Learn and Share Together

Student Activity

Booklet

This book was made in collaboration with the following partners:
Nyein (Shalom) Foundation and Youth Learning Center

Table of Contents

Lesson 1: Building a Happy Learning Community

Think about what would make you happy in your school and classroom. Draw a picture or write a few words to describe your learning community. Use your imagination and be creative! It doesn't have to be perfect!

Draw a picture or write a few words to describe your partner's happy learning community.

Write the list of Happy Learning Community guidelines inside the circle:
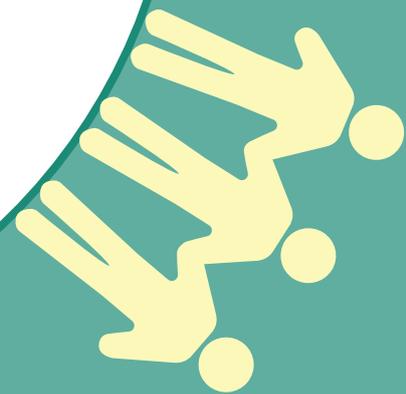
Community Agreement I followed successfully today:

Something I would like to focus on in the next session:

Lesson 2: Cooperation:

Working Together as Active Citizens

Walk around your school and make observations about the classrooms, outdoor spaces, water and sanitation facilities, and learning resources. Use the space below to make notes about what you think is a strength, and what would make it better.

	Existing Strength	Idea to make it better
1. Classrooms		
2. Outdoor Space		
3. Water and Sanitation		
4. Learning Resources		

Community Agreement I followed successfully today:

Something I would like to focus on in the next session:

Lesson 3: Learning Styles

Visual, Auditory, and Movement Learning

Visual/verbal learners learn through:

- Written information
- Reading books
- Signs and posters with words
- Lists with bullet points

Visual/non-verbal learners learn through:

- Looking at charts, diagrams, pictures, photos, maps, posters, cartoons
- Watching video clips
- Observing demonstrations
- Watching a presentation with diagrams, images, etc.

Auditory learners learn through:

- Listening to radio, lectures, stories, poems, famous quotes, music
- Discussion: asking questions, sharing ideas and giving feedback
- Creating or performing chants, rhymes and songs
- Memorizing by repeating information out loud or in their mind, oral quizzes
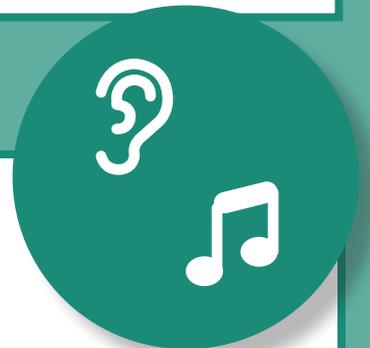
Movement learners learn through:

- Body movement, physical games, action songs
- Touching things with their hands and moving them around
- Role play, dancing
- Exploring, experimenting and trying things out, building things
- Spreading notes, workbooks and materials around you

Source: MoteOo, The New Teacher, p.10

Community Agreement I followed successfully today:

Something I would like to focus on in the next session:

Lesson 4: Our Diverse Identities

Our **identity** is what makes us who we are. We all have many identities, such as where we come from, what we look like, what cultural traditions we have, our ethnic group, our role in our family, whether we are a boy or girl, and our interests and hobbies.

In the blank space on the following page, trace an outline of your hand. This hand will represent a unique map of who you are and what identities you hold. Write your full name and your childhood name on your hand. On the inside of the hand, write words or draw pictures of your many identities.

Community Agreement I followed successfully today:

Something I would like to focus on in the next session:

Lesson 5: Creating Inclusive Communities

The Problem of Exclusion

Read the following scenarios.

1. Nilar Win, an 11 year old girl is not attending school because her parents want her to stay home and help on the farm, but they let her 8 year old brother go to school.

2. Aik Sai, a 10 year old boy moved to Karen State from Shan State. He speaks with a different accent and the kids at school tease him and call him names.

3. Zau Seng, a boy in 10th standard wants to attend university, but his family does not have enough money to pay for tuition for him to prepare for the matriculation exam.

4. Wai Wai, a 12 year old girl celebrates a holiday with her family that the other students in the class do not celebrate. The next day at school the kids make fun of her beliefs and call her a rude name.

Work in your group to answer the following questions about one of the scenarios:

What identities are not being respected for this person? (for example, gender, culture, values, language, ethnicity, economic challenge, etc.)

What is the need that is not being met for this person? (for example, need for education, need to speak one's language, need to practice one's culture and traditions, etc.)

