

Questions and Family Activities



Comprehension Questions:

- What was Alexander afraid of? (That he would mess up his part in the school play)
- What did Alexander see in the Stormhaven Library? (Red worn books like his own) What were the books? (Journals of the Inlanders' lives)
- Who did the Erodians capture? (Ellinore) What did the Erodians want in exchange for Ellinore? (The crown) What did Mirabelle want Alexander to do? (Rescue Ellinore)
- What does Mirabelle give Alexander to help him rescue Ellinore? (A long metal tube) What does Alexander think the tube is? (A power whacker) What was in the tube? (Plans for all the water works at Fountain Mist) How does the plan help Alexander and Ellinore escape? (They are able find their way out of the castle)

Discussion Questions:

- What is a value? Can it be seen? Can you touch it? Where do you keep a value? (Listen carefully to the song "What is a Value")
- What does it mean to have courage? What is the opposite of being courageous?
- Why is courage important?
- What are some things that require courage for you to do them?
- Can you be scared and brave at the same time?
- When have you used courage to do something that was hard?
- Can you think of times when you should show courage by NOT doing something that other people might think is cool and courageous?
- What do you think about the idea that "the hard thing is often the good thing"? Can you think of a time you did something that was really hard and you were really glad you did it?



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Scenario Family Activity:

Start with three pieces of construction paper or cards that are red, yellow, and orange. Ask children what they would do in various situations and hold up the color that their answer represents (red = courageous, orange = average or neutral, yellow - no courage, a little cowardly). Alternatively present the situation and have children see if they can offer a “green,” “yellow” and “red” response. Use the following list of situations and add more of your own:

- You're offered drugs by a fellow student. Yellow -- you take them. Orange -- you don't. Red -- you report the distributor to school authorities.
- You're given a difficult chance to take an advanced class in a subject you're good at. Yellow -- you decline. Orange -- you say, "Maybe next year." Red -- you go for it.
- You see your grandparents for the first time in a year. You want to hug them, but there are a lot of people around and you feel embarrassed. Yellow -- you stand there and look down. Orange -- you say hi and smile at them. Red -- you give them a big hug.
- A new child from another country comes to school for the first time. He probably doesn't speak English and he looks scared. Yellow -- you ignore him or mind your own business and do what you normally do in class and at recess. Orange -- you wait until you see other kids talking with him and then you talk to him too. Red -- you go right over to him at recess time and invite him to play with you (if he doesn't understand you, you just point to what you want to do and beckon him to come along).
- There is a tryout for the school musical. You like to sing, but none of your friends are trying out because they think musicals are silly. Yellow -- you don't try out. Orange -- you try out for a minor part and keep your tryout a secret from your friends (or you tell them you're your parents are making you try out). Red -- you tell your friends you think musicals are great and invite them to try out with you, for a major part.
- You have a sweater that you like but it's different from the kind "everyone is wearing." Yellow -- you put it away and beg for one of the kind everyone else has, even though you don't like them very much. Orange -- you don't wear the old one or ask for a new one. Red -- you wear the one you like with a big smile on your face.
- Make up your own -- perhaps based on a real experience.

Everyday Courage Family Activity

Intro: Talk about how courage is not something that is only useful on a battlefield or in great and momentous situations. It is an everyday thing. Say, "Let's use our imaginations for a moment and think of some common situations that require courage, and let's give a name to the type of courage that each requires."



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Examples:

- Everyone else is wearing a style you don't particularly like. You decide to wear what you like rather than following the crowd. (The courage to be yourself.)
- All the cool kids eat lunch in the hall of the school. It's a nice day and you want to eat outside. Your friends won't go out, so you go out alone. (The courage to do what you like, even if it's by yourself.)
- You're with three friends who want to shoplift a couple of small things "Just for the excitement of it." You say no, and they call you a chicken. You tell them that you'd rather have fun that doesn't involve maybe getting arrested and suggest some fun ideas. (The courage to do what's right and try to be a leader for the right.)
- You notice there's a kid at your school who seems to have no friends. He's always off in a corner by himself in the lunch room. You decide to sit by him at lunch one day and ask him about himself and make friends. (The courage to be friendly and overcome embarrassment or shyness.)
- There is an essay contest at school. None of your friends wants to enter it, but you would kind of like to. You've never entered a writing contest before and you're not sure you're any good at it, but you decide to give it a try. (The courage to do what you want to do even if no one else wants to do it and the courage to try.)

Additional Ideas

- **Family - Try Something New:** Brainstorm together new things you could try this month and then report back to each other every week about how you did. Everyone in the family could decide on something they'll try this month – try a new food, try out for a team, try running or skateboarding or roller blading, try out for something at school. As parents, you could make some new meals or plan a new family activity that might be a stretch for some and build up the excitement of being courageous and learning and having fun through trying new things without pre-conceived attitudes.
- **Parents – Uniqueness Interviews:** Sit down with each child individually and help them make a list of what they are good at, talents, skills and gifts. Help them see their individual uniqueness. Encourage them to be themselves.
- **Parents – Fear Interviews:** In individual interviews, you could also help each child identify something that they're afraid of and come up with steps to conquer that fear. And share your own fears and what you're doing to overcome them!
- **Family - Introduce the “Leader for the Right” Award:** Introduce the “Leader for the Right” Award at the beginning of a week and then at the end of the week, children and parents share a time that they choose to do the right thing and tried to influence others to do the same. Decide together who should win the award each week (just make – or have your children make - a simple sign that can hang on the bedroom door of the “awardee” for the week). Repeat each week this month (trying to ensure that each child gets a chance to “win”).



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