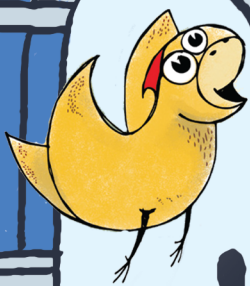




LEVEL 2 HOME KITS

WEEK #1 – MARVELLOUS ME





MARVELLOUS ME

ACTIVITY 1

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Understand the concepts 'same' and 'different'
- Celebrate similarities and differences
- Demonstrate self-confidence

RESOURCES

- Magazine or book with pictures of people and/or children
- A small container with a tiny bit of dark coloured paint
- A piece of paper
- A mirror

VOCABULARY

- | | | |
|---------|-------------|----------|
| • Self | • Different | • Shades |
| • Other | • Special | |
| • Same | • Colour | |

ACTIVITY

- Open the magazine or book of pictures and look at the people in the illustration, pointing out similarities and differences. For example: 'This lady is wearing glasses. They both have dark brown hair. This girl uses a wheelchair to move around. These people both have dark brown skin and these people both have light brown skin' etc.
- Ask your child to look in the mirror and describe their own features and compare them to your own. Point out similarities and differences.
 - For example: 'My hair is straight and dark brown, and your hair is wavy and lighter brown'.
- Then go back to the magazine/ picture book and point out some similarities and differences to your child between your child and the characters on the pages.
- Let your child know that we are all special and different in our own unique way!
- Put the tip of your forefinger in the paint and imprint your fingerprint on the piece of paper. Invite your child/ren to do the same.
- Tell you child that every single human being on earth has a different fingerprint, Not even identical twins have the same fingerprint. Every single person in the world is unique.

- To end the activity, sing the song below.

SONG (to the tune of “Once I Caught a Fish Alive”) or poem to be recited:

I am kind and I help
I am happy to be me
In the mirror I see myself
And I like all that I see.

I like to play _____, *(Include what your child likes to play here)*
Do you like to play that too?
In the mirror, what do you see?
Are you happy to be you?

Our skin is shades of brown
My eyes are green, yours are blue
We are different yet the same
Hoorah for me, Hoorah for you!

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Understand the concepts 'same' and 'different'
- Celebrate similarities and differences
- Demonstrate self-confidence

RESOURCES

- Large sheet of recycled card/paper
- Markers/Paints/Crayons/Coloured pencils (ensure brown crayon/s are present)

VOCABULARY

- | | | |
|---------|-------------|----------|
| • Self | • Different | • Shades |
| • Other | • Special | |
| • Same | • Colour | |

ACTIVITY

- Ask your child to place their hand next to yours, and look at the colour of your skin.
- Let your child know that everyone has different shades of brown skin, then demonstrate this by talking about different family members and friends, and compare their shade of skin to your own.
 - For example: 'The colour of our skin is different shades of brown. It can be light brown, medium brown or dark brown. What shade of brown would you say your skin is? What about mine? What about your (cousin) or your (friend) ...?'
- Then invite your child to create a family portrait highlighting each family members' features.
- Before they begin, remind them about each family member's colour of skin and discuss what shade of brown it is. Show your child how by pressing harder and less hard on the brown crayon they can make lighter or darker brown skin tones.
- Compare other features too, for example: the colour of their eyes, hair etc.
- Then give them a large piece of recycled card to create a colourful poster of the different family members. Ask them to use the different colours to show what colour their eyes are, their skin is, their hair etc.
- While your child is creating their family portrait, praise them for the effort they are putting into their work. Keep this portrait for Activity 5.
- When they have finished, invite them to describe each family member by appearance, and compare the similarities and differences between them.
- End the activity by singing the song from Activity 1.