What impact could exclusion have on this person's life?

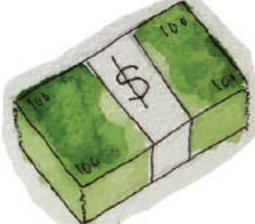If this person was in your community, how might you help them to be included?

Who could you speak to in your community to help the person?

Community Agreement I followed successfully today:

Something I would like to focus on in the next session:

Lesson 6: Identifying Needs

Needs and wants cards:

A MOBILE PHONE	YOUR CULTURE & LANGUAGE	ELECTRICITY	COMPUTER AND INTERNET
MONEY	FOOD	TELEVISION	CLEAN AIR
TEACHERS & EDUCATION	MOTORBIKE	SHELTER	CATTLE for FARMING
MATERIALS FOR PLAY AND RECREATION	CLEAN WATER	HEALTH CARE	FAIRNESS and NON-DISCRIMINATION
PROTECTION FROM ABUSE AND NEGLECT	JEWELRY & ACCESORIES	OPPORTUNITIES TO SHARE OPINIONS	FREEDOM TO PRACTICE YOUR BELIEFS
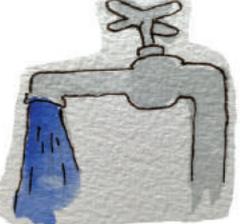
List which of the items from the cards are needs, and which are wants:

Needs	Wants

Community Agreement I followed successfully today:

Something I would like to focus on in the next session:

Lesson 7: Designing a "Learn and Share Together" Project

Example: "Learn and Share Together" Project Cycle Tool		
Steps	**Question**	**Example response**
Step 1: Identify a need	What is the need that I want to address in this project?	The area around our school needs to be cleaned up.
Step 2: Define the Goal	What is the goal of this project?	To make the school area a beautiful and safe place to play. and to make sure that in the future there is a plan in place so that it continues to stay clean.
Step 3: Who can help?	Who can help me with this project?	Students at our school, teachers, headmaster, parents, community leaders
Step 4: Importance of the project	Why is this project important to me and to the community? Who will benefit from this project?	It is important because it will help us and other students to be happy by giving us a clean and safe place to play. When there is lots of rubbish on the ground the school yard looks very messy. It can also be dangerous if students cut themselves on sharp cans or items. It is also important because it will teach students about waste management.
Step 5: What do you need?	What resources are needed for this project to be successful?	Many people to help clean up, trash bags, a place to throw away or recycle the trash, gloves to protect our hands when we pick up trash, brooms and dustpans. New bins in the playground, some paper and pens to create posters to educate the other students, a cleaning roster.
Step 6: Strengths and Assets	What are some existing resources in the community I can use?	The local shop sells trash bags and gloves. There is a trash collector who we can ask to collect the waste. We can borrow a broom and dustpan from the school. We can check if there are any unused bins that could be placed in the school yard, and ask teachers if they have resources like posters about waste management.

Step 7: Action plan	What steps do I need to take to start this service learning project?	1. Complete the project design tool 2. Create a team to work on the project 3. Present the idea to the headmaster and get permission to do a cleanup day. 4. Create a timeline and set a specific date and time to do a community cleanup. 5. Get the resources we need. Either buy them or ask if shopkeepers will donate them. 6. Ask students, teachers, parents, and neighbors to come help on the cleanup day. 7. Ask the trash collector to come and help carry away the trash bags. 8. Make a plan for how to organize people to do the work, such as assigning groups to work in certain locations. 9. Implement the Cleanup Day
Step 8: Reflection	What did I learn from this project? Who benefited? What would I do differently next time?	We learned some people who say they will come do not, so next time we will remind them many times to come. We learned the neighbors around the school were interested in what was happening, so next time we would invite them to participate. We learned that it would be nice to have a before and after picture, so next time we should assign someone in advance to take pictures of the cleanup day.

Lesson 7 (cont'd): Designing a "Learn and Share Together" Project

"Learn and Share Together" Project Cycle Tool		
Steps	**Question**	**Response**
Step 1: Identify a need	What is the need that I want to address in this project?	
Step 2: Define the Goal	What is the goal of this project?	
Step 3: Who can help?	Who can help me with this project?	
Step 4: Importance of the project	Why is this project important to me and to the community? Who will benefit from this project?	

Step 5: What do you need?	What resources are needed for this project to be successful?	
Step 6: Strengths and Assets	What are some existing resources in the community I can use?	
Step 7: Action plan	What steps do I need to take to start this service learning project?	
Step 8: Reflection	What did I learn from this project? Who benefited? What would I do differently next time?	

