

Living Together

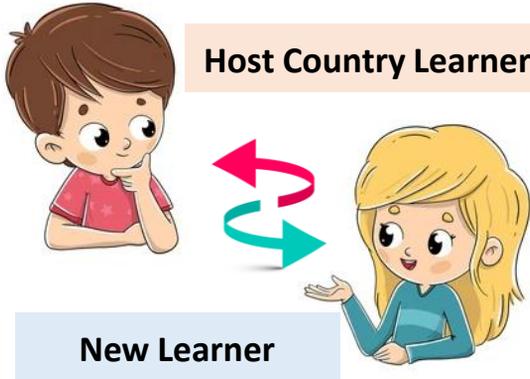
For 10- to 15-year-olds

Screen-free learning resources that build multiple skills
and facilitate intercultural understanding.



Content Partners

The purpose of this program is to cultivate empathy and intercultural understanding.



The projects in this workbook should ideally be done in pairs – a learner from the host country and a Ukrainian learner new to the host country.

If a 1:1 pairing is not possible, please create groups keeping in mind that the new learner does not feel overwhelmed.

There are 4 hands-on, tech-free, and interdisciplinary projects in this workbook:

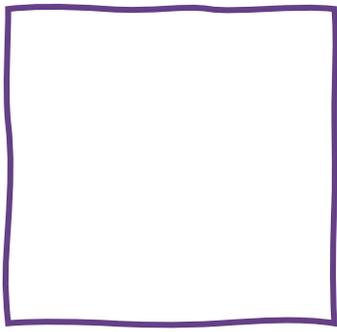
Project	How does it promote intercultural understanding?
Make ID Cards	Ice-breaker, Know more about how each other and identify similarities/difference.
Making New Friends	Build meaningful relationships with each other.
About Our Countries	Explore each other's culture and common practices
Grandmother's Tales	Build literacy skills, explore and re-invent stories from each other's countries.

Note for Educators

- The program has been carefully designed with sensitivity to the context. However, if any activity triggers the new learner, please pause and re-assess.
- Ensure learners speak respectfully and step-in if you believe help is required. (Eg: Start the day by greeting each other, ensure they do not interrupt each other, etc.)
- Please be patient with learners as they settle into the program.
- Some activities may be need to be simplified for younger learners or will require additional support from you.

My Learning Journey

Name: _____



Draw yourself here.

Week 1



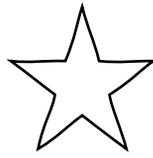
Day 1



Day 2



Day 3



Day 4



Day 5

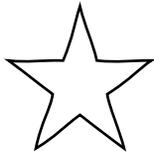


DONE!

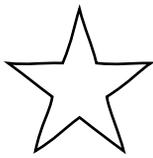
Week 2



Day 1



Day 2



Day 3



Day 4



Day 5



DONE!

Week 3



Day 1



Day 2



Day 3



Day 4

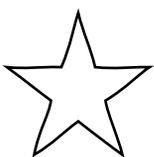


Day 5



DONE!

Week 4



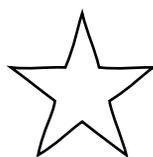
Day 1



Day 2



Day 3



Day 4



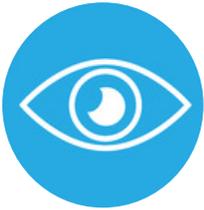
Day 5



The Present Moment



Everyday, sit quietly for 5 minutes, pay attention to what is going on right now using your five senses and note the following:



Right now, I see...



Right now, I hear...



Right now, I taste...



Right now, I smell...



Right now, I feel...

Week 1 Overview



Project

Make ID Cards

Make Identity Cards
your friends!

Story Time

Meet the children of
the world!



5

Line Up

Arrange yourselves based
on your birthdays!

4

What Do You See?

The person in the mirror
is wonderful.

3

Draw Your Partner

Show us who your
partner is!

1

2

Similar People

Interview peers to observe
similarities.

Materials Needed

- Paper
- Pen/Pencil



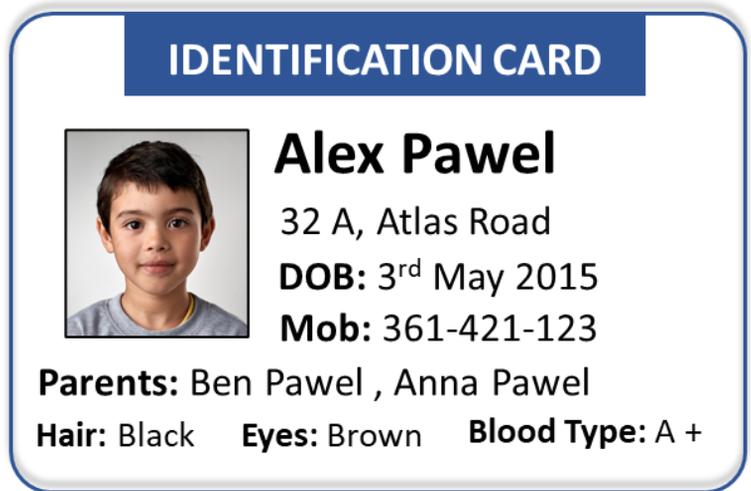
Make ID Cards

What do you think an ID Card would be most useful for?

1. Observe this ID Card.

What does it tell you about the person?

Find 5 different types and uses of ID Cards and list these.

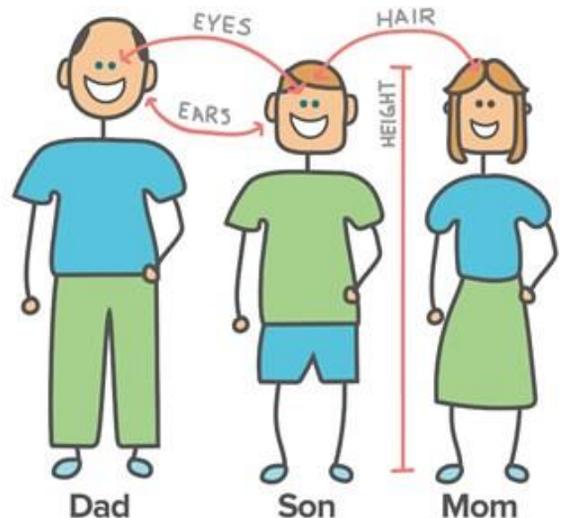


Everyone looks and thinks in different ways – this make us special, and we must respect them.

