

## Activity 1

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1. Who can you count on in a crisis? Your family! Think of a time when your family came to your rescue.
2. Would you like to live in a neighbourhood where nobody cares about you?
3. Think of the phrase 'Home is where the heart is'. What does it mean? How does it fit in with this story?
4. How do different family members help in the situation Alice's family finds itself in?

## Activity 2 B

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Imagine yourself in the following situations. How would you 'do as the Romans do'?

- a. You go into a church you have never been in before. Everyone is kneeling and holding a special book open.
- b. You go into a town meeting. All the men and women have removed their hats. You are wearing a hat.
- c. You go into a library talking to a friend. There are many signs saying, "No talking."
- d. You are in a foreign country where people greet one another by turning their backs. You see someone you would like to meet.

## Activity 2 C

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Draw a picture of all the rooms in your house. Now write down a job that needs to be done in each room. For example: the bathroom. The sink must be cleaned often, with disinfectant. Next, write a rule for each room. An example would be: Kitchen: do not touch the hob or oven when it is hot.

## Activity 2 D

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What are the benefits of having jobs and rules at home or at school?

### Activity 3 A

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1. How did Alice feel when the children started ruining her clay?
2. Have you ever lent someone something and found the person damaged it somehow? How did that feel?
3. Have you ever damaged someone else's property? Did you do anything to make up for it?
4. Did you know a baby's first word is often "mine"? Do you think that having things is important to people? How important?
5. Do you think owning things is important? Why?
6. Do you think owning things can be too important? Why?
7. When you own something, do you have an obligation to care for it? Why?

### Activity 3 B

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Fortunately for Alice, the students are sorry for having been careless with her things. What if they had not been? What should Alice have done then?

## Activity 4 A

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### Respecting Property

1. Which is the best way to treat a jacket you borrowed from your brother?
  - a. Leave it in the car so he can have it when he next goes out.
  - b. Hang it back up in the cupboard.
  - c. Throw it on the living room sofa so he can see where it is.
  
2. Which is the best way to treat your own jacket?
  - a. Keep it under your bed so no one treads on it.
  - b. Hang it on the doorknob so it doesn't pick up dust.
  - c. Hang it up in the cupboard.
  
3. You borrowed your friend's jeans and got a tear in them. What should you do?
  - a. Hide the tear and don't say anything. Maybe your friend won't notice.
  - b. Tell your friend you will buy the most expensive pair of jeans around and give them to him.
  - c. Tell your friend you're sorry you tore them, and you will either get them mended or buy a new pair.

## Activity 4 B

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A little girl had a wonderful new toy. It was a big, plastic ladybird. If you wound it up, it climbed up the wall on its suctioned feet. It usually worked well, but once or twice it didn't. Impatiently, the little girl smashed it against the wall and broke it.

How did the little girl feel? Was she treating her own property with respect?

## Activity 5 A

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1. Look at the following common household items. Circle S if they are shared or I if they are used by one individual only.

- |                          |   |   |
|--------------------------|---|---|
| 1. Pots and pans         | S | I |
| 2. Hairdryer             | S | I |
| 3. Underclothes          | S | I |
| 4. Blanket               | S | I |
| 5. Toothbrush            | S | I |
| 6. Toothpaste            | S | I |
| 7. Dining table          | S | I |
| 8. Toothpick             | S | I |
| 9. Prescription medicine | S | I |
| 10. Couch                | S | I |

2. Now name more things that are shared or not shared in a family. Is it easier to think of things a family shares? That's because sharing is what a family is all about!

## Activity 5 B

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A park is a place that a neighbourhood shares. Think of five ways people can help make a park more pleasant for everyone.

## Activity 6 A

1. Why don't the children like Larry?
2. Are selfish people easy to like?
3. Will the children like Larry more at the end of the story?
4. How did Charlie change Larry?
5. Is selfishness good for you?
6. Is it easy to be unselfish?

## Activity 6 B

### More on sharing:

When you share something with others, what would it be fair and unfair to ask of them?

- |   |      |        |
|---|------|--------|
| 1. Not to damage your property when they use it                             | Fair | Unfair |
| 2. To let you use their things sometimes, too                               | Fair | Unfair |
| 3. To buy you a new one even if they return your property in good condition | Fair | Unfair |
| 4. To like you best   | Fair | Unfair |
| 5. To let you make the rules  | Fair | Unfair |
| 6. To give your property back when you need it                              | Fair | Unfair |

## Activity 7 A

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Ask your teacher if you can try an experiment. Each student brings in something to go into a pot. This could be fruit, sweets, cakes, cans or cartons of juice. If everyone brings something, there will be enough for a feast! When people pool their resources like Alice and Charlie did, and like both their families did at home, even when they have less they seem to enjoy themselves more.

