

WILD
RICE

LEARNING RESOURCE PACK

#FeelingsToTheMax

A NEW FRIEND



Dear Parents & Teachers,

We made this new season of **#FeelingsToTheMax** as a way to explore the topic of race.

There are many ways to approach this topic, which might be tricky to navigate. We wanted **#FeelingsToTheMax: A New Friend** to provide a starting point for a conversation. We believe it is a conversation we need to have, regardless of one's background and personal experiences.

While this does not take away any difficult situation that you and your child might have experienced, we hope that it will provide an opportunity for learning, a platform for conversation, and the chance to develop more awareness and kindness.

We begin this journey with you through the three episodes of the show that you can watch online here - **#FeelingsToTheMax: A New Friend**.

Next, we have a Learning Resource Pack, which contains three lesson plans that can be used as part of the Citizenship & Character Education classes in primary schools. These activities can also be carried out at home by parents. We have also included additional resources that will help you and your child gain a deeper understanding of the topic of race.

If you have any questions or feedback, please get in touch and drop us an email at academy@wildrice.com.sg

With love,

The Wild Rice Academy Team

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SECTION 1: PREPARATION

Before you begin engaging with your child, take some time to prepare yourself with our tips and tools for discussion in this section.

Here are our suggestions:

- **Watch Through All Episodes**

Watch all 3 episodes before your child so you know what to expect. You can access the link here:

[#FeelingsToTheMax: A New Friend.](#)

- **A Little Note From Jasmine**

We have included the introduction by Jasmine, the writer and director of the series, that opened the first episode of the season. You may use this to prepare and lay the ground for your child in terms of what to expect.

- **The Feelings Wheel**

This is a useful tool to have on hand should you need to address any feelings that may arise through this process.

- **Talking About Race**

Even for adults, talking about race can be scary and uncomfortable. We have compiled some tips to help create the right environment to discuss issues on race.

A LITTLE NOTE FROM JASMINE

“Hello there! My name is Jasmine and I’m a good friend of Max.

In this season, which comprises three episodes, we’ll be talking about something important - the topic of race. In a multi-cultural city like Singapore, the people who stay here are from different countries, speak different languages, and eat different foods. There are things that are similar between them and things that are different too.

The things explored in this episode are important, but can be difficult to talk about sometimes. At some points, you may feel very uncomfortable hearing some things mentioned in the show. We hope that you’ll be able to talk about these uncomfortable feelings and moments with your teacher, with your parents, or even with your friends, so that we can all learn together. Remember, there are always people around to listen to you and answer your questions.

We hope you enjoy and learn from watching Max’s story.”

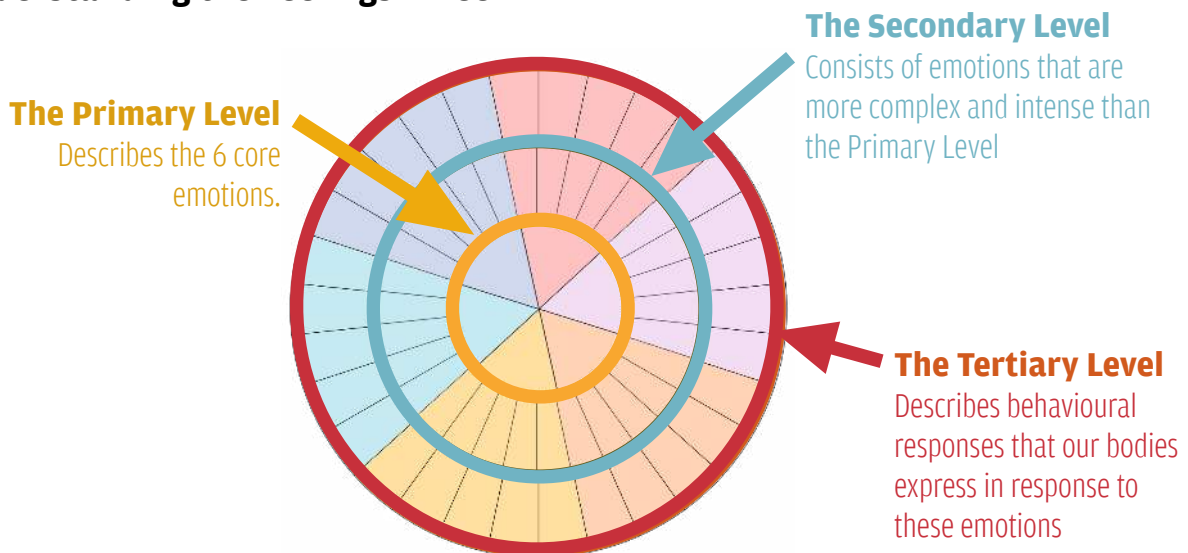


THE FEELINGS WHEEL

Talking about race, as well as any other sensitive topics, could bring up some uncomfortable feelings for everyone, children included. The Feelings Wheel can enable children to build their emotional vocabulary to identify and describe their feelings.

We have adapted the Feelings Wheel to include different types of behavioural responses. This is to help children build more awareness about their bodies and the ways in which they express and signal emotions that they are feeling.

Understanding the Feelings Wheel



How to use the Feelings Wheel

There are many ways you can use the Feelings Wheel to help your child identify and describe their feelings.

Example 1:

Primary ➡ Secondary ➡ Tertiary

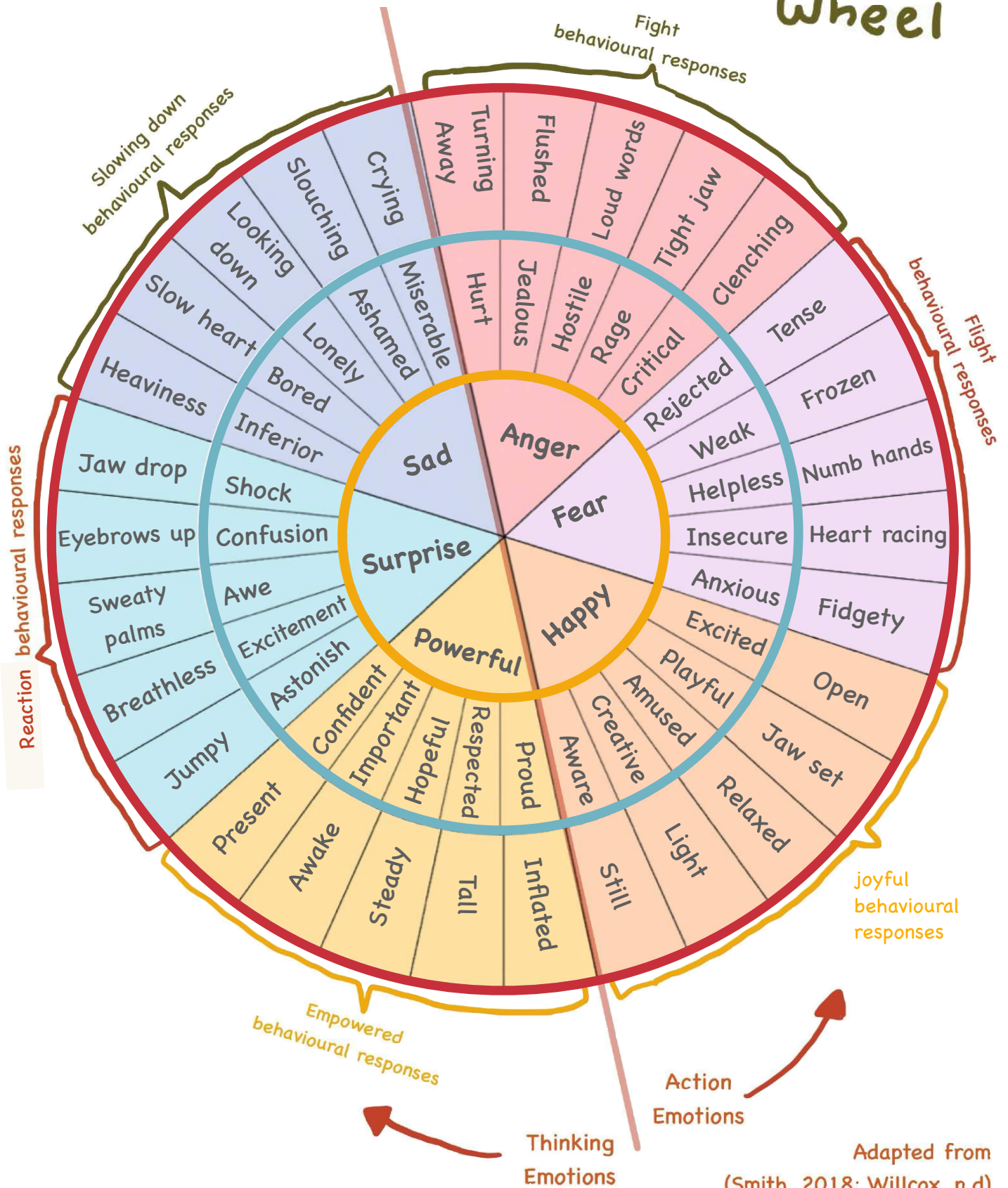
Begin with the Primary Level in trying to identify the core emotions with your child. Move towards the Secondary Level to explore the intensity of the core emotions, then have them observe or recall their bodily responses to these emotions from the Tertiary Level.

Example 2:

Tertiary ➡ Primary ➡ Secondary

We could also begin by observing and noting the behavioural responses of your child - this will help them become more aware of these responses. Then, identify the core emotions at the Primary Level before defining the emotions at the Secondary Level.

