

Learning Together

For 11- to 15-year-olds

Screen-free learning resources that build multiple skills and help children integrate into new learning environments.



التعليم | education
فوق | above
الجميع | all

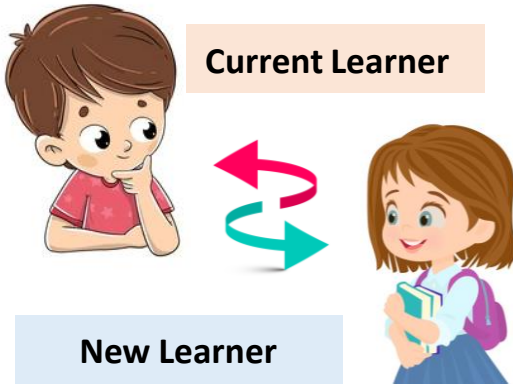
Content Partners

storyweaver PRATHAM BOOKS



Introduction

The purpose of this program is to cultivate empathy and help new learners ease into new learning environments.



The projects in this workbook should ideally be done in pairs – a current learner in your classroom and the new learner.

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

There are 2 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/differences.
Making New Friends	Build meaningful relationships with each other.

Note for Educators

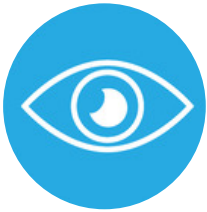
- The program has been carefully designed with sensitivity to the context. However, if any activity triggers the new learner, please pause and re-assess.
- Ensure learners speak respectfully and step-in if you believe help is required. (Eg: Start the day by greeting each other, ensure they do not interrupt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

Daily Mindfulness

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



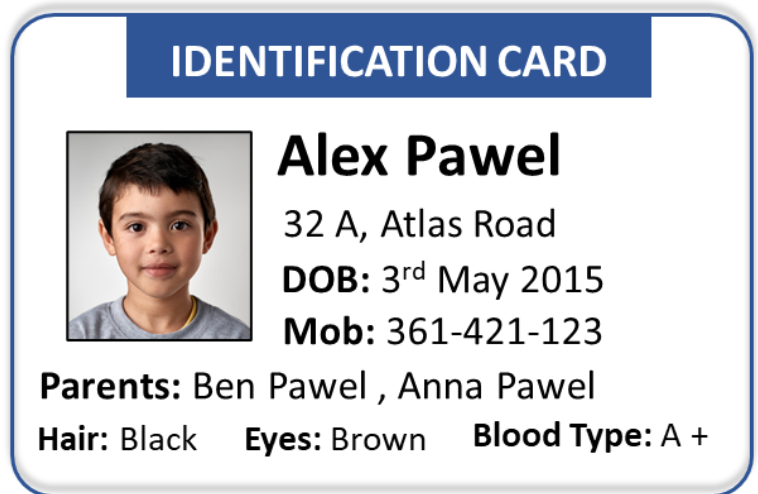
Make ID Cards

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.

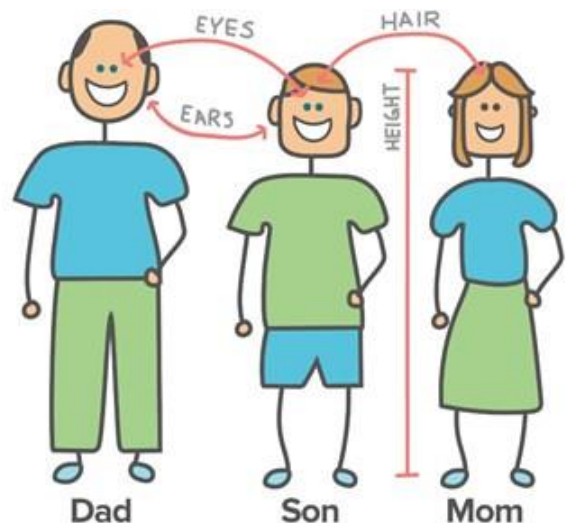


Everyone looks and thinks in different ways – this make us special, and we must respect them.