This is the principle of giving - it increases joy!

Find out what your group thinks about this.

## Activity 8 A

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Sometimes we have to put aside things like pride and apprehension in order to receive what others are trying to give to us. Charlie does this in the story. Alice also puts aside her pride when Charlie tells her not to be a "Lady Bountiful" and to realise that the children in the home are just normal kids. Alice is humble enough to recognise that his advice is good, even if it was given in a bad way. Responding humbly and graciously when others give to us is very important to make them feel good and to truly receive what they are trying to give.

1. Catherine has paid Alice a compliment on her painting. Circle the way each response from Alice would make Catherine feel.
  - a. "Thank you." (*Happy/sad*)
  - b. "Oh, I'm not really very good at it!" (*Happy/sad*)
  - c. "What do you know about art?" (*Happy/sad*)
2. Charlie's grandmother gives him a shirt which he hates. How would each of the following responses make his grandmother feel?
  - a. "Grandma, I don't like this colour." (*Happy/sad*)
  - b. "Can we take it back to the shop?" (*Happy/sad*)
  - c. "Thanks, Grandma. I know you went to a lot of trouble and expense to give me this." (*Happy/sad*)

3. A toddler thinks he is doing you a big favour by offering you his half-eaten, soggy biscuit. How would each of the following responses make the toddler feel?
- a. "Yuck! Gross! Go away, kid!" (*Happy/sad*)
  - b. "What a mess! Mum! Mum!" (*Happy/sad*)
  - c. "Thanks, Ben. I'll just put it over here on this plate. I'll eat it a little later, OK? Good boy!" (*Happy/sad*)
4. Your friend gives you a wallet for your birthday, but it is just like the one you bought three days ago. How would each of the following responses make your friend feel?
- a. "Thanks. I've got one just like it. Maybe I'll give this one to my little brother." (*Happy/sad*)
  - b. "Thanks. It was nice of you to notice I needed a wallet. You're such a good friend." (*Happy/sad*)
  - c. "No, thanks. I've got one just like it. Maybe you can get your money back and buy me something else." (*Happy/sad*)

## Activity 8 B

Try to work out the best response to the following situations. Read all the responses before circling your choice.

1. Your mother thanks you for washing the dishes.
- a. "I didn't want to do them. But you're welcome." (1, 2, 3)
  - b. "You're welcome, Mum. Glad to help out." (1, 2, 3)
  - c. "You're not welcome. I was watching TV and you interrupted me!" (1, 2, 3)
2. Your teacher thanks you for emptying the rubbish bin. What is the best response?
- a. "You're welcome, but I wish you'd talk to the class about their stupid gum. It's disgusting when it sticks to the side of the bin!" (1, 2, 3)
  - b. "You're welcome. It would be cool if we could all help more." (1, 2, 3)
  - c. "Um. Can I go out and play now? It's break time." (1, 2, 3)

3. Your great aunt thanks you for the present you gave her.
  - a. "Mum made me do it." (1, 2, 3)
  - b. "Well, it cost more than I wanted it to, but you're welcome." (1, 2, 3)
  - c. "You're welcome, Auntie. You've done so much for me." (1, 2, 3)

## Activity 9 A

*This is a true story, which shows how powerful and long-lasting kind (and unkind) words can be:*

A young boy came from a poor family. He wasn't doing very well at school or in life until one day the teacher asked the students do an exercise. She passed round sheets of paper, each with one student's name on it. Everyone in the class was to write something they liked about the person whose name was on their sheet.

When the boy read all the kind things his classmates said about him, it changed his whole view of himself. He realised there were good things about him; things people noticed, respected and liked. He began to respect and like himself, too. He made it to the top of the school, and then he joined the army.

He was a good soldier. Then one day, he died in battle. He died bravely and honourably. When his commanders went through his pockets to send the contents home to his family, they found, among other things, the list of good things the other students had said about him in his primary school class. That's how powerful those kind words were. He carried them with him as a grown-up, even going into battle!

## Activity 9 B

Sir Thomas More thought words were powerful, too. King Henry VIII wanted him to sign an oath (give his word) about something Sir Thomas did not believe was true. When others told him to take the oath even if he did not believe in it, Sir Thomas said, "When a man takes an oath [gives his word] he is holding his own self in his own hands, like water. If he opens his fingers then, he needn't hope to find himself again." He refused to give his word to back something he did not believe in. King Henry VIII had him killed because of it, but Sir Thomas More went to his death bravely. Now, King Henry is seen as a selfish tyrant; Sir Thomas More is admired as a man of integrity all over the world.