The FEELINGS Wheel



TALKING ABOUT RACE

Here are some things to bear in mind when starting the conversation about race (and to keep it going):

Why is it important to talk about race?

When we teach children that it is okay to talk about race, we help them to better understand, respect and appreciate the differences between people, races and cultures. This, in turn, helps them develop empathy and compassion for others.

What if I don't have an answer?

It is okay not to have all the answers. If you do not know the answer to a question your child asks, be honest and say so. Tell your child that you will find out the answer and share what you learn with them.

Is there a best way to talk about race?

There is no “right” way to talk to children about race. For each family, the conversation will be different, as it will depend on your own race, nationality and personal experiences.

Plan for a marathon, not a sprint.

Talking about race with your child should not be a one-time occurrence. Children are curious and, as they grow, will learn and have new experiences. Encourage your child to come to you with questions, and to continue talking about important issues like race.

I've learnt so much from Mylo and Auntie Fangold about the Bougieli and their race, culture and food.

There are other races in Singapore that I want to learn more about too!



TIPS FOR DISCUSSING ISSUES ON RACE

1. Open your child's mind and heart to other cultures

We may live in a multi-racial country, but it is possible for children to go many years without experiencing cultures beyond their own. Expose your child to the depth and diversity of racial and cultural experiences in Singapore. These might include taking them to festivals, special events, celebrations and museums, and introducing them to films, books and music. Make sure to provide your child with the opportunity to share their thoughts and observations on these experiences.

2. Help your child navigate their curiosity and their biases

It is natural for children to ask questions. Pay attention to what your child is actually asking, and think about why they are doing so. Have a conversation with them to clarify what your child is asking and thinking – their views on race might well be different from our own, which are affected by our own life-long perspectives and prejudices.

Similarly, if they bring up something with negative undertones when talking about race, do not shut them down. Instead, use this as an opportunity for reflection. Try to understand the roots of the biases your child is expressing. For example, if they use a racially derogatory term, find out where they picked it up, and take the time to explain why they should not use it.

3. Create a safe place to share feelings.

Some topics may be tricky to discuss, and could bring up emotions like anger, sadness, confusion and more. If your child has had negative experiences relating to any of these topics in the past, they may be fearful or wary of expressing their true feelings.

Let your child know that their feelings are important and it is okay to feel those emotions. You should be willing and open to share your feelings with your child too. For example, you can tell your child, “I feel angry right now and that’s okay. I won’t always feel this way.” This will help your child put things into perspective.

SECTION 2: SUGGESTED ACTIVITIES & LESSON PLANS

In this section, you will find detailed instructions for suggested activities and complete lesson plans that you may use or adapt as necessary.

Here are our suggestions:

- **Guide for Parents**

The lesson plans may be a lot to go through, so we have prepared a helpful reference guide regarding the activities you may wish to do with your child.

- **Lesson Plans for Lower Primary Students**

Each episode of the series is accompanied by a lesson plan. Together with the worksheets and the videos, this can be used or adapted for your specific classroom needs.

- **Lesson Plans for Upper Primary Students**

Each episode of the series is accompanied by a lesson plan. Together with the worksheets and the videos, this can be used or adapted for your specific classroom needs.

GUIDE FOR PARENTS

If you would like to further explore the key themes and topics, you can consider engaging your child through the following activities from our lesson plans. You can conduct these activities at home, tailoring them for your child's age group and education level. Help explain the instructions to your child!

Here are the suggested activities which you will find in the following pages:

From the Episode 1 Lesson Plan

- Activity: Post Video Discussion
- Activity: Max & Mylo's Inner Thoughts (Comic Strip)
- Activity: Rewind! Let's Try Again!

From the Episode 2 Lesson Plan

- Activity: Max, Mylo, Auntie Fangold & Assumptions
- Activity: Post-Video Discussion
- Activity: Apology

From the Episode 3 Lesson Plan

- Activity: Post-Video Discussion — Auntie Fangold
- Activity: How Do We Ask Questions Politely?
- Activity: Similarities & Differences: Max & Mylo
- Activity: Similarities & Differences: My Friend & I

Hello Parents!

Do take note that the lesson plans are differentiated by age. There is one set for Lower Primary Students (ages 7-9) and another set for Upper Primary (ages 10-12)!



LESSON PLANS FOR LOWER PRIMARY STUDENTS

This set of lesson plans is designed for students aged 7 to 9.

Resources Required:

- **Video Links, Projector & Speaker**

The link to the video series can be found here:

#FeelingsToTheMax: A New Friend.

- **Worksheets**

You can find accompanying worksheets in the following section. They have been designed to be printer-friendly.

- **Whiteboard & Marker**

For group activities and writing down key discussion points



Episode 1 - The Incident (Lower Primary)

Time: 55 minutes

Instructional Objectives

By the end of the lesson, students should be able to:

1. Reflect on how individual behaviours and words can affect another person.
2. Share different perspectives and thoughts about Max and Mylo's feelings.
3. Explore how one can make a new friend who is different from ourselves.

TIME	LESSON DEVELOPMENT	RESOURCES
5 mins	<p>Activity: Introduction</p> <p>Teacher introduces <i>#FeelingsToTheMax: A New Friend</i> to the students. Teacher explains that we will explore the topic of race and difference, and that we will be watching a video and having a discussion about what they have watched after.</p>	
10mins	<p>Activity: Watch The Video: Episode 1</p> <p>Introduce students to video, encourage them to watch and think about questions as they are watching the video.</p> <p>Link: https://youtu.be/daEgsi8w3g4</p> <p><u>Introduction Note from the Video</u></p> <p>The video has an introduction that succinctly touches on and state the objectives of all three episodes.</p>	<ul style="list-style-type: none">- Projector- Sound System

TIME	LESSON DEVELOPMENT	RESOURCES
	<p>"Oh, hello there! Thank you for tuning in to watch Max's story. My name is Jasmine and I'm a good friend of Max.</p> <p>In this next few episodes, we'll be talking about something important, the topic of race. In a multi-cultural city like Singapore, the people who stay here are from different countries, speak different languages, and eat different foods. There are things that are similar between them and things that are different too.</p> <p>The things explored in this episode are important, but can be difficult to talk about sometimes. At some points, you may feel very uncomfortable hearing some things mentioned in the show. We hope that you'll be able to talk about these uncomfortable feelings and moments with your teacher, with your parents, or even with your friends, so that we can all learn together. Remember, there are always people around to listen to you and answer your questions. Thank you for listening to me, now let's watch Max's story."</p>	
5mins	<p>Activity: Post video discussion</p> <p>Introduce students to video, encourage them to watch and think about questions as they are watching the video.</p> <p>After the video, engage in active recall of what students have just watched.</p> <p>Identify:</p> <ol style="list-style-type: none"> 1. Who the characters are? 2. What happened? 3. What were the moments of misunderstanding? 	

TIME	LESSON DEVELOPMENT	RESOURCES
15mins	<p>Activity: Max & Mylo's Inner Thoughts</p> <p>Teacher is to guide a discussion on two selected moments from the Episode. Teacher groups the students in pairs. Each pair is to fill up Mylo's thoughts in their worksheet after discussing each moment.</p> <p><i>Moment 1: He charged towards Mylo and said Hello!</i></p> <p><i>Possible questions to facilitate discussion:</i></p> <ul style="list-style-type: none"> - <i>Why is Mylo so interesting to Max?</i> - <i>Why does Max charge towards Mylo instead of walking over?</i> - <i>What was the response Max was hoping to get from Mylo?</i> - <i>Why do you think Mylo did not respond this way?</i> - <i>Why is Mylo unwilling to respond to Max?</i> <p><i>Teacher is to give students time to fill up Mylo's thought bubble after the discussion. Teacher to ask selected pairs to share what they wrote in Mylo's thought bubble.</i></p> <p><i>Moment 2: Max commented on Mylo's long fur and how it was different because not many people have long fur. Max compared Mylo's fur to his friend's Dog</i></p>	<ul style="list-style-type: none"> - Max & Mylo's Inner Thoughts Worksheet: Moment 1 - Max & Mylo's Inner Thoughts Worksheet: Moment 2

TIME	LESSON DEVELOPMENT	RESOURCES
	<p><i>Possible questions to facilitate discussion:</i></p> <ul style="list-style-type: none"> - <i>What was Mylo's response to Max saying this?</i> - <i>What do you think Mylo is feeling?</i> - <i>How would you feel if you were Mylo?</i> - <i>What was Max trying to say to Mylo?</i> - <i>What did Mylo understand from Max?</i> - <i>Why do you think Mylo thinks that?</i> - <i>What could Max have said instead?</i> <p><i>Teacher is to give students time to fill up Max & Mylo's thought bubble after the discussion.</i> <i>Teacher to ask selected pairs to share what they wrote in Max & Mylo's thought bubble.</i></p>	
15mins	<p>Activity: Rewind! Let's try again!</p> <p>Teacher talks about how Max highlights the differences between himself and Mylo throughout his very first conversation with Mylo. Max also says certain things about Mylo's appearance and culture.</p> <p>As explored in the earlier activity, this hurts Mylo. If we could rewind time and try again, how could Max have approached Mylo differently?</p> <p>Let's give it a go!</p> <p>Teacher asks each pair to role-play as Mylo and Max. This time, the students should come up with their own lines of what they would do when meeting and introducing themselves to a new person who is different from themselves.</p> <p>Teacher to ask selected pairs to share their presentation.</p>	

TIME	LESSON DEVELOPMENT	RESOURCES
5mins	<p><i>Activity: Reflection & Debrief</i></p> <p>Teacher recaps and reflects on key points of the session with the students. Teacher explains that they will find out what happens next to Max and Mylo in the following lesson.</p>	



