



Synopsis

This is My World is a series of ten 12-minute episodes about children aged 5-12, living in Asia, whose definition of home ranges from a polluted river, to a makeshift shack by the main road, to a huge house by a beautiful lake up in the mountains.

There are 2.2 billion children in the world, 1.9 living in developing countries with 1 billion of them living in poverty and most others under conditions very different from those of children in occidental countries. This series wants to let young viewers know how the others really live. From their living conditions to issues such as pollution, water shortage, exploitation of children and unusual marriage customs, we see life through their eyes and realize that they too have dreams of making a better life for themselves and their families.



**The teacher's guide is divided into 4 sections, each one representing one of the countries featured in this series: INDIA, CHINA, INDONESIA, PHILIPPINES*

This Is My World: India

1. Rani's Story
2. Sangeeta's Story
3. Sanjay's Story



1) Rani's Story - I live in the desert

Meet a precocious little girl from Rajasthan in India. Watch her traverse a tightrope as she tells of how the women in her village walk hours and hours everyday just to fetch water from a faraway well. Find out how they manage to balance the jars of water on their heads and stand firm against the obstacles that life and society throws at them.

2) Sanjay's Story - I live by the river

Meet a child who grew up along the Yamuna River in Northern India – one of the most polluted rivers in the world. He talks about how poverty has forced some people in the community to forage for coins on the river bed, thrown there as a sign of respect for the river goddess.

3) Sangeeta's Story - I live in the slums

Meet a curious young lady living in India's largest slum area, Dharavi. Follow her around as she introduces you to the people in her neighbourhood – like the potters' colony making huge water jars, the embroidery masters working on beautiful saris, and the leather makers producing quality handbags. Find out too, how they manage to survive with only 1 toilet for every 1500 people.

Learning Objectives

This exercise aims to allow students to:

- appreciate the uniqueness of Indian culture
- find some similarities and differences between India and their own country
- see what it's like to live without modern conveniences that they may sometimes take for granted
- compare how they live versus how children in India live
- identify some problems India faces today and what they think can be done to resolve some of these problems
- learn about some aspects of Indian life – like clothing, food, activities

- find out some interesting facts about India through their own research
- find out where India is on the world map

Pre-viewing Activities

1. Have students do some basic research about India, through the internet or library books. Get them to find out:
 - how big the country is / what province in their own country is comparable in size to India
 - how many people live in India
 - how many languages are spoken in India and what the main languages are
 - some basic ideas about the Indian caste system
 - where India got its name
 - some interesting trivia about the country
2. Write down some of their initial thoughts / impressions / pre-conceived ideas about India. Focus on:
 - what they think of the people living there
 - what the country looks like
 - what kids their age might be doing
 - what first comes to mind when they think of India
3. Make a list of everyday conveniences they enjoy now

Viewing Activities

Option : You can choose to watch all three stories one after another, or conduct the activity after viewing one story at a time

1. After viewing the story or stories, give the students a list of questions about the main character and their situations.
2. Play the video again and get the students to gather information needed to answer the questions.

Post-Viewing Activities

1. After viewing the videos twice, give the students some time to answer the questionnaire handed out earlier.
2. Then, initiate an open discussion about what the students thought about each main character's life.

Some focus points for discussion are listed below:

Rani

- Rani's "job" as a tightrope walker and the jobs of other people in her town
- What it's like to live in a desert
- What it's like to walk miles and miles just to get water
- About the issue of bullying and the different problems Rani and her friends face
- About how their society's caste system works

Sangeeta

- The slum area where Sangeeta lives
- The different jobs people in her neighborhood have
- The scarcity and importance of water in every day life
- What it's like to share one bathroom with so many people
- How people there spend their free time

Sanjay

- The flooded streets where Sanjay and his friends play
- The garbage dump where some of his neighbours scavenge for recyclable materials
- The river and the pollution that threatens to destroy it
- Some of the health problems that may arise from these living conditions
- The ingenuous ways people have come up with to earn money

Major themes from the 3 stories that can be discussed further:

- The shortage of clean water
- Unhealthy living conditions
- The problem of poverty

3. Divide the students into groups and ask them to put together the research materials gathered on India. Get each group to list down the more interesting things they found out.