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

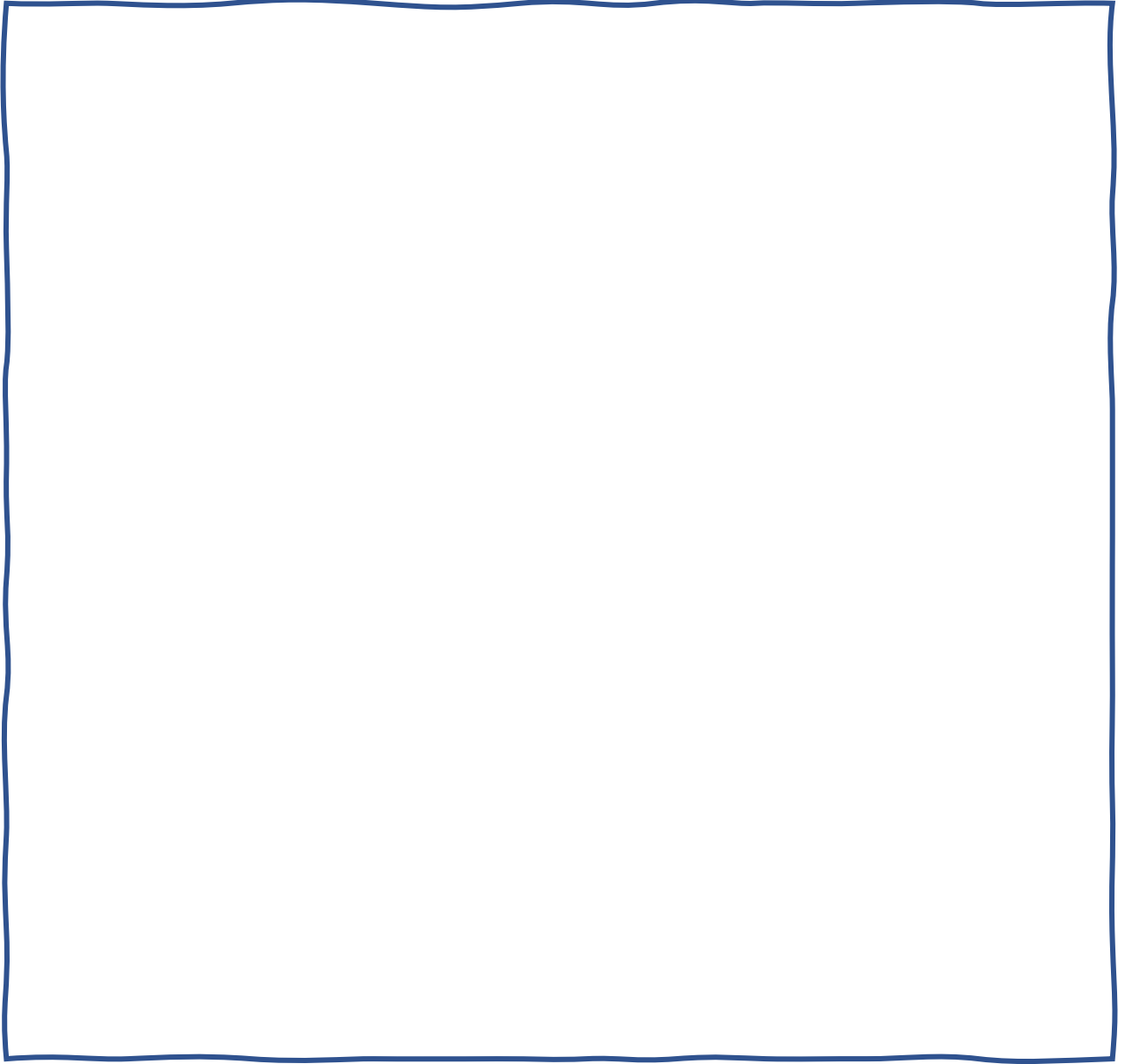
3. We may look like people in our family. Why do you think so?

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 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 favourite food?

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 rough ID Cards for your partner and 1 more friend. Eg:

Name: _____

Height: _____

Birthday: _____

Address: _____

Phone No.: _____

Parent/Guardian's Name: _____

Favourite movie: _____

Favorite food: _____

Eye Colour: _____

5 of 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?



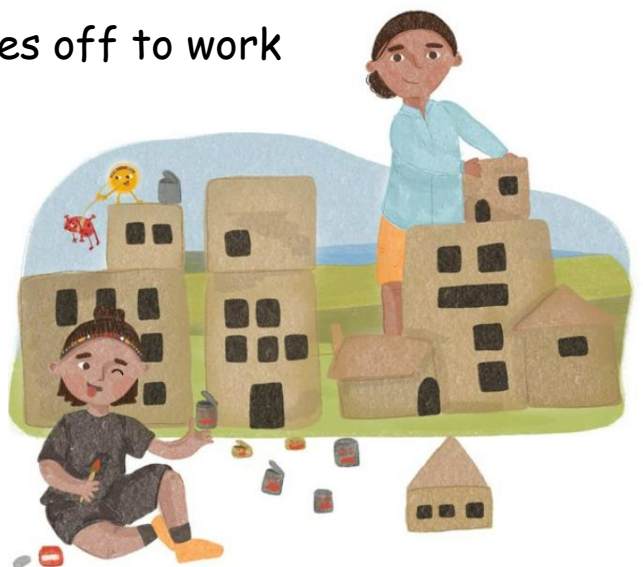
This is Kate. She lives in Canada with her brothers and a cat.

