



THE ALPHASHOW OF THE LITTLE  
**MERMAID**



## **ALPHASHOWS Post-Show Activities**

This guide contains classroom activities for use AFTER the Alpha show of 'The Little Mermaid'.

**[ Photocopy / print / email this document  
and give to all teachers AFTER the show ]**

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# ABOUT THE POST SHOW ACTIVITIES

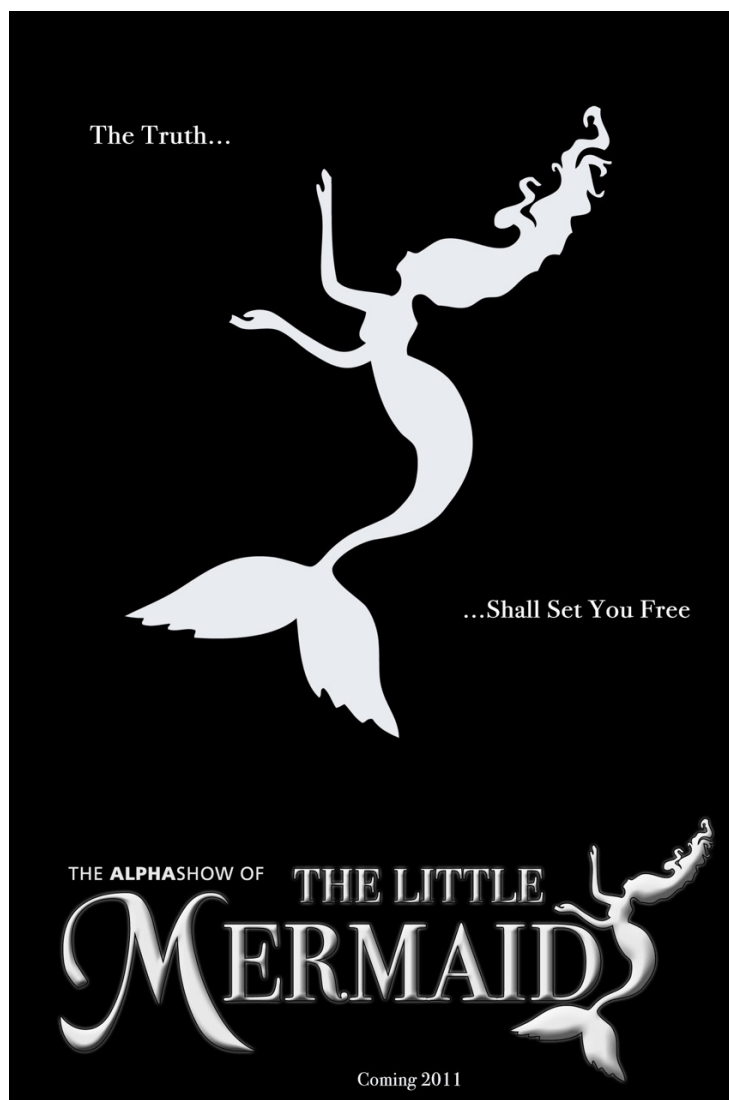
## Post-show ideas

Read this guide for ideas for discussions and activities that are great for the afternoon or next day or so after an Alpha show.

## Advanced Topics

Some of the topics covered here may not be suitable for discussion, especially with younger year levels, but we wish to include some of the more advanced ideas, even if just for your own information, about the thinking and creativity that has gone into this show; and certainly we would welcome hearing about how discussion went with your children about any of these advanced topics!

We apologise that this pack is so long, we know your time is valuable. We just wanted to provide as much information as possible, to cover the possibility that you may wish to do a lot of post show work with your students. There is even more information available on our website, link below.



# POST-SHOW ACTIVITIES

## Autographs and talking with the actors

**Learning Area:** Theatre / Performing Arts / Values Education

**Outcome:** To give an experience that is beyond expectations to children; to allow them to meet and be inspired by the role models of the actor behind the character

### **Information:**

Immediately post-show, children are encouraged to talk with the actors and some may even wish to get autographs. If many children want autographs or personal messages, we will provide one A4 sheet that can be photocopied for any student that wants one, and the six actors will sign it as the various characters they played. It will also have our contact details on it for anyone who would like to contact their favourite character.



Encourage your children to talk to the actors about who they are, how they came to work in a job that is their dream job and find their true purpose in life.

## Drawing

**Learning Area:** Art

**Outcome:** To let children express their creativity at a time when they will be highly inspired by the visual stimulus they will have had

### **Information:**

Children might like to spend some time drawing their favourite character from the show and writing about their favourite character, scene etc. Try to hook in their drawings with the learnings of the show, showing the hero to be confident etc



## Write to Alpha!



**Learning Area:** Literacy / Values Education / Art

**Outcome:** To give children a chance to express themselves in their creative writing.

**Information:**

There is nothing we love more than to receive letters, pictures and feedback from our number one clients - the children!

You may also like to use the Values based Worksheets which helps structure the writing responses as well as reinforce some of the values of the show.

**Activity**

Encourage them to write to individual characters, or to the actors themselves. A great letter structure is:

- ◆ Greeting
- ◆ My favourite part / the funniest part was
- ◆ What I learned
- ◆ Questions

A great way to send through mail is on the website contact page.

If you want to send through pictures and letters in the old fashioned way ;- ) send to:

**ALPHASHOWS**  
Factory 34  
42 McArthurs Road  
Altona North, VIC 3025

Any queries call 03 9999 6060

It is very unlikely we will be able to reply to messages sent via mail, however, we do try to reply to any messages we receive on our website contact page or via social media/youtube.

## Activity #2

You can keep up with Alpha on tour on our Instagram and TikTok stories and videos.

@alphashows



## Activity #3

Alpha also has a Facebook Page. It is the most popular way for fans of our shows to stay in touch with us. As a class you can check it out, and anybody who is a member of Facebook can 'become a fan', and help Alpha out too as we use the fan page on Facebook as a way to indicate to others how popular the shows are, which will enable us to create new and different products that will be beneficial to Australian culture and society.



So please, 'become a fan'! There's all the latest videos and posts on there as well, and you can interact with other fans.

<http://www.facebook.com/alphashows>



 **Truth**

**Outcome:** To develop a real understanding of the importance of being truthful, both with our spoken and written words, but also within ourselves, about our true emotional condition.

**Learning Area:** Values

**Information:**

One of the largest problems in society today is our tendency to tolerate 'untruths'. This is primarily due to the lack of understanding of the consequences of lying or not being passionate about finding the truth, and being truthful with ourselves. The idea that we can 'get away' with a 'white lie' to get us out of trouble or use a lie to save someone from 'pain' is often a common excuse for untruth.

The truth is, actually, that being out of 'harmony' with truth has massive negative repercussions in our lives. This also includes denying the truth of our own emotions, such as pretending to be 'brave' and 'tough' when really the truth is we may be feeling a lot of fear, or repressing sadness and not expressing the truth of that by crying. Of course, it can also be the opposite sorts of emotions, of denying happiness and joyfulness (real joy, not fabricated positive emotions designed to fool others or delude ourselves), by feeling embarrassed to express our true joyful natures.

Regardless, there are consequences. When you are out of harmony with truth, things never work out for you as you would hope. When you are truthful about your desires and emotions, the magical part of this is that often these things work out much better for us. If truth is denied long enough, the effects of this can be seen and felt, PHYSICALLY, in the body, and can eventually manifest as dis-ease in the body, as the final signal to us that there is something wrong. The usual place this shows up is in the throat area, and often will lead to problems in this area, or perhaps even problems with our voice etc. To simplify this message, our show emphasised the Little Mermaid losing her voice as a consequence of her always lying. She wasn't lying in a terrible way, it was out of fear of her father's anger. To avoid his anger, she would lie about where she had gone.

## Activities – Honesty Truth Games

Often kids say that something isn't fair. Developing an understanding of right and wrong is important for children; kids need to know how to treat all people with fairness and honesty in addition to listening, considering how others feel and correcting their mistakes. Teaching children honesty through a game provides a fun atmosphere in which they receive rewards and praise for doing the right thing. In addition to these games, you help your child by being a model of honesty and fairness.

### Who Took the Cookie from the Cookie Jar

For younger children, this game provides a simple concept of honesty. It helps to have a jar of cookies and hide a cookie with one of the participants. First, start by telling the child a story about a jar full of cookies, but when someone (insert name of person, or use Mommy or Daddy in place) goes to get a cookie they are all gone. Then sing, "Who took the cookies from the cookie jar? Daddy took the cookies from the cookie jar. Who me? Yes you. Couldn't be. Then who?" Keep repeating using the children's names incorporating the children to sing with you and respond back to the song with "Who me?" and "Couldn't be." Once the child produces the cookie, reward the children with a cookie or other prize.

### Honest or Dishonest

For older children, the consequence game is another way to teach honesty. Using index cards, you label the front with "Honest" or "Dishonest." Each card corresponds to a situation that you explain to your child. On the back, the honest cards show a result of being honest or a consequence of being dishonest. Create each scenario to relate to your child's life and write them down in a numbered list. If they like to play sports, read books in the library or go to the toy store, use familiar scenes that allow a decision to be made. After telling the story, hold up the two corresponding cards and allow your child to pick. Play the game with your child, allowing them to ask you what decision you would make. At the end of the game, show that it is easy to still be honest even if initially someone makes the dishonest choice by apologising and helping repair what is broken, for instance by returning a stolen item.

Adolescents are often tuned into media that sometimes downplays honesty in favour of manipulation and falsehood to achieve goals in a story line or a video game. Use true-to-life hypothetical activities to not only teach adolescents that honesty has an important place in their everyday lives, but completing these activities also reveals how practicing honesty positively impacts every aspect of the adolescents' lives, from personal to future business relationships.

### Honesty Skits

Have the adolescents create a skit or a number of skits about honesty. In the skits, have characters who always tell the truth, characters who seldom tell the truth, characters who expect others to be honest, but aren't honest themselves, and characters who use truth to hurt others. Include characters who cheat on tests or help others do so. Encourage the students to not only use their imagination, but also base their skits on real personal situations. Have students show the logical consequences of honesty and dishonesty. After the students act out their skits, discuss what they've learned about honesty as well as the consequences of dishonesty.

### What Would You Do?

Enlist the aid of two of the adolescents from the class to assist you. Hide a wallet with \$50 in \$5 bills in it in the classroom. Place it where it isn't easily spotted, but where someone might have left it accidentally such as on the edge of a shelf or on top of a cabinet. After class starts, find an excuse to leave the classroom. Assign one of the students who you enlisted to sit at your desk or hand out an assignment or any other action that gets the student out of his desk. After you leave, the student will "find" the wallet. Have him go through the wallet, find the money and count it. All the class will be watching to see what he does. Have him finally shrug and say something like, "finders keepers" and begin to tuck the money in his pocket. At this point, the other student you've enlisted speaks up, explaining that what the first student is doing isn't honest and someone might need that money. She suggests giving the wallet, with all the money in it, to the teacher. Have the two students wrangle with the issue. Allow time for other students to weigh in on the situation.

If at all possible, listen in on the discussion. After you return to the classroom, have the student with the wallet sit down quietly without saying anything to you. See if any other student will tell you about what happened. If not, to prod the students, ask if anything happened while you were gone. Next, say you know one of the janitors lost his wallet and that he needs to find it because he needed the money in it to pay a bill so his heat turned off.

Finally, talk about honesty and the consequences of not being honest. Before the class ends have the student stand up and hand over the wallet.

### Cheating Consequences

Tell the students they are flying in an airplane. Everything is going really well. Suddenly, an object hits the plane, causing a hole in the wing and loss of engine power. Ask the students how they would react in that situation. Discuss the different ways students would feel in this situation --- confident in the pilot's training and experience, scared and unsure but still trusting that the pilot or co-pilot will know what to do. Now explain the pilot is new to the airline, having recently gotten his certification to fly. Ask if this changes how they feel. Now explain that the pilot managed to have others do his homework and take his tests, and he isn't as experienced as his certification claims. In fact, he missed the whole section of dealing with unexpected problems. Ask the students how they would feel if they were riding in a plane with this pilot. You can come up with other stories regarding doctors, dentists and lawyers. Have students discuss the importance of honesty in doing their own schoolwork and possible consequences if they aren't honest.

### OLDER STUDENTS

- ◆ Look up in news articles of the consequences legally ppl have had for lying while on trial.
- ◆ Look at the physical and psychological effects of lying.
- ◆ The effects of being lied too.
- ◆ Anonymous Confession cards after being read out write in their journal reflecting how they may have affected someone with a lie they told. how they feel now the truth is out.
- ◆ Examine the truth shall set you free what does that mean to you?





## Discussions about the show

### Learning Area:

Literacy / Theatre / Performing Arts / Values Education

**Outcome:** One of the most important parts of Alpha Shows is that there are subtle themes running throughout the show. If you take notice, you'll notice lines, songs and sequences scattered everywhere in the show, that you can use to create values-based learnings. If children are particularly excited straight after the show, use this time to discuss, draw and play. It is one of the most valuable things you can do when you have the children in a 'peak state for learning' after our show.

### Information:

All learning and significant memories happen through emotion. The idea is to use the peak emotional state created by the show to create learnings and memories that will last a lifetime. It's best to not try and 'quieten' or 'dull' the emotional state - use it instead. You can even start to use some of the parts of the show or question time (eg. Clever questions, 1,2,3 You Rock etc) to create 'anchors' (ie. reminders or links) to those emotional states so you can utilise them whenever you need to.

## Activity: Discussion points

### Alpha's version of the story

You might like to revisit some of the discussions before the show, talk about what their expectations were of the story and what we changed or did better or added in for fun.

### Theatrical Effects

Talk about the production elements et

### Values

What were the values in the show. How were these portrayed etc.