4. Bring out their list of initial thoughts and impressions about the country and write



down what they thought of it after watching the videos. Has any of it changed? Which ones were reinforced or remain the same?

5. Bring out their list of things they enjoy now (like having running water) and identify how people in India have found a way to do without them.
6. Ask the different groups to present to the class all that they have learned about India and its people based on their research and what they've watched. Highlight some of the situations that are less than ideal and give suggestions on what can be done about them.
7. Show and tell. Ask the kids to bring to class anything that is related to India. It could be an Indian spice, a piece of fabric, or souvenir. Get them to talk about it in class and explain why it is so interesting.
8. You could also ask them to make a collage of anything Indian from newspapers and magazines.

Sample trivia on India that the students might find interesting:

- The name 'India' is derived from the River Indus, the valleys around which were the home of the early settlers. The Aryan worshippers referred to the river Indus as the Sindhu.
- Chess was invented in India.
- Algebra, trigonometry and calculus are studies, which originated in India.
- The 'Place Value System' and the 'Decimal System' were developed in India in 100 B.C.
- India is the largest democracy in the world, the 6th largest Country in the world, and one of the most ancient civilizations.
- The game of Snakes & Ladders was created by the 13th century poet saint Gyandev. It was originally called 'Mokshapat'.
- India has the largest number of Post Offices in the world.
- Until 1896, India was the only source of diamonds in the world.
- Martial Arts were first created in India, and later spread to Asia by Buddhist missionaries.



Activity Sheets

What I found out about India :

Continent / Location	
Capital	
Population	
Languages spoken	
Religion	
Interesting facts	
Different foods	

How India is different / the same as my country :

	India	My Country
Similarities		
Differences		

What I think of the India :

	Before watching the video	After watching the video
People		
Environment		
What children there do		
Daily life		

Post-Viewing Questionnaire:

	Rani	Sangeeta	Sanjay
Age			
Their home / neighborhood			
The people around them			
Their usual activities			
Their hopes / ambitions			
What they like / dislike			
What makes their life good			

Some problems and your suggestions:

Problems	Suggestions
Water shortage	
Sanitation	
Discrimination	
Poverty	

This Is My World: China

1. La Mu's Story

2. Yun Jie's Story

1) La Mu's Story: I Live By a Beautiful Lake:

Meet a dreamy-eyed girl from Yunnan province in China as she shares what it's like to be part of the Mosuo tribe – one of the few remaining matriarchal societies in the world. Learn about a special ceremony that declares one an adult, see how boys court girls, and join a lively traditional dance around a bonfire.

2) Yun Jie's Story: I Live in the Mountains:

Meet a boy who is a native of China's Yunnan province. Hear about the peculiar courting and marriage rituals of the Yi and Wa tribes, one of the least known people in the world. Sugar cane, bananas and salt as a sign of friendship? Find out how they communicate mostly through objects, since they do not have a written language.



Learning Objectives

This exercise aims to allow students to:

- get some understanding of tribal cultures in China and how these cultures differ from the students' own
- compare how they live versus how children in these tribal villages live
- become aware of the unique customs and traditions practiced by these tribes
- point out some similarities between them and children from China
- find out some basic facts about China through their own research
- get a sense of the geographic location of China

Pre-viewing Activities

1. Have students do some basic research about China, through the internet or library books. Get them to find out:
 - which continent it belongs to and where it is on the map

- what the capital city is
 - what the population of the country is
 - how many tribes or ethnic groups are there in China
 - how is China ruled
 - what the official language(s) is/are
 - what the main religion is
2. Write down some of their initial thoughts / impressions / pre-conceived ideas about China. Focus on:
 - a. what they think of the people living there
 - b. what the country looks like
 - c. what kids their age might be doing
 3. Make a list of their usual weekly activities.