MARVELLOUS ME

ACTIVITY 3

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Understand the concepts 'same' and 'different'
- Celebrate similarities and differences
- Demonstrate self-confidence

RESOURCES

- No resources needed

VOCABULARY

- | | | |
|---------|-------------|----------|
| • Self | • Different | • Shades |
| • Other | • Special | |
| • Same | • Colour | |

ACTIVITY

- To start the activity, talk to your child about what you love about them and what makes your child unique.
- Let them know what you love about what they do, who they are etc.
- Now sing the song from Activity 1.
- Ask them what they enjoy doing.
- Ask them to tell you what their friends like doing which is the same and what their friends like doing which is different.
- Now talk about what you both like or dislike. You can discuss food, colours, hobbies, music etc.
- Keep on pointing out the similarities and differences between the answers, and how everyone is the same in many ways and also different in many ways.
- Then ask your child what they like most about themselves. Guide your child by using the questions below:
 - What are you good at?
 - What do you like to do?
 - What is your favourite food/colour/sport/song/thing to do at school?
 - How are you kind to others?
- To end the activity, invite your child to choose something they love to do, and join in the activity with them (for example: playing catch, painting, making a jigsaw puzzle etc.).

MARVELLOUS ME

ACTIVITY 4

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Understand the concepts 'same' and 'different'
- Celebrate similarities and differences
- Demonstrate self-confidence

RESOURCES

- Scissors
- Paper bag/envelope
- Markers/Paints/Crayons/Coloured pencils
- Recycled card/paper (to cut into 4 smaller squares)
- Large piece of recycled card

VOCABULARY

- | | | |
|---------|-------------|----------|
| • Self | • Different | • Shades |
| • Other | • Special | |
| • Same | • Colour | |

ACTIVITY

- To begin the activity, remind your child of what they said they liked most about themselves in Activity 3, and then invite them to draw little pictures about how special they are.
- Take the recycled card/paper and cut it up into four small pieces approximately 6in (15cm) x 5in (13cm).
- Remind your child of the questions in Activity 3, and invite them to choose four of these questions (What are you good at? What do you like to do? What is your favourite food/colour/sport/song/thing to do at school? How are you kind to others?).
- Then, invite them to draw and colour a simple picture of their answer to each of the four questions they chose (one picture for one question).
- Once completed, place their four pictures in a paper bag/envelope.
- Let your child know that at the end of the activity, you will ask them to show you their pictures and talk about them.
- At the same time they are drawing and colouring their pictures, you can make a poster about all the things that make your child special to you, that can be displayed somewhere at home.
- Take a large piece of recycled card and write your child's name in the centre.
- Then, around the name, draw and colour simple pictures of what you love about your child and why they are special. For example, if they are kind to animals, you could draw an animal.
- Let your child know that at the end of the activity you will have a surprise for them!

- Sing the song from Activity 1 as you draw and colour together.
- At the end of the activity, present your poster to your child and let them know all the things that make them special to you, and talk about why you love them.
- Then invite your child to show you each picture from the envelope, and explain why this is what they love most about themselves.
- Now and every day, celebrate your child and all that they are to you!

MARVELLOUS ME

ACTIVITY 5

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Understand the concepts 'same' and 'different'
- Celebrate similarities and differences
- Demonstrate self-confidence

RESOURCES

- Envelope with pictures from Activity 4
- Family Portrait from Activity 2
- Self-Discovery statements (below)

VOCABULARY

- | | | |
|---------|-------------|----------|
| • Self | • Different | • Shades |
| • Other | • Special | |
| • Same | • Colour | |

ACTIVITY

- Remind your child that we are all unique and marvellous in our own special way.
- Invite your child to play a game of self-discovery.
- Ask them to choose a number from 1-6.
- Now invite them to jump/skip/hop/clap/turn around or run, for a count of the number they chose. For example: 'You chose number 5. Now hop on one leg 5 times'.
- Then, read out to your child the statement of the list of statements below that corresponds to the number they chose (see the statements below) and let them answer.
- Now invite other family members to join you and your child.
- Invite your child to talk to the family members about what they have been discussing in the different activities, and show them the family portrait they created in Activity 2.
- Ask your child to point out the similarities and differences in features between family members.
- Then invite them to speak kindly about the other family members, and share what they like most about them.
- Then invite your child to share their four pictures from Activity 4, and explain what they like most about themselves.
- To end the activity, invite your child to sing the song from Activity 1 to the family, and then give each other a warm family hug!

Self-Discovery Statements

- 1 I know how to ...
- 2 I like to help ...
- 3 I would like to be ...
- 4 I'm afraid of ...
- 5 I want to learn how to ...
- 6 I love to ...