Episode 2 - The Investigation (Lower Primary & Upper Primary)

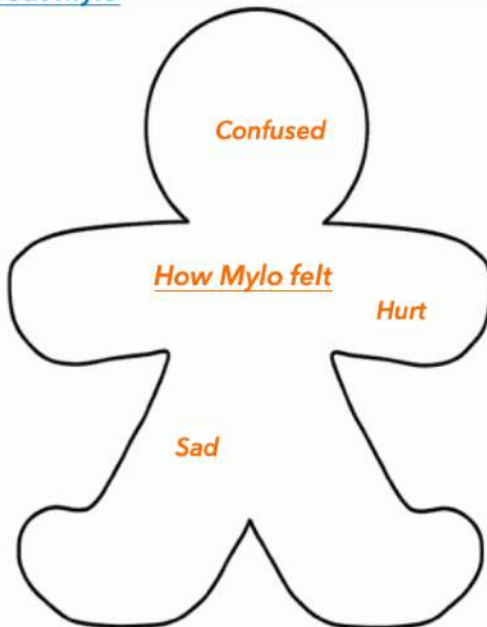
Time: 55 minutes

Instructional Objectives

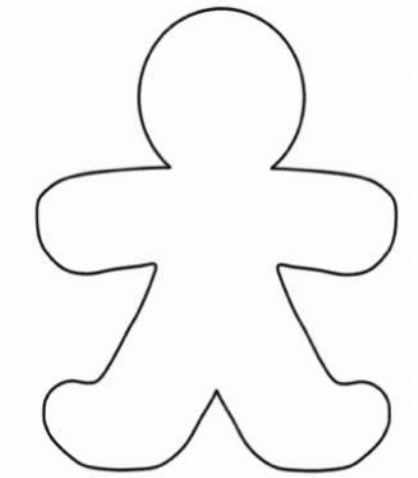
By the end of the lesson, students should be able to:

1. Learn about what assumptions are, and how they can affect others
2. Practice reflective communication
3. Engage in perspective taking

TIME	LESSON DEVELOPMENT	RESOURCES
5 mins	<p>Activity: Recap</p> <p>Recap with the class what happened and what was discussed in the previous lesson.</p> <ul style="list-style-type: none">- Max wanted to make friends with a new students in class, Mylo.- Max said certain things to Mylo which caused Mylo to feel that Max is very mean, and Mylo told Max that he doesn't want to be friends with him- Max is confused on why Mylo said that he is mean	

TIME	LESSON DEVELOPMENT	RESOURCES
10mins	<p>Activity: Max, Mylo, Auntie Fangold & Assumptions</p> <p>Teacher draws a gingerbread man outline of Mylo. On the outside, Teacher writes the title <i>“Things that Max said about Mylo”</i>. Teacher asks the class what Max said about Mylo, and writes it on the whiteboard, around the gingerbread man.</p> <p>On the inside of the gingerbread man, Teacher writes the title <i>“How Mylo felt”</i>. Teacher asks the class how Mylo felt about what Max said, and writes it on the whiteboard.</p> <p><u>Example:</u></p> <div><p><u>Things that Max said about Mylo</u></p><div><p>Mylo smells like wet clothes</p><p>Mylo's English is good for a Bougieli</p><p>Mylo's fur is like dog fur.</p></div></div>	

TIME	LESSON DEVELOPMENT	RESOURCES
	<p>Teacher can paraphrase the following paragraph to explain assumptions to the class:</p> <p>Now, why did Max say the things that he said about Mylo? We explored in the last lesson that Max wanted to be Mylo's friend. It seems that Max has never had a friend who is Bougieli's before, and did not know a lot about the Bougieli's. The things that Max's said about Mylo were his assumptions about Mylo. Assumptions are something that you think about another person or thing without it necessarily being true.</p> <p>[Possible Example: All vegetables are disgusting may be an assumption that could have been created from your experience with one singular vegetable.]</p> <p>But how did Max come to these assumptions about Mylo? The only Bougieli person that Max knows, is Auntie Fangold.</p> <p>Teacher draws a gingerbread outline of Auntie Fangold next to Mylo. On the outside, Teacher writes the title "Things that Max said about Auntie Fangold". Teacher asks the class what Max said about Auntie Fangold, and writes it on the whiteboard.</p> <p>Teacher should write: English is not very good, it's very funny to listen to her, as I don't know what she is saying half the time.</p>	

TIME	LESSON DEVELOPMENT	RESOURCES
	<p data-bbox="315 260 450 292"><u>Example:</u></p> <p data-bbox="360 339 936 371"><u>Things that Max said about Auntie Fangold</u></p> <div data-bbox="488 403 1491 882">  <p data-bbox="488 491 663 563"><i>Her English is not very good</i></p> <p data-bbox="1198 451 1379 555"><i>It's very funny to listen to her talk</i></p> <p data-bbox="1178 730 1491 802"><i>Max doesn't know what she's saying half the time.</i></p> </div> <p data-bbox="315 946 1630 1026">Teacher can paraphrase the following paragraph to continue to explain assumptions to the class:</p> <ul data-bbox="344 1074 1630 1409" style="list-style-type: none"> - Auntie Fangold and Mylo are similar in one thing: They are both Bougieli. - Now, Auntie Fangold doesn't speak English very well. Does that mean that Mylo would automatically not speak English well? - Why did Max think that way? - Do we know how long Mylo has been living in Singapore? How long has he been learning and speaking english? - The things that Max's said about Mylo were his assumptions about Milo. - Do we recall the meaning of the word, assumptions? 	

TIME	LESSON DEVELOPMENT	RESOURCES
10mins	<p>Activity: Watch The Video - Episode 2: The Investigation</p> <p>Introduce students to video, encourage them to watch and think about questions as they are watching the video.</p> <p>Link: https://youtu.be/c5annKI0ND0</p>	<ul style="list-style-type: none"> - Projector - Sound System
5mins	<p>Activity: Post-Video Discussion</p> <p>We can see that through his conversation with Hafidz, Max has realised where he went wrong, and might have offended Mylo. After we realise we have hurt someone, it's important that we make up for it. Sangeetha from <i>Sleuthing with Sangeetha</i>, shared 3 very important steps in making up to someone who could share what it is?</p> <p>Do we recall the three steps?</p> <ol style="list-style-type: none"> 1. Apologise. 2. Apologise specifically for the thing we did wrong 3. Wait for the other person to respond 	
20mins	<p>Activity: Apology</p> <p>Freeze Frame</p> <p>For this activity, teachers may want to push tables and chairs to the side. Students to work in pairs. In their pairs, decide who would be Max and Mylo.</p> <p>10 Second Scene</p> <p>Students will create a 10 second scene where Max takes Sangeetha's advice.</p>	

TIME	LESSON DEVELOPMENT	RESOURCES
	<p>Teacher can ask students to reference the What Max said about Mylo portion on the Whiteboard.</p> <p><u>3 steps to Apology:</u></p> <ol style="list-style-type: none"> 1. Apologise. 2. Apologise specifically for the thing we did wrong 3. Wait for the other person to respond. <p>Presentation</p> <p>Teachers to ask selected pairs to showcase their 10 second scene.</p>	
5mins	<p>Activity: Reflection & Debrief</p> <p>Teacher recaps and reflects on key points of the session with the students. Teacher explains that they will find out what happens next to Max and Mylo in the following lesson.</p>	



Episode 3 - Trying Again (Lower Primary)

Time: 55 minutes

Instructional Objectives

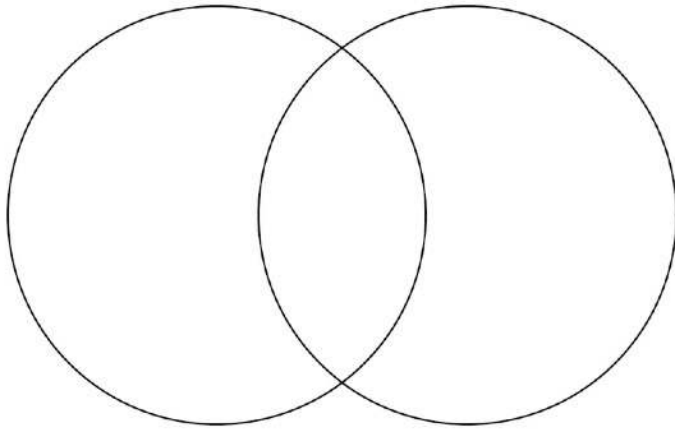
By the end of the lesson, students should be able to:

1. Understand the importance of learning and appreciating difference
2. Learn how to ask questions about difference in a polite manner
3. Apply the principles learnt in the lesson by asking a friend about similarities and differences

TIME	LESSON DEVELOPMENT	RESOURCES
5 mins	<p>Activity: Recap</p> <p>Recap with the class what happened and what was discussed in the previous lesson.</p> <ul style="list-style-type: none">- Max met Hafidz from <i>Huddle with Hafidz</i>, and through his conversation with Hafidz, he understood that what he said to Mylo was not very nice.- Max then met Sangeetha from <i>Sleuthing with Sangeetha</i>, and he learnt how to apologise.- Max found out that Mylo wanted to change classes.	
10mins	<p>Activity: Watch The Video: Episode 3</p> <p>Introduce students to video, encourage them to watch and think about questions as they are watching the video.</p> <p>Link: https://youtu.be/xf7FPxmCvqc</p>	<ul style="list-style-type: none">- Projector- Sound System