Viewing Activities

Option : You can choose to watch both stories one after another, or conduct the activity after viewing one story at a time

1. Play “La Mu’s Story” once without interruption. Ask the students to just sit back and watch it.
2. Play “Yun Jie’s Story” once without interruption. Ask the students to just sit back and watch it.
3. After viewing the two videos, give the students a list of questions about La Mu and Yun Jie and their situations.
4. Play the two videos again, one after the other, and get the students to gather information needed to answer the questions.

Post-Viewing Activities

1. After viewing the two videos twice, give the students some time to answer the questionnaire handed out earlier.
2. Conduct an open discussion about what the students thought about:

Lu Ma

- Lu Ma's family and their living environment in the village
- Lu Ma's tribe's unique custom of celebrating how a child becomes an adult when he or she turns 13 – the colourful costumes and the ceremonies
- The matriarchal society of the Mosuo tribe where deference is given to the eldest female in the family
- The beautiful sceneries of lakes, mountains and sunsets as compared to their own countries' physical landscape
- How the physical landscape shapes the villagers' means of earning a living such as fishing, boat making etc

Yun Jie

- Yun Jie's village, Moshan Village – the physical environment
 - The Yi tribe's unique wedding customs and celebrations such as the mirror carried by the bride, the 12 bridesmaids, the tea ceremony and the 3 years separation before the *real* marriage!
 - The traditional skills young people acquire in the village such as making the flower belt and playing the moon guitar. The significance of these skills and its relations to their future
3. Divide the students into groups and ask them to put together the research materials gathered on China. Get each group to write a summary of what they have. Compare China to their own country.
 4. Bring out their list of initial thoughts and impressions about the country and write down what they thought of it after watching the videos. Has any of it changed? Which ones were reinforced or remain the same?
 5. Bring out their list of weekly activities and write a similar list for the kids they saw on the videos. Compare the two lists.
 6. Ask the different groups to present to the class all that they have learned about China and the people there based on their research and what they've watched. Highlight some of the situations that are less than ideal and give suggestions on what can be done about them.



To end the activity, get each student to write a letter to La Mu and Yun Jie telling them about their own lives, the same way La Mu shared their stories. They can also express their thoughts, questions, and comments on each of the children's lives. Ask for volunteers to read out their letter in front of the class.

Sample trivia on China that the students might find interesting:

- China produces about 70 percent of the world's silk supply.
- Ketchup originated in China as a pickled fish sauce called ke-tsiap.
- In China, fish is eaten more than three times what it is in the United States.
- Chopsticks originated from China approximately 4,000 years ago.
- Silk was developed in China where it was kept a secret for more than two thousands years.
- The Great Wall stretches for about 4,500 miles across North China.
- Snake is a delicacy in China.
- Tea was discovered in China more than 5,000 years ago.
- Rice flour was used to strengthen some of the bricks that make up the Great Wall of China.
- China's principal mountain ranges are the Tien Shan, the Kunlun chain, and the Trans-Himalaya.
- Watermelon is considered a good gift to give a host in China.
- Twenty percent of China's plants are used in medicine.
- The story of Mulan had been told in China for almost 1,500 years before Disney decided to make it into an animated movie.
- The Chinese year is based on the cycles of the moon.
- The Chinese calendar dates back to 2600 B.C. It is the oldest known calendar.