## Activity 10 A

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1. Did Charlie respect his dad's friend's property enough?
2. How valuable was the drill to his dad's friend? To Charlie and his friends?
3. Are things like drills easily replaced? What do you think a drill costs? If a broken drill is thrown away, where does it go? Does it biodegrade easily? Should we be careless with such things?
4. If you borrow something from your friends and return it damaged, what does that do to your reputation? Do you think other friends will be keen to let you borrow things?
5. Did you know that when you borrow something you are promising to return it in good condition? You are obliged to do this by the rules of politeness and consideration.

## Activity 10 B

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Ask students to make a list of what is involved in taking care of:

1. A pet cat
2. A pet dog
3. A pet budgie
4. A beautiful piece of silk cloth
5. A new dress
6. A good suit
7. A brand new football

Ask them who they could ask if they did not know how to take care of these things.

## Activity 10 C

What do you think would be the consequences of the following actions:

- a. Eating many too many sweets and too much junk food.
- b. Lying to someone you don't want to play with by saying that you are too busy with homework to go out. Then going out with your best friend.
- c. It is your job to feed Tiger, the cat. You forget for several days on end.
- d. You promised to wash the dishes for your mum but watched TV instead.

## Activity 10D

Which of the children accept the consequences of their actions?

- a. Johnny. The children are tired of Johnny always pushing them out of line on the playground. Finally one of them tells him to stop it. Johnny goes to the playground supervisor and says the others are being mean to him.
- b. Chris is older and stronger than most of the other boys in the neighbourhood. During a game, he pushes a younger boy too hard and the boy goes home crying. Chris tells the boy's mother: "It's his own fault he got hurt! If he can't keep up with me, he shouldn't play!"
- c. Amanda passes a note to her friend, Barbara, in class. The teacher says, "Was that a note I saw you passing, Amanda?" Amanda hangs her head and says, "Yes."
- d. Bert is being really mean to Tom. Tom's dad calls Bert's dad and explains the situation. When Bert's dad talks to him about it, Bert says, "Yeah, I have been mean to Tom. I was still mad at him about something that happened last year."

## Activity 11 A

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Here are some examples of cause and effect:

### Cause

### Effect

Mary kicks the football	→	The football rolls down the field
Amelia stubs her toe	→	Amelia cries out in pain
Jason pulls the cat's tail	→	The cat scratches Jason's hand
Steven works hard at science	→	Steven gets a good mark in science
Patrick insults Pamela	→	Pamela begins to cry
Fred practises hard at basketball	→	Fred makes the basketball team

## Activity 11 B

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Decide which of this pairs is the cause, and which the effect:

I took my dog to the vet.

My dog was acting sick.

I was tired in school on Wednesday.

I stayed up late on Tuesday night.

Mrs. Plimoth's purse was stolen.

Mrs. Plimoth left her purse on the park bench.

I spent the afternoon at the doctor's.

My mother called the doctor about my sore throat.

## Activity 11 C

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### If (*condensed*)

by Rudyard Kipling

If you can keep your  
head when all about you  
Are losing theirs and  
blaming it on you;

[if you can keep calm even  
when others aren't and they're  
blaming you for all their  
problems]

If you can trust yourself  
when all men doubt you,  
But make allowances for  
their doubting too;

[if you can believe in yourself even  
when others don't]  
[but think they might  
have a point, too]

If you can wait and  
not be tired by waiting,

[if you can be  
patient]

Or, being lied about,  
don't deal in lies,

[if you can be truthful  
even when others aren't]

Or, being hated,  
don't give way to hating,

[if you can not hate back  
even when people hate you]

And yet don't look too good,  
nor talk too wise;

[if you're humble—neither  
bragging nor showing off]

If you can dream and not  
make dreams your master;

[If you dream, take  
action too]

If you can think and not  
make thoughts your aim;

[If you think, work towards  
a goal too]

If you can meet with  
triumph and disaster  
And treat those two impostors  
just the same;

[if you can deal with  
bad luck as well as good]

...If you can force your heart  
and nerve and sinew

[if you can overcome your  
body - no pain, no gain]

To serve your turn long after  
they are gone,

[making your body work by force  
of mind rather than physical strength]

And so hold on when  
there is nothing in you  
Except the Will which  
says to them: "Hold on!"

[even when you seem to have no energy  
left]

If all men count with you,  
but none too much;

[if you respect everyone,  
but still follow your own conscience]

If you can fill the unforgiving  
minute

[if you use every minute to the  
full]

With sixty seconds' worth of  
distance run  
Yours is the Earth and  
everything that's in it,  
And—which is more—you'll be  
a Man, my son!

[then you'll be a conqueror - a man, my  
son!]

## Activity 11 D

### Cause and Effect

Whether we do or don't do something has an effect. The end effect is the man or woman we become.

What are the immediate effects of the following causes?

1. Not doing your homework
2. Breaking a school window
3. Helping your mother cook dinner
4. Picking up rubbish in your neighbour's garden
5. Forgetting to invite a friend to your birthday party

What might the long-term effects be?

## Activity 12 A

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How can you eat a whole elephant? One bite at a time! The next time you have a big job to do, break it down into bite-size pieces, work hard at each piece, one at a time, and *you'll succeed!*

## Activity 12 B

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In this activity, two students volunteer to come to the front of the class to make a Nutella sandwich. However, one of the students is a robot and can't do anything on his or her own. Every step must be explained in detail - the robot can only do what the other student tells it to do. Breaking the task down into little steps, decide what instructions to give the robot.

## Activity 13 A

Decide which of the following are essential (Main), Possible or Poor reasons for choosing a friend:

For choosing a Friend	Main Reason	Possible Reason	Poor Reason
1. They look a lot like you - same skin colour, same hairstyle, same kind of clothes.			
2. They are sincere, keeping their promises.			
3. They have as nice a house as yours.			
4. They like the same games and things you do.			
5. They are interested in you and help you if you are trouble.			
6. Your parents think they are good friends to have.			
7. You are only interested because everybody else wants to be friends with them.			
8. They give you things so you stay and play with them.			

Now decide which are Main, Possible or Poor reasons for rejecting someone as a friend:

For rejecting a Friend:	Main Reason	Possible Reason	Poor Reason
9. They are not local and talk differently.			
10. They are kind but have different beliefs from yours.			
11. They are mean to everyone but you.			
12. They're no good at sport.			
13. They want to come and play at your house but they are a bit casual and don't look after your things.			

## Activity 14 A

1. A famous writer named Ralph Waldo Emerson said, "To have a friend, be a friend." What are some ways to be a friend to someone? What are ways your friends are friends to you?
2. Think of what you said a true friend was in the last chapter. Do you have any true friends? Are you a true friend to anyone?
3. What do you think the old saying, "A friend in need is a friend indeed" means? How does this apply to Susan?

## Activity 14 C

Here are some ways other students have suggested for dealing with a bully. Think about each strategy—do you think it would work? Can you think of something better?

Strategy	Good	Bad
Ignore a bully		
Walk away		
Taunt him as he taunted you		
Laugh at other people to distract bully's attention		
Talk about it with a friend		
Tell an adult		
Get involved with a group of friends who understand you and make you feel good		
Threaten a bully; he might back away from strength		
Take karate lessons		
Go to another school		
Pay the bully a compliment		
Fight back each time the bully bothers you		
Try to make a friend of the bully		
Stand up for yourself firmly and courageously, without being violent		

1. Suellen Fried, A.D.T.R., Paula Fried, Ph.D., Clinical Psychology, *Bullies & Victims*, (New York: M. Evans and Company, Inc., 1996)p. 112)

## Activity 14 D

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### Which is best?

1. The bully says, "Hey, Four-Eyes!"
  - a. Not saying anything out loud but thinking, "I hate wearing glasses. I wish I'd been born with good eyes. I am inferior."
  - b. Saying, "My glasses are cool, they are good for my sight, give me amazing vision and I'm happy with them."
  - c. Saying, "I'd rather have bad vision than a bad brain like you've got."
2. The bully says, "Hey, nerd! Why don't you kiss the teacher, you love her so much?"
  - a. Not saying anything out loud but thinking, "I'd better not be so friendly to the teacher anymore."
  - b. Saying, "I treat her with respect; that's enough."
  - c. Saying, "Nobody would want to kiss an ape like you, that's for sure!"
3. The bully says, "I like your dress!" then bursts into giggles with her group of friends.
  - a. Saying, "My mum makes me wear it. My mum's dumb!"
  - b. Saying, "Thanks. I like your teeth."
  - c. Saying, "Thank you, I like it too, that's why I wear it. At least it covers me, which is more than yours does!"

## Activity 16 A

Teresa has a strong sense of her own and her family's value.

These are the ways some people feel valuable. Which seems best to you?

1. Someone says something nice about them a teacher, a parent, a friend.
2. They help someone else.
3. They have a talent - something they are especially good at.

## Activity 16 B

**Cheer yourself up! Say these things about yourself:**

If that's the worst mistake I make in my life, I'll be doing well!

I'm a good person. I've got lots of good things to give.

I'm not going to give up just because of this.

I've got lots of good things in my life (name some).

I can do it.

Maybe, but I'm very good at...

I can do better tomorrow.

I'll turn the corners of my mouth up and laugh.

I am loved.

*What kinds of happy things do you tell yourself to make yourself feel worthwhile when things go wrong?*

## Activity 20

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1. "Sour grapes" is one way of being a bad loser. What are some other ways?
2. There is an old saying, "Pride goes before a fall." How do you think this saying might apply to Charlie?

## Activity 22 B

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Think about the old saying 'If wishes were horses, beggars would ride.' Beggars do not ride, do they? This is because a wish, such as Charlie's wish to be powerful like Alexander the Great, is very different from achieving a goal. A goal always takes planning, effort, and time. Some wishes can turn into goals, but some cannot.

Look at the following list and decide which ones are just wishes and which ones you could make come true with some planning, effort and time. Cross off the ones that are just dreams and are unlikely or impossible.

Fly like a bird using my arms

Eat a juicy steak

Get a dog

Go to the moon

Build a go-cart

Inherit millions of pounds from an aunt you didn't know you had

Eat ice cream every night

Become a famous rock star

Be a scientist

Drive a car

Look at the things that could come true with a little planning, effort and time. Mark these ST (short-term goals).

Next look at the things that could come true with a lot of planning, effort, and time. Mark these with an LT (long term goal - it will take lots of planning, effort, and time to come true).

All goals take at least some planning, effort, and time to achieve, but they are attainable. That makes them different from mere wishes.

## Activity 22 C

Pick one short-term goal and list the steps you would need to take to make it come true. An example might be, 'eat a juicy steak'.

You would need to:

1. Let your mother know you would like a steak
2. Ask her if she can buy one for you or if you can save up or work to earn one
3. Ask her how you can help her cook it and when or what you can do to give her time to cook it for you
4. Enjoy it!

Pick one long-term goal and list the steps you would need to take to make it come true. (Your teacher will help you with this.)

## Activity 23 A

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- A. What are some of the things you and your family and friends are justly proud of? This is the good kind of pride.
- B. Is there anyone you need to say sorry to?
- C. What stops you from saying sorry?
- D. Are you afraid to admit you could be wrong?
- E. Are you afraid of the other person's reaction that they will yell or say, "You should be sorry! You did this and this and this...."?

## Activity 23 B

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Say which boys in the following examples are apologising and forgiving bravely:

- a. Jason spills soda on Tom's shirt. Jason says, "Sorry! But that's a rubbish shirt anyway."
- b. Patrick steps on Mary's foot on his way out of the classroom. He says, "Sorry, I didn't see your foot there. Are you OK?"
- c. George elbows his way to the front of the line. "Sorry, everyone!" he says. "But I've been waiting a really long time!"
- d. Tom has borrowed Joe's video game and lost it. He says he's sorry and that he will buy Joe a new one once he has saved up the money. Joe says, "You stupid idiot! You should pay me double!"
- e. Dan presses the wrong key, erasing Mark's whole computer file. "I'm sorry! I pressed the wrong button... let me call the teacher and see if there's a way to get it back. If there isn't, I'll help you do it again."
- f. Chris ate both Mars Bars when Fred had only meant him to have one. Chris apologises. Fred says, "Oh, it's OK. At least they won't rot my teeth!"
- g. Jerry has broken his mother's teacup. He says, "Sorry! But you can just buy another one, can't you?"

## Activity 24 B

### Giving thanks

We are surrounded by things to be thankful for. On a sheet of paper, draw an outline of your hands and all ten fingers. On each finger, write something that you are thankful for. (It could be as simple as "Water," "Air to breathe," "Being able to walk".) When everyone has finished writing, hold your real hands up in the air and call out the things you are grateful for. Then clap and say, "Yay!"

## Activity 24 C

Like the word "Sorry", the words "Thank you" have great power in human relations. They are a sign of intelligence, and once you start thanking people, you begin to notice more and more to be thankful for. People do a lot - they need to be thanked. A thank you note will always be read and appreciated. An e-mail headed: "Thank you" will never be ignored.

1. Think of something nice someone has done for you or your family in the last week.
2. Did you thank that person or show your appreciation in some way (by returning the favour, perhaps?)
3. How do your classmates help you?
4. How do you show them you are thankful for what they do?
5. What are you thankful for this week?