Her cat is really energetic. He likes to jump on people's heads! Some days it's chaos in Kate's house.

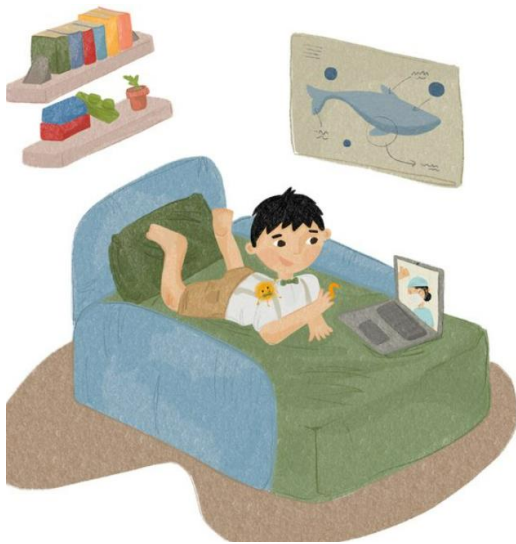
Other days everyone plays together and has fun.

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 bake yummy cookies to help her relax.



This is Bo. He lives in China with people who take care of him. Bo likes to use his computer a lot, especially since he can use it to talk to his friends who live 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 many other children.

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 friends give him hugs and encourage 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



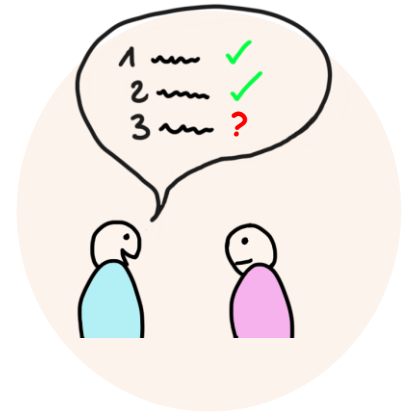
Making New Friends

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

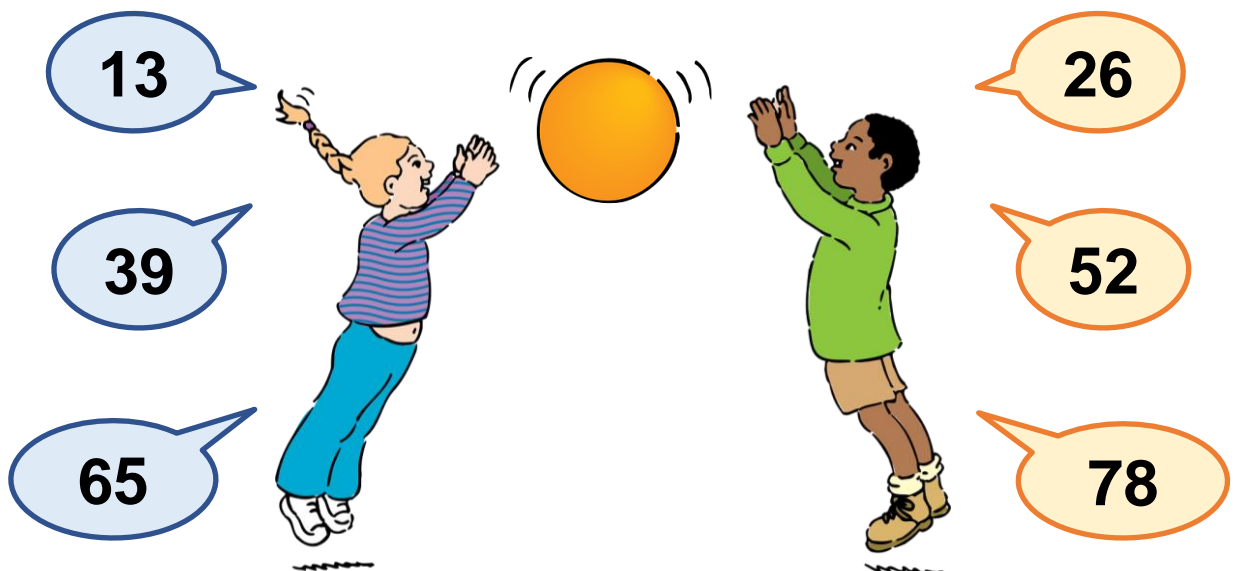
1 ball per pair of players

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.
- The team to get to the largest number 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