Activity Sheets

What I found out about China:

Continent / Location	
Capital	
Population	
Size	
Former colonizers	
Languages	
Religion	

How China is different / the same as my country:

	China	My Country
Similarities		
Differences		

What I think of China:

	Before watching the video	After watching the video
People		
Environment		
What children there do		
Daily life		

My weekly schedule:

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Morning							
Afternoon							
Evening							

Post-Viewing Questionnaire:

	La Mu	Yun Jie
Age		
Her/his home / neighborhood		
The people around her/him		
Her/his activities		
Her/his hopes / ambitions		
What she/he likes / dislikes		
What makes her/his life good		

This Is My World: Indonesia

1. Faozan's Story
2. Robin's Story
3. Edi's Story

1) Faozan's Story: I Live Next to a Padi Field

Meet a boy who grew up in the rice fields of Java, Indonesia. Experience what it's like to run around open spaces and play to your hearts content. See also how Mother Nature can take all this away as he tells us about a mud volcano that has wiped out towns similar to his – covering houses with mud and destroying schools in the area.



2) Robin's Story: I Live on the Streets:

Meet a streetwise young boy who begs for money on the streets of Jakarta, Indonesia. Find out how he and his friends live in makeshift houses along the sidewalks, see how they work the streets, and hear him talk about his hopes and dreams for a better future.

3) Edi's Story: I Live In a Train Station:

Meet a young boy and his monkey from a small village in Indonesia as they entertain commuters on the train by performing tricks in exchange for a few treats. Find out how he and other street buskers like him live day by day, with little food and meager earnings.

Learning Objectives

This exercise aims to allow students to:

- get some understanding of the Indonesian culture and how it is different from their own
- compare how they live versus how children in the streets of Indonesia live
- become aware of the hardships faced by their less privileged peers
- point out some similarities between them and children from Indonesia
- find out some basic facts about Indonesia through their own research
- get a sense of the geographic location of Indonesia

Pre-viewing Activities

1. Have students do some basic research about Indonesia, through the internet or library books. Get them to find out:
 - which continent it belongs to and where it is on the map
 - what is the capital city
 - what is the population of the country
 - how many islands make up Indonesia
 - which countries once ruled over Indonesia
 - what are the official languages
 - what is the main religion
2. Write down some of their initial thoughts / impressions / pre-conceived ideas about Indonesia. Focus on:
 - what they think of the people living there
 - what the country looks like
 - what kids their age might be doing
3. Make a list of their usual weekly activities.

Viewing Activities

Option : You can choose to watch the three stories one after another, or conduct the activity after viewing one story at a time

1. Play “Faozan’s Story” once without interruption. Ask the students to just sit back and watch it.
2. Repeat the viewing and post-viewing activities for Robin and Edi’s stories.

Post-Viewing Activities

1. After viewing “Faozan’s Story”, conduct an open discussion with your students on Faozan’s life.

Suggested questions :

- Faozan's family situation and living conditions (e.g. the village he lives in / what it is like living in a rural village with very basic facilities)
- Faozan's friends and their neighbourhood; the games they play; their camaraderie despite their poverty
- Their agricultural lifestyle and customs of celebrating significant events like the harvest festival
- The physical vulnerability of the country and its people to the forces of nature such as volcanic eruptions and mud avalanche
- The people's resilience despite the challenging circumstances of their lives

After viewing Robin's story, conduct an open discussion about Robin's life.

- Robin's job – what he does and the skills he would need
- Robin's friends – what drove them to such a situation and their attitude towards life?
- The crowded streets of Jakarta and its infamous traffic jams which serves as an opportunity for Robin and his friends to earn their income
- What do you think of Robin's living conditions? Would you be able to live in such a home?
- What do you think of their friendship?
- Do you think they are very creative and enterprising? They were able to make their own musical instruments (*maracas*) from bottle caps and sticks as tools to assist them at work
- What do you think of their strength in character and resilience – of wanting to earn an honest living as opposed to taking the easy way out by stealing or doing other deeds which are against the law.
- What do you think their dreams of becoming superman, doctors and even pilots?

After viewing Edi's story, initiate an open discussion about his way of life.

- What do you think of Edi's job and his relationship with his pet monkey, Bobo?
- What do you think of Edi's independence? Discuss how he earns a living away from his poor parents who are in a faraway village. Can you imagine yourself in his shoes?

- Edi's work environment – the train, the passengers, the competition from other street children
 - Edi and his group led by his brother, Gopeng – how they operate and try to survive
 - The potentially dangerous environment around the train station for children like Edi and his friends.
 - Edi's yearning for his parents
 - Edi's hopes and dreams
2. Divide the students into groups and ask them to put together the research materials gathered on Indonesia. Get each group to write a summary of what they have. Compare Indonesia to their own country.
 3. Bring out their list of initial thoughts and impressions about the Indonesia and write down what they thought of it after watching the videos. Has any of it changed? Which ones were reinforced or remain the same?
 4. Bring out their list of weekly activities and write a similar list for the kids they saw on the videos. Compare the two lists.
 5. Ask the different groups to present to the class all that they have learned about Indonesia and the people there, based on their research and what they've watched. Highlight some of the situations that are less than ideal and give suggestions on what can be done about them.
 6. To end the activity, get each student to write a letter to Faozan, Robin and Edi telling them about their own lives, the same way Faozan, Robin and Edi shared their stories. They can also express their thoughts, questions, and comments on each of the children's lives.
 7. Ask for volunteers to read out their letter in front of the class.

Sample trivia on Indonesia that the students might find interesting:

- Indonesia is a vast equatorial archipelago of 17,000 islands
- Population of 220 million in 2003, the fourth most populous nation in the world.
- 86 percent are Muslim.
- It has over 580 languages and dialects—but only 13 have more than one million speakers.
- The world's second-largest concentration of rainforests is found in Indonesia. Only Brazil's is larger.
- The largest reptile alive, the Komodo dragon, is found only on Indonesia's Komodo Island.
- The Komodo dragon can live to be over 100 years old and can be measured as long as 3 metres from head to tail, and can weigh 136 kilos.
- With over 400 active volcanoes, there are over 3 earthquakes per day.
- Marco Polo was one of the first Europeans to visit Indonesia.
- Europeans went to Indonesia in search of spices. Spices were a very valuable commodity in Europe.





Activity Sheets

What I found out about Indonesia:

Continent / Location	
Capital	
Population	
No. of Islands	
Former colonizers	
Languages	
Religion	

How Indonesia is different / the same as my country:

	Indonesia	My Country
Similarities		
Differences		

What I think of Indonesia:

	Before watching the video	After watching the video
People		
Environment		
What children there do		
Daily life		

My weekly schedule:

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Morning							
Afternoon							
Evening							

Post-Viewing Questionnaire:

	Faozan	Robin	Edi
Age			
His home / neighborhood			
The people around him			
His activities			
His hopes / ambitions			
What he likes / dislikes			
What makes his life good			

This Is My World: Philippines

1. Jessica's Story

2. Ruth's Story

1) Jessica's Story: I Live By the Train Tracks:

Meet a bright and talented child from the Philippines. Listen in as she sings her heart out – to earn a little money along the train tracks, or to get a shot at stardom by joining amateur singing contests. Find out why singing has become so ingrained in the country's culture.

2) Ruth's Story : I Live in a Busy City:

Meet a girl from the Philippines as she leads you through the busy streets of the country's capital of Manila. Get a taste of the locals' favourite soya bean curd snack, see remnants of Spanish rule through the horse drawn carriages, and take a ride in one of the many jeepneys plying the roads.

Learning Objectives

This exercise aims to allow students to:

- get some understanding of the Philippine culture and how it is different from their own
- compare how they live versus how children in the streets of Manila live
- become aware of the hardships faced by their less privileged peers
- point out some similarities between them and children from the Philippines
- find out some basic facts about the Philippines through their own research
- get a sense of the geographic location of the Philippines

Pre-viewing Activities

1. Have students do some basic research about the Philippines, through the internet or library books. Get them to find out:
 - which continent it belongs to and where it is on the map
 - what the capital city is

- what the population of the country is
 - how many islands make up the Philippines and what the 3 main islands are
 - which countries once ruled over the Philippines
 - what the official languages are
 - what the main religion is
2. Write down some of their initial thoughts / impressions / pre-conceived ideas about the Philippines. Focus on:
- what they think of the people living there
 - what the country looks like
 - what kids their age might be doing
3. Make a list of their usual weekly activities.