2. Compare yourself with your partner. List 5 similarities and 5 differences between you and them.

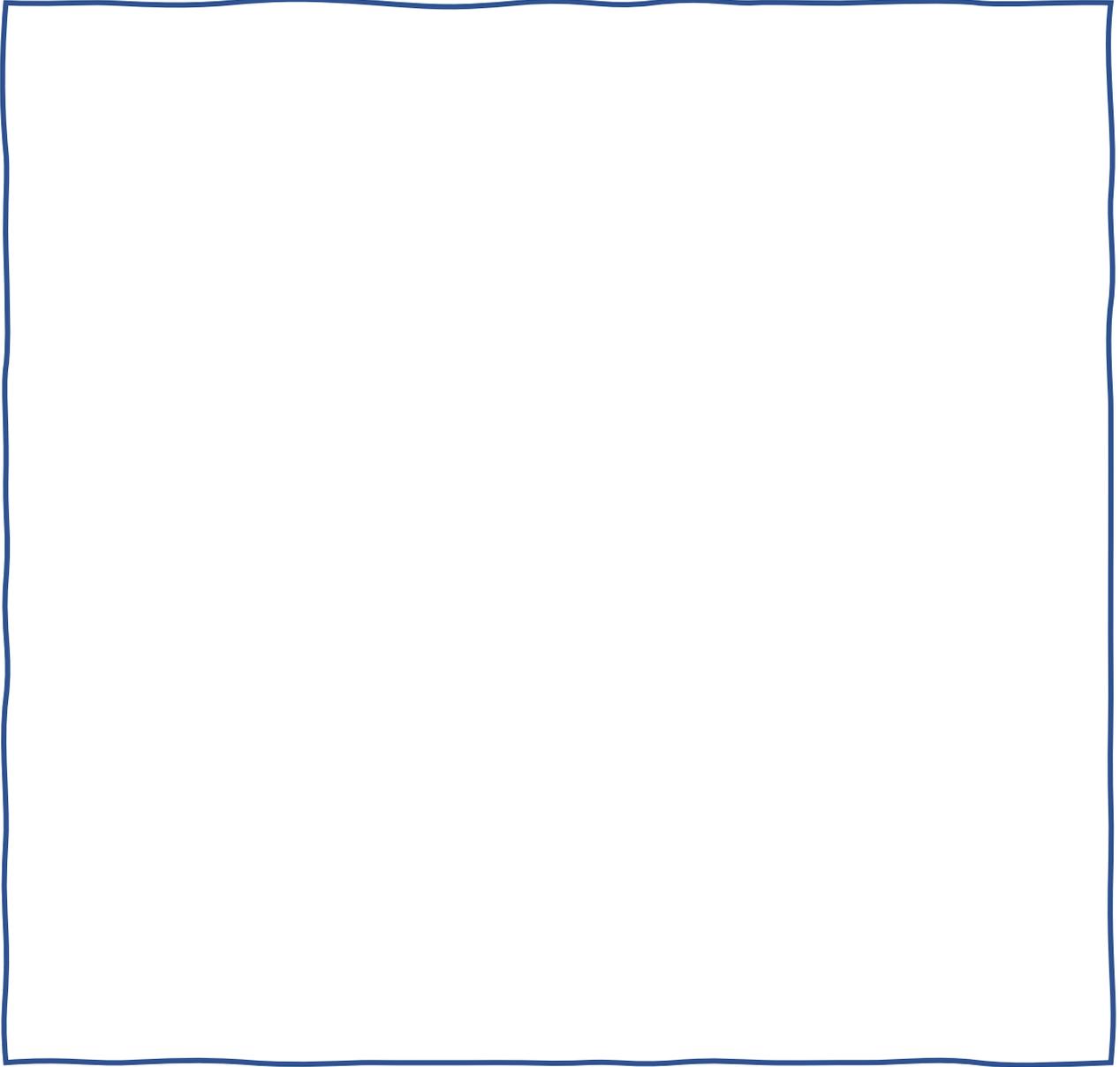
3. We may look like people in our family. Why do you think so?

Some features and traits are passed down by parents to their children through **genes**.



Draw Your Partner

Draw your partner in the space below. Write their name too!



- Write a paragraph about your partner using as many **describing words** as possible!
(Eg: My partner is **tall** and **funny**. He cracks many jokes.)
- Tell them one thing you like about them.

Make ID Cards

1. Why and how can we interview people?
2. Make a list of 10 to 12 questions to ask your partner using each of the question words below. Examples:

WHAT

What is your name?

WHEN

When is your birthday?

WHO

Who is your hero?

WHY

Why do you like doing _____ ?

HOW

How old are you?

WHERE

Where were you born?

3. Interview your partner and at least 2 more people.
Note their responses.



Similar People

- Go through the interview responses of all your peers and see which ones repeat.
- Add your own categories to the table below.
- Calculate the similarity % of all the learners in your class!

$$\text{Similarity \%} = \frac{\text{No. of people who have the similarity}}{\text{Total no. of learners}} \times 100$$

Category	Tally Marks	Total	%
Example: Black Hair		5	83%
Birthday Month: _____			
Age: More than 10 years			
Favourite Colour: _____			

How similar or different are your classmates?

Why do you think so?

Make ID Cards

Create ID Cards for your partner and 1 more friend. Below is a sample:

Name: _____

Height: _____

Birthday: _____

Address: _____

Phone No.: _____

Parent/Guardian's Name: _____

Favourite movie: _____

Favorite food: _____

Eye Colour: _____

Your own categories: _____

Draw a picture
of stick their
photo.

Think about how these ID Cards would be used and what information will be needed.

Ex: A Driving License ID will need to have the type of vehicle that the person can drive.

- **Create a superpower for your partner!**
- Write a short story about how your partner would use their superpowers. Use adjectives!
- Narrate it to your partner. Did they enjoy it?

What Do You See?

- Take a minute and look at yourself in the mirror.
- Look at your face. Look at yourself.
Smile at yourself.
- This is you! You are beautiful!

Me and the Mirror

Here I am!

Looking into the mirror!

My name is _____

My friends call me _____

My eyes are _____

I like _____ about myself.

Others like _____ about me.

Smile at yourself! This is you. You are beautiful!



Make ID Cards

Decorate your ID Cards.

- Before giving out the cards, give out the information from the categories that would make it hard for people to guess who it is!
- You can also create and share a poem to describe each member.

If you are writing a poem, here are some pointers:

- Keep it short and simple.
 - Do not mention the name of the person in the poem.
- Your classmates will guess whose ID Card it is.



There is a happy young girl,
She loves to dance and swirl!
She loves to cook and bake
And take long walks by the lake.
A good joke, she would not miss
Can you guess who she is?



1. Did your friends like their ID Card?
2. Do you want to make changes to the cards?
3. What would your ID Cards be useful for?

Line Up

Two or more teams of 5 players each.

How to Play

- Divide yourself into groups of 5.
- When the time starts, calculate the exact ages of all your friends based on their birthdays and write it in decimals.
(Eg: 13 years and 6 months = 13.5 years)
- Arrange yourself from the youngest to the oldest member, without talking!



Which team finished first and correctly? They win the game!

Who is the oldest and youngest group member?
What is the average age of your group?
What % of members are less than 12 years old?

Children of the World

There are many of us children living in the world. Do you want to meet us?

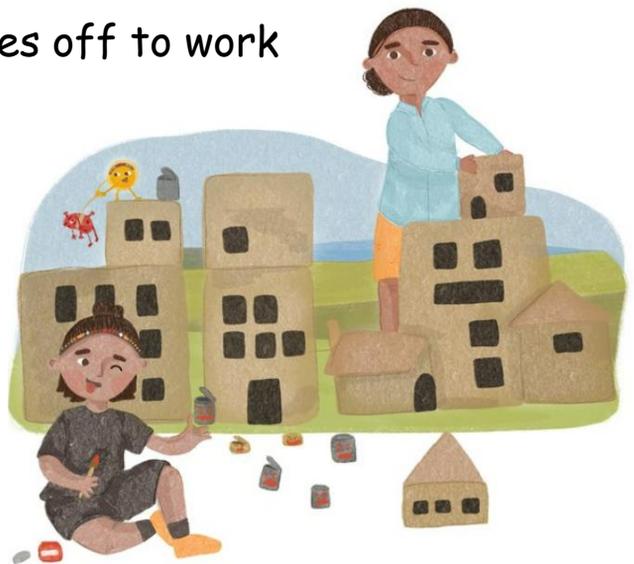


This is Kate. She lives in Canada with her mom, her brothers and a cat. Her cat is really energetic. He likes to jump on people's heads! Some days it's chaos in Kate's house.

Other days everyone plays together and has fun.

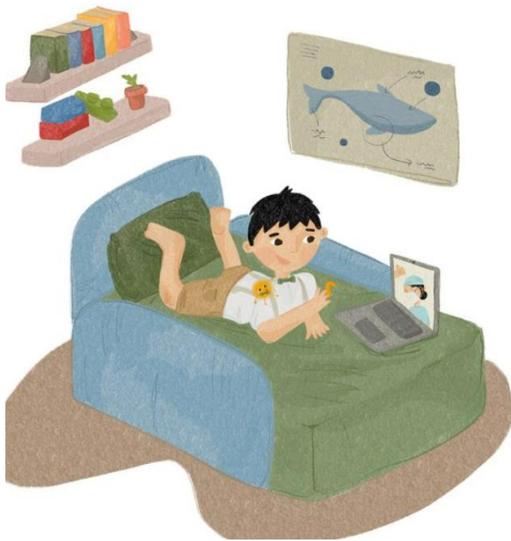
This is Nikau. He lives in New Zealand with his aunt. Sometimes when his aunt goes off to work Nikau gets lonely, but he is very creative and always finds a way to have fun.

Nikau loves to paint and build new things every day. Sometimes his aunt helps him.



This is Gaby. She lives in Peru with her mom, dad, and twin brothers. Her parents work from home. Sometimes Gaby's house gets very noisy.

She likes to have her parents around, so she can bake yummy cookies with them.



This is Bo. He lives in China with his grandparents.

Bo likes to use his computer a lot, especially since he can use it to talk to his mother, who's a doctor and lives far away.

Some days, Bo has trouble concentrating on his homework when he's on his computer.

This is Mulu. She lives in Ethiopia in Africa with her Mom, her Dad and her two sisters. After helping to clean the house, going to school, and taking care of her sisters, Mulu is very tired by the end of the day. But Mulu always has energy for two things: playing with her family and solving equations. She loves math!



This is Alessandro. He lives in Italy with his elder sister and brother.

He loves music, especially playing the violin. When he practices, all his neighbors open their windows so they can hear him.



Learning new melodies can be difficult, and sometimes

Alessandro gets frustrated. When that happens, his sister gives him hugs and encourages him to keep practicing.

All the children of the world are a little bit different from each other. But we are all children, and that makes us a little bit the same. We all like to do fun things, and we all have tough days. We all want to be loved and to have a happy world!



1. Which character are you most similar to? Why?
2. Which character do you think your partner is most similar to? Do they agree?
3. Add your own paragraph to the story to introduce your partner. Include their country, likes, and challenges.

Week 3 Overview



Project

Making New Friends

Know more about yourself and your friends.

Story Time!

Read a story about a girl who relates to butterflies.

5

Social Scenarios

How would you respond to uncomfortable situation with friends?

4

Saying 'Sorry'

Learn how to apologize and really mean it!

3

Partner Pass

Play a game with your partner!

1

2

A Walk in My Shoes

Understand how people would feel in different situations.

Materials Needed

- Paper
- Pencil/Pen



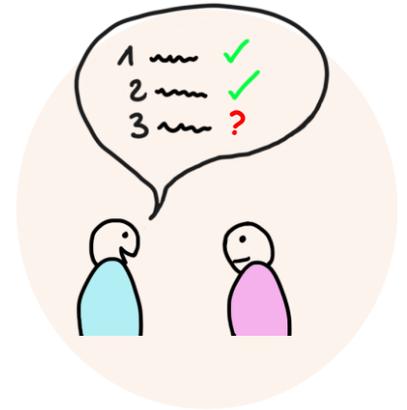
Making New Friends

Can I make new friends?

3 Statement Game

Let us know each other better!

Say 3 statements about yourself – 2 truths and 1 statement that is not true but you wish it was! Your partner must guess the statement that is not true!



My Day in 8 Panels

Draw what your day looks like in 8 boxes. Add the time too! Eg:



Share it with your partner. Is there anything you did not know about your partner? How is your day similar to or different from each other's?

Partner Pass

Materials Needed

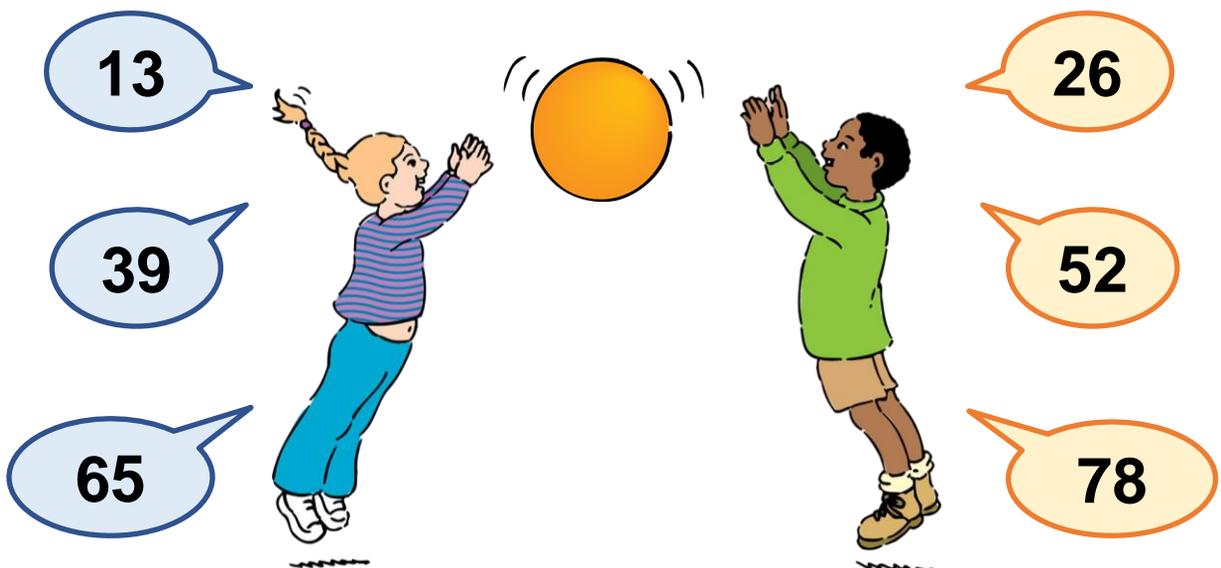
1 ball per pair of players

How to Play

- Give each pair a ball / soft object.
- The pair throws and catches the ball.
- When players catch the ball, they say multiples of 13 and take one step behind. Then, they throw the ball.
- If the ball drops or a partner says the wrong number, start from the beginning.
- First team to get to 10 (or a larger limit) without dropping the ball wins!



Partners can try skip-counting with other numbers or saying names of movies!



Making New Friends

Now that you know the different activities your partner does, let us understand how they feel at different times.

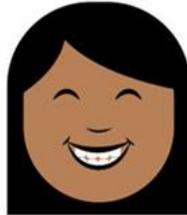
Name each of the emotions below. Ask your partner to share an instance of when they feel each emotion and draw it out.



excited



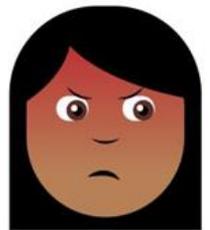
happy



joyful



calm



annoyed



hurt



confused



anxious



lonely



enraged

For each emotion, discuss with your partner:

1. What do they do when they feel that way?
2. When they are feeling low, how can you help make them feel better?
3. Discuss how you feel today and why, with your partner.

A Walk in My Shoes

Put yourself in other people's shoes and see how they feel.



Hank tells a joke and everyone ignores him.

How is Hank feeling? Why?

How would it make you feel?

The class is selecting members for a group project. Nobody picks David.

How is David feeling? Why?

What would you do?



Your teacher is explaining a math lesson.

Ramona is not able to answer any question and others laugh.

How would Ramona feel? Why?

Would you feel the same way?

Maria is telling Jena about her pet dog. Jena interrupts and tells her about a movie she saw.

How would this make Maira feel?

Why do you think so?



Making New Friends

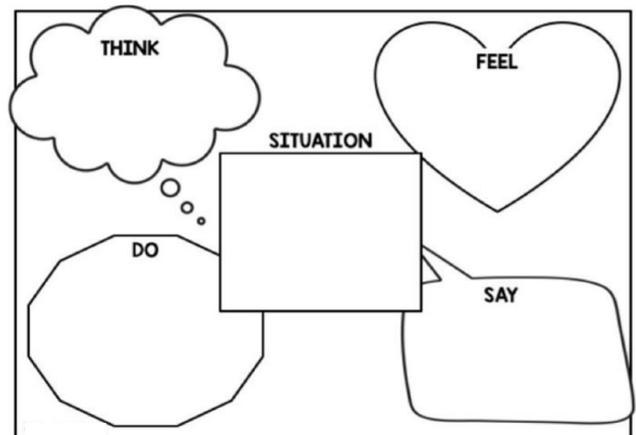
1. Think about a time when you felt sad just because someone close to you was sad or when you were excited for someone else's excitement.

*That is empathy! **Empathy** is being able to understand and share how someone else is feeling, even when you aren't in the same situation.*

- Do you think empathy is important in friendships? Why or why not?
- List 5 ways in which we can show empathy to someone?
(Eg: listen actively, ask questions, appreciate differences, etc.)

2. Think about a time when you had a disagreement with someone.

Draw and fill the Empathy Map to explain the situation, and what you thought, felt, and did.

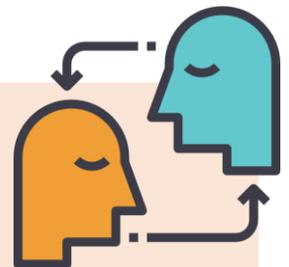


Share this with your partner.

Ask your partner to fill the Empathy Map for the same situation as the other person in the disagreement or role-play it with them.

4. Discuss with your partner:

- How your view of the situation changed?
- Now that you understand the other person's point of view, do you think you displayed empathy?
- If not, discuss what you would have done differently during the conflict? Why?



Sometimes, we may face a conflict with our friends or we may realize we did something wrong. It is important to apologize, ask for forgiveness, and not repeat that mistake in the future.

**How do you usually apologize to someone?
How do you know if an apology is sincere or not?**

Is there anything you would like to apologize to someone for (*a mistake, the way you reacted, words you said, etc.*)?

Write a note in the following format to say 'sorry' to them, sincerely.

1. I'm sorry for

Be specific and recognize what you did that was wrong

2. This was wrong because

Show you understand how you hurt the other person

3. In the future I will

Find a positive statement for what you can do instead

4. How can I make it better?

Make an offer of how you could make amends

5. Will you forgive me?

Ask for the other person's forgiveness

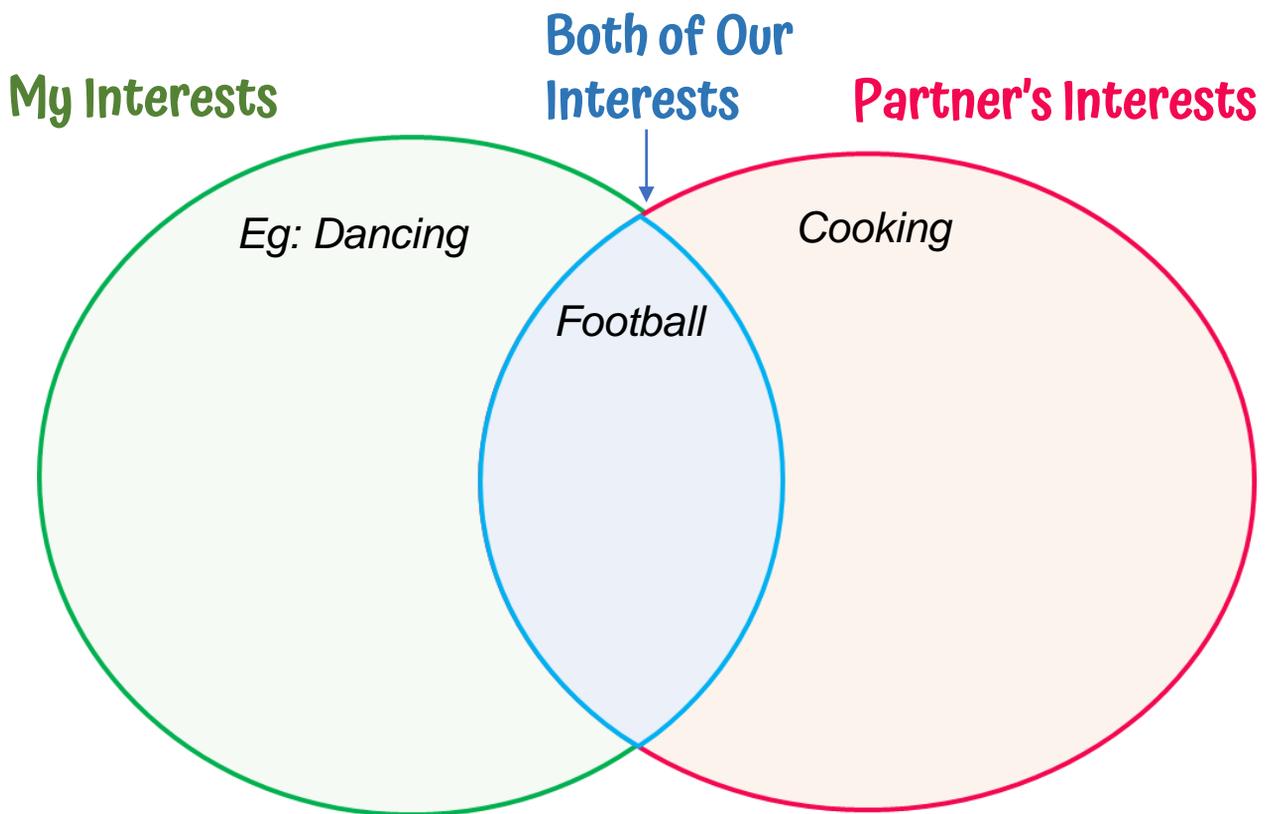


If you can, give the note to the person!

If you are comfortable, share this with your partner.

Making New Friends

Good friendship is also about finding things you both enjoy and doing some activities together. Fill in the Venn Diagram below with your partner:



1. Which activity would you and your partner enjoy doing together? Spend some time doing it!
2. Is there a gap between what your interest is and what you are good at? How can you build your skills?

Challenge

Teach your partner something you are good at – a song, a sport, craft, etc.!

Give your partner a high-five to begin a new chapter in your friendship!



Social Scenarios

With your partner, discuss **what you would do** in each of the following scenarios with honesty and explain why. Together, think of better ways to respond in each scenario.

After fighting for 2 days, you decide to work it out with your friend, but they still won't talk to you.

You lent a book to your friend but he has not given it back even after reminding him multiple times.

You are at a shop and your friend dares you to steal something.

You have been ignoring your friend who has not been nice to you and now they are turning your other friends against you.

Your friend finally apologizes to you for leaving you out of their plans, but you are not sure if they mean it.

You are regretting telling your friend to leave you alone because now you see them with other friends and you feel left out.

You feel like your friend is upset with you but you don't know why.

- Do you and your partner respond in the same way to difficult situations?
- Why do you think two friends would react differently in the same situation?
- How does this information help you be a better friend and practice empathy?

The Butterfly Smile

"Line up class! Let's go to the park," Laila Miss says. All the students hold hands, chattering away. Daniela stands by herself.

As they start walking, Laila Miss asks, "Does anyone know what a caterpillar becomes when it grows up?"

Daniela's stomach flips. She knows the answer! Should she say something?



Daniela and her family have just moved to the city from her village. They live at the construction site where her parents work. The air smells of smoke, and the honking traffic makes it hard to sleep. The towering buildings, zooming cars, and busy people make her feel very, very small.

Daniela has been coming to school for a week. She still hasn't spoken to anyone.

What if they make fun of her accent? Or tease her because she's never been to school before?

Daniela takes a deep breath and raises her hand. In a noisy city like this, she can't be quiet forever.

"When caterpillars grow up, they become butterflies," Daniela says.

"That's right!" Laila Miss says.

"Caterpillars are only caterpillars for a few weeks," Daniela says. "They spend that whole time eating leaves."

"They must get very big," says Mary, her classmate.

"They do!"

"After they eat and eat and eat, caterpillars weave cocoons on the sides of plants. They go inside, where they grow and change," says Daniela.

"That's correct," Laila Miss says. "They stay in the cocoons for about two weeks. When they come out, they are butterflies."



"Look, we're at the park!" Mary says. Daniela gasps. The park is covered in butterflies!



Blue butterflies the colour of rivers. Yellow butterflies the colour of sunlight. Black-and-white butterflies the colours of starry skies. These are all the colours Daniela misses from her village. She feels her heart flutter.

"Every year, butterflies travel thousands of kilometres to come to this park. They are here for more food, better weather, and a safe place to lay eggs," Laila Miss says. "This journey is called migration."

"Don't they get tired, flapping their wings for so long?" a classmate asks.

"If there is a strong wind, they don't have to flap their wings," Daniela says.

"They spread their wings and glide."

"That must be bumpy," Mary whispers to Daniela.



Daniela thinks about the bus ride to the city – squeezed in between all the luggage. Bumping and tumbling for hours and hours and hours. Is that how a butterfly feels on the wind?



"When butterflies migrate, they follow rivers. To stay healthy, they stop along the riverbank to soak up minerals with their feet. It's called mud-puddling," Laila Miss says. "Mud-puddling?" Mary says. "That sounds like fun." Mary and Daniela smile at each other.

Last year, the river went dry. The butterflies didn't have enough water to mud-puddle. Daniela's family didn't have enough water to farm. That's why they moved to the city.



"You know a lot about butterflies, Daniela," says Laila Miss.

"That's because they are my favourite insects," says Daniela.

"Why do you love butterflies so much, Daniela?" asks Mary.

How can Daniela choose just one thing? She loves how their bodies are sometimes spotted and sometimes striped. How they drink nectar with their long noses. How they spread pollen, which makes more flowers grow.

"They fly far, but wherever they land, they make new friends," Daniela says, squeezing Mary's hand.

"They're very small, but they're also very brave."

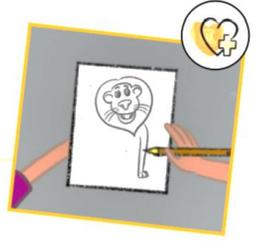
"Just like you," Laila Miss says.

Daniela smiles a smile as wide as a butterfly's wings.



- Did you learn something new about butterflies? If yes, what is it?
- How are you similar to or different from a butterfly?
- Daniela is shy when she joins school. Have you ever felt that way?
- Imagine Daniela joined your class. Write a letter to welcome her.

Draw in the box below for 1 minute. After 1 minute, switch the sheet with your partner. Continue each other's drawing for another minute and switch again. Do 4 rounds of this.



- Does the final drawing match what you initially thought the drawing would be? How did you feel when you built off your partner's drawing?
- How does this apply to two people working together to solve an issue?

Week 3 Overview



Project

Designing A Country Brand

How can you design a new and playful brand for your partner's country?

Share your Country Brand

Create a communication campaign for radio and print.

5

Slogan and Logo

Design your country's visual identity and key message.

4

Cultural Challenge

Explore culture in your partner's country.

3

What's in a Brand?

Learn what a country brand is.

1

2

Popular Festivals

Interview people to know about popular festivals from your partner's country!