Lesson 8: Communication and Active Listening

Active listening is a way of listening and responding that helps people understand each other better. Active listening is important for preventing and managing disagreements. It is a way to demonstrate **empathy**, understanding the feelings of another person.

I really appreciate you telling me that.

In small groups, discuss what an active listener does. Answer the questions and write your responses in the blanks.

Communication Area	What an Active Listener Does
Whole Body – How does an active listener sit or stand? What is the distance between the listener and the speaker	
Eyes – Where does an active listener look when someone is talking to them?	
Movement – What hand gestures or facial expressions does an active listener make?	
Focus – How does an active listener respond if there is an interruption during their conversation?	
Emotions – How does an active listener react to your feelings?	
Voice – What words or sounds does an active listener make?	

In partners, have a discussion about the most difficult thing for you about being a student. Practice your active listening skills.

Community Agreement I followed successfully today:

Something I would like to focus on in the next session:

Scenario: Imagine your parents assigned chores to you and your brother to help clean the house, feed the animals, and care for the garden. You have done all your chores for the week, but your brother did not do anything. What will you do?

Read the following statements then fill in the blank to identify if it is passive, aggressive, or assertive.

"You're so lazy. You never do anything to help and always get away with it." _____

"When you did not do your chores this week, I felt frustrated, because I worked hard and I felt it was unfair. I want us both to take responsibility for our chores. I would like us both to work together today. Will you?" _____

I do not say anything to my brother, even though I am upset because I worked hard and I want us both to take responsibility. _____

Passive

Aggressive

Assertive

How to be less passive and more assertive
- Notice what feelings you have in different situations. Pay attention to what you need and want.
- If you say, "I don't know" or "it doesn't matter" often, try to change this and start sharing your opinion and preferences.
- Practice asking for what you need. For example: "Will you please help me clean this up?" "I am not sure how to answer this question. Would you explain it to me?
- Practice using "I statements" to express your feelings, opinions, and needs, for example, "I feel frustrated when you interrupt me" or "I disagree with that point of view," or "I need help to do this"
- Remember that you have human dignity, and this means your opinions and ideas are of equal value to others. Be confident and value yourself and others.

How to be less aggressive and more assertive
- When you disagree with someone, express your opinion respectfully, without judging them. For example, instead of saying, "You're wrong, that's a stupid song" say "I don't prefer that song".
- Ask people what their opinion is, and what they are feeling. Take time to really listen to their response and do not interrupt them.
- Pay attention to how much you are speaking and try to let others speak first.

Read the following scenarios. Come up with ideas for how to use assertive communication and practice role playing your responses in pairs.

1. You have an assignment for class that you do not fully understand and you need help.

2. You saw a student in your class bully a younger student by calling them rude names.

3. Your older brother is making lots of noise while you are trying to study.

4. You want to participate in a youth club but you are afraid your parents might say no because you have to help with the family business.

Community Agreement I followed successfully today:

Something I would like to focus on in the next session:

Lesson 10: Exploring Win-Win Solutions to Disagreement

Competition: Win-Lose

Compromise: Lose and Win

Collaboration: Win-Win

Avoiding: Lose-Lose

Accommodation: Lose-Win

Think of an example of a disagreement and the different outcomes that could happen:

Win-Lose (The more aggressive person wins)

Win-Win (People work together. They use assertive communication and both get what they want and need.)

Lose and Win
(Both people get some of what they want, but they also give up something they want.)

Lose-Lose (Both people are passive. They avoid or ignore the problem and both people lose.)

Win-Lose (The more passive person lets the more aggressive person win.)

Community Agreement I followed successfully today:

Something I would like to focus on in the next session:

Lesson 11: Community Vision

"Learn and Share Together" Project Design Tool		
Steps	**Question**	**Response**
Step 1: Identify a need	What is the need that I want to address in this service learning project?	
Step 2: Define the Goal	What is the goal of this project?	
Step 3: Who can help?	Who can help me with this project?	
Step 4: Importance of the project	Why is this project important to me and to the community? Who will benefit from this project?	

Step 5: What do you need?	What resources are needed for this project to be successful?	
Step 6: Strengths and Assets	What are some existing resources in the community I can use?	
Step 7: Action plan	What steps do I need to take to start this service learning project?	
Step 8: Reflection	What did I learn from this project? Who benefited? What would I do differently next time?	

Lesson 11 (cont'd): Community Vision

Notes:

Community Agreement I followed successfully today:

Something I would like to focus on in the next session: