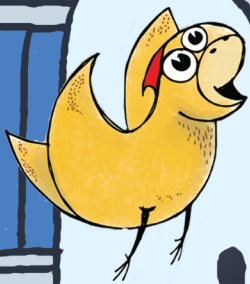




LEVEL 2 HOME KITS

WEEK #7

AHMED'S JOURNEY





AHMED'S JOURNEY

ACTIVITY 1

LEARNING GOALS

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

- Develop an awareness of emotions and describe sensations felt in the body
- Practice a deep breathing technique

RESOURCES

- Internet (if possible)

VOCABULARY

- | | | |
|-------------|-----------|----------|
| • Desert | • Anxious | • Lonely |
| • Sandstorm | • Excited | • Calm |

ACTIVITY

- Begin the activity by inviting your child to investigate the Arabian Peninsula. If possible, use the internet to explore images of the Arabian Peninsula, sand dunes, sandstorms and the desert.
- As you explore the images together, discuss the climate and environment, and what it is like to live there.
- Then tell your child that in the desert in the Arabian Peninsula, there is a boy called Ahmed who is about to take place for the first time in a camel race.
- Ask your child if they would like to ride a camel and how they think it would feel like to race camels.
- Discuss all the feelings Ahmed felt on this very exciting day: fear, excitement, nervousness, longing (to win the race). Explain to your child what anxious, lonely, excited and calm mean.
- Help them to understand further by guiding them to remember different situations where they may have felt these feelings and emotions.
- End the activity by singing the song (below) together.

SONG (to the tune of “Incy Wincy Spider” or chant)

When I am lonely,
Anxious or afraid
I can stop and breathe,
Then my big feelings fade
I take a big breath,
Deep down into my belly

**Now I am calm and can
Face what comes my way**

(Include actions and gestures when singing, such as an anxious face etc.)

LEARNING GOALS

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

- Develop an awareness of emotions and describe sensations felt in the body
- Practice a deep breathing technique

RESOURCES

- None needed

VOCABULARY

- | | | |
|-------------|-----------|----------|
| • Desert | • Anxious | • Lonely |
| • Sandstorm | • Excited | • Calm |

ACTIVITY

- Invite your child to play a game and tell them you are going to impersonate the desert animals in the story.
- First, ask them to run like a camel in the race. Then ask them to stop and notice what their body feels like. Are they hot? Is their heart pounding in their chest? Do their legs ache? Are they breathing heavily?
- Now ask them to move around and fly high like the falcon.
- Now invite them to crawl like the desert mouse. After taking a turn at being each animal, ask them to observe what sensations they feel in their body.
- Explain that just as we can feel different sensations when we move our body in different ways (for example, our eyes darting around nervously like a field mouse), we can also experience sensations in the body when we feel different emotions.
- Now ask your child to sit down with you, catch their breath and imagine and describe what Ahmed's thoughts and feelings made him feel in his stomach and throat.
- Discuss the different sensations you feel in your body when you feel anxious, lonely, calm or excited. Then, remind your child of a time when they felt big emotions and guide them to describe what sensations they felt in their body.
- Point out that whenever we are feeling big emotions we can take a deep breath, deep down into our belly.
- Now tell your child that you are going to teach them the belly breathing technique, which can help them calm big feelings and emotions.
 - First, to help your child focus their attention, invite your child to sit quietly, close their eyes and breathe in and out through their nose. What can they hear? Can they smell anything? What sensations do they feel in their body? Now, ask them to lie down and place their hands on their belly.
 - Again, ask them to close their eyes, and tell them that this time, they are going to take a big, deep breath of air in through their nose, all the way down to their belly.

- Invite them to put their hands on their belly and notice how their belly grows bigger like a balloon as the air fills it! Then, breathe out through the nose slowly. Repeat this exercise a few times. What do they feel now? Do they feel calm and relaxed?
- End the activity by telling your child that like Ahmed, when they feel big emotions and feelings in their body, they now know of a great way to calm themselves by taking a deep breath all the way down into their belly.

LEARNING GOALS

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

- Develop an awareness of emotions and describe sensations felt in the body
- Practice a deep breathing technique

RESOURCES

- Gold Glitter
- Warm Water
- Vegetable Oil
- Super (Strong) Glue Funnel/Paper
- See through plastic bottle with labels removed.