## SEE BELOW FOR MORE DISCUSSION TOPICS



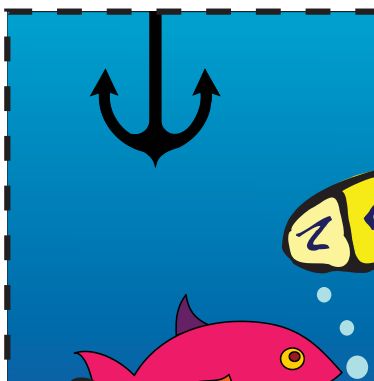
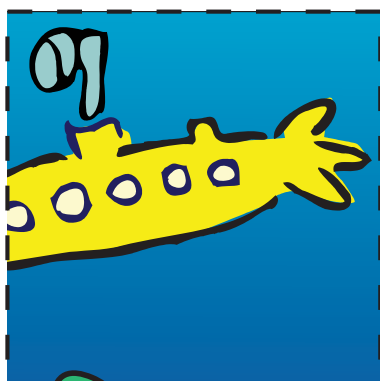
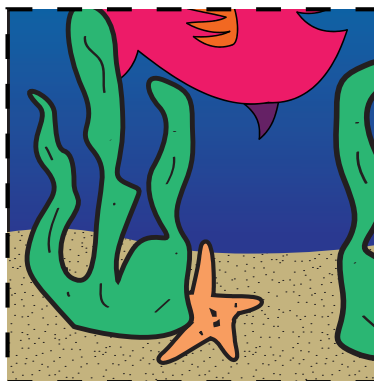
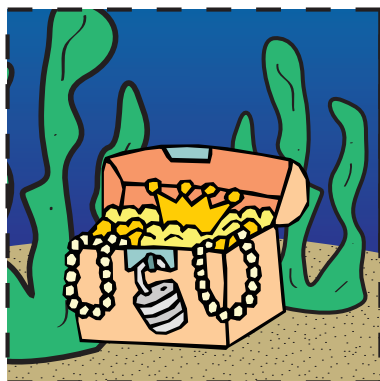
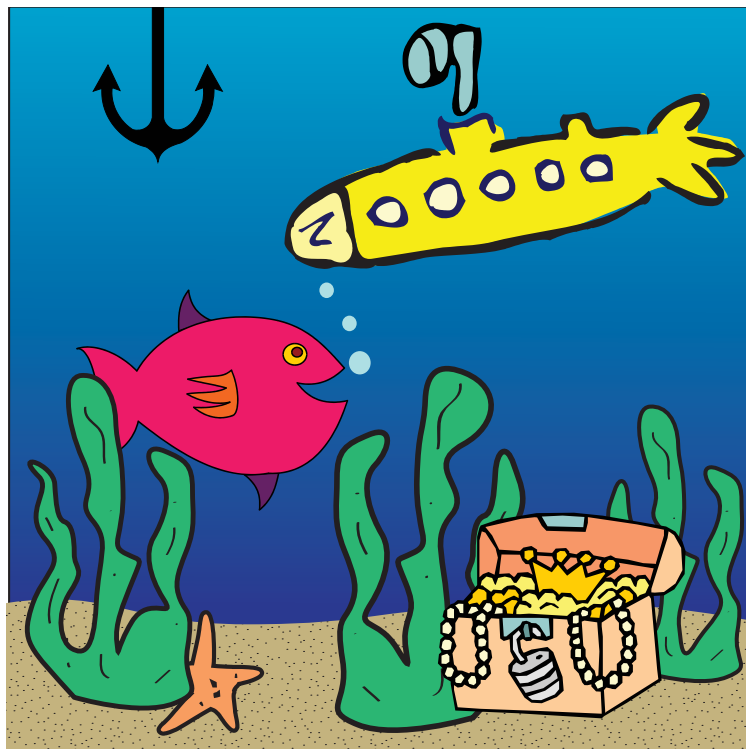
## Activity Sheets

Learning Area: Literacy, Mathematics, Science

Outcome: To engage the students further in activities related to water, the show etc

# Picture Puzzle

Cut out the mixed up picture pieces below and arrange them to look like the correct picture.



**M A T H**  
GEOMETRY



# Aye Aye, Area!

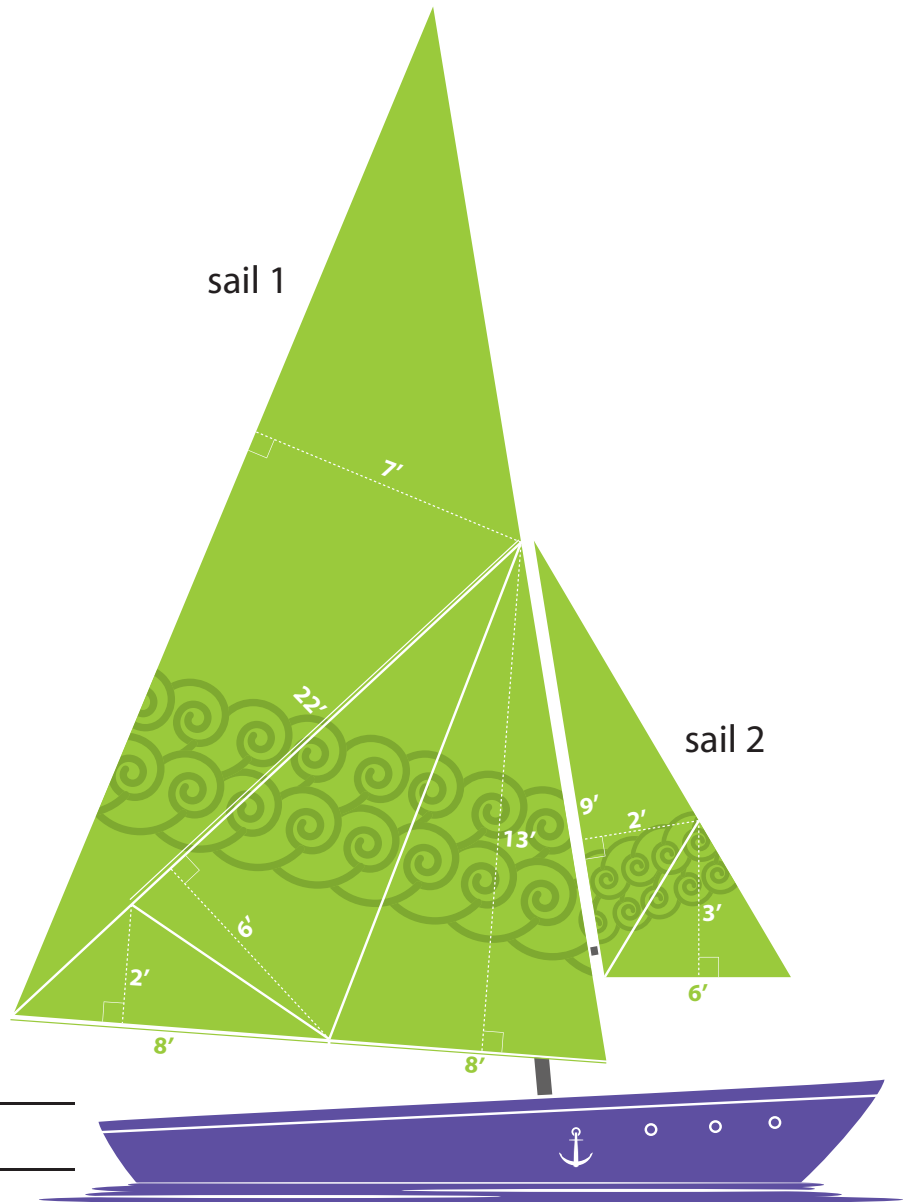


Calculate the area of the sails by finding the areas of the smaller triangles.

Remember, **triangle area = 1/2 (base x height)**



**Area** =  $\frac{1}{2} (6 \times 5) = 15$



**Sail 1 area:** \_\_\_\_\_

**Sail 2 area:** \_\_\_\_\_

SECOND  
GRADE

# SUBTRACTION

## IN THE WATER

19

$$\begin{array}{r} 72 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ - 63 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ - 40 \\ \hline \end{array}$$



$$\begin{array}{r} 85 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ - 67 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 89 \\ - 70 \\ \hline \end{array}$$



Math: Division

# Solve the riddle!

Solve these division problems to find the number that goes with each letter. Then enter the letter in the space provided below. Some answers will have remainders and some will not. The words will spell out the answer to the riddle!

**Riddle: What did the shore say to the ocean?**

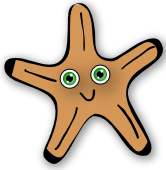


E.  $5 \overline{)610}$

N.  $2 \overline{)996}$

E.  $9 \overline{)486}$

T.  $8 \overline{)608}$

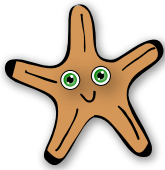


S.  $3 \overline{)92}$

G.  $3 \overline{)489}$

L.  $3 \overline{)46}$

M.  $8 \overline{)912}$



A.  $4 \overline{)208}$

O.  $3 \overline{)396}$

N.  $2 \overline{)412}$

I.  $2 \overline{)848}$



O.  $8 \overline{)275}$

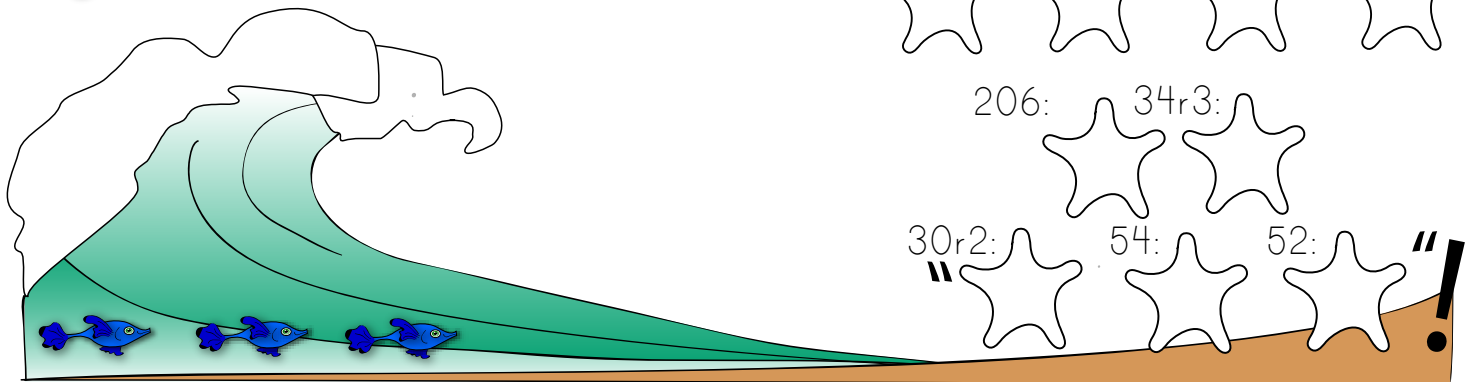


**Answer:** 15r1:  132:  498:  163: 

76:  424:  114:  122: 

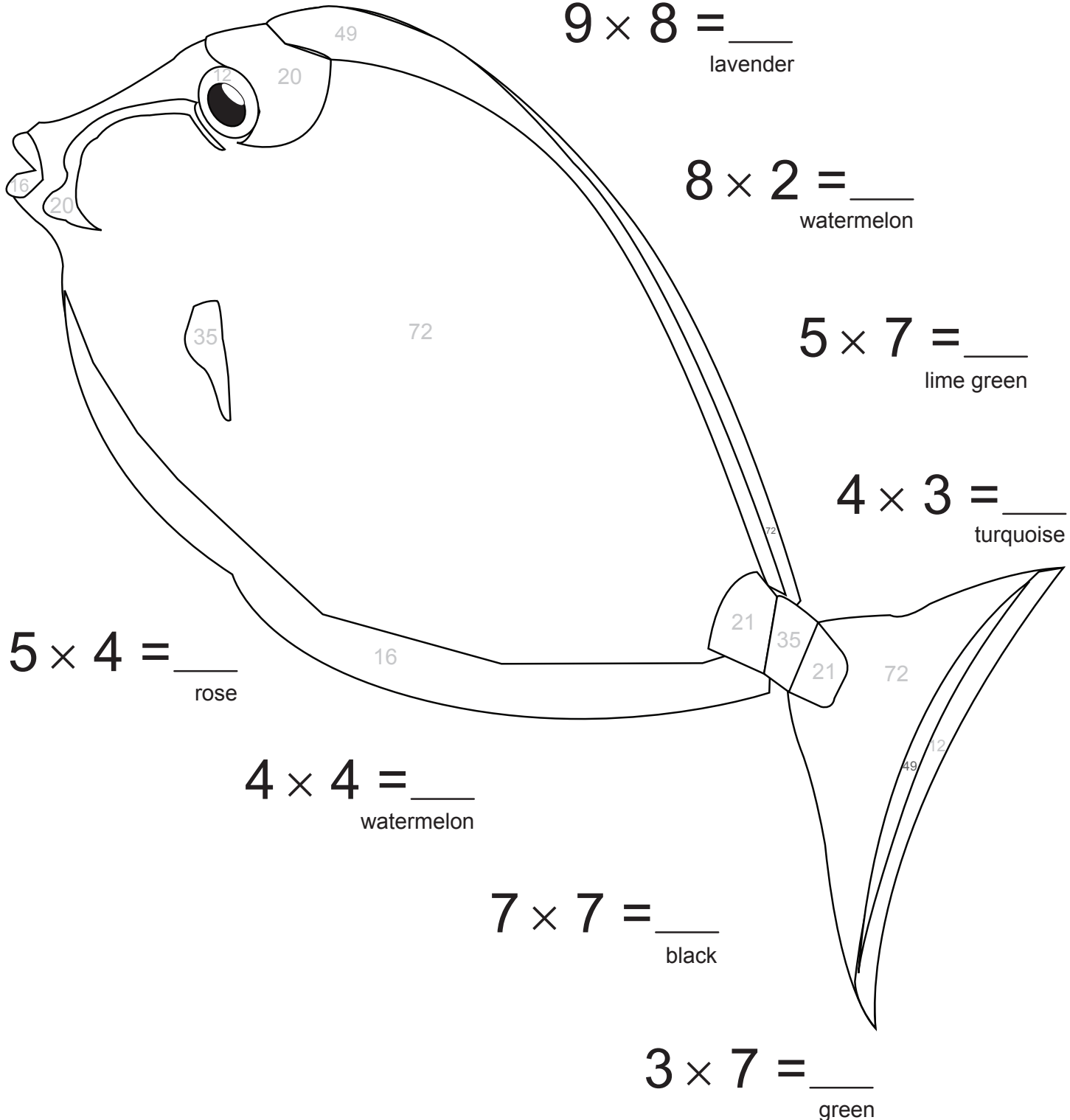
206:  34r3: 

30r2:  54:  52:  " !