TIME	LESSON DEVELOPMENT	RESOURCES
5mins	<p>Activity: Post-Video Discussion - Auntie Fangold</p> <p>The teacher recaps the key points of the Episode with the students. The teacher then brings attention to Auntie Fangold.</p> <p>Teacher can paraphrase the following paragraph to discuss learning points from Auntie Fangold with the class:</p> <p>On the way to visit Auntie Fangold, Max realises that Auntie Fangold might not like it very much that Max touches her fur, even though she responded to him by laughing and hugging him. That confuses Max.</p> <p>But how many of you can relate to Auntie Fangold? <i>[Teacher can ask students to close their eyes such that they will be more comfortable to answer honestly]</i></p> <p>Raise your hand if you have ever had a friend say something or do something to you that made you upset or uncomfortable, but you laughed it off. How many of you were feeling sad on the inside, while you were laughing on the outside?</p> <p>So we can see that we can understand why Auntie Fangold did what she did. This also shows us that we should always be mindful of what we say or do to others: Even if a person laughs it off, it does not mean that what you have said or done is okay.</p> <p>Let's now look at Max's response to realising that Auntie Fangold might have been uncomfortable. First, he apologises to her - we practiced how to do that in our last lesson. After that, he asks to find out more about her. He then learns more about Auntie Fangold, and a little bit of background of the Bougieli's.</p> <p>When we are meeting a friend that is different from us, how do we ask questions politely to find out more when we are curious?</p>	

TIME	LESSON DEVELOPMENT	RESOURCES
10mins	<p>Activity: How do we ask questions politely?</p> <p>Teacher explains some key things to bear in mind when asking questions:</p> <ul style="list-style-type: none"> - Listen and be present. - Be thoughtful of others feelings. - Acknowledge others and say thank you. - Neutral tone of voice - don't shout or raise your voice. - Smile <p>Ways to ask questions:</p> <ul style="list-style-type: none"> - May I - Would you mind - Will you - Can you - Could you <p>Teacher asks the students to think about WHY they would be curious about certain things, and the OBJECTIVE of these questions.</p> <p>Teacher reminds the students that there will always be similarities and differences between two people, and we don't have to be afraid about finding out more about a culture or a person that is seemingly different from us. It's about appreciating our differences, finding common ground in our similarities, and building relationships.</p>	

TIME	LESSON DEVELOPMENT	RESOURCES
10mins	<p data-bbox="309 233 1003 268">Activity: Similarities & Differences: Max & Mylo</p> <p data-bbox="309 344 1675 379">Let's use Max & Mylo as an example. There are some clear differences between Max and Mylo.</p> <p data-bbox="309 424 1146 459">Teacher to draw a Venn diagram on the board like below:</p> <div data-bbox="663 491 1335 1015"> <div data-bbox="712 491 931 523"><u>Max - Dominasian</u></div> <div data-bbox="1120 491 1303 523"><u>Mylo - Bougieli</u></div>  </div> <p data-bbox="309 1069 1599 1104">The circle on the Left is Max, the circle on the right is Mylo. As a class, fill this up together.</p> <p data-bbox="309 1155 1603 1232">On the left, fill in what makes Max, a Dominasian different from Mylo, a Bougieli. What are some key things about Dominasian?</p> <p data-bbox="309 1283 1635 1359">On the right, fill in what makes Mylo, a Bougieli, different from Max, a Dominasian. What are some key things about Bougieli's?</p> <p data-bbox="309 1410 1155 1439">In the centre, fill in what makes both Max and Mylo similar.</p>	

TIME	LESSON DEVELOPMENT	RESOURCES
10mins	<p>Activity: Similarities & Differences: My Friend & I</p> <p>What about the similarities and differences that we have with each other?</p> <p>Teacher gives out the worksheet.</p> <p>Teacher asks the students to put into practice what they learnt earlier during the lesson: How to ask questions politely. The Teacher pairs the students up, and guides the students to ask each other questions and find out what is similar and different between the both of them. They fill up their worksheet.</p> <p>Teacher can call on selected pairs to present their Worksheet to the class.</p>	<p>- Worksheet: Our Similarities & Difference (Lower Primary)</p>
5mins	<p>Activity: Reflection, Debrief, and Closure</p> <p>Teacher guides students to reflect on 3 main takeaways of the entire programme, and wraps up the entire programme.</p>	

LESSON PLANS FOR UPPER PRIMARY STUDENTS

This set of lesson plans is designed for students aged 10 to 12.

Resources Required:

- **Video Links, Projector & Speaker**

The link to the video series can be found here:

#FeelingsToTheMax: A New Friend.

- **Worksheets**

You can find accompanying worksheets in the following section. They have been designed to be printer-friendly.

- **Whiteboard & Marker**

For group activities and writing down key discussion points



Episode 1 - The Incident (Upper Primary)

Time: 55 minutes

Instructional Objectives

By the end of the lesson, students should be able to:

1. Reflect on how individual behaviours and words can affect another person.
2. Share different perspectives and thoughts about Max and Mylo's feelings.
3. Explore how one can make a new friend who is different from ourselves.

TIME	LESSON DEVELOPMENT	RESOURCES
5 mins	<p>Activity: Introduction</p> <p>Teacher introduces #FeelingsToTheMax: A New Friend to the students. Teacher explains that we will explore the topic of race and difference, and that we will be watching a video and having a discussion about what they have watched after.</p>	
10mins	<p>Activity: Watch The Video: Episode 1</p> <p>Introduce students to video, encourage them to watch and think about questions as they are watching the video.</p> <p>Link: https://youtu.be/daEgsi8w3g4</p> <p><u>Introduction Note from the Video</u></p> <p>The video has an introduction that succinctly touches on and state the objectives of all three episodes.</p>	<ul style="list-style-type: none">- Projector- Sound System

TIME	LESSON DEVELOPMENT	RESOURCES
	<p>"Oh, hello there! Thank you for tuning in to watch Max's story. My name is Jasmine and I'm a good friend of Max.</p> <p>In this next few episodes, we'll be talking about something important, the topic of race. In a multi-cultural city like Singapore, the people who stay here are from different countries, speak different languages, and eat different foods. There are things that are similar between them and things that are different too.</p> <p>The things explored in this episode are important, but can be difficult to talk about sometimes. At some points, you may feel very uncomfortable hearing some things mentioned in the show. We hope that you'll be able to talk about these uncomfortable feelings and moments with your teacher, with your parents, or even with your friends, so that we can all learn together. Remember, there are always people around to listen to you and answer your questions. Thank you for listening to me, now let's watch Max's story."</p>	
5mins	<p>Activity: Post video discussion</p> <p>Introduce students to video, encourage them to watch and think about questions as they are watching the video.</p> <p>After the video, engage in active recall of what students have just watched.</p> <p>Identify:</p> <ol style="list-style-type: none"> 1. Who the characters are? 2. What happened? 3. What were the moments of misunderstanding? 	

TIME	LESSON DEVELOPMENT	RESOURCES
15mins	<p>Activity: Max & Mylo's Thoughts: Freeze-frames & Thought-tracking</p> <p>Teacher is to guide a discussion on two selected moments from the Episode. Teacher groups the students in pairs.</p> <p>The teacher explains freeze-frames to the class:</p> <p style="padding-left: 40px;">Freeze frames are like photographs to show a scene or a moment in time. It's like playing a video and hitting the PAUSE button, and taking a photo of that moment. In this frozen photograph, we get to see the characters actions and facial expressions at that particular time.</p> <p>The teacher hands out the Worksheet. The teacher explains that for this activity, they will be role-playing as Max & Mylo. The teacher asks each pair to assign one student as Max and the other student as Mylo.</p> <p>The teacher asks each pair to create a Freeze-Frame of Moment A.</p> <p style="padding-left: 40px;"><i>Moment A: Max commented on Mylo's long fur and how it was different because not many people have long fur. Max compared Mylo's fur to his friend's Dog</i></p> <p><u>Worksheet</u></p> <p style="padding-left: 40px;">MAX: "Your fur looks so soft too! My friend, Billy, has a dog and his fur is like this too!"</p> <p>The student role-playing Max can say the line in the Worksheet for Moment A, and both students are to freeze in reaction to that line.</p>	<ul style="list-style-type: none"> - Max & Mylo's Inner Thoughts Worksheet: Moment A - Max & Mylo's Inner Thoughts Worksheet: Moment B - Max & Mylo's Inner Thoughts Worksheet: Moment C

TIME	LESSON DEVELOPMENT	RESOURCES
	<p>The student role-playing Max can say the line in the Worksheet for Moment A, and both students are to freeze in reaction to that line.</p> <p><u>Thought-Tracking for Moment A:</u></p> <p>The Teacher is to ask the students the question: What do you think Max & Mylo are thinking at this moment?</p> <p>The Teacher is to choose a selected pair to showcase their freeze-frame to the class. The teacher taps on the student role-playing as Max, and that student is to say what Max is thinking: Max is thinking ____.</p> <p>The teacher then taps on the student role-playing as Mylo, and that student is to say what Mylo is thinking: Mylo is thinking ____.</p> <p>Additional questions to facilitate discussion:</p> <ul style="list-style-type: none"> - What was Mylo's response to Max saying this? - How do you think Max/Mylo is feeling here? - How would you feel if you were Mylo? - What was Max trying to say to Mylo? - What did Mylo understand from Max? - Why do you think Mylo thinks that? - What could Max have said instead? <p>The teacher asks the students to switch roles. The teacher then asks each pair to create a Freeze-Frame of Moment B.</p>	

TIME	LESSON DEVELOPMENT	RESOURCES
	<p data-bbox="412 268 1310 304">Moment B: Max said Mylo spoke good English for a Bougieli.</p> <p data-bbox="313 349 472 386"><u>Worksheet</u></p> <p data-bbox="412 429 1330 466">MAX: <i>"Wow really?! You speak English really well for a Bougieli."</i></p> <p data-bbox="313 510 1576 587">The student role-playing Max can say the line in the Worksheet for Moment B, and both students are to freeze in reaction to that line.</p> <p data-bbox="313 632 786 668"><u>Thought-Tracking for Moment B:</u></p> <p data-bbox="313 713 1668 790">The Teacher is to ask the students the question: What do you think Max & Mylo are thinking at this moment?</p> <p data-bbox="313 834 1585 963">The Teacher is to choose a selected pair to showcase their freeze-frame to the class. The teacher taps on the student role-playing as Max, and that student is to say what Max is thinking: Max is thinking ____.</p> <p data-bbox="313 1008 1603 1085">The teacher then taps on the student role-playing as Mylo, and that student is to say what Mylo is thinking: Mylo is thinking ____.</p> <p data-bbox="313 1129 954 1166">Additional questions to facilitate discussion:</p> <ul data-bbox="347 1177 1028 1426" style="list-style-type: none"> - What does Max mean when he said that? - How did Mylo respond to that statement? - How did you think Mylo feels? - Why do you think Mylo responded that way? - Why do you think Mylo feels that way? - How do we know that? 	