VOCABULARY

- | | | |
|-------------|-----------|-----------|
| • Desert | • Calm | • Excited |
| • Sandstorm | • Anxious | • Lonely |

ACTIVITY

- To begin, ask your child how they feel. Have they felt any big emotions today, and if so, what sensations did they feel in their body?
- Talk again about what you discussed in Activity 2 about big emotions and the different sensations you may feel in the body.
- Remind them that if this happens, they can breathe in deeply, down into their belly and breathe out again, and this will help them to feel calm.
- Invite your child to make a 'Mind Jar', and explain that this is another way that could help them to feel calm when they feel big emotions.
- Fill the bottle up halfway with warm water.
- Next, fill the rest of the bottle up with the vegetable oil, but leave a little space at the top of the bottle to be able to shake the mixture.
- Using a plastic funnel (or a funnel made from paper), add the glitter to the water and oil.
- Now apply some super glue to the bottle lid and screw it on.
- Give the bottle a good shake then place it on a flat surface and watch the glitter 'sandstorm'!
- Explain to your child that when they shake the Mind Jar, the glitter is like all the thoughts and big emotions swirling around in their mind and body.
- Then, teach them how to use their Mind Jar. Invite your child to use the Mind Jar whenever they may feel big emotions. To use it, they can sit down and breathe in and out deeply as they shake the Mind Jar. Invite them to observe the glitter swirling around and continue to breathe in and out. As they watch all the pieces of glitter settle at the bottom of the bottle, ask them to notice if their heart is beating steady now, and if the big emotions they were feeling are starting to settle, and their body is feeling calm.

- Let your child know that they can use their Mind Jar whenever they feel they need to, and end the activity by singing the song in Activity 1.

AHMED'S JOURNEY

ACTIVITY 4

LEARNING GOALS

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

- Develop an awareness of emotions and describe sensations felt in the body
- Practice a deep breathing technique

RESOURCES

- Recycled card
- Ruler
- Markers/Crayons
- Counters for the game (buttons, coins etc.)
- Scissors

VOCABULARY

- | | | |
|-------------|-----------|----------|
| • Desert | • Anxious | • Lonely |
| • Sandstorm | | |
| • Calm | • Excited | |

ACTIVITY

- Start the activity by singing the song in Activity 1.
Then ask your child if they remember Ahmed who was making a journey across the desert with his family. What were they going to do? (They were going to participate in a camel race).
- Now invite your child to make a simple board game (for up to 4 players) to see who will win the race!
 - Cut out a piece of recycled card approximately size A4 (8 ¼ x 11 ¾ inches). Then, to create a grid, divide the width of the card into 4 squares and the length of the card into 10 squares with a marker and ruler. Colour the first set of 4 squares red (along the width of the card). This is where the players will start the race.
- Now on another piece of card, cut out three small cards of the same size (approximately the size of player cards). Tell your child you need three cards for the board game
- Then on one side of the first card, guide your child to draw a camel. Take the second card and guide them to draw a mouse, and on the third card, guide them to draw a falcon.
- Then explain that if a player chooses a card with the camel, they get 3 points. If they choose a card with the falcon they get 2 points, and the card with a mouse gets 1 point. The card they choose determines how many points they get and how many squares they can move up the board to win the race.
- Now that your board game is ready, invite other family members and siblings to join in the race if they wish. To start the race, take a counter each and place them on the red squares on the grid, ready to begin. Then mix up the cards and ensure

that the side of the cards with the animals on are facing downwards (you should not be able to see the animals). Now ask your child to choose a card. Depending on the card they chose, the player places their counter on the grid, counting the squares accordingly. Now mix up the cards again, and the next player takes their turn, and so on. Play the game until someone reaches the last square and completes the board. Who will win the race?

AHMED'S JOURNEY

ACTIVITY 5

LEARNING GOALS

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

- Develop an awareness of emotions and describe sensations felt in the body
- Practice a deep breathing technique

RESOURCES

- Tent
- Bed Sheet/Blanket
- Chairs (2)
- Drinks
- Snack

VOCABULARY

- Desert
- Sandstorm
- Calm
- Anxious
- Excited
- Lonely

ACTIVITY

- Reflecting on the story of Ahmed and his first camel race in the desert, and the research you did in Activity 1 on the Arabian Peninsula, together imagine what Ahmed's journey across the desert must have been like. Describe the climate, the environment, and the animals you may see, and then discuss what fun you may have camping in the desert. Also, consider some of the challenges you may face being in a different place which is not your home.
- Remind your child what they have learnt about big feelings and emotions and how they feel in the body. Discuss how they can calm themselves with the belly breathing technique or with their 'Mind Jar'.
- Then ask your child if they would like to go camping. Suggest that you can put up a tent and camp outdoors.
- Alternatively, you could camp indoors and create a tent using a bed sheet or blanket. You can place two chairs some distance apart and hang the sheet or blanket over the top of them, creating a space in the middle for you to sit inside.
- Discuss what you will need to take with you. Water and food. Then ask your child what you could eat or drink on your camping trip, and involve them in the preparation.
- Invite your family on the camping trip (inside or outside).
- To end the activity, sing the song in Activity 1 together.