# Multiplication Color By Number

Once you have solved the multiplication problems below, you can color in the fish using the color that is listed under each answer.



$9 \times 8 = \underline{\quad}$   
lavender

$8 \times 2 = \underline{\quad}$   
watermelon

$5 \times 7 = \underline{\quad}$   
lime green

$4 \times 3 = \underline{\quad}$   
turquoise

$5 \times 4 = \underline{\quad}$   
rose

$4 \times 4 = \underline{\quad}$   
watermelon

$7 \times 7 = \underline{\quad}$   
black

$3 \times 7 = \underline{\quad}$   
green



M A T H  
G E O M E T R Y



# Aye Aye, Area!

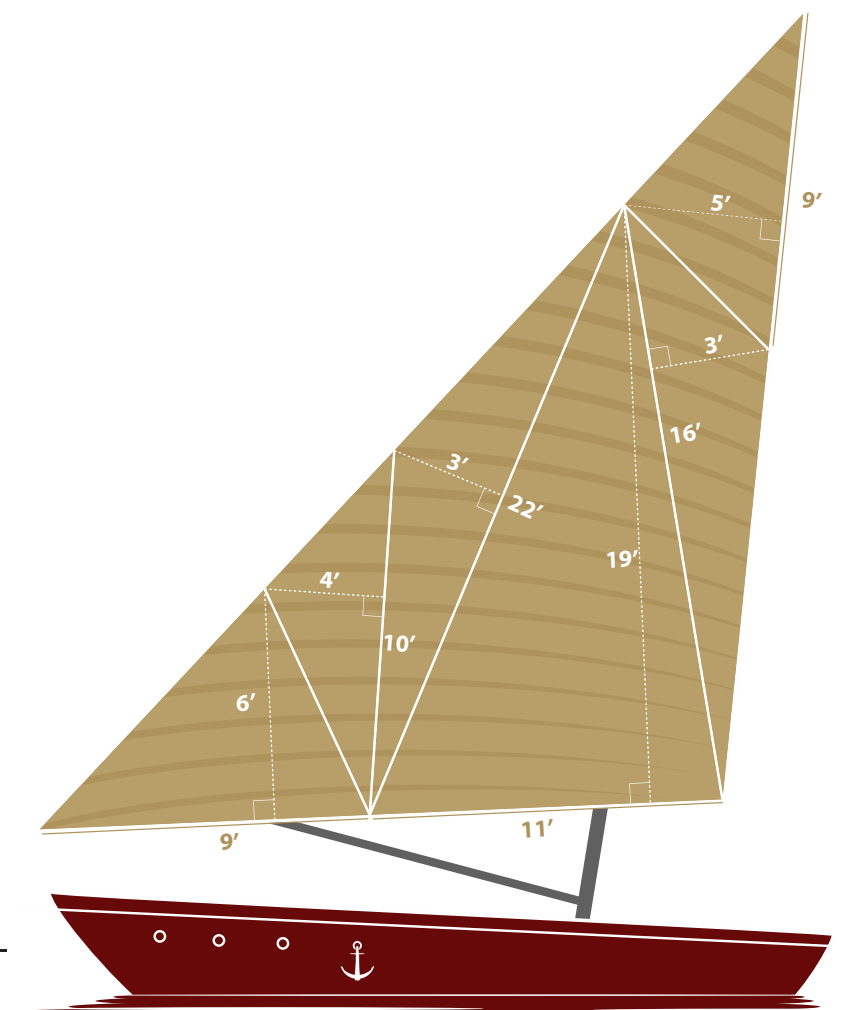


Calculate the area of the sails by finding the areas of the smaller triangles.

Remember, **triangle area =  $1/2$  (base x height)**



$$\text{Area} = \frac{1}{2} (6 \times 5) = 15$$



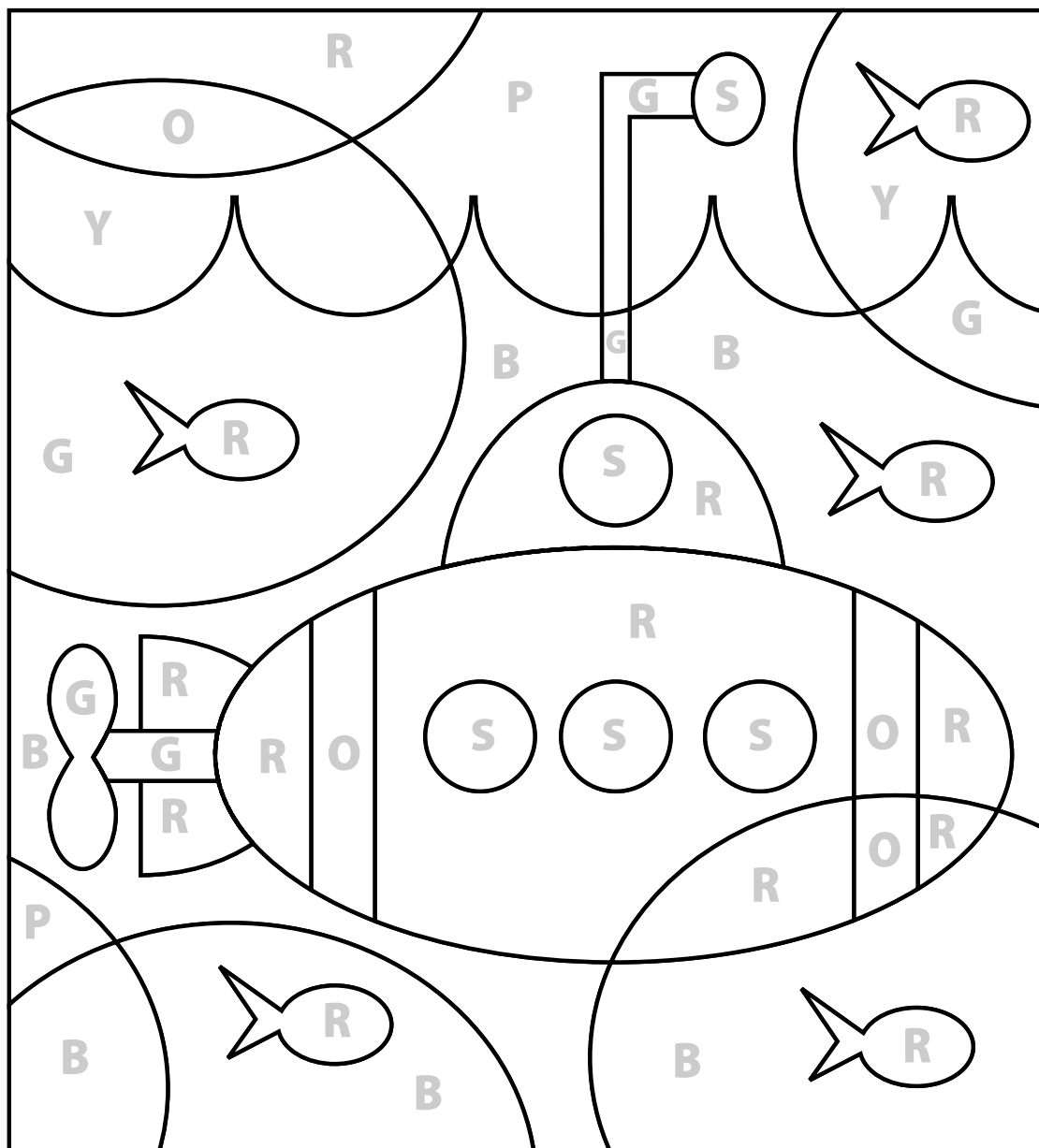
Sail area: \_\_\_\_\_

# HIDDEN

## PICTURE

Scientists explore the ocean to learn about all the different fish and animals living there. Test your letter skills and find the hidden picture. Pick a color for each letter.

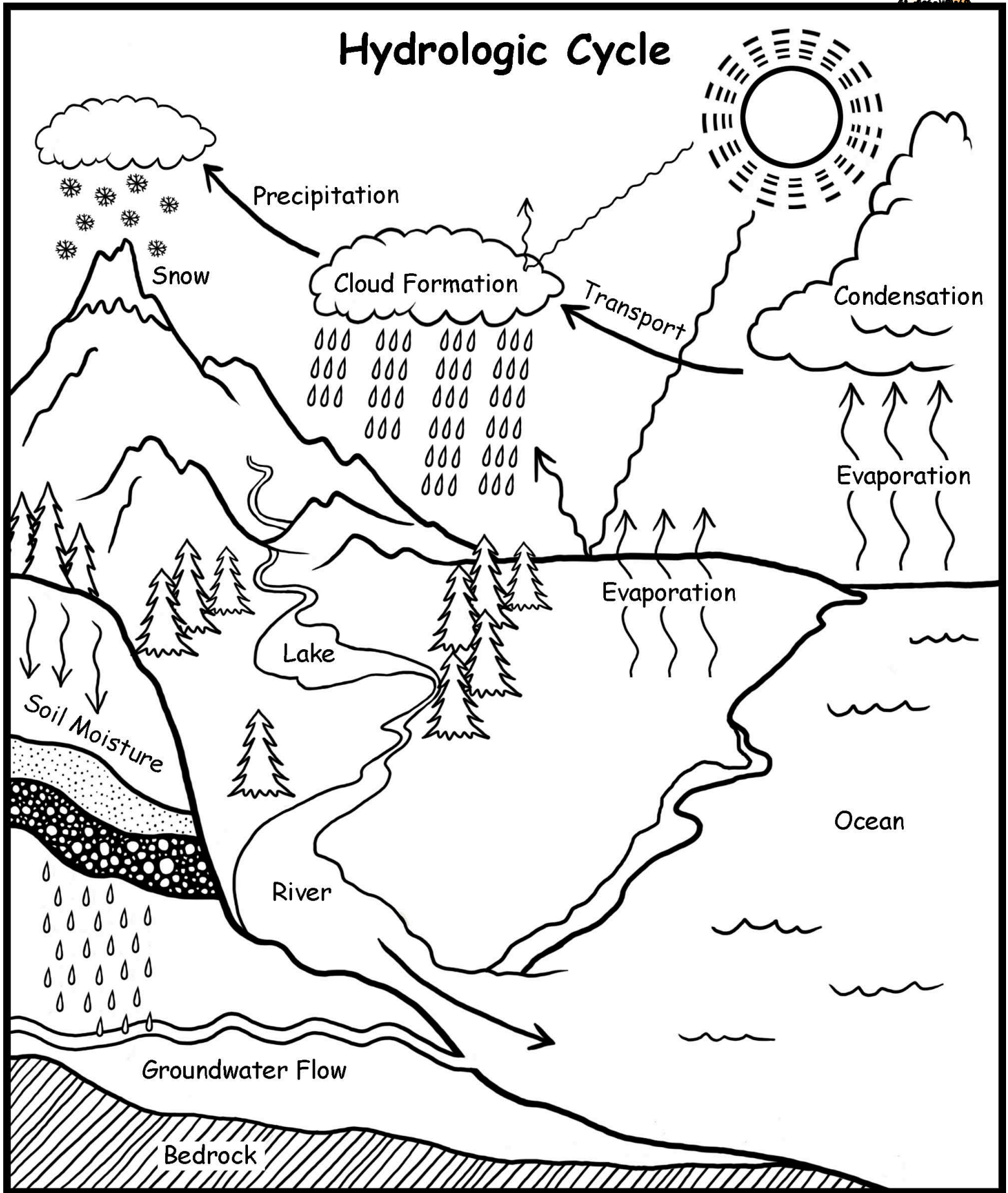
Color in each space that contains a letter.

