

The INVISIBLE



TOM PERCIVAL

CLASSROOM OR HOME LEARNING RESOURCE PACK FOR AGES 5+

INTRODUCTION

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The activities and ideas included here have been created to support reading of 'The Invisible' by Tom Percival and to help young children explore some of the key themes in the story.

Includes: x3 Visual Extracts from *The Invisible* by Tom Percival + reading questions and activities

Themes: Child Poverty, Taking things for Granted, Feeling Sad, Feeling Invisible, Community, Hope

ABOUT THE BOOK

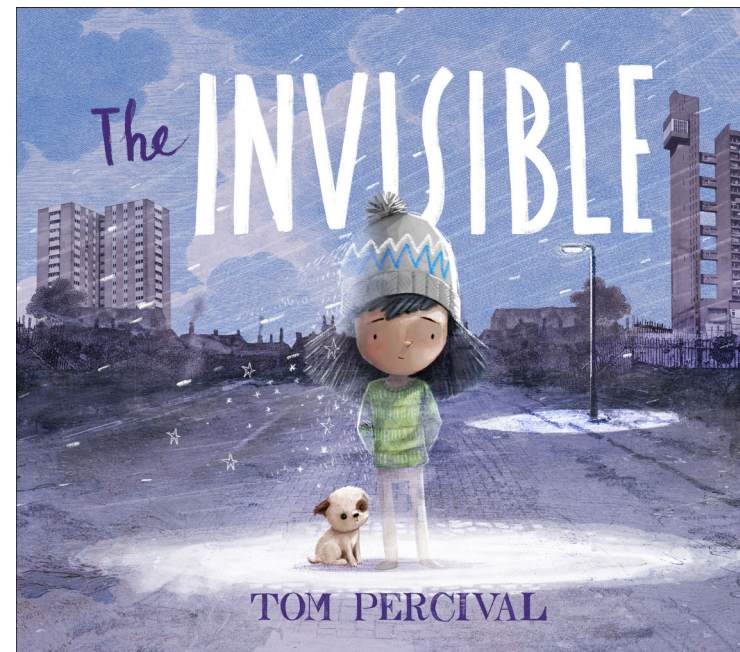
A moving, powerful story that shines a light on those that feel invisible in our world – and shows us that we ALL belong.

The Invisible is the story of a young girl called Isabel and her family. They don't have much, but they have what they need to get by. Until one day, there isn't enough money to pay their rent and bills and they have to leave their home full of happy memories and move to the other side of the city.

It is the story of a girl who goes on to make one of the hardest things anyone can ever make... a difference.

And it is the story of those who are overlooked in our society – who are made to feel invisible – and why *everyone* has a place here.

We all belong.



BEFORE READING: INTRODUCTORY WORD CLOUDS

Share the following words on Isabel's hats! Discuss what each of them means with children. They might describe them verbally, write down definitions, draw them, or act them out.



EXTRACT 1: THINGS THAT WE TAKE FOR GRANTED



You see, Isabel's family couldn't afford to have the heating on.

Isabel's family couldn't afford a lot of things.



Things that some people take for granted.



But Isabel tried not to worry about the things she didn't have.



EXTRACT 1: THINGS THAT WE TAKE FOR GRANTED

- Tom Percival's book is called '*The Invisible*'. What does 'invisible' mean? Have you ever felt this way?
- What are some of the things that Isabel's family don't have? Why don't they have them?
- Is there anything in your life that you take for granted?

ACTIVITY

What are the things that we sometimes take for granted – things that other people, like Isabel, don't have access to because their family can't afford it?

Create a Gratitude Jar to think about all the things you are grateful for in your life. Fill this jar with small, day-to-day things that make you safe and happy.

First, find yourself a clean empty jar, decorate it and attach a label – create your own label or use the template below to cut out and decorate. Place the jar somewhere where it can be seen. Take a moment each day or week to write down something that you are grateful/thankful for on the notes provided or spare pieces of paper (make sure you add the date) and place them in the jar.

On a date that you choose – or perhaps even every day! – open the jar and read through all of your notes as a reminder of the things to be grateful for.





A rectangular card with a white background, identical in cloud and star decorations to the title page. It features ten horizontal, light blue lines for writing, arranged in a single column in the center of the page.

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EXTRACT 2: FEELING SAD AND INVISIBLE

For the first time ever,
Isabel couldn't find anything
beautiful to cheer herself up.

This part of the city looked exactly
how she felt – cold, sad and lonely.



EXTRACT 2: FEELING SAD AND INVISIBLE

- How does Isabel feel here? How can you tell?
- Why do you think Isabel feels this way?
- What – for ‘the first time ever’ – can Isabel not find? What does this tell you?

ACTIVITY

What is happening in the double-page spread taken from *The Invisible*? How is Isabel feeling? Why does feeling sad sometimes make us feel lonely, or invisible?

The writer, Tom Percival, describes how ‘the city looked exactly how [Isabel] felt – cold, sad and lonely.’ Think about how you can show your own feelings through drawing different scenes. First, choose an emotion from the word bank below.

SCARED ANXIOUS HAPPY WORRIED


SAFE COLD FREE SAD

CONFUSED EXCITED CALM

INVISIBLE NERVOUS

ACTIVITY: FEELING SAD AND INVISIBLE

For your chosen feeling(s), create a scene to represent it/them. An example from the book has been done below:

CHOSEN FEELINGS	SCENE
COLD, SAD AND LONELY	<p>SNOWY WEATHER, WHITE STREETS, DARK, GREY BUILDINGS WITH NO LIGHTS, HARDLY ANY PEOPLE AROUND.</p>  An illustration of a young girl with dark hair, wearing a pink beanie with a pom-pom, a blue and white striped scarf, and a green dress. She is walking alone on a snowy street. In the background, there are dark, grey buildings and a street lamp. The scene is set in a snowy, urban environment with falling snow.

CHOSEN FEELINGS	SCENE

EXTRACT 3: THE IMPORTANCE OF COMMUNITY



And the more people came together . . .

the more they could all be seen.

EXTRACT 2: THE IMPORTANCE OF COMMUNITY

- What is happening in the picture? How does it make you feel? Why do you think this page is nice and colourful?
- What do you think the following words mean: ‘the more people came together... the more they could all be seen’?
- Have you ever helped someone else in your family or community? How did it make you feel?

ACTIVITY 1

Think about your local or school community, not just the people you speak to every day, but also those who you have never spoke to. How many people make up your community? How many of their names do you know / not know? Draw a map or guide showing all of the people in your community – even those you don’t know.

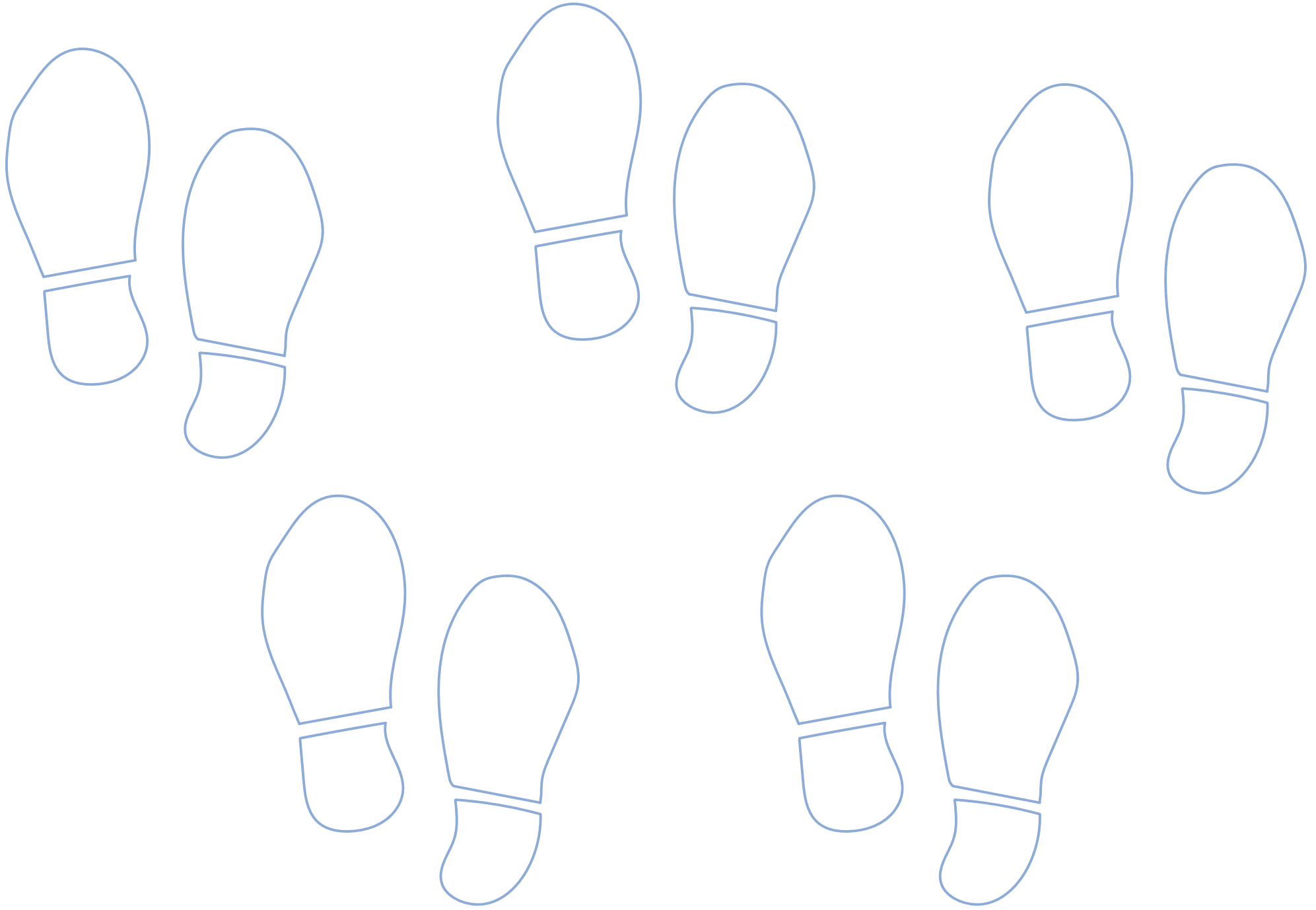
Inside the shoes below, write or draw some ideas for what it might be like to walk in someone else’s shoes for a day. What would you see? What would you do? What would you feel? You could choose one of the people from Isabel’s story:

- A homeless person
- A refugee
- An elderly person

Or some other ideas!

- A Bin-man or woman
- A street cleaner
- A café owner
- A postman or woman





ACTIVITY 2

How can we make sure we show empathy and compassion towards all of these people, even during the pandemic, in order to spread love and hope? What are some of the nice things that you can do for people on a daily basis to show them that you care about them and that you appreciate what they do?

Look at some of the things included below. Can you complete all of them in one week? Can you add any of your own?

HOW CAN I HELP?	EXAMPLES	IMPACT
Complimenting someone.		
Letting someone go ahead of me in a queue.		
Introducing myself to someone new.		
Waving hello to someone.		
Smiling at someone.		
Thanking someone who has helped me.		
Asking someone how his/her day is going.		
Joining in with community projects and initiatives.		

Read *The Invisible* again and imagine the story being told from another person's point of view; for example by one of Isabel's family members, one of the 'smartly dressed people', the old lady, the man who sleeps on a bench, or the boy mending the bike. How does the story change?