox and the Grapes and discuss its moral:

One day, a fox saw a beautiful bunch of ripe grapes hanging high up on a vine and out of his reach. He tried jumping for them, and missed. He tried again, launching himself from a greater distance, and missed again.

Eventually he gave up. "I don't know why I bothered," he said to himself as he walked away, "they looked like sour grapes to me!"

There are many who pretend to despise that which is beyond their reach.

Can your child think of anything in his or her own life which appears as difficult to reach as the grapes? What about the glimpses they see of other people's lives through advertisements and the social media?

If there is something they really want, can they do something to achieve it? Or perhaps something different but even better?

### **Chapter 4: The card game**

#### *Playing fairly is more important than winning*

Ask your child to explain what he or she has learnt about how honesty and trust go together. If you or someone you know has suffered from dishonest practices, talk about what happened. Explain why we should be wary of trusting other people in cyberspace unless we have good reason to know that they are honest – and we should always act honestly ourselves.

### **Chapter 5: Making up**

#### *Falling out and making up*

Ask your child to retell the story of the village gossip and then watch together the [film clip of the lyre bird](#). How does this relate to being in contact with people we don't know on the internet? What house rules do you have on the subject? The children have been encouraged at school to ask people before sharing photos of them online.

### **Chapter 6: The art competition**

#### *Supporting each other's successes*

Watch the [Life and Leadership Lessons from the Geese](#) and/or the [Why is cycling a team sport?](#) films together and discuss what lessons can be drawn from them.

### **Chapter 7: The castle**

*Having a go and taking advice*

Ask your child about the class collage and what he or she wants to contribute to it. There are online instructions for making a flapping bird [here](#) and in a YouTube version [here](#) should you wish to do that. In class the children watched an excerpt of Laurel & Hardy's classic film *Music Box*. If you would like to watch the whole film, the link is: <https://www.youtube.com/watch?v=dFPOEGnxuYI>. Ask your child to explain how the film connects with the topic of the class.

Children who play computer games at home have been encouraged to invite family members to have a go with them.

### **Chapter 8: Quiet please**

*Appreciating quiet concentration*

The children thought about concentration and why silence helps to refresh us. Talk to them about the amount of time they spend on electronic media and, if appropriate, consider introducing more down-time.

Children's ears are more sensitive to noise damage than adults' because their nerve fibres and other cells are still growing. Their external auditory canals are also smaller and the eardrum closer to the sound source. *Lilgadgets* has a [short film which](#) you could watch together to think about headphone safety.

### **Chapter 9: Alone but not lonely**

*Respecting other people's desire to concentrate*

Talk to your child about the distinction between being alone, being lonely, and being alone but accompanied by electronic media of some sort. What is the difference between how children spend their time now and how their parents spent theirs when they were young? Suggest that they look at the [Wakefield Cathedral peregrine project](#) and the [Birdsong Identifier together](#).

### **Chapter 10: Invitation to the party**

*Close friends with a few while friendly to lots*

Your child has been asked to explain today's story to you and to ask if you remember something similar from when you were young. Talk together about how we can have a few close friends while making sure that others are not left friendless. Everybody feels left out sometimes. Has it happened to your child recently?

### **Chapter 11: “Look at us!”**

*External play and making friends*

How did you play when you were young? Were you often outside? Explain how your tastes have changed over the years.

The children have been talking about playing outside and also avoiding digital eye strain. Ask your child to explain the widely recommended 20-20-20 rule. Specsavers has a useful paper [Screen Time for Kids](#) with further advice.

### **Chapter 12: A difficult decision**

*Standing by our friends*

Today the children have been considering the demands of friendship and why it is different to play with people in person rather than virtually. To expand their interest in indoor games they have been looking at playing cards. Encourage your child to try Clock Patience (rules given out) and other card games (rules easily found on the internet). If you enjoy craft activities, try making [a leaf lantern](#) together.

Talk together about how live play/conversation differs from play/conversation over wifi.

### **Chapter 13: It's time to eat**

*Eating together*

Ask your child to explain some of the differences between how human beings and animals eat and why our meals are important social occasions.

Also ask about what he/she has learnt about the food we eat. The [Eat Happy Project](#), starting with [Healthy Eating: an introduction for 5-11 year olds](#), has some excellent short films on what makes for a balanced diet, how specific foods are grown and reach the shops, and ideas for baking and cooking. Encourage your child's interest by watching them together. Getting him/her to help cook will inspire a more adventurous spirit.

### **Chapter 14: A visit from the dentist**

*Good teeth and posture*

Ask your child what he/she has learnt about teeth, diet and food advertising (this [fact sheet](#) from Healthline gives supporting information). [Straighten UP UK](#) also gives information about good posture. Are there any habits you child might take on?

You might ask for a demonstration of the hand clapping sequences they have been learning ([on a table](#) or this one [touching hands](#)). Can your child perfect his/her skills?

## **Chapter 15: Keeping to the rules**

*Healthy use of electronic devices and the importance of sleep*

Your child will bring home the set of rules he/she has devised for using electronic devices. Discuss these together. Are there any that might be tried out in the family?

Watch the [Dr Binocs Show: Why do we sleep?](#) [5.30 mins] and see how much else your child can remember from the class.