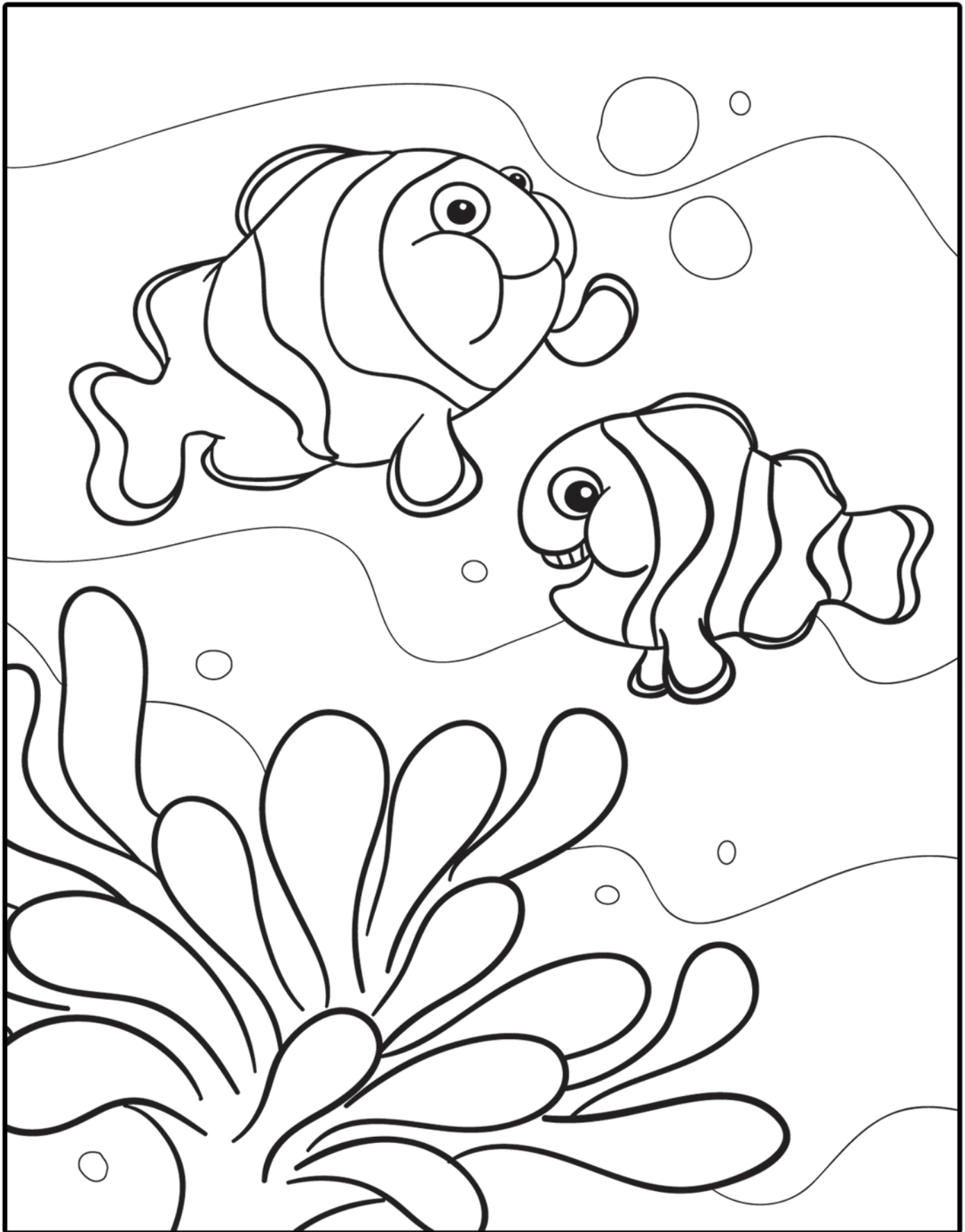




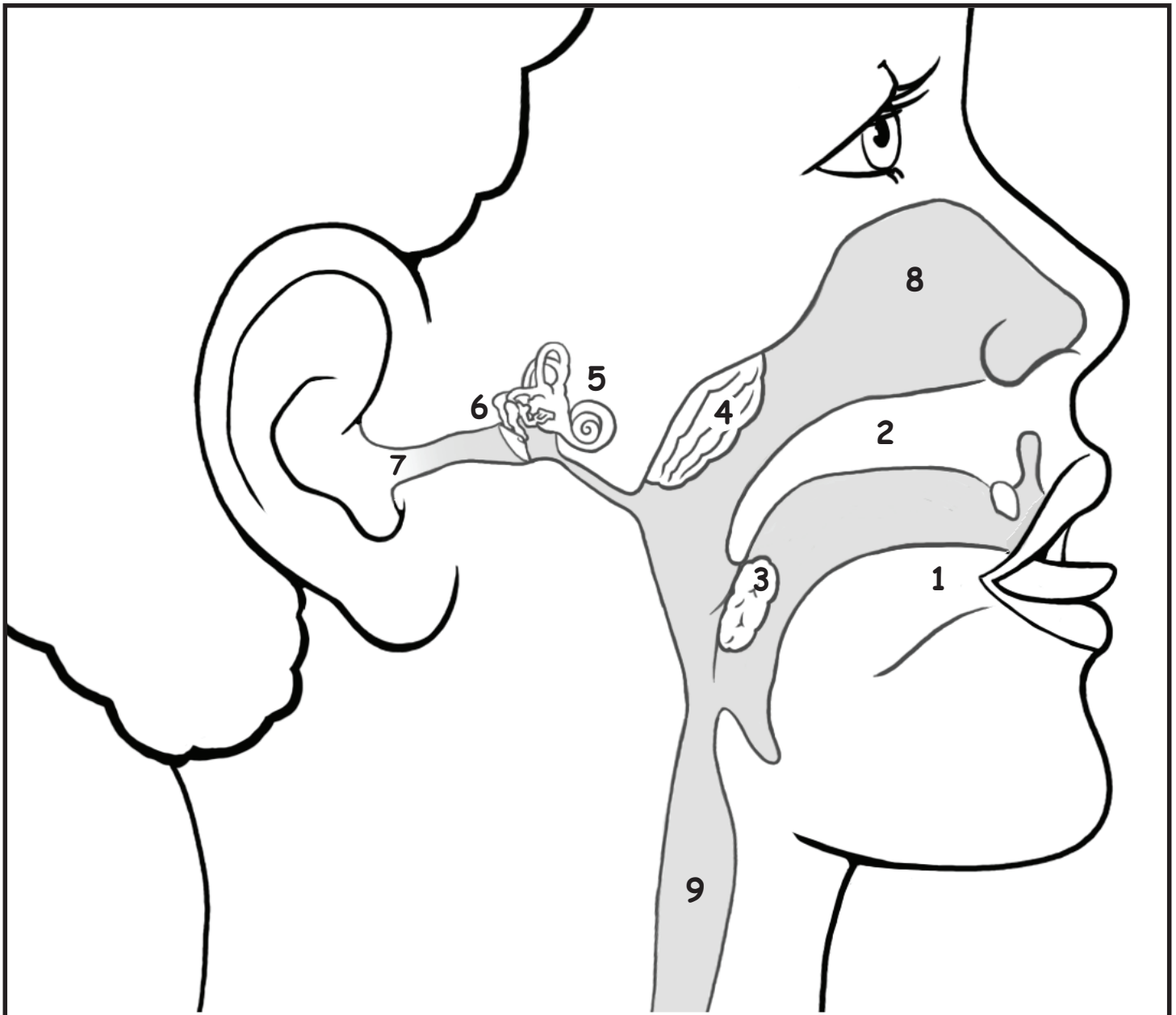


# Hydrologic Cycle





# Ear, Nose and Throat



1. tongue    2. hard palate (roof of mouth)    3. tonsils  
4. adenoids    5. inner ear    6. middle ear    7. ear canal  
8. sinuses    9. trachea (windpipe)

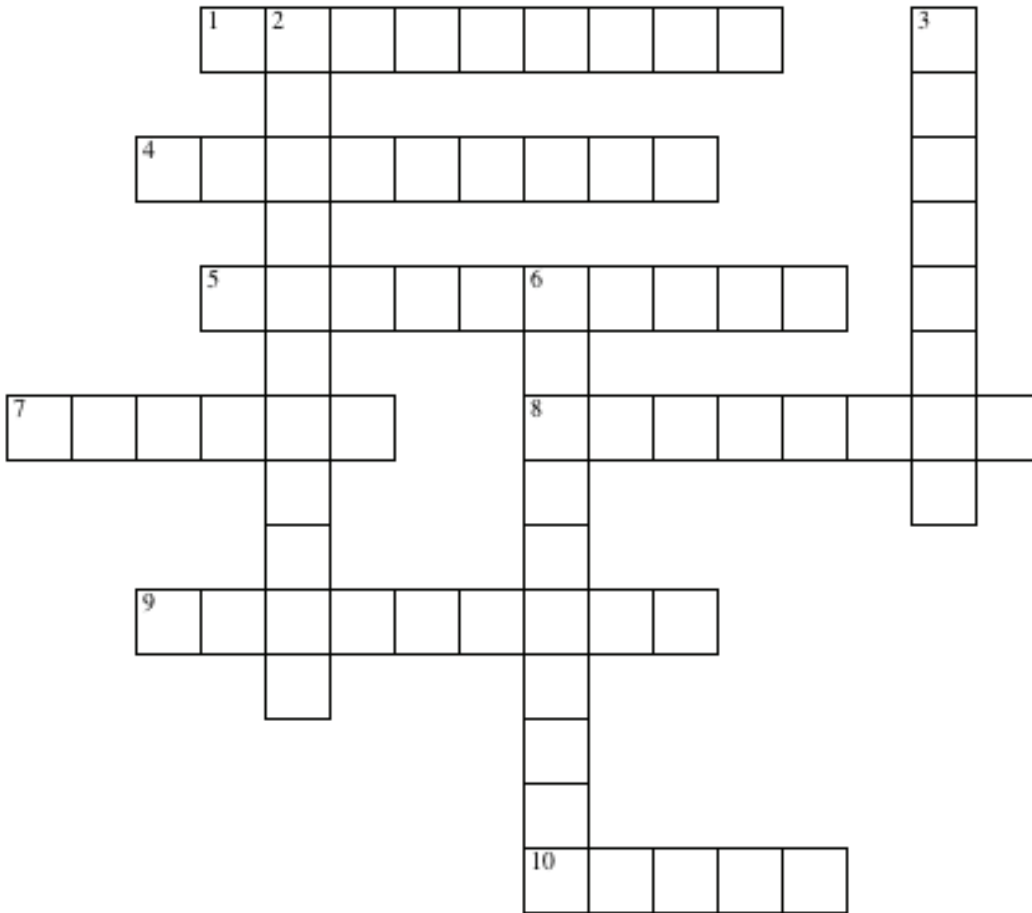
# connect the dots

In the ocean many types of fish live in many forms. Connect the dots to find this ocean creature. Color it brightly when you find it.

Start Here → 1

# Ecosystems

Complete the crossword puzzle using what you know about the subject. Refer to the word bank if you need help.



## Word Bank

consumer  
 producer  
 decomposer  
 symbiosis  
 ecosystem  
 population  
 niche  
 competition  
 food chain  
 exotic

## Across

## Down

1. A community and its physical environment
2. Organisms have this type of contest for food and resources
3. These organisms in the ecosystem must eat to get the energy they need
4. Long-term relationship between two organisms
4. Long-term relationship between two organisms
5. Consumer that breaks down the tissues of dead organisms
6. Individuals of the same kind living in an environment
7. Organism that is not native to its environment
8. The part of the ecosystem that creates its own food using sunlight
9. Shows how all the parts of an ecosystem are related by what they eat and what eats them
10. Role of a population in a habitat

# Answers

## S C I E N C E

### Across

### Down

#### Experiments

- |                      |               |
|----------------------|---------------|
| 2. law               | 1. hypothesis |
| 4. Fahrenheit        | 2. liter      |
| 5. scientific method | 3. Centigrade |
| 7. kilogram          | 6. theory     |
| 8. meter             |               |

#### Parts of a Flower

- |           |            |
|-----------|------------|
| 3. pistil | 1. stigma  |
| 6. stamen | 2. blossom |
| 7. ovary  | 3. petal   |
|           | 4. sepals  |
|           | 5. anther  |

#### Animal Life

- |              |               |
|--------------|---------------|
| 4. amphibian | 1. herbivore  |
| 5. carnivore | 2. endangered |
| 7. nocturnal | 3. habitat    |
| 8. omnivore  | 6. extinct    |
| 9. diurnal   |               |

#### Classifications

- |            |           |
|------------|-----------|
| 1. life    | 2. domain |
| 3. kingdom | 4. phylum |
| 8. genus   | 5. class  |
| 9. species | 6. order  |
|            | 7. family |

#### Plant and Animal Cells

- |                  |                  |
|------------------|------------------|
| 4. vacuole       | 1. nucleus       |
| 6. golgi         | 2. cell membrane |
| 7. mitochondrion | 3. ribosome      |
| 8. nucleolus     | 5. chloroplast   |
| 9. lysosome      |                  |
| 10. cell wall    |                  |

### Across

### Down

#### Photosynthesis

- |                |                    |
|----------------|--------------------|
| 1. chlorophyll | 1. chloroplast     |
| 5. oxygen      | 2. photosynthesis  |
| 7. sunlight    | 3. carbon monoxide |
| 8. sugar       | 4. green           |
|                | 6. water           |

#### Ecosystems

- |               |                |
|---------------|----------------|
| 1. ecosystem  | 2. competition |
| 4. symbiosis  | 3. consumer    |
| 5. decomposer | 6. population  |
| 7. exotic     |                |
| 8. producer   |                |
| 9. food chain |                |
| 10. niche     |                |

#### Landforms

- |             |             |
|-------------|-------------|
| 3. levee    | 1. delta    |
| 5. glacier  | 2. wetlands |
| 6. plateau  | 4. valley   |
| 8. mountain | 7. erosion  |
| 9. river    |             |
| 10. canyon  |             |

#### Body systems

- |                 |              |
|-----------------|--------------|
| 1. tendon       | 2. osmosis   |
| 4. organ        | 3. joint     |
| 6. cell         | 5. alveoli   |
| 9. tissue       | 7. ligaments |
| 10. capillaries | 8. neuron    |

#### Natural Selection

- |               |                      |
|---------------|----------------------|
| 3. mutation   | 1. natural selection |
| 6. extinction | 2. adapt             |
| 7. evolution  | 4. Darwin            |
|               | 5. genes             |

# KEN 1st grade KEN<sup>®</sup>

## Answer Keys:

### SEAHORSE

Addition Puzzle 1 (3x3)



1	<sup>3+</sup> 2	<sup>5+</sup> 3
<sup>5+</sup> 3	1	2
2	<sup>4+</sup> 3	1

### SINGING BIRDS

Addition Puzzle 3 (4x4)



<sup>4+</sup> 1	<sup>7+</sup> 4	3	<sup>2</sup> 2
<sup>3</sup> 3	<sup>3+</sup> 2	1	<sup>7+</sup> 4
<sup>6+</sup> 4	<sup>4+</sup> 1	<sup>2</sup> 2	<sup>3</sup> 3
2	3	<sup>5+</sup> 4	1

### TURTLE

Addition Puzzle 2 (3x3)



<sup>3+</sup> 2	1	<sup>4+</sup> 3
<sup>5+</sup> 3	2	1
1	<sup>5+</sup> 3	2

### BUTTERFLY

Addition & Subtraction Puzzle 1 (3x3)



<sup>3</sup> 3	<sup>3+</sup> 1	<sup>5+</sup> 2
<sup>3+</sup> 1	2	<sup>3</sup> 3
2	<sup>2-</sup> 3	1

### LEAPING FROG

Addition Puzzle 3 (3x3)



<sup>3+</sup> 1	2	<sup>5+</sup> 3
<sup>5+</sup> 3	<sup>1</sup> 1	2
2	<sup>4+</sup> 3	1

### PINK POODLE

Addition & Subtraction Puzzle 2 (3x3)



<sup>2-</sup> 3	<sup>3+</sup> 1	<sup>2</sup> 2
1	2	<sup>4+</sup> 3
<sup>5+</sup> 2	3	1

### TROPICAL FISH

Addition Puzzle 1 (4x4)



1	<sup>7+</sup> 3	4	<sup>5+</sup> 2
<sup>6+</sup> 4	2	<sup>3+</sup> 1	<sup>3</sup> 3
<sup>5+</sup> 3	<sup>5+</sup> 1	2	<sup>4</sup> 4
2	4	<sup>4+</sup> 3	1

### SEAL

Addition & Subtraction Puzzle 1 (4x4)



<sup>5+</sup> 3	2	<sup>3-</sup> 1	4
<sup>5+</sup> 1	4	<sup>3</sup> 3	<sup>3+</sup> 2
<sup>2-</sup> 2	<sup>7+</sup> 3	4	1
4	<sup>1</sup> 1	<sup>5+</sup> 2	<sup>3</sup> 3

### HORSE

Addition Puzzle 2 (4x4)



<sup>3+</sup> 2	<sup>1</sup> 1	<sup>7+</sup> 3	<sup>6+</sup> 4
1	<sup>7+</sup> 3	4	2
<sup>3</sup> 3	4	<sup>3+</sup> 2	1
<sup>6+</sup> 4	2	<sup>4+</sup> 1	3

### TOUCAN

Addition & Subtraction Puzzle 2 (4x4)

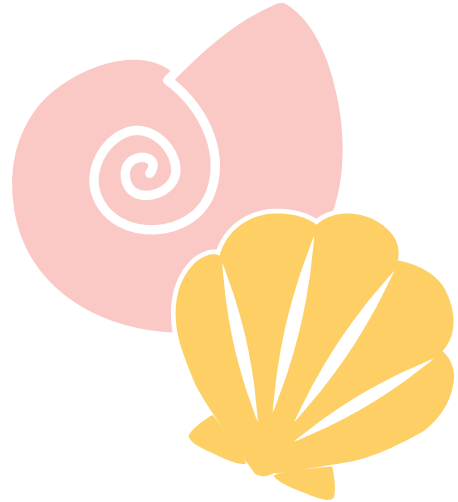


<sup>3-</sup> 1	<sup>7+</sup> 3	4	<sup>3+</sup> 2
4	<sup>5+</sup> 2	<sup>3</sup> 3	1
<sup>5+</sup> 2	<sup>4</sup> 4	<sup>2-</sup> 1	<sup>3</sup> 3
<sup>3</sup> 3	<sup>3+</sup> 1	2	<sup>4</sup> 4

S

Read the poem with a parent!

Circle each S that you see.



Sally sells seashells  
by the seashore.

The shells Sally sells  
are from the sea I'm sure.



S

How many S's did you find?

\_\_\_\_\_

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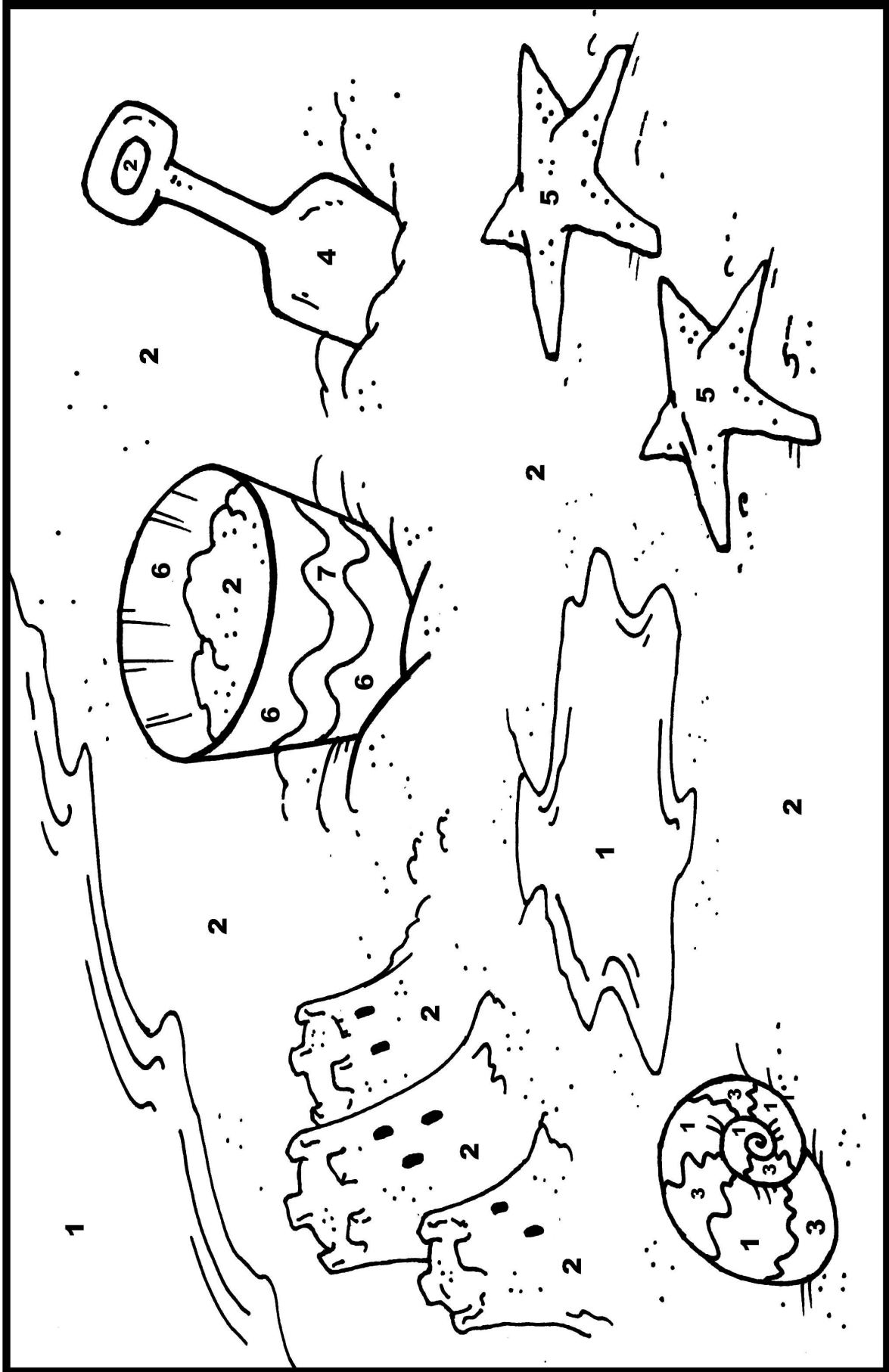
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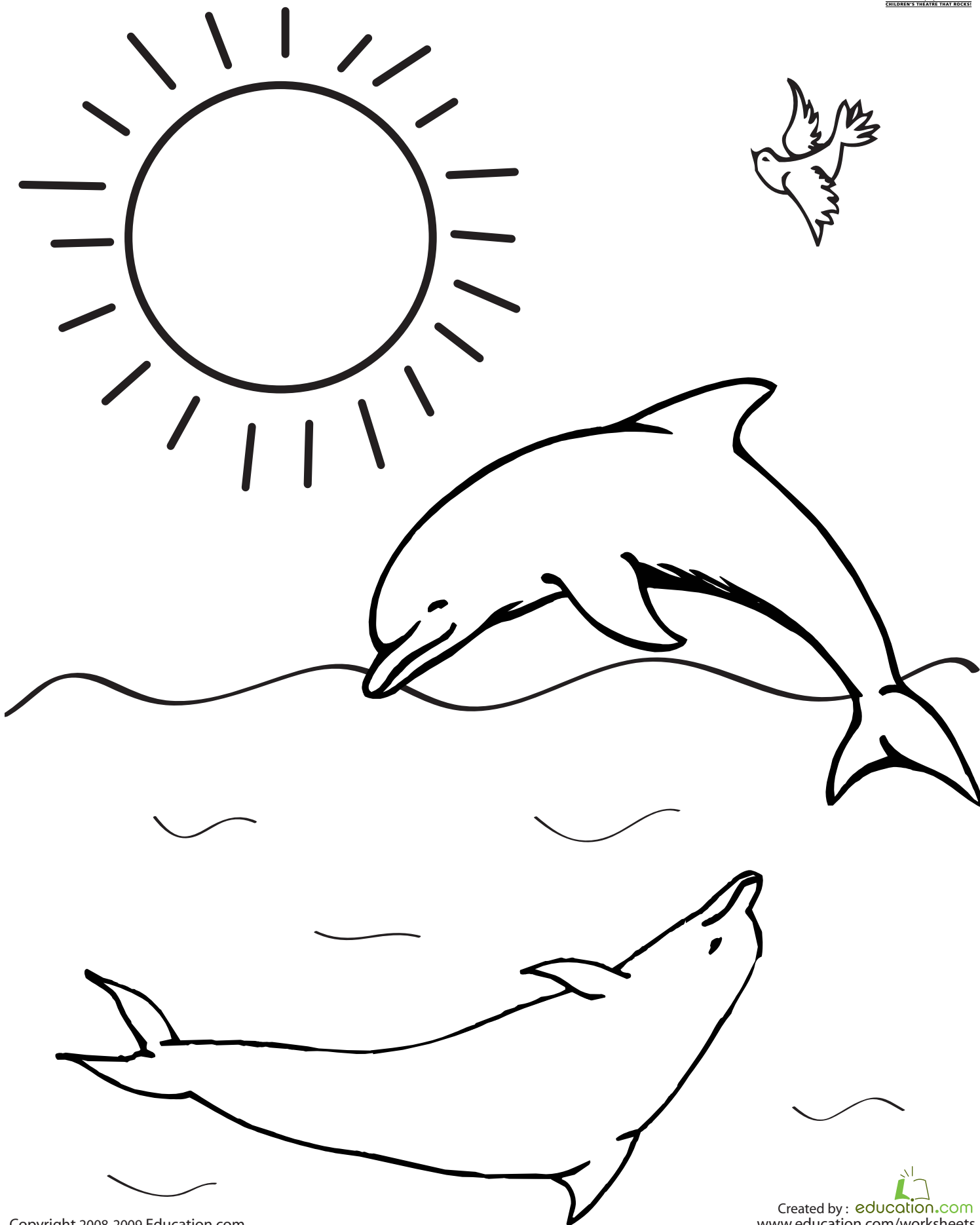


# A Day at the Beach

## Color Code

- 1 - Light Blue
- 2 - Tan
- 3 - Pink
- 4 - Green
- 5 - Orange
- 6 - Red
- 7 - Yellow







2

Grade 1



# Bubble Math!

Add the numbers in the bubbles below.

1.

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

11.

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

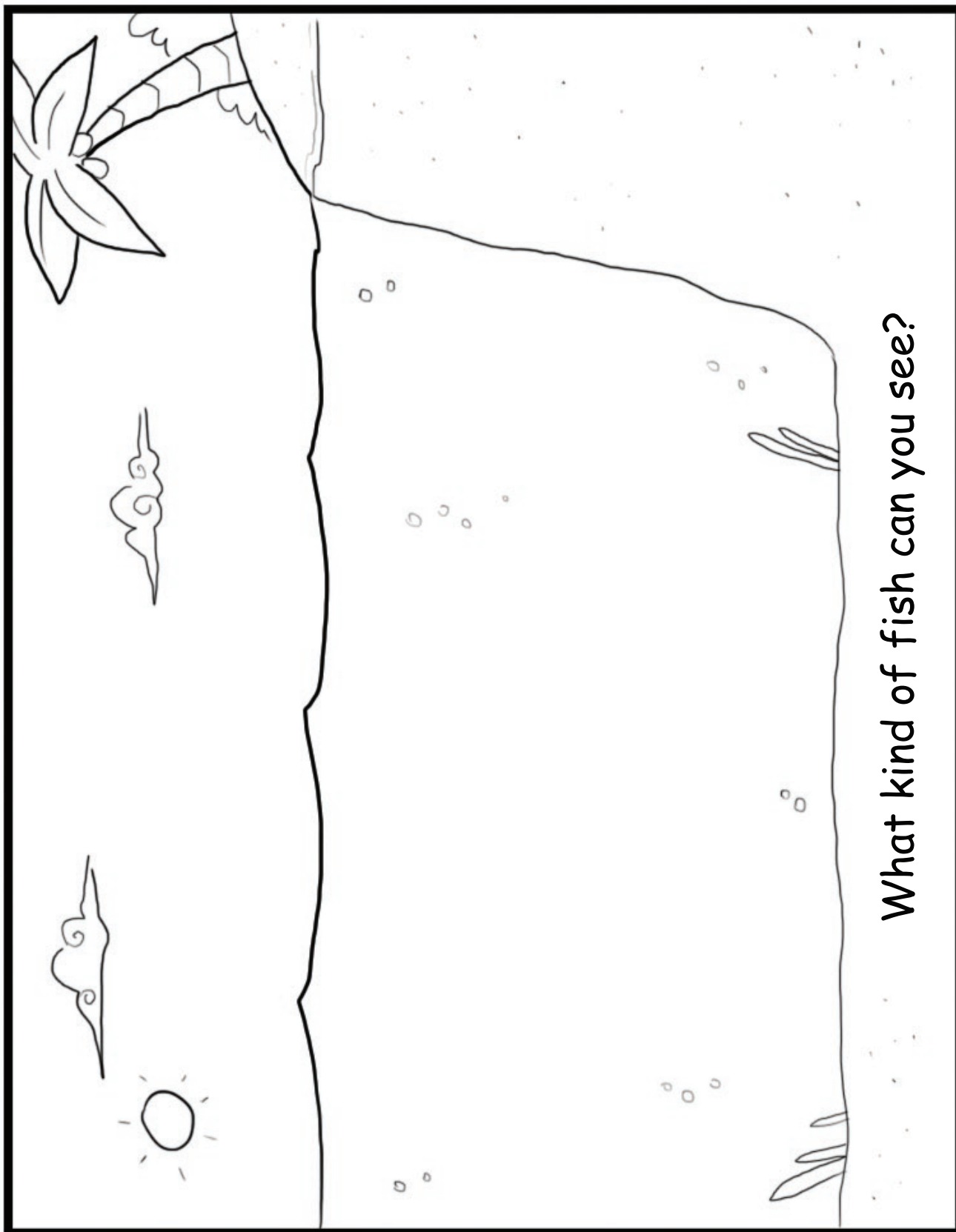
10.

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

12.

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$





What kind of fish can you see?



**START**

# Lily Pad

## Number Sense

Make your way across the pond by filling in the missing numbers along the way!