Materials Needed

- Paper
- Pen or Pencil

Designing A Country Brand

- What does the word 'brand' mean to you?
- What kind of things have brands? (Eg: clothes, shoes, gadgets, etc.)
- What is the role of a brand? (Eg: it gives confidence to buyers, etc.)



Countries are a brand too! When a country has a strong and **positive brand** in the international arena, it will be more attractive to tourists, skilled workers, and investments.

1. Think about the following examples of country brands that include a logo and a tourism slogan (you may also research other examples):



South Africa

"Inspiring New Ways"



Australia

"There's nothing like Australia"



Ethiopia

"Land of Origins"

2. What do they make you think about?
3. Does your partner's country have a country brand?
Ask people around you about it.

In this project we'll create a country brand for your partner's country!

Flags usually have different colours, shapes, and symbols that mean something.

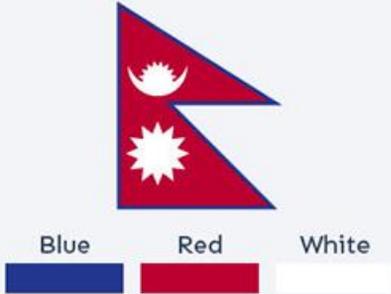
Eg:

NIGERIA



The green stripes represent Nigeria's wealth, lush vegetation and agriculture industry, with the white indicating their desire for peace and harmony. The flag was designed by a 23-year old student Michael Taiwo Akinkunmi and was first officially used on October 1st 1960.

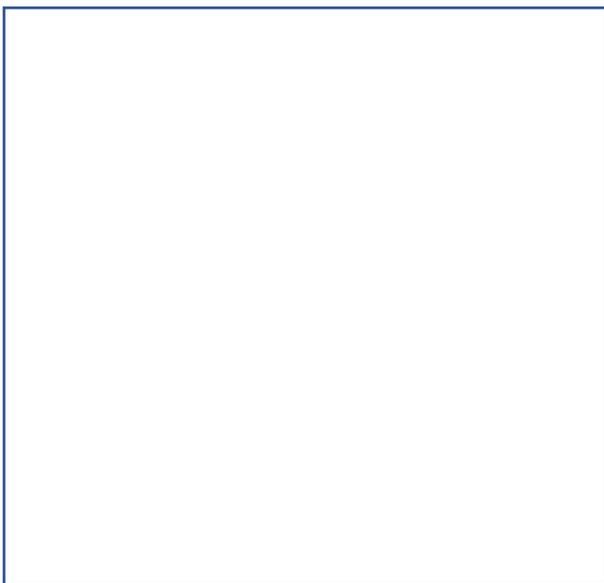
NEPAL



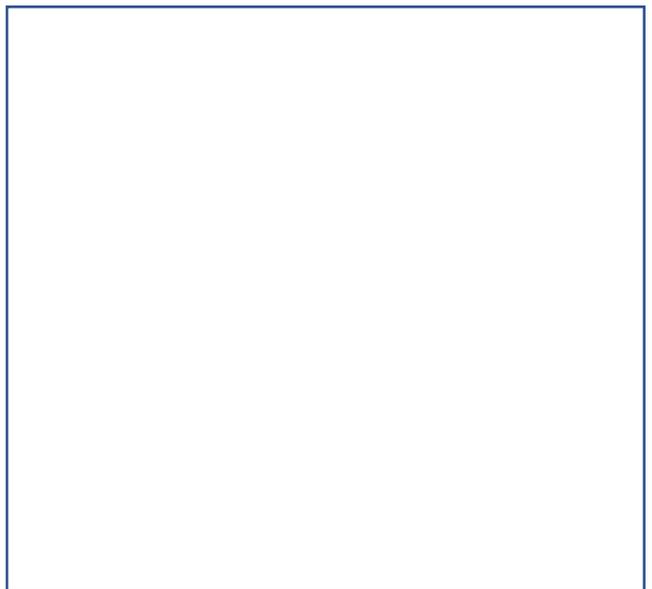
The unusual shape symbolises the peaks of the Himalayas, with the sun and moon symbols representing calm and resolve. Its crimson red is the colour of the rhododendron, the country's national flower, and the blue border signifies peace.

Similarly, explore and draw the flags of your home and host countries.

HOME COUNTRY



PARTNER'S COUNTRY



- What are some similarities and differences between the 2 flags?
- Write what you find most meaningful about your partner's country's flag. This will be a source of inspiration for the country brand.

Designing A Country Brand**Popular Festivals**

Interview your partner to find out about popular festivals celebrated in their country.

Ask:

- Why do people celebrate the festival?
- How do they celebrate it?
- What do you love about this festival?

Identify and draw 2 popular festivals in your partner's country that your country brand might want to evoke.

Festival 1**Festival 2**

Designing A Country Brand

Explore the culture of your partner's country!

1. Interview your partner to learn about their country:



Cultural Practices

What are some habits and customs?
Eg: It is uncommon for Thai people to greet each other using handshakes; they bow instead.



Popular Activities

What do people like to do for fun?
What do people usually do during the weekend?



Famous people

Who are the celebrities (*athletes, movie stars, artists, writers, journalists*) that people admire and why?



Popular Songs

What is the most popular song or poem? Can you learn 2 lines and translate it into your language? What do the lyrics mean?



Outfit

What do people wear in different parts of your country? How traditional are these outfits? What materials or techniques do people use?

2. Make a list of everything you learned from interviewing your partner. Include at least 10 full sentences.

Identify your partner's country's cultural DNA!

Eg: India

A cultural DNA is the basis for your country brand personality and identity. It shows us what the country is all about!



- Based on your interviews/research, write **5 positive adjectives** that may describe your partner’s country, its people, its landscapes, etc.
(Eg: India – Rich history, Diverse cultures, etc.)

- What are 5 things that you would like people to associate your partner’s country to? (Eg: India – Greenery, Taj Mahal, etc.)

- Use the above to write 5 overall goals of your partner’s country’s brand.
(What are some important elements of your partner’s country’s culture that people should know about? How should it make people feel? etc.)

This paragraph will be your **design brief** and will frame what your country brand will be about.

Designing A Country Brand

Design the logotype and slogan of your partner's country!

Logotype

is a **graphic representation** or symbol often uniquely designed for ready recognition.



Japan.
Endless
Discovery.

Slogan

Is a memorable **phrase** used as a repetitive expression of an idea or purpose

1. What are some examples of logos that you are familiar with? What makes them successful? Some popular logos:

JUST DO IT.


open happiness™ 


Think different.™

2. Sketch at least 5 different logos for your partner's country.
If you have come up with a lot of logo design concepts, focus on the stronger ones and discard the weak ones.
3. Share it with your peers and collect their feedback.

TIP: Don't take critiques personally. Be open-minded to the opinions of others and experiment with the suggested changes.

Repeat the same process to create a slogan for your partner's country.

Designing A Country Brand

Draw your final logo for your partner's country on a fresh page. Then, make a communications plan for the country:

1. Write the script for a **1-minute radio advertisement** inviting people to your partner's country.
2. Sketch and draw a **Flyer** inviting people to your partner's country. Example →

Include some details about the main tourist attractions along with the country logo and slogan.