Viewing Activities

Option : You can choose to watch both stories one after another, or conduct the activity after viewing one story at a time

1. Play “Jessica’s Story” once without interruption. Ask the students to just sit back and watch it.
2. Repeat activity with “Ruth’s Story”.
3. After viewing the two videos, give the students a list of questions about Jessica and Ruth and their situations.
4. Play the two videos again, one after the other, and get the students to gather information needed to answer the questions.

Post-Viewing Activities

1. After viewing the two videos twice, give the students some time to answer the questionnaire handed out earlier.
2. Conduct an open discussion about what the students thought about:

Jessica

- Jessica's family situation and living conditions (e.g. how she must feel living with a stepfather and a stepbrother / what it's like living in a small house)
- Jessica's mixed race and how she fits in with her society
- Jessica's neighborhood along the railway
- Jessica's talent in singing
- Jessica's hopes and dreams of becoming a famous singer

Ruth

- Ruth's neighborhood and the different people working and living there
 - The flooded streets of Manila
 - The "jeepney" as a form of transportation in the Philippines
 - The "kalesas" (horse drawn carriages)
 - The local food "taho" and where it comes from
 - Some activities of the children as seen on the video
3. Divide the students into groups and ask them to put together the research materials gathered on the Philippines. Get each group to write a summary of what they have. Compare the Philippines to their own country.
 4. Bring out their list of initial thoughts and impressions about the country and write down what they thought of it after watching the videos. Has any of it changed? Which ones were reinforced or remain the same?
 5. Bring out their list of weekly activities and write a similar list for the kids they saw on the videos. Compare the two lists.
 6. Ask the different groups to present to the class all that they have learned about the Philippines and the people there based on their research and what they've watched. Highlight some of the situations that are less than ideal and give suggestions on what can be done about them.
 7. To end the activity, get each student to write a letter to Jessica and Ruth telling them about their own lives, the same way Jessica and Ruth shared their stories. They can also express their thoughts, questions, and comments on each of the girls' lives.
 8. Ask for volunteers to read out their letter in front of the class.

Sample trivia on the Philippines that the students might find interesting:

- The Philippines consists of more than 7 thousand islands
- There are only two seasons, the wet and the dry
- Magellan landed in the Philippines in 1521, where he died

- Spain, Portugal, United States and Japan have had colonies in this country
- It has the largest Boy Scout organization in the world with over 3 million members
- It is the third largest English speaking nation in the world behind the United States and England
- The “jeepney” was inspired by the GI jeeps that American soldiers brought to the country in 1940.
- The largest wild animal is the tamaraw, a species of the buffalo
- Filipinos celebrate the longest religious holiday. The Christmas season begins Sept. 1st and ends the first week of January.
- The “yoyo” was invented by 16th century hunters in the Philippines
- The largest fish in the world, the whale shark, swims in its waters
- It has the longest underground river system in the world



Activity Sheets

What I found out about the Philippines:

Continent / Location	
Capital	
Population	
No. of Islands	
Former colonizers	
Languages	
Religion	

How the Philippines is different / the same as my country:

	Philippines	My Country
Similarities		
Differences		

What I think of the Philippines:

	Before watching the video	After watching the video
People		
Environment		
What children there do		
Daily life		

My weekly schedule:

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Morning							
Afternoon							
Evening							

Post-Viewing Questionnaire:

	Jessica	Ruth
Age		
Her home / neighborhood		
The people around her		
Her activities		
Her hopes / ambitions		
What she likes / dislikes		
What makes her life good		