Lots of the activities and discussion topics in these teacher’s notes are deliberately left open to encourage pupils to develop independent thinking around the book. This will help pupils build confidence in their ability to problem solve as individuals and also as part of a group.
Little Audrey lived in a town called Arnhem, in the Netherlands. She dreamed of what she would do when she grew up… Would she become a ballerina – or maybe an actress?

The Front Cover
What can you discern about Audrey Hepburn from the front cover?

The Blurb
Find the Netherlands in an atlas.
What have you found out about Audrey Hepburn.

The Endpapers
After you have read the book, see if you can find a reason for the illustrator’s choice of design for the end papers.

What do you notice about the types of building seen through the window?
How would you describe Audrey’s home?
But one day, on her way to ballet class, Audrey saw soldiers on the streets. War had broken out. She watched many families being sent away from their homes— including children just like her.

It was a hard time for Audrey and all the other children. There was very little food and they were often hungry. Audrey became very ill.

She decided to act and dance in musicals instead!

At last the fighting ended, and Audrey moved to London to study dance. Her teacher said she was too weak from the war to become a ballerina. But Audrey didn’t give up...

Why do you think families were being sent away from the Netherlands?

Who was sending them away?

How do you think Audrey feels?

How do you think the family feels?

Can you work out what the word ‘GARE’ means?

Why do you think there was very little food?

Which countries in the world today have very little food?

Why do you think Audrey became ill?

What do you notice about Audrey that is different from the other girls in the illustration?

Why do you think Audrey was able to dance in musicals if she was too weak to be a ballerina?

What do we learn about Audrey’s character?

Which country is Rome in? Find it in an atlas.

How do you think Audrey drove around Rome?

How do you think Audrey got to work on a Hollywood film?
She had a simple rule for life: ‘Dance as though no one is watching. Sing as though no one can hear you. Live as though heaven is on Earth’.?

What do you think Audrey Hepburn meant by the three imperatives: ‘Dance as though no one is watching. Sing as though no one can hear you. Live as though heaven is on Earth’?

What do you think the illustrator is conveying in the picture?

Do you ever like to spend time alone?

What do you do when you have time to yourself?

How would you feel about reading fan mail every day?

Do you think famous people should read their fan mail?

What do the words on this page suggest about Audrey?

Do you know what the trophy is called that Audrey is holding in the illustration?

What do you think the important things in life are?
Tell the story that this illustration suggests to you, using all the clues about who, where, when, what, why and how.

Map the episode and write it down in a way that engages our sympathy with the child in the picture.

How does the illustrator indicate that they are in India?

What do you notice about Audrey Hepburn?

The charity Audrey Hepburn worked for is called UNICEF. What can you find out about it?

How does the illustration suggest that visiting Africa is a different experience from visiting India.

Find out about the United Nations Rights of the Child.

Why do you think Audrey Hepburn was happier working with people across the globe, rather than acting or dancing?

What does the illustration suggest to you?
Create your own timeline, adding Audrey’s birth and death dates and other important date, such as World War II.

Find out about UNICEF and other goodwill ambassadors: quartokno.ws/2TElBSl

How can we help other people who are in need?

You might find extracts from this film interesting: quartokno.ws/2JgjrVp
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