TIME	LESSON DEVELOPMENT	RESOURCES
	<p>The teacher asks the students to switch roles. The teacher then asks each pair to create a Freeze-Frame of Moment C.</p> <p>Moment C: Max said Mylo smelled like wet clothes.</p> <p><u>Worksheet</u></p> <p>MAX: <i>Wait a minute, no...not the sea actually, do you know you smell like wet clothes?</i></p> <p><i>The student role-playing Max can say the line in the Worksheet for Moment C, and both students are to freeze in reaction to that line.</i></p> <p><u>Thought-Tracking for Moment C:</u></p> <p>The Teacher is to ask the students the question: What do you think Max & Mylo are thinking at this moment?</p> <p>The Teacher is to choose a selected pair to showcase their freeze-frame to the class. The teacher taps on the student role-playing as Max, and that student is to say what Max is thinking: Max is thinking ____.</p> <p>The teacher then taps on the student role-playing as Mylo, and that student is to say what Mylo is thinking: Mylo is thinking ____.</p>	

TIME	LESSON DEVELOPMENT	RESOURCES
	<p>Additional questions to facilitate discussion:</p> <ul style="list-style-type: none"> - What does Max mean when he said that? - How did Mylo respond to that statement? - How did you think Mylo feels? - Why do you think Mylo responded that way? - Why do you think Mylo feels that way? - How do we know that? 	
15mins	<p>Activity: Rewind! Let's try again!</p> <p>Teacher talks about how Max highlights the differences between himself and Mylo throughout his very first conversation with Mylo. Max also says certain things about Mylo's appearance and culture.</p> <p>As explored in the earlier activity, this hurts Mylo. If we could rewind time and try again, how could Max have approached Mylo differently?</p> <p>Let's give it a go!</p> <p>Teacher asks each pair to role-play as Mylo and Max. This time, the students should come up with their own lines of what they would do when meeting and introducing themselves to a new person who is different from themselves.</p> <p>Teacher to ask selected pairs to share their presentation.</p>	

TIME	LESSON DEVELOPMENT	RESOURCES
5 mins	<p>Activity: Reflection & Debrief</p> <p>Teacher recaps and reflects on key points of the session with the students. Teacher explains that they will find out what happens next to Max and Mylo in the following lesson.</p>	



Episode 2 - The Investigation (Lower Primary & Upper Primary)

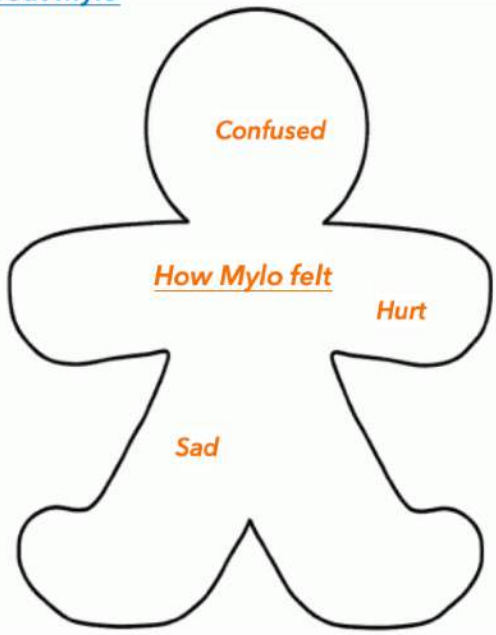
Time: 55 minutes

Instructional Objectives

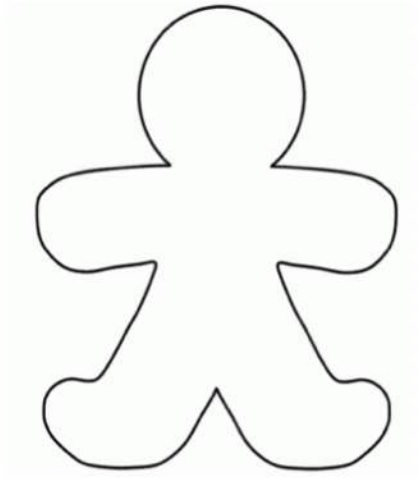
By the end of the lesson, students should be able to:

1. Learn about what assumptions are, and how they can affect others
2. Practice reflective communication
3. Engage in perspective taking

TIME	LESSON DEVELOPMENT	RESOURCES
5 mins	<p>Activity: Recap</p> <p>Recap with the class what happened and what was discussed in the previous lesson.</p> <ul style="list-style-type: none">- Max wanted to make friends with a new students in class, Mylo.- Max said certain things to Mylo which caused Mylo to feel that Max is very mean, and Mylo told Max that he doesn't want to be friends with him- Max is confused on why Mylo said that he is mean	

TIME	LESSON DEVELOPMENT	RESOURCES
10mins	<p>Activity: Max, Mylo, Auntie Fangold & Assumptions</p> <p>Teacher draws a gingerbread man outline of Mylo. On the outside, Teacher writes the title <i>“Things that Max said about Mylo”</i>. Teacher asks the class what Max said about Mylo, and writes it on the whiteboard, around the gingerbread man.</p> <p>On the inside of the gingerbread man, Teacher writes the title <i>“How Mylo felt”</i>. Teacher asks the class how Mylo felt about what Max said, and writes it on the whiteboard.</p> <p><u>Example:</u></p> <div data-bbox="392 702 1444 1372"> <p><u>Things that Max said about Mylo</u></p> <div> <p>Mylo smells like wet clothes</p> <p>Mylo's English is good for a Bougieli</p> <p>Mylo's fur is like dog fur.</p> </div>  </div>	

TIME	LESSON DEVELOPMENT	RESOURCES
	<p>Teacher can paraphrase the following paragraph to explain assumptions to the class:</p> <p>Now, why did Max say the things that he said about Mylo? We explored in the last lesson that Max wanted to be Mylo's friend. It seems that Max has never had a friend who is Bougieli's before, and did not know a lot about the Bougieli's. The things that Max's said about Mylo were his assumptions about Mylo. Assumptions are something that you think about another person or thing without it necessarily being true.</p> <p>[Possible Example: All vegetables are disgusting may be an assumption that could have been created from your experience with one singular vegetable.]</p> <p>But how did Max come to these assumptions about Mylo? The only Bougieli person that Max knows, is Auntie Fangold.</p> <p>Teacher draws a gingerbread outline of Auntie Fangold next to Mylo. On the outside, Teacher writes the title "Things that Max said about Auntie Fangold". Teacher asks the class what Max said about Auntie Fangold, and writes it on the whiteboard.</p> <p>Teacher should write: English is not very good, it's very funny to listen to her, as I don't know what she is saying half the time.</p>	

TIME	LESSON DEVELOPMENT	RESOURCES
	<p data-bbox="315 261 450 293"><u>Example:</u></p> <p data-bbox="360 341 936 373"><u><i>Things that Max said about Auntie Fangold</i></u></p> <div data-bbox="488 405 1491 884">  <p data-bbox="488 496 663 560"><i>Her English is not very good</i></p> <p data-bbox="1200 453 1375 549"><i>It's very funny to listen to her talk</i></p> <p data-bbox="1178 727 1491 791"><i>Max doesn't know what she's saying half the time.</i></p> </div> <p data-bbox="315 948 1630 1027">Teacher can paraphrase the following paragraph to continue to explain assumptions to the class:</p> <ul data-bbox="344 1070 1630 1406" style="list-style-type: none"> - Auntie Fangold and Mylo are similar in one thing: They are both Bougieli. - Now, Auntie Fangold doesn't speak English very well. Does that mean that Mylo would automatically not speak English well? - Why did Max think that way? - Do we know how long Mylo has been living in Singapore? How long has he been learning and speaking english? - The things that Max's said about Mylo were his assumptions about Milo. - Do we recall the meaning of the word, assumptions? 	

TIME	LESSON DEVELOPMENT	RESOURCES
10mins	<p>Activity: Watch The Video - Episode 2: The Investigation</p> <p>Introduce students to video, encourage them to watch and think about questions as they are watching the video.</p> <p>Link: https://youtu.be/c5annKI0ND0</p>	<ul style="list-style-type: none"> - Projector - Sound System
5mins	<p>Activity: Post-Video Discussion</p> <p>We can see that through his conversation with Hafidz, Max has realised where he went wrong, and might have offended Mylo. After we realise we have hurt someone, it's important that we make up for it. Sangeetha from <i>Sleuthing with Sangeetha</i>, shared 3 very important steps in making up to someone who could share what it is?</p> <p>Do we recall the three steps?</p> <ol style="list-style-type: none"> 1. Apologise. 2. Apologise specifically for the thing we did wrong 3. Wait for the other person to respond 	
20mins	<p>Activity: Apology</p> <p>Freeze Frame</p> <p>For this activity, teachers may want to push tables and chairs to the side. Students to work in pairs. In their pairs, decide who would be Max and Mylo.</p> <p>10 Second Scene</p> <p>Students will create a 10 second scene where Max takes Sangeetha's advice.</p>	

TIME	LESSON DEVELOPMENT	RESOURCES
	<p>Teacher can ask students to reference the What Max said about Mylo portion on the Whiteboard.</p> <p><u>3 steps to Apology:</u></p> <ol style="list-style-type: none"> 1. Apologise. 2. Apologise specifically for the thing we did wrong 3. Wait for the other person to respond. <p>Presentation</p> <p>Teachers to ask selected pairs to showcase their 10 second scene.</p>	
5mins	<p>Activity: Reflection & Debrief</p> <p>Teacher recaps and reflects on key points of the session with the students. Teacher explains that they will find out what happens next to Max and Mylo in the following lesson.</p>	



Episode 3 - Trying Again (Upper Primary)

Time: 55 minutes

Instructional Objectives

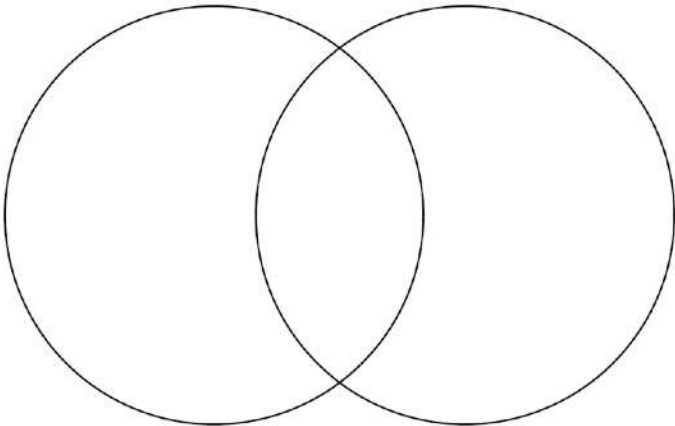
By the end of the lesson, students should be able to:

1. Understand the importance of learning and appreciating difference
2. Learn how to ask questions about difference in a polite manner
3. Apply the principles learnt in the lesson by asking a friend about similarities and differences

TIME	LESSON DEVELOPMENT	RESOURCES
5 mins	<p>Activity: Recap</p> <p>Recap with the class what happened and what was discussed in the previous lesson.</p> <ul style="list-style-type: none">- Max met Hafidz from <i>Huddle with Hafidz</i>, and through his conversation with Hafidz, he understood that what he said to Mylo was not very nice.- Max then met Sangeetha from <i>Sleuthing with Sangeetha</i>, and he learnt how to apologise.- Max found out that Mylo wanted to change classes.	
10mins	<p>Activity: Watch The Video: Episode 3</p> <p>Introduce students to video, encourage them to watch and think about questions as they are watching the video.</p> <p>Link: https://youtu.be/xf7FPxmCvqc</p>	<ul style="list-style-type: none">- Projector- Sound System

TIME	LESSON DEVELOPMENT	RESOURCES
5mins	<p>Activity: Post-Video Discussion - Auntie Fangold</p> <p>The teacher recaps the key points of the Episode with the students. The teacher then brings attention to Auntie Fangold.</p> <p>Teacher can paraphrase the following paragraph to discuss learning points from Auntie Fangold with the class:</p> <p>On the way to visit Auntie Fangold, Max realises that Auntie Fangold might not like it very much that Max touches her fur, even though she responded to him by laughing and hugging him. That confuses Max.</p> <p>But how many of you can relate to Auntie Fangold? <i>[Teacher can ask students to close their eyes such that they will be more comfortable to answer honestly]</i></p> <p>Raise your hand if you have ever had a friend say something or do something to you that made you upset or uncomfortable, but you laughed it off. How many of you were feeling sad on the inside, while you were laughing on the outside?</p> <p>So we can see that we can understand why Auntie Fangold did what she did. This also shows us that we should always be mindful of what we say or do to others: Even if a person laughs it off, it does not mean that what you have said or done is okay.</p> <p>Let's now look at Max's response to realising that Auntie Fangold might have been uncomfortable. First, he apologises to her - we practiced how to do that in our last lesson. After that, he asks to find out more about her. He then learns more about Auntie Fangold, and a little bit of background of the Bougieli's.</p> <p>When we are meeting a friend that is different from us, how do we ask questions politely to find out more when we are curious?</p>	

TIME	LESSON DEVELOPMENT	RESOURCES
10mins	<p>Activity: How do we ask questions politely?</p> <p>Teacher explains some key things to bear in mind when asking questions:</p> <ul style="list-style-type: none"> - Listen and be present. - Be thoughtful of others feelings. - Acknowledge others and say thank you. - Neutral tone of voice - don't shout or raise your voice. - Smile <p>Ways to ask questions:</p> <ul style="list-style-type: none"> - May I - Would you mind - Will you - Can you - Could you <p>Teacher asks the students to think about WHY they would be curious about certain things, and the OBJECTIVE of these questions.</p> <p>Teacher reminds the students that there will always be similarities and differences between two people, and we don't have to be afraid about finding out more about a culture or a person that is seemingly different from us. It's about appreciating our differences, finding common ground in our similarities, and building relationships.</p>	

TIME	LESSON DEVELOPMENT	RESOURCES
10mins	<p data-bbox="309 233 1003 268">Activity: Similarities & Differences: Max & Mylo</p> <p data-bbox="309 341 1675 376">Let's use Max & Mylo as an example. There are some clear differences between Max and Mylo.</p> <p data-bbox="309 421 1146 456">Teacher to draw a Venn diagram on the board like below:</p> <div data-bbox="627 488 1339 1011"> <div data-bbox="680 491 896 520"><u>Max - Dominasian</u></div> <div data-bbox="1151 491 1335 520"><u>Mylo - Bougieli</u></div>  </div> <p data-bbox="309 1062 1599 1098">The circle on the Left is Max, the circle on the right is Mylo. As a class, fill this up together.</p> <p data-bbox="309 1152 1603 1228">On the left, fill in what makes Max, a Dominasian different from Mylo, a Bougieli. What are some key things about Dominasian?</p> <p data-bbox="309 1279 1635 1356">On the right, fill in what makes Mylo, a Bougieli, different from Max, a Dominasian. What are some key things about Bougieli's?</p> <p data-bbox="309 1404 1155 1439">In the centre, fill in what makes both Max and Mylo similar.</p>	

TIME	LESSON DEVELOPMENT	RESOURCES
10mins	<p>Activity: Similarities & Differences: My Friend & I</p> <p>What about the similarities and differences that we have with each other?</p> <p>Teacher gives out the worksheet. Teacher asks the students to put into practice what they learnt earlier during the lesson: How to ask questions politely. The Teacher pairs the students up, and guides the students to ask each other questions and find out what is similar and different between the both of them.</p> <p>There are two categories for the students to find out their similarities and differences.</p> <p>The first category is Likes & Dislikes. The teacher encourages the students why they like or dislike certain things.</p> <p>The second category is Culture. Culture means the ideas, customs, and social behaviour of a group of people. For example, here in Singapore, we have different races and religions that celebrate different festivals.</p> <p>What are the similarities and differences between both students?</p> <p>The students fill up their worksheet. Teacher can call on selected pairs to present their Worksheet to the class.</p>	<ul style="list-style-type: none"> - Worksheet: Our Similarities & Difference (Upper Primary)
5mins	<p>Activity: Reflection, Debrief, and Closure</p> <p>Teacher guides students to reflect on 3 main takeaways of the entire programme, and wraps up the entire programme.</p>	

SECTION 3: WORKSHEETS

While the worksheets in this section are designed to accompany the lesson plans in Section 2, you can also use them should you wish to devise your own learning activities after watching the videos.

There are worksheets targeted at children of different age groups. Please take note of the suggested education level at the top of the worksheet.



#FeelingsToTheMax: A New Friend Episode 1
Max & Mylo's Inner Thoughts Worksheet (Lower Primary)

Name: _____

Class: _____

Moment 1: Max charged towards Mylo and said Hi!

Do you remember the part when Max ran towards Mylo and said 'Hi'?

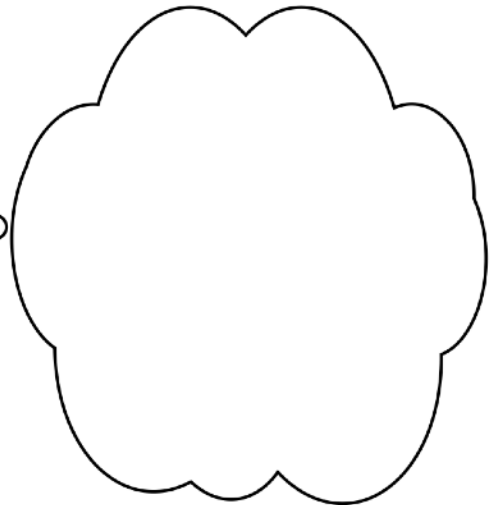
What Max thought:



What Max said:



What was Mylo thinking?



#FeelingsToTheMax: A New Friend Episode 1

Max & Mylo's Inner Thoughts Worksheet (Lower Primary)

Name: _____

Class: _____

Moment 1: Max charged towards Mylo and said Hi!

Do you remember the part when Max ran towards Mylo and said 'Hi'?

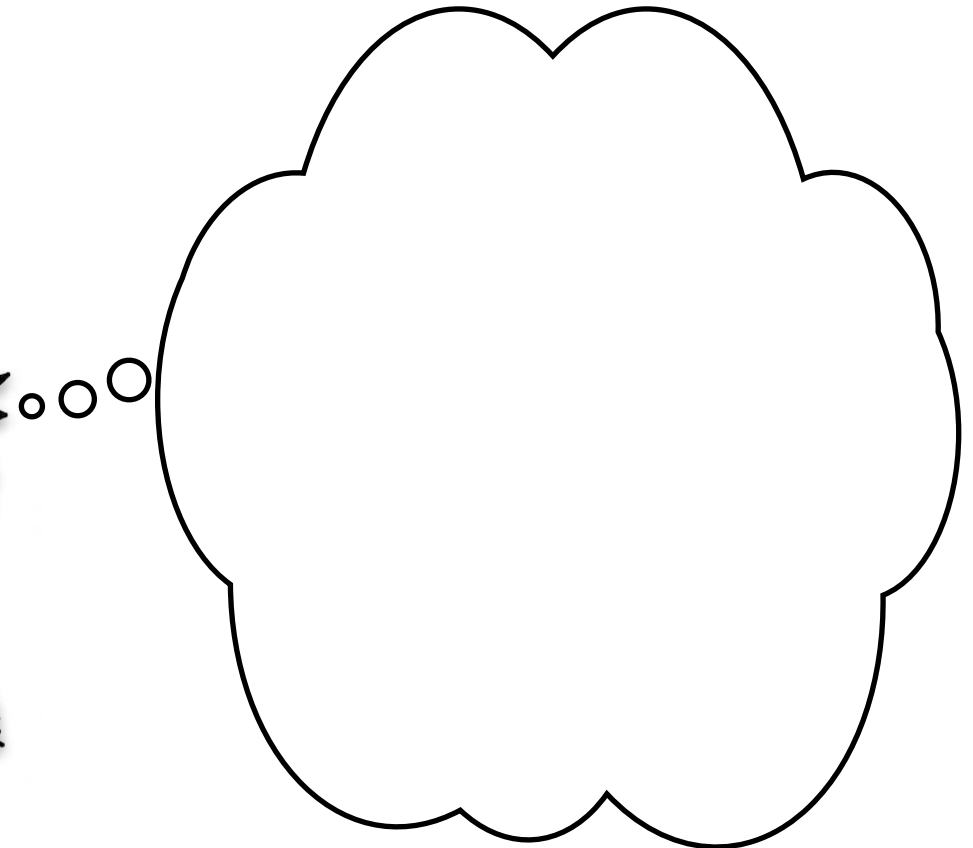
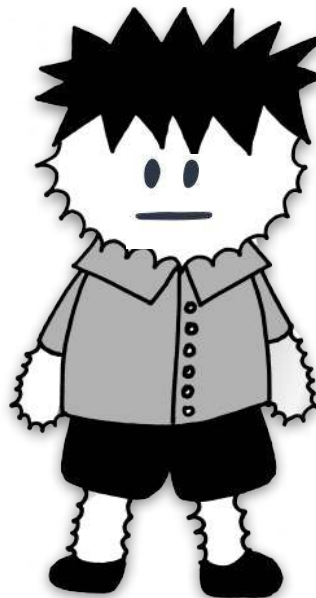
What Max thought:



What Max said:



What was Mylo thinking?



#FeelingsToTheMax: A New Friend Episode 1

Max & Mylo's Inner Thoughts Worksheet (Lower Primary)

Name: _____

Class: _____

Moment 2: Max commented on Mylo's long fur and compared him to his friend's dog.

Fill in the thought bubble below on what Max and Mylo might be thinking about in this situation.

What was Max thinking?

What Max said:

Your fur
looks like
dog fur!

What was Mylo thinking?



#FeelingsToTheMax: A New Friend Episode 1

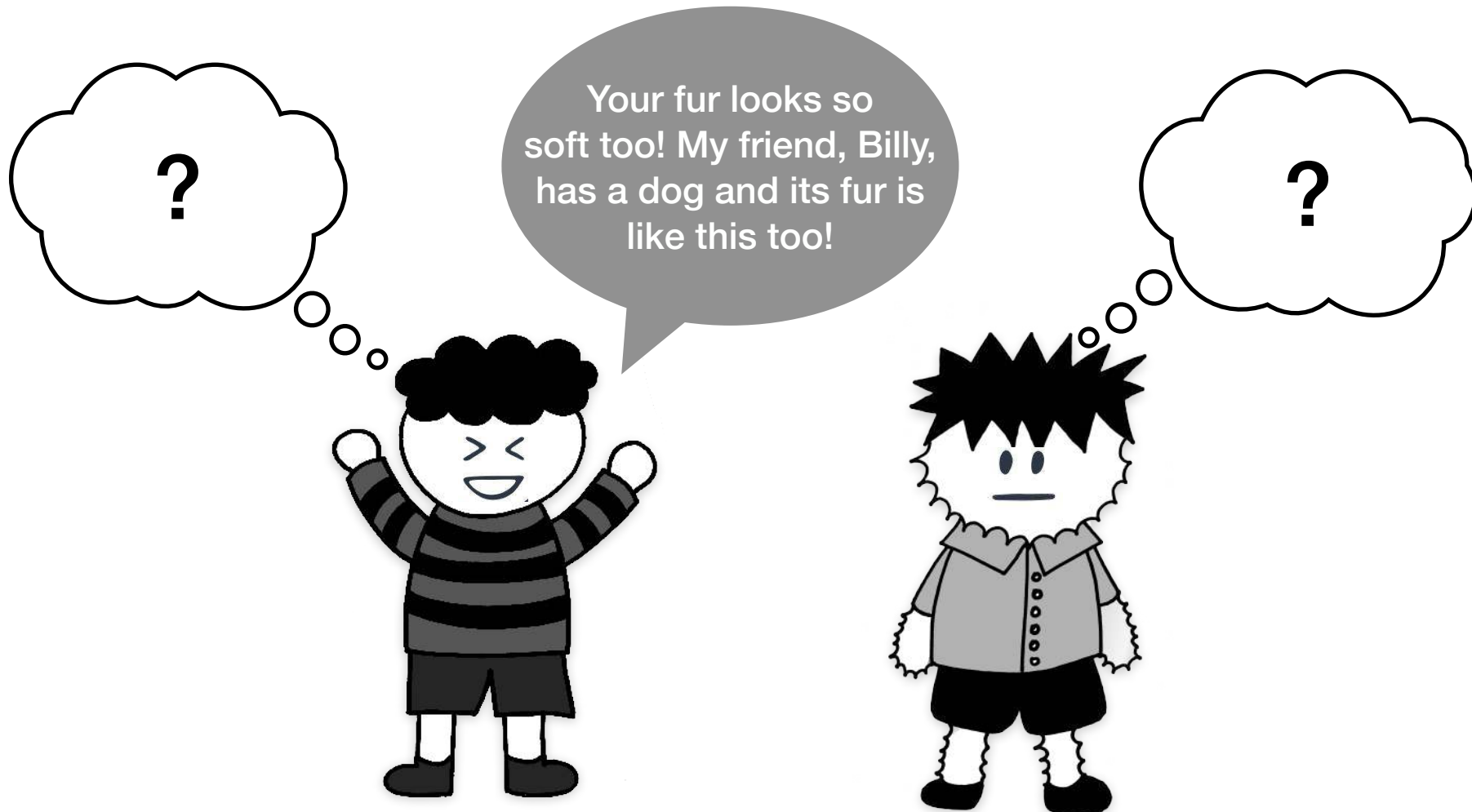
Max & Mylo's Inner Thoughts Worksheet (Upper Primary)

Name: _____

Class: _____

Moment A: Max commented on Mylo's long fur and compared him to his friend's dog.

Create a freeze-frame of this moment. What do you think they are both thinking here?