950

951

---

953

---

956

---

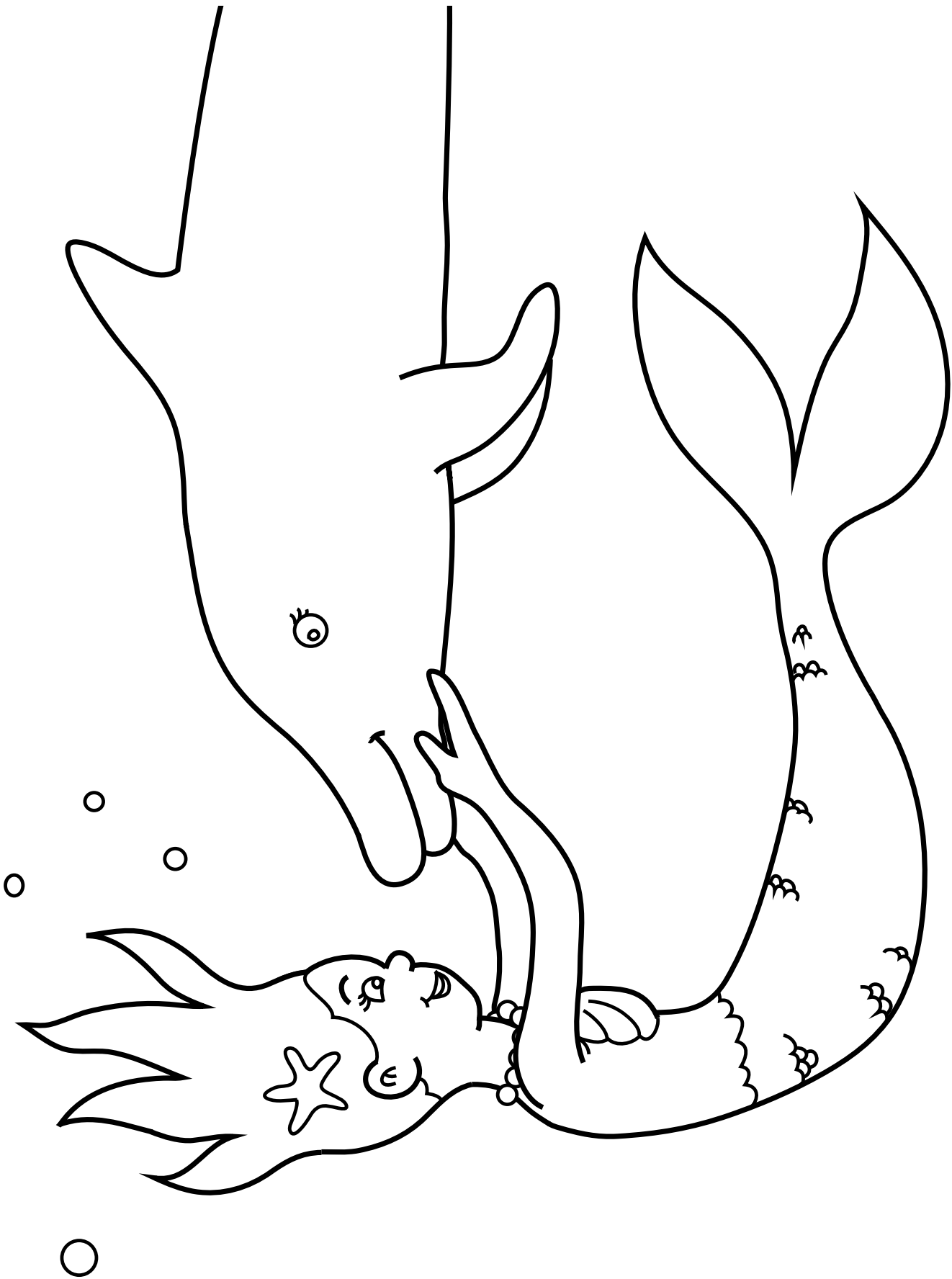
958

---

961

---

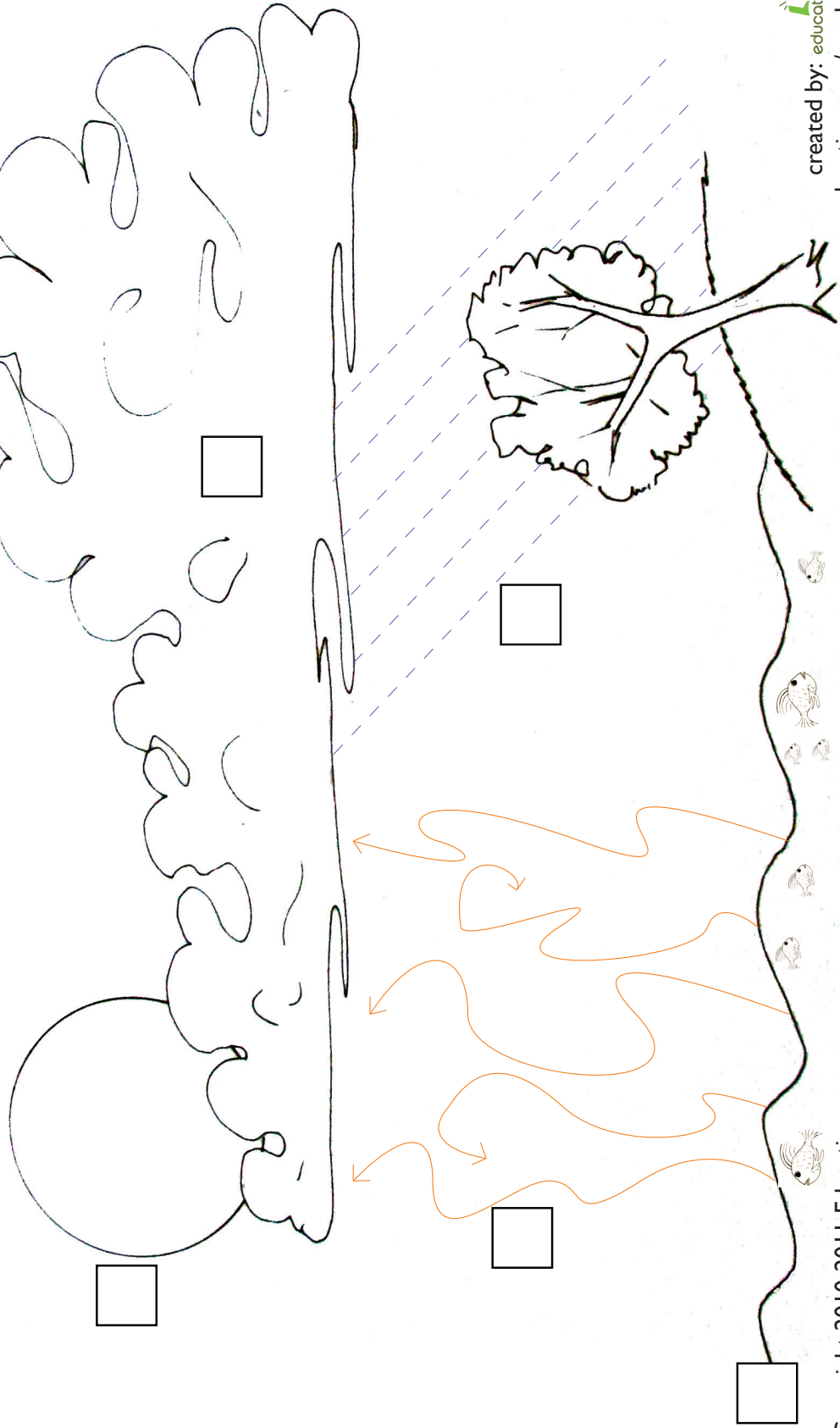
**FINISH**



# The Water Cycle

Since the beginning of Earth, no water has ever been added to or left our atmosphere. It is constantly moving in a water cycle. Read the definitions below and put the corresponding letter in the squares marking each part of the water cycle in the diagram

- A** **Evaporation:** Liquid water is heated by the sun until it rises as water vapor into the atmosphere.
- B** **Precipitation:** Water falling to the Earth in the form of weather - including rain, sleet, hail and snow.
- C** **Condensation:** Water vapor molecules join together, becoming liquid, in the form of clouds.
- D** **The Sun:** Creates all of the weather on Earth through the uneven heating of Earth's surface.
- E** **Liquid Water:** All living things need this to survive and it is an important part of the weather system.



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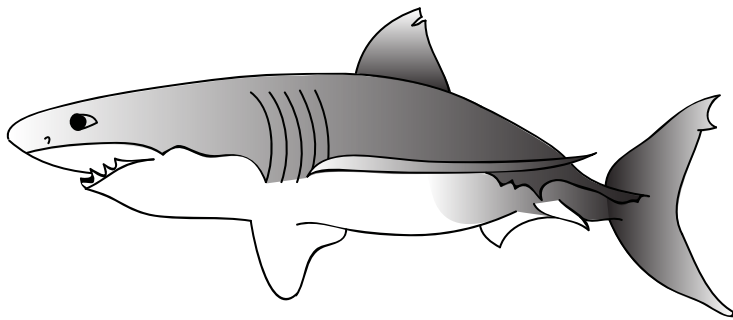
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Reading

## Find the Main Idea

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided. Then, write a concluding sentence for this paragraph.



You probably know sharks have very sharp teeth, but did you know they never run out of them? If a shark loses a tooth, another moves forward from within the

shark's jaw, where it keeps a nearly unlimited supply of replacement teeth. This way, it's almost impossible for a shark to end up without a full set of teeth. This is a phenomenon unique to the shark. No other animal in the world has teeth quite like the shark's. A shark can go through as many as 20,000 teeth in its lifetime!

Main idea:

---

---

Concluding sentence:

---

---



SECOND  
GRADE

# SUBTRACTION

## IN THE WATER

29

$$\begin{array}{r} 29 \\ -19 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ -55 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ -20 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ -17 \\ \hline \end{array}$$



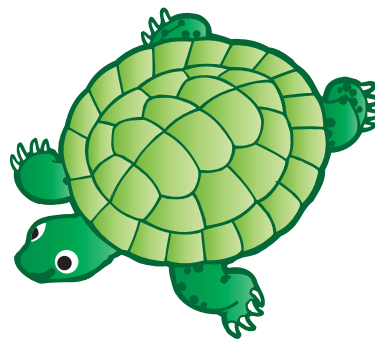
$$\begin{array}{r} 43 \\ -16 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ -60 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ -15 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ -28 \\ \hline \end{array}$$

# KEN 1st grade KEN®



## TURTLE

### Addition Puzzle 2 (3x3)

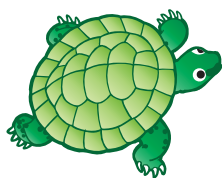
Get your pencil ready! Use the numbers 1, 2, and 3 to fill in the boxes below.

Be careful not to repeat a number in a row or a column. Check your work!

Make sure numbers in the same area add up to the number shown.

+

3+		4+
5+		
1	5+	





## Fairytale Village

### Learning Area:

Science & Technology / Art / Literacy

**Outcome:** To use their science and art skills to create a model of a village and to explore the consequences of mixing up characters and stories.

**Materials:** Boxes, egg cartons paper, pipe cleaners, glue, scissors, wooden pegs etc

**Information:** Expand on what children have seen in the Alpha sets by creating their own fairytale environment. Many children actually see more than is actually represented on the stage and they should be encouraged to explore this part of their imagination. For example, a young boy once told us that he loved the birds flying over the set...we were quite surprised as there were no birds! To him, however, they were real.

### Activity:

Fairytale Village. Encourage children to create and set up a Fairytale Village made out of boxes and cartons etc. Each child can choose a fairytale character and make the house, castle etc that belongs to that person or animal. Make the 3 little pigs houses of straw, sticks and bricks, make Rapunzel's tower, Cinderella's cottage, Sleeping Beauty's palace, grandmother's house, a big giant's house - as many as you can think of!

Make all these structures into a village by adding roads and trees. Then create little characters to live in the village out of wooden pegs.

Children can act out fairytales and try putting fairytale characters in different situations and settings:

- ◆ what if the City Mouse and the Country Mouse dropped in on the Three Little Pigs?
- ◆ What if the Steadfast Tin Soldier tried saving Rapunzel from her tower in the Village of Round and Square Houses?

Encourage children to investigate different combinations of their favourite fairytale characters



## The Theatre Experience

**Learning Area:** Theatre / Music /  
Performing Arts / Technology

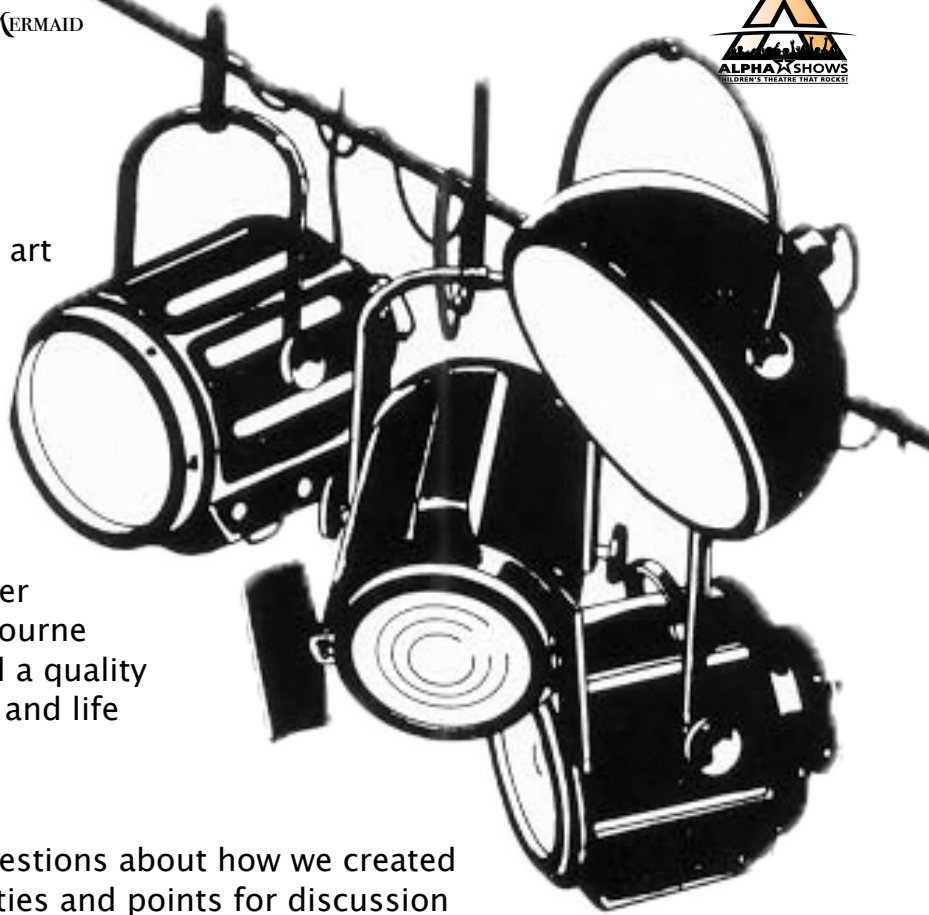
**Outcome:** To increase awareness of the art form of theatre; to encourage a love for theatre, art and culture; to encourage participation and increased skill levels in your own performing arts events

**Information:** Alpha brought a live theatre event right into your school. And if you had a blackout and a stage, the effect was virtually identical (or better in some ways) to taking a trip to a Melbourne theatre. It had lights, sound, effects and a quality story that was entertaining, memorable and life changing.