Presenting the Country Brand

Share your country brand, the radio ad, and flyer with others. Encourage people to ask questions about your partner's country. Collect feedback on the radio ad and flyer.



Let's
Reflect!

- How do you feel after making your own country brand for your partner's country?
- What was easy? What was challenging?
- What are some similarities and differences you identified between your and your partner's countries?

Week 4 Overview



Project

Grandmother's Tales

What can we learn from stories?

The Final Moral

Draft a folk tale that gives a message of hope!

5

A Different Story

Learn about a folk tale from your partner's country.

4

Folk Tale in a New Home

Imagine your folk tale as if it happened in your partner's country.

3

Folk Tale from Home

Remember a story from your country.

1

2

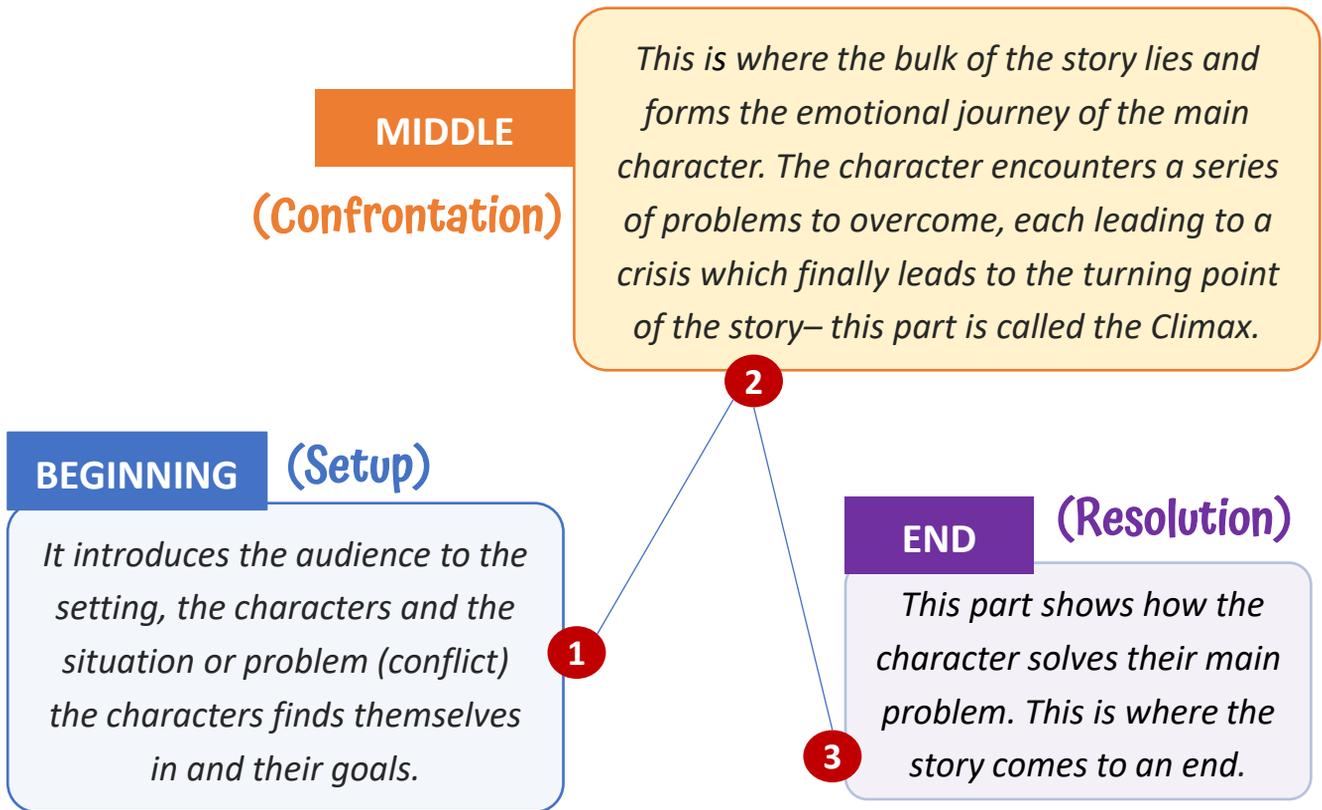
Parts of A Story

Identify the beginning, middle, and end of any story.

Materials Needed

- Paper
- Pencil/Pen

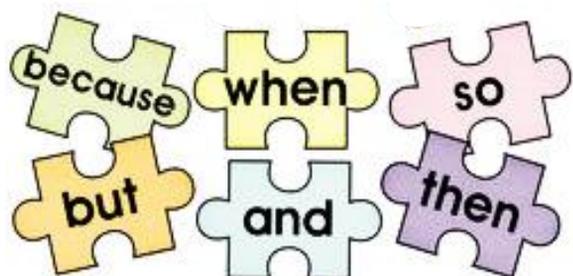
Analyze the structure of your folk story using the Three Act Structure



For the story you heard, write what happened in the Beginning, Middle, and End.

- Write 3-5 sentences for each (a paragraph).
- Make sure each sentence has a **verb** and an **adjective**.
- Make sure that you use **conjunctions** to connect sentences.

Some conjunctions you can use in your sentences:



Grandmother's Tales

Tell the story from our home country to your partner and discuss the following questions:

1. What other characteristics of the story did you find interesting?
2. Who were the characters of the story?
Where were they human or animals?
3. Where did the story take place? In a city? In a forest? How can you tell?
4. Was there any magic involved?



Write your answers to these questions and then share with someone else!

1. What **sentiment** did the story evoke? What elements of the story or characters do you think made you feel that way?
2. What do you think is the **moral** of this story?
3. Do you think that someone with a different life experience or someone who has grown in a different country would understand the moral to be the same as yours? Why?

An **idiom** is a group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own.

Here are some idioms in English:

Cat got your tongue?
Can't you speak?



Snug as a bug in a rug
Warm and cozy



Go the extra mile
Make an extra effort



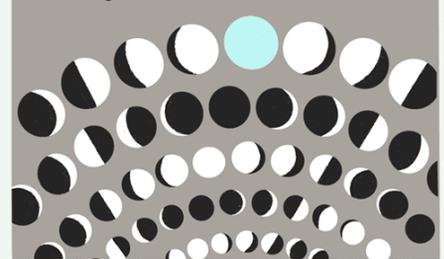
Butterflies in my stomach
Feeling nervous



To go down in flames
To fail spectacularly



Once in a blue moon
Rarely



What idioms do you know from your home country?

Why do you think people use idioms?

- Come up with a list of 10 words, phrases, or idioms that people often say in your partner's country.
- Write the words on small pieces of paper and put in a bag.
- A player picks out a piece of paper without the others seeing it.
- The player creates a dialogue or short skit that includes the word used in the correct context. Your partner can verify the correct usage!

Grandmother's Tales

Bring your favourite folk story to your partner's country!