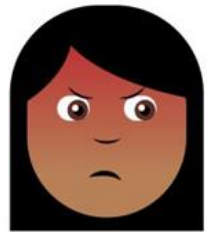
happy



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

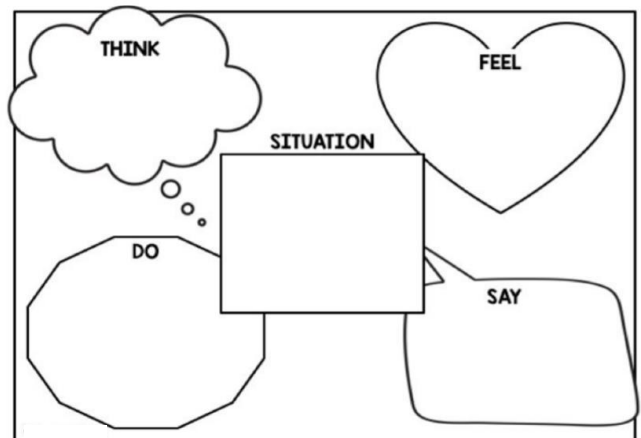
1. Think about a time when you felt sad just because someone close to you was sad or when you were excited for someone else's excitement.

*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

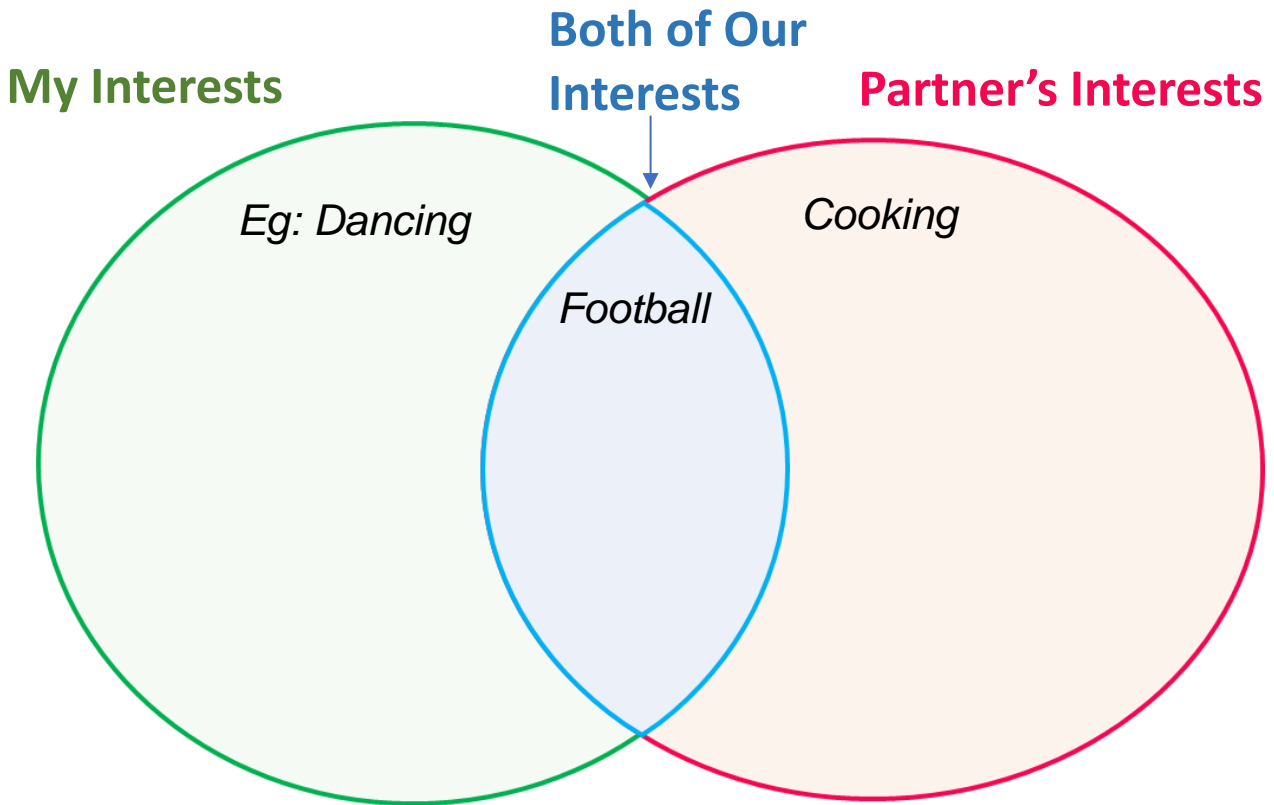


If you can,
give the note
to the person!

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."

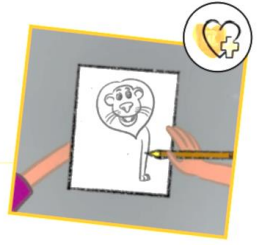
"Just like you," Laila Miss says.

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?

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.