### Activity: The Theatre Experience

Explore the theatre experience – ask questions about how we created all the elements of theatre. These activities and points for discussion are also great if you want tips on how to create characters on stage or even for emotional mastery in all areas of life. For example:

- ◆ the way the characters were portrayed / playing more than 1 character
  - You might like to guess which actors played more than one character!
- ◆ the costumes
- ◆ makeup
- ◆ choreography
- ◆ sound and lighting
- ◆ scenery and the way the set worked / scenes were changed
- ◆ the experience of being an actor:
  - Managing feelings of embarrassment on stage. This is a common issue for children performers. Our answer to it is always “Who do you have to focus on to feel embarrassed?” The answer is, of course, yourself. So we use the example of the actors on stage and say we’re focussing on the audience’s enjoyment, not ourselves, so we don’t get embarrassed. This is a great lesson for life too. Focus on other people and contributing to others and your life will be better and you won’t get so ‘internal’ and embarrassed all the time
  - Learning lines, the importance of doing this BEFORE rehearsals
  - Having fun and playing FULL OUT. The best parts in the show were created from us being silly, being over the top and having a lot of fun in rehearsals
  - Making the decision to “BE AN ACTOR/PERFORMER”. If you have children who would like to do this as a career one day, or even just want to be in the school production, this is the NUMBER ONE thing they must do first. Make the choice, and declare to everyone “I AM AN ACTOR”. That way all the necessary teachers, lessons, opportunities etc will come into your life to create this identity for you. Make sure they understand that they don’t need to know “how” to do it, just make the choice and everything will eventually fall into



place if you focus on who you have decided to be, and keep having feeling good.

- o Ownership and responsibility for our feelings. As an actor you must be able to access all your feelings on stage. But as the person in real life, you must be able to feel all your feelings, so that you understand the causes behind behaviours. To not do so would constrict your ability to act a character. So the message in the show was powerful – feel all your feelings fully. All abilities are expanded once you choose to do this.

### More Activities about the Theatre Experience:

Theatre and Alpha's style of show are different to 'real life'. Break up into groups and do your own version of the story – act out the whole show in 3 minutes!

First, brainstorm some techniques to include to make your performance very Alpha!

- ◆ Repetitions (usually groups of three). We don't usually speak like this in real life.
- ◆ Clichés and stereotypes.
  - o We use these to quickly communicate the type of character, situation or problem
- ◆ Comedic traditions
  - o Like our 'He's behind you' 'Boo!' asking the audience questions or other traditions we use in almost all our shows.
- ◆ 'Asides'
  - o ie. talking to the audience without the other characters hearing
  - o some of our shows have two scenes going simultaneously on either side of the stage
- ◆ Stage conventions
  - o Like the fact we all talk to each other whilst facing the front
  - o Stage Right (SR) and Stage Left (SL)
  - o Add singing and sound effects (you can make all kinds of sounds with your mouth!)
- ◆ Gestures
  - o These are always BIG! This is different to real life and part of playing a character on the stage
- ◆ Suspension of disbelief
  - o You can't get emotionally involved and excited with this occurring
  - o Discuss the importance of this with ALL theatre, movies and stories
- ◆ 'Cheating'
  - o The way we might enter on stage when a character we're not supposed to see is just leaving – to avoid gaps in the show
  - o Maybe we are pretending to be able to see something when we really can't
- ◆ Time distortions
  - o To keep the show moving and maintain a good pace, we distort time. So even though 80 to 90 minutes passed it could represent days or weeks, and sometimes even years

We have found many students are just generally much more excited about theatre in general after seeing one of our shows – you can encourage more participation in the arts as well as going to see more live theatre outside of school.



## Re-enacting Alpha's story

### Learning Area:

Theatre / Music / Performing Arts / Values Education

**Outcome:** To have fun re-enacting parts of the show; increase performance skills; to be a sprinboard for discussion about the values and content of the show.

### Information:

Children should be reasonably excited by the show and certainly have favourite parts, their funniest character etc. You can use this excitement to anchor in peak states and emotions that can bring even the most unconfident and shy child out of their shell.

### Activity:

Have the children re-enact their favourite part of the show.

Finish each performance with questions on what was great about it and also the lessons learned / what ultimately happened to the characters etc.

Example: If the children re-enact a portion where the Villain is being nasty or a character is being silly and making crude jokes, bring it back to something relevant or an important reason why that part was in the show.



## The Adaptation

### Learning Area:

Literacy / Theatre / Values Education

**Outcome:** To gain an understanding of how classic literary stories are adapted and made into a modern musical rock concert show.

### Information:

Alpha makes classic stories with serious themes fun and entertaining by adding in slapstick and other comedy elements. The importance of laughter for a Primary School aged audience is part of the key to how we adapt these stories.

The method:

- ◆ Ben, who writes the scripts, takes a story which we think would appeal to audiences
- ◆ He writes a script, using a formulaic structure, (ie. happy ending, villains/sidekicks, love story, some sort of growth as characters, other comedy sequences)
- ◆ He also finds songs that would be appropriate for the story but also well known or recent hits that would entertain and be able to be 'sung along' with.
- ◆ The script should be about 80 pages with 5-8 songs in total
- ◆ Ensure the script has all the elements loved by our audiences:
  - Possibly some panto gags
  - Lots of questions and answers – audience interaction
  - Somewhere where the audience can do more



- sophisticated interaction and assistance to the characters
- o Something where we pick on adults as children enjoy this
  - o Poo jokes and other low level humour for Primary aged children
  - o More sophisticated humour for Year 5 and 6's and High school students
  - o More sophisticated humour for adults (and possibly older children)
  - o Cultural references / local references
  - o A love story
  - o A part where the audience cheers for a good guy
  - o Booing the villain
  - o One or two touching moments
  - o Any boring bits or slow songs add comedy to, to ensure engagement of all audience
  - o Sword fight or some sort of climatic confrontation
  - o Heightened tension about  $\frac{3}{4}$  of the way through
  - o The song "Fly Away" at the end
  - o A Happy ending
  - o The Villain gets what they deserve (children respond positively to justice) but is left open to the possibility of repentance and forgiveness
  - o Ensure there is major growth for the 'heroes' or the characters children will relate to
  - o Ensure there are subtle 'how to live life in a great way' hints and strategies
  - o Ensure there is some sort of Values Education that fits in with various school philosophies and various religions (ie. You can Do it Program etc)

### Activity:

Younger children: ask them to write down "What was the funniest part?", "Who was the funniest character?". Or if they've seen more than 1 Alpha show, see if they can spot the similarities.

For older children, it's about how we are actually 'allowed' to take a story that everyone knows, find modern elements we can add in, like songs and humour, and then add in valuable messages for the 21<sup>st</sup> century to give a theatre experience that isn't just about entertainment, or isn't just about telling a story, or isn't just about ramming values education down children's throats.

You can get your students to take a story they know, perhaps a fairytale or a classic book or story, and turn that into a show like this, that is funny and engages young audiences, with cool modern songs etc. How would they have done it differently? Would they have adapted this Alpha Show in a different way? Would they have chosen different songs? Why did we choose such a variety of songs?

Focus on the magical element, of being taken into 'another world' for 90 minutes. What else can do this for us? Songs, books, movies, ballet, live theatre, dance – even just our own imagination. **All expressions of the soul.** Encourage children to immerse themselves in all these other artforms, as they can be just as rewarding in their own special ways.

**How does a performance like this prompt us to start to dream again, to imagine what is possible, to live to our full potential?**





## Role Models & Performers



**Learning Area:** Values Education

**Outcome:** To be great examples to children and provide an understanding of what were great attributes of the actors that visited and how we can model that into our own lives.

**Information:**

During Question Time or after the show, the children will have had a chance to talk to the real person behind each character they played. The actors are people who are doing something that they love.

The message is really about how important it is to find something that you love to do and how you can do that to provide value to others and the world.

Finding your purpose in life isn't some magical hard to find unknown that nobody ever gets to, it's simply doing something you love that contributes to yourself and others. As long as whatever you're doing 'right now' (not what you hope to do in the future) is something that does this, then you're living your purpose.

**Activity:** (over page)



## Activity

Find ways to reinforce the example set by the actors.

Ask questions about the actors themselves (not their characters):

- ◆ How did they stand? How did they hold themselves physically?
- ◆ How did they talk?
- ◆ What emotions were they willing to feel (onstage and off)
- ◆ Were they humble with their feelings (ie. Willing to feel all their feelings?)
- ◆ Were they selfish people or were they very giving people?
- ◆ Did they look like they were having fun?
- ◆ Were they all about themselves (ie. ego driven people)?
- ◆ Do actors in Hollywood etc usually seem a bit ego driven? Were these actors?
  - It takes a special person to be passionate enough to do what our actors do. They don't get fame or fortune from touring to schools, but simply the joy of being with and performing for children and seeing the excitement and love in their eyes after the show.
- ◆ Did you see anything they ate? Was it healthy or unhealthy?
- ◆ Were they drinking lots of water? How important is water to being your best in life?
- ◆ Even when they were doing the 'hard' parts of the job like carrying stuff out to the van, did they still have fun and stay happy and not complain?
- ◆ Do you think you could be like that too?
- ◆ Do you think, even when you have to do something hard or something you don't really want to do, do you think it would make it easier and better if you focussed on how you could have fun whilst doing it? Is this what the actors were focussed on?
- ◆ Do you think the actors were doing their dream job? Living to their full potential?



Find ways to not just use the made-up stories on stage but the real life stories of the actors to reinforce the values of the show, such as living to your full potential, keeping the dream alive etc.



## Real vs Fake

### Learning Area:

Literacy / Theatre / Values Education

**Outcome:** To help students understand what was real and what was fake in the show (they are usually obsessed with this); to create an understanding of what is possible in 'theatre'; to encourage truthfulness as a power beyond anything else.

### Information:

Children are obsessed with knowing what is real and what is fake. Most questions will revolve around this theme. We believe that it is our nature as humans to be always seeking the truth and children are more in tune with that than most adults. We endeavour to make as much of the show as possible 'real' because children value 'realness' (ie. Truth) very highly.

The second activity is to encourage truthfulness and more 'obsession' with truth (which is a great obsession!). It can be a lot of fun and can also be valuable for learnings around 'peer pressure'. Use the examples of the show and how they valued what we did that was 'real' as an anchor for how important and valued 'truth' is.

### Activity: What was Real and what was Fake in the show?

So discuss with your students what is real and what isn't. Here's what is real:

- Yes, they were all really singing (not miming)
- The swords are real, and they did a real sword fight
- They really did kiss
- The costumes are real (they were designed & made by our costume designer, Jodie)

What isn't real, or is made-up, pretend etc.

- They aren't really married (they're acting!)
- In Beauty and the Beast, the Beast wasn't really stabbed (obviously, otherwise he would be hurt)
- In Hercules, Megara wasn't really stabbed either
- In Hunchback, Hugo's head isn't real (it's a puppet)
- In Aladdin, they didn't really fly on a magic carpet, but we did our best to make it look like they did
- The sets are pictures
- The Villain isn't really mean, he or she is acting. The purpose of acting mean on stage is to give the children a great example of what happens when you're a bully/mean/not nice etc...To be an example of what happens when you repress your dark anger based emotions and then project them on others.

### Activity #2 (continued on next page...)



## Activity: An exercise in truth and peer pressure

Take half of your students out of the room. The selection can either be random or you may wish to choose the 'leaders'. Show them an object that has a defining characteristic (ie. Something red, or short etc). Tell them that when we go back in the room, under all circumstances they are to insist that the object is the opposite of what it 'really' is, ie. it's blue, or long.

Rejoin the rest of the class. To avoid the other half of the class feeling 'left out', you may want to have distracted them with another activity first. Now get everyone standing in the middle of the room. Ask (when you say go) for everyone who thinks the object is one way to move to one side of the room, and ask for everyone who thinks the object is the opposite way to move to the other side of the room. You may want to delay saying 'go' so that they talk just for a brief moment to each other about where they're heading. When you say go, observe where people go.

The dilemma for a child (who wasn't in on the preframe) will be to either tell the truth, to succumb to peer pressure, or to be completely confused and stay in the middle of the room! Watch who shows leadership qualities and tells the truth, and notice who will lie in order to remain in rapport with their friends.

Discuss what just happened. Who was willing to lie? Why? Find ways to reinforce the importance of leadership and telling the truth even if it means losing connection with someone that they care for. People become their peer group, and it is vital to an empowering life that people find a peer group that drives them to be 'more', not less. People will do more to stay connected to those they call their friends rather than tell the truth or strive for growth in their lives. The root cause of this is fear (fear of loss of connection with someone) and we can only do our best to condition in children from a young age truth and love as the antidote to fear.

To link back to the show, the children have the same dilemma when they are asked a question by the villain, when they know telling the truth will help the villain. Find out who told the truth even though they didn't like the villain, and who was willing to lie to try to stop him. In the end, did lying help stop the villain? Truth has a power to it and the importance of it should be reinforced as much as possible, even if it seems like it's the 'wrong' thing to do, always choose truth. Truth triumphs over all.

Truth is most powerful when applied to your own soul condition. So encourage children to always be truthful about how they feel. Once they are truthful, then teach them to be humble with their feelings and feel them inside themselves, instead of projecting anger or anything else at others (blame).