#FeelingsToTheMax: A New Friend Episode 1

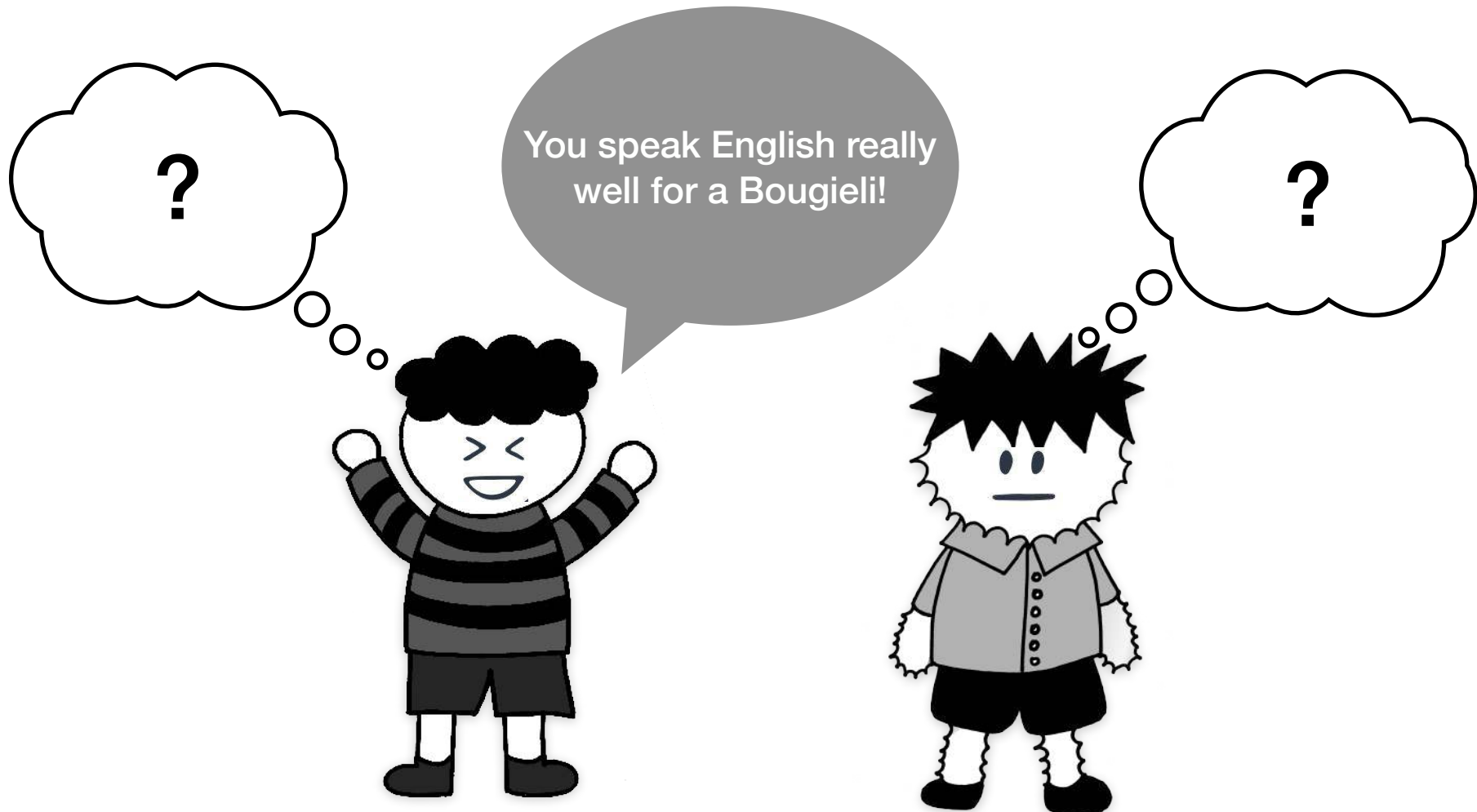
Max & Mylo's Inner Thoughts Worksheet (Upper Primary)

Name: _____

Class: _____

Moment B: Max said Mylo speaks good English for a Bougieli

Create a freeze-frame of this moment. What do you think they are both thinking here?



#FeelingsToTheMax: A New Friend Episode 1

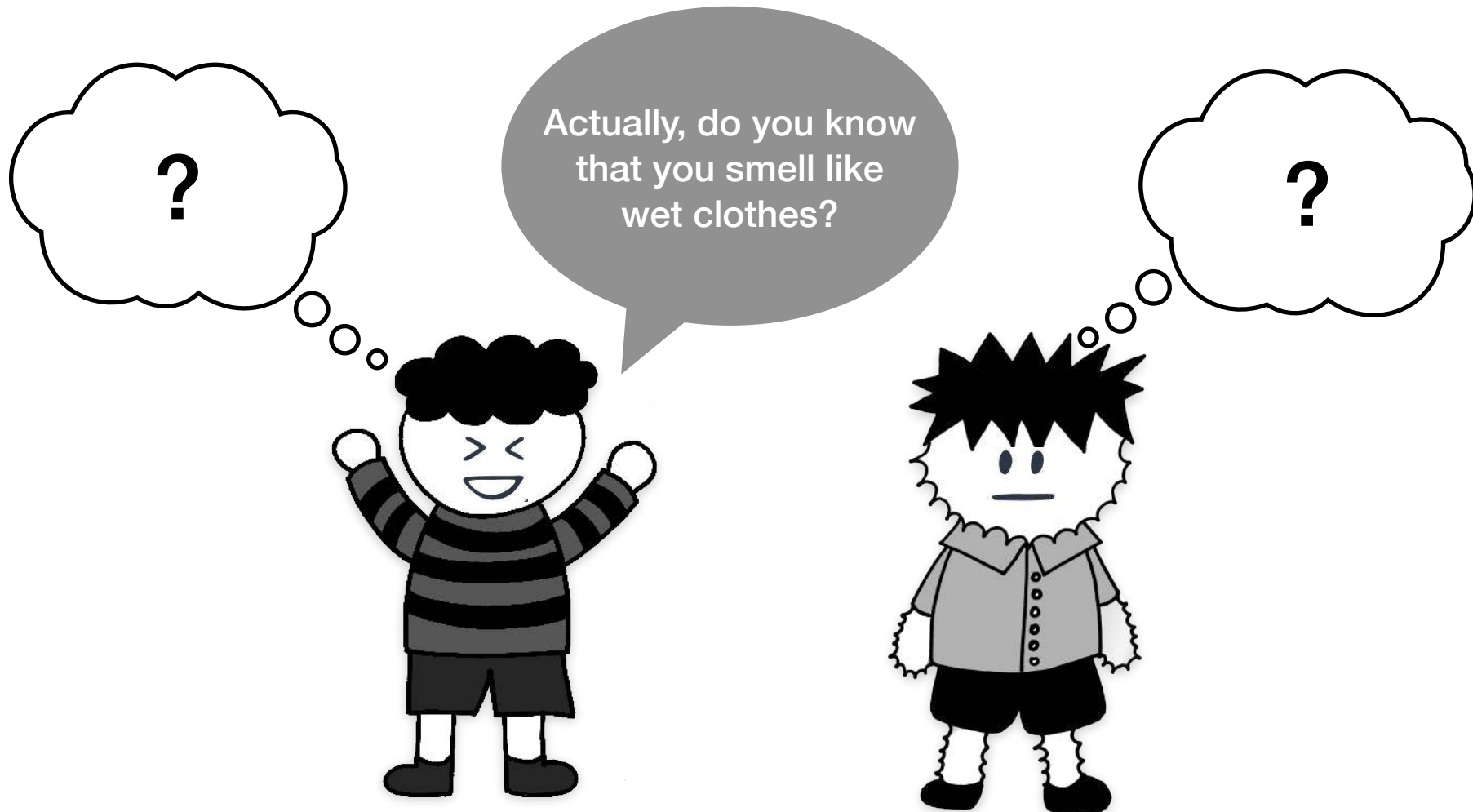
Max & Mylo's Inner Thoughts Worksheet (Upper Primary)

Name: _____

Class: _____

Moment C: Max said Mylo smelled like wet clothes.

Create a freeze-frame of this moment. What do you think they are both thinking here?





#FeelingsToTheMax: A New Friend Episode 3

Similarities and Differences Worksheet (Lower Primary)

Name: _____

Class: _____

Fill up the different sections with you ***Things You Like***.

Take note of the similarities and differences between you and your partner.

My Name: _____

Partner's Name: _____

Differences

Things I like:

Similarities

Things we both like:

Differences

Things my partner likes:



#FeelingsToTheMax: A New Friend Episode 3

Similarities and Differences Worksheet (Upper Primary)

Name: _____

Class: _____

Fill up the different sections with you ***Things You Like***.

Take note of the similarities and differences between you and your partner.

My Name: _____

Partner's Name: _____

Differences

Things I like:

Similarities

Things we both like:

Differences

Things my partner likes:



#FeelingsToTheMax: A New Friend Episode 3

Similarities and Differences Worksheet (Upper Primary)

Name: _____

Class: _____

Fill up the different sections with information about your **Culture**.

Culture are the ideas, customs, and social behaviour of a group of people.

For example, here in Singapore, we have different races and religions that celebrate different festivals.

My Name: _____

Partner's Name: _____

Differences

Similarities

Differences

We hope you found the activities and worksheets in this pack helpful. We have compiled a list of other resources that you might find useful.

Books

Singapore

Heritage Picture Book Series

[Recommended for ages 3 and above]

by Quek Hong Shin

- The Brilliant Oil Lamp
- The Amazing Sarong
- The Incredible Basket
- The Marvellous Sugee Cake

International

[Recommended for ages 4 to 8]

- All Are Welcome by Alexandra Penfold, illustrated by Suzanne Kaufman
- I Am Human: A Book of Empathy by Susan Verde

Articles & Websites

The New Age Parents: <https://thenewageparents.com>

Mamahood: <https://story.mamahood.com.sg>

SassyMama: <https://www.sassymamasg.com/>

The Conscious Kid: <https://www.theconsciouskid.org>

How to Be More Empathetic: <https://www.nytimes.com/guides/year-of-living-better/how-to-be-more-empathetic>

Embrace Race: <https://www.embracerace.org>

Instagram Pages

Parenting Tips

@curious.parenting
@raisegoodkids
@respectfulmom
@theconsciouskid

Singaporean Parenting Tips

@chapterzerosg
@jaslearningwithkids
@parentingwith.moesg
@ppissg

Mental Health

@gottmaninstitute
@ourmamavillage
@themompsychologist



#FeelingsToTheMax

A NEW FRIEND

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Puppeteers

Jasmine Blundell

Dominic Nah

Guest Artists

Hafidz Rahman

Rebekah Sangeetha Dorai

Curriculum Writers

Ezzat Alkaff

Nur Friday

Shalyn Yong

Film Crew

Alia Alkaff

Pang Hao Cher

Project Coordinators

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Shalyn Yong

Project Assistant

Priyanka Sabu

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