1. If the folk story from your home country was set in your partner's country, what are 3 to 5 things would change?

Think about names of people and things, clothing, settings, dialogues, words and idioms that characters would use, etc.

Original version

New version

	→	
	→	
	→	

2. Rewrite the key parts of the story (*Beginning, Middle, and End*) based on the changes you identified.

Grandmother's Tales

Learn about a folk tale from your host country!

Ask your partner to share one folk story from their country with you.

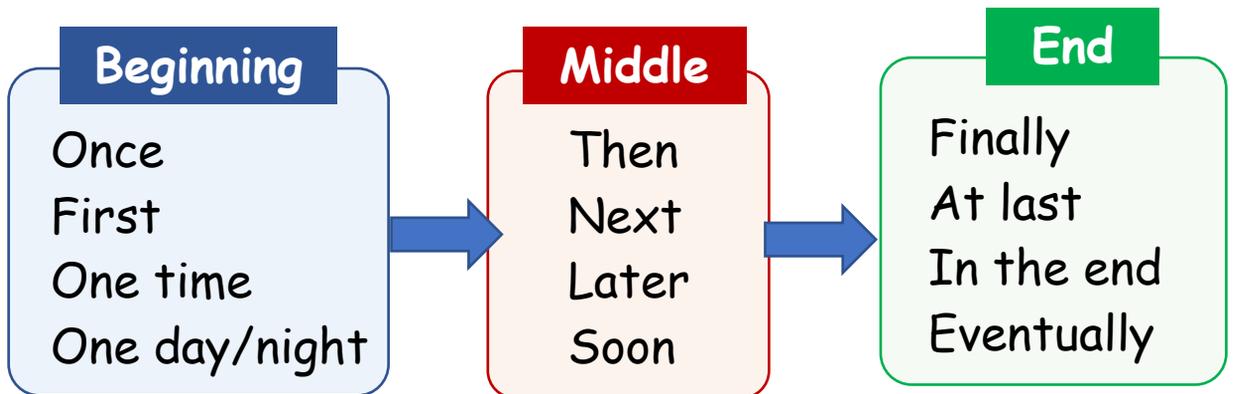
Also, ask:

- What story did your parents or grandparents tell you often?
- What is the story you enjoyed listening to as a child?
- What story do elders always tell in this country?

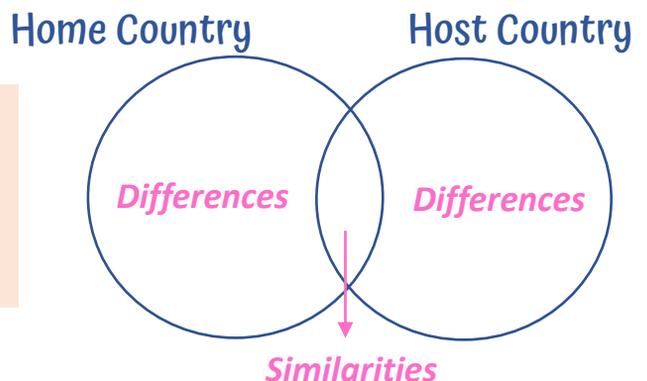


Write down the story as they tell it to you. Use different colors to identify the beginning, middle, and end. Use at least 5 linking words:

Linking Words connect the ideas in a story and can be used in the:



Compare your home country's folk tale to that of your partner's country using a Venn Diagram.



Grandmother's Tales

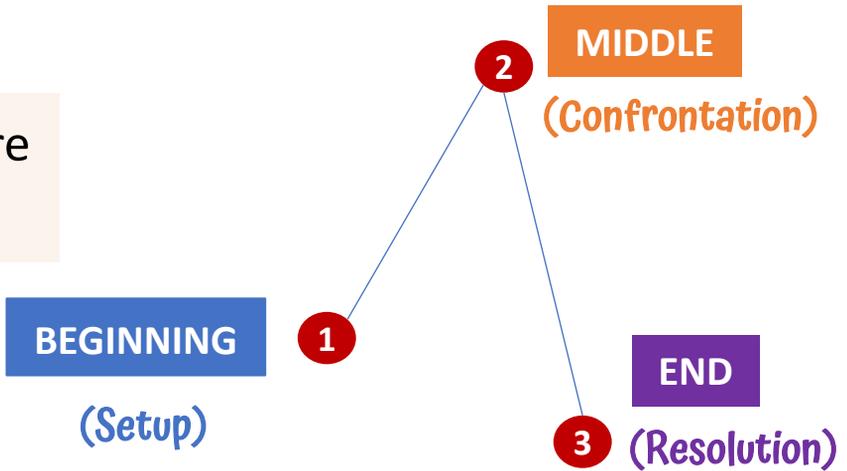


What makes a story interesting?

How do you think this story relates to culture?

Draft a folk tale/song (in 3 paragraphs) that combines elements from the two stories you have studied and tells a message of hope for future generations

Use the 3-act structure to get started!



My Message of Hope:



- Share your folk story with your peers.
- What did other people like about the story?
- What changes would you make to your story to make it better?

Choose any one character from your folk story.

Nouns

(Naming words)

Make a list of 5 to 8 **features** you can think about in relation to your character.

(E.g. personality, physical features, clothing, etc.)

Adjectives

(Describing words)

Describe each of the things you listed,.

(E.g. narrow nose, resilient personality, etc.)

Verbs

(Action words)

Note down how the character **acts**.

- What are they doing?
- How does it affect the story?

Draw your character and write the details above.

The Wizard

Example

Features

Magical Powers

Long beard

Deep voice

Flowy robe

Wise Person



Impact on Story

Advises the prince

Makes a magic sword.

Adds mystery to the tale!

Use this strategy to describe other characters in your folk tale!

Explore popular sports in your host country!

1. Interview your partner to learn about the most popular sports or games in their country.

Which one do you like the most from your partner's country?

2. Imagine that you are explaining that game to someone that hasn't played or seen the game in action, how will you do it?
3. What are the rules of the game? Write them down!
4. Invite friends to play the game and have fun!



- How did playing the game made you feel?
- What does this game tell you about the people who play it?
- What makes you say that?



Reflection

- *What is the most important thing I learned personally?*
- *How will I use what I have learned in the future?*
- *What are some aspects of my partner's country that I still have questions about?*
- *How have these projects helped me connect with people in my partner's country?*

Attributions

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Pg. 10: This activity was designed by Dream A Dream, India

Pg. 13 - 15: The Children of the World (English), translated by Wendy Werneth, (© Wendy Werneth, 2021) based on original story Los niños del mundo (Spanish), written by Christa Godínez (© Christa Godínez, 2021) and illustrated by Ana RoGu, published under a CC BY 4.0 license on StoryWeaver.

Pg. 25 to 27: A Butterfly Smile (English), written by Mathangi Subramanian , illustrated by Lavanya Naidu, supported by Oracle, published by Pratham Books (© Pratham Books,2017) under a CC BY 4.0 license, first released on StoryWeaver.