Truth NEVER hurts. It is the error (opposite to truth) leaving the person that is hurting. Truth will always set you free. A belief that telling the truth equals pain is an error based belief and the emotions that cause this belief must be fully experienced (ie. If I tell the truth my mummy yelled at me. Feel the grief of this). This needs to happen as adults too. Once released, events in your life will no longer be there to help trigger these repressed emotions. Lying to yourself about not having any 'pain' or bad feelings inside you is the best way to deny your soul. It's best not to do that and be truthful instead.



## Music and Singing

### Learning Area:

Theatre / Music

**Outcome:** To engage children with regards to the music in the show and create further understanding, appreciation and participation in music and music theatre.

### Information:

Alpha shows would NOT be the same without the music we use. Music is an anchor to an emotional state, and can sometimes get the point across quicker than dialogue. Additionally, dancing and movement was used to entertain and structure plot developments. Music and singing is great for character development, we can hear a character's internal dialogue. We try to use the modern songs and pop music in a music theatre style – ie. so it's relevant to the story. Sometimes we also just have comedy songs or music that children are guaranteed to enjoy to engage them right from the start.

Our beliefs about music are that it affects us as profoundly as anything we experience. Very many people say that music is a big part of their everyday life. We can hear evidence of this in the blaring car radio, and see the jogger with his personal stereo. We can see the way that products like iTunes and the iPod have hit a huge tipping point and critical mass. That is the new portability of music that brings it everywhere people live, play and work. There are different kinds of music for all tastes – classical, pop, rock, rap, jazz, folk – each culture has its own style. All this testifies to the great effect music has on virtually all people. Different parts of the body resonate to different sounds and pitches, and most significantly, certain kinds of music resound powerfully in the human spirit. We can listen to music anywhere and everywhere.

In applied kinesiology, music generally 'tests strong' ie. When you test the body using the applied kinesiology techniques, almost all music will cause the body to 'test strong'. The only exceptions are very heavy 'death metal' or some negative rap music. Even rock and roll and pop all tests strong.

Those who make music with voice or instrument experience an added dimension to life, but it is true that many who might make music do not do so only through lack of confidence in themselves and their abilities. This is incredibly true for SINGING, for which almost everyone who believes they 'can't sing' can remember the specific time in their life in the past, that they started to believe that. We find this to be a very saddening thing! As singing is a wonderful way to connect in with our inner song and soul. We encourage any ways that we can bring people back to music and singing and to remember that EVERYONE CAN SING.

Music transcends all. It cuts through language, culture, age and religion.

Music is already real therapy for millions, whether they make it or listen to it. It reaches its greatest significance when it becomes part of spiritual life. Every significant religious tradition contains music that embodies the spirituality and longing of the people.

Listening to music can change your mood – sometimes dramatically. Sometimes if you're feeling low, it's tempting to play slow sad music, but this will make you feel worse. An uplifting tune or cheerful song can instantly improve your energy levels and your emotional well being!



## Activity

Discuss how singing and music was used in the show to move the story along and develop characters. Then move into a look at how music is used in various styles of theatre and how it creates mood. You can also discuss some of the above ideas to help your students understand the important of music and singing.

### Activity: Song analysis

Have a look at the lyrics of the songs we have selected in the show. Whilst they have all been written by others, we use them where they fit, and often the lyrics are quite relevant, and in some cases, we change the lyrics to fit the moment.

### How can we use the lessons found in the songs and other areas of the show to condition new skills, ideals, archetypes and empowering concepts with your children?

You could even have songs playing from the show when you want to create a certain mood in your classroom. Other songs we use that seem to create a strong anchor:

- “Rock This Party”, Bob Sinclair;
- “Mighty Wings”, Cheap Trick; from the movie Top Gun;
- “Spirit of Radio Intro”;
- “Twilight Zone”, Jock Jams;
- “I like to move it”, Jock Jams;

\*the songs performed is subject to change at any time - we're always updating and changing things.

## Conservation Activities & Videos

**Learning Area:** Science & Technology / Social Studies

**Outcome:** To use information and research into climate change and ocean conservation to learn and affect change.

**Information:** To encourage an awareness an understanding of conservation in general, ocean health, and specifically Australia'

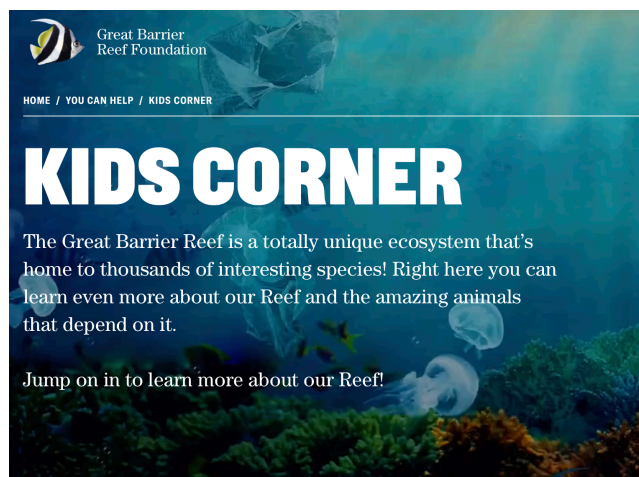
### **Activity:**

Go to the websites below and participate in the activities

- <https://k12workbook.com/worksheet-concept/great-barrier-reef>
- <https://www.barrierreef.org/you-can-help/kids>
- <https://kidskonnct.com/geography/great-barrier-reef/>

### **Videos:**

- Informational Great Barrier Reef video: <https://youtu.be/61RzwbaSoeU>
- Virtual Field Trip: <https://www.youtube.com/watch?v=29RGGBkLGeg>





## ADVANCED TOPICS

### Learning Area:

Literacy / Values Education

**Outcome:** To create an advanced understanding for teachers and adults as well as older children who wish to tackle more sophisticated thought and discussion about the show; to participate in advanced activities that have been taken from the world's best in personal development technologies and customised to Alpha Shows, and the children and adults who have experience an Alpha Show.

### Information:

Alpha Shows aren't just silly stories. They have a huge amount of background work and thought gone into the messages and values we want to spread. This section basically will take you through the various advanced topics. It does not have specific activities for each topic, just the information for you to use as you see fit. You may feel overwhelmed with the bulk of information contained here. This section isn't streamlined for a quick 'use this one in class' kind of thing. It's more a 'sit down and absorb for an hour' type of thing, so if you don't have an hour, you probably should skip this section. We think it is interesting reading, however!

**Activities:** There are a bunch of activities scattered throughout the information. These can be really powerful if you choose to use them.



## Truth

Most children are conditioned to be liars. They have been reinforced to tell lies because when they tell the truth, especially when asked if they did something 'bad' or undesirable, they get in trouble. For a child, this is thought to be that telling the truth = pain. So therefore the conditioning starts very young to lie. This is all very fine if you had the belief that to get forward in life you must lie, but the sad fact is that liars never really win. Falsehoods are of a very low 'energy' – similar to the discussion of 'negative vibes' earlier in this guide. The low energy actually weakens the body. But the good part about learning this is that we can therefore USE the body to test truth. The body is connected to what is generally termed 'consciousness', that universal 'database' of all that has ever occurred, and that we can access through the body. The same source of our 'gut' feelings or instincts, consciousness can be the doorway to ultimate truth.

Bottom line – you must be truthful about not only ordinary day to day things, but the most important thing to be truthful about is how you truly FEEL. If you feel sad but lie about that even to yourself, you are damaging your soul condition and condemning yourself to a life of sadness and depression (depression is really just the complete suppression of all emotion due to not wanting to feel bad – not knowing that just feeling bad completely would release those feelings in 10 minutes or so).

Ariel had a problem telling the truth from fear. This is similar to many children who fear telling the truth. Obviously there is the activity above of telling the truth and peer pressure etc. Whatever way you can use to condition truth telling is great – but obviously just 'telling' kids to tell the truth is boring and they won't emotionally connect to the idea. All decisions happen based in the moment on the state of the person, and this state is affected by our beliefs and values and rules. If a belief exists that "Telling the truth equals pain" then lies will be the norm for that person. Shaking that belief and the references for that belief are important. You could use the techniques introduced in Alpha's "Beauty and the Beast" and download the support documents for that show and run the belief busting exercise. However, children really need to just feel it and see it to 'get it'.

We have felt that muscle testing, whilst taking a bit of practice to master, and realising it's a bit of an art as well, is a great way to introduce this concept to children, and then also has further positive ramifications in being a powerful way to calibrate truth/positive energy of anything/any topic etc.

[See next page for the muscle testing procedure](#)

## MUSCLE TESTING PROCEDURE

Muscle-testing is a very simple way of discovering our bodies' instant reactions to truth and subtle energies. It's our own consciousness talking to ourselves. (Our selves/plural – we are multidimensional beings!) Our bodies are the tools we may have been looking for 'out there', hoping a scientist will one day devise something that can show us the subtle energies we can feel and experience but not explain. We already have one! Our own body – an incredibly sensitive instrument to detect subtle energies and express our consciousness.



In his book *Power vs Force*, Dr Hawkins explains that he discovered the human body responds to the draining or charging effects of truthful or untruthful statements, and used that to test consciousness itself. He found that we react physically to everything, instantly, by either going weak or strong. (I highly recommend you read this book!) A weakening response can happen hundreds of times during any average television programme, without us consciously registering the fact! But though we may not be aware of it, our bodies are, and react instantly to the reduction in Power (Life Force) – Politicians, beware! I look forward to the time there are muscle-testers visible during party political conferences and broadcasts...

Anyway, the method for muscle-testing is very simple. You need a willing partner. Ask them to hold their arm out at a right-angle to the body (the weakest one, so left arm if they're right-handed.) Then ask them to “resist” while you push down firmly but gently. It should not fatigue the muscle at all. This is their 'neutral' or base-line level of strength. You need something against which to measure the effects of true or false statements etc. Then, you can start to test whatever it is you're interested in. I would suggest that you first test the true/false response to statements.

Ask your partner to say something that is blatantly not true, and test the response. Before you push down say RESIST, every time. (I went very weak when I was tested for the statement 'I was born on Mars!') Then ask them to say something that is true, (e.g. I was born on Earth) and compare the two responses. (This might be a good way to find out if people were really abducted by aliens! The body cannot lie.) That gives you your basic true/false, or yes/no responses. (Some things make us go stronger/weaker, so it's not totally black and white.). You can say the statement or they can, it makes no difference. If you are testing a series of questions, it actually helps you to say them on your own and have the person kind of ‘tune out’ and just resist when you say “RESIST”.

To test thoughts – ask your partner to think of someone/thing they love – then try an angry or hateful thought – you may both be surprised how much stronger and weaker they go in response! ('Power vs Force' has a complete Map of Consciousness, and grades attitudes, emotions and world-views on a scale of 1 – 1000. Anything above 200 strengthens us.)

Natural love principles and ‘truth’ calibrate up to 1000. Divine love principles calibrate over 1000 and are even more powerful. Anything that calibrates over 1000 will help you greatly to have humility and feel your feelings and strengthen your desires.

So the basic principle on which muscle-testing works is that we are conscious of everything that's meaningful to us, and that everything has a measurable effect on our Power, or Life Force. It either increases it, or decreases it, and we respond by physically going strong or weak. Truth has a strengthening effect, and untruth/lies have a weakening effect. Simple! It confirms that everything we say, think or do has either a beneficial or detrimental effect on us. A valuable lesson in the necessity for being consciously in control of our thoughts and emotions – otherwise, we're losing our Power!) That's why it's important to have the one being tested make a statement, such as 'This food (that they're holding) is good for me to eat'. (If you don't have any to hold, they would say the name of the food while thinking about the last time they ate some.) That way, you're testing for the level of truth of that statement, and it's very clear whether what you're testing is beneficial or detrimental to that person.

For example, I have tried getting someone to simply hold different foods, to test for allergy etc, but we found she could override the weakening effect of the diet drink she was holding by thinking 'Strong!'. By getting the tester to make the statement "This (name of drink/food) is good for me to drink/eat" you make sure they can't cheat! (Artificial sweetener is extremely detrimental to most bodies, by the way. Sorry, but it's true!) What's interesting about that, though, is that our thoughts are stronger than physical substances – so perhaps if we remember to bless our food and drink, or think 'Strong' while eating/drinking, we can change the effects on our bodies of even the worst things! I'm not recommending that approach, though. Not yet, anyway!

However, the bottom line is that ANYTHING CAN BE TESTED. But the important thing is that the INTENTION behind the test must be integrous, it must calibrate highly itself. You cannot use this technique for personal gain. For instance, we tried to use it to see if we could discover where to 'dig' in the competition on the internet called "Prize Rush". Before you test you should ask permission, "It is ok for us to ask this". We got a no response so therefore it wasn't ok. Results would therefore be skewed, as the reason for inquiry is not integrous. However, if your only intention is to seek truth, then you can test anything.

Try this with students, and see if they can get it working. It's really fun to play with, a good physical exercise and something that will give them a real experiential connection to truth on a real fundamental, physical level.

**For more information on muscle testing, try:**

<http://johreiki.net/ARTICLES/muscle-testing.php>

## Themes in all Alpha Shows

All Alpha shows contain hidden meanings and subtle themes. They also usually have a focus on the importance of femininity and the power of it and the importance of reintegrating it into our lives. Also a focus is the value of “being who you really are”, positive role models, inner beauty, bullying and its consequences, and many other themes. See if you can find themes and symbols and discuss these in class.

## Going beyond the ‘script’

Obviously, this show is a fun show for children. However, a great deal of thought has been put into every little detail. See if you can find ways to delve deeper into the heart of this story. **This isn't an event to be at your school only for when your grade 3's are studying legends & myths!** Look deeper and see how stories like this, and other Alpha shows – as well as all the other impactful aspects of Alpha shows (like the lights, sound, music etc) – make this something beyond just another retelling of an old fairytale. How does the message of the show impact our real lives, how can it be used to inform and influence positively our every day life?

How can we use this show? A show where children are guaranteed to be excited afterwards, and left in a peak state that is passionate and perfect for reinforcing and conditioning positive ideas. Don't waste this opportunity! What lessons, skills, and subconscious patterns can we instil right now in the children you care about? That could change their life forever?