

Activity 1: Understanding "Little Red Dot Bounces Back"

(This activity aims to test the students' understanding of the story and key concepts of unity, diversity and teamwork in the story.)

The teacher could ask the students the following questions:

Q1. When did the little red dot look faded?

Suggested answer: The little red dot looked faded when the tiny red dots were not united and moved away from one another.

Q2. What was the problem with having the red sky?

Suggested answer: The red sky rained red dust which caused the tiny dots to sneeze. It also changed the way they viewed one another.

Q3. What were some "problems" the tiny dots saw in one another?

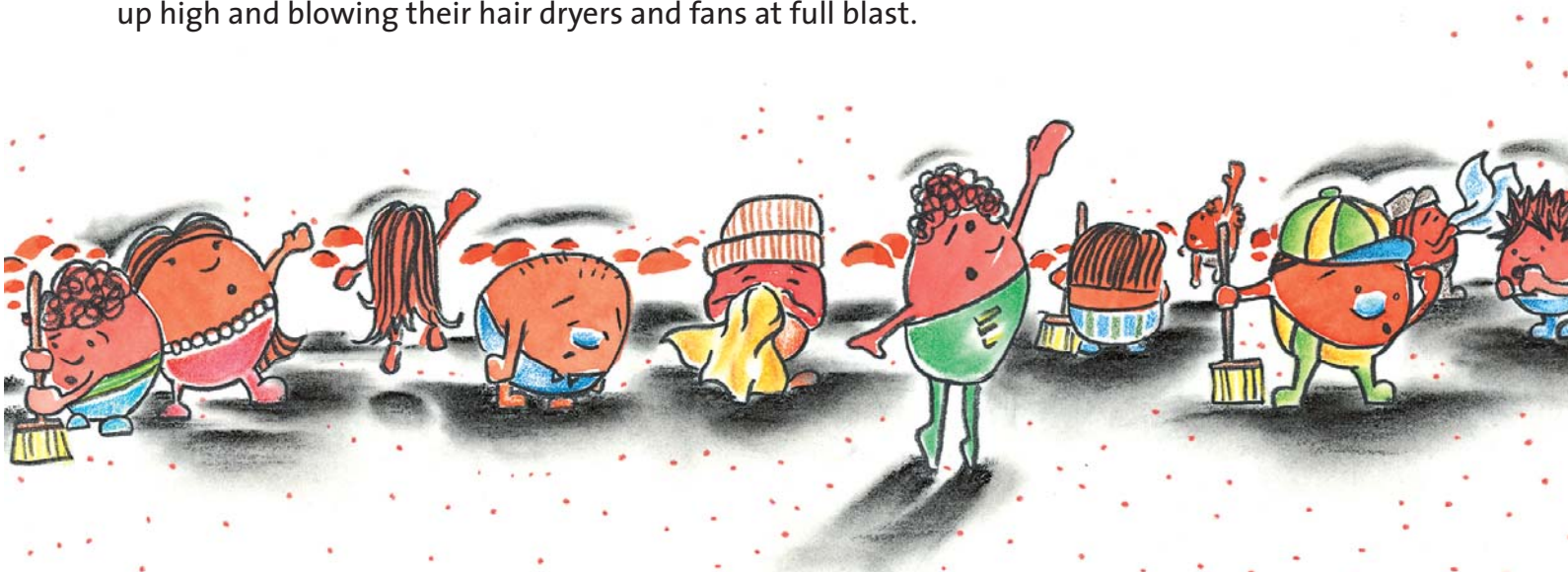
Suggested answer: The short-limbed dots were seen as useless in reaching the red sky and troublesome as they kicked up dust when they waddled. The red-nosed dots did not think they should help to solve the problem with the red sky and dust since they were not affected by it. The straight-haired dots were hurt by the comment from one curly-haired dot that they smelled strange because of the raw eggs they ate and the herbs they put on their hair. Instead of working as a team, the tiny dots became divided because of their physical differences. This weakened their strength as a group.

Q4. Why did the tiny red dots have trouble blowing away the red sky?

Suggested answer: The tiny red dots could not blow away the red sky despite two attempts because they were weak without their friends. They did not have the energy to bounce or the ability to blow away the red dust and sky.

Q5. What did the tiny red dots do to get back the blue sky?

Suggested answer: The tiny red dots realised the need to understand and be tolerant of the different features in one another, and came together as a team to blow away the red sky and dust by bouncing up high and blowing their hair dryers and fans at full blast.



Activity 2: Are we the same?

(This activity aims to get the students to identify how they are similar with one another and how this can be used to their advantage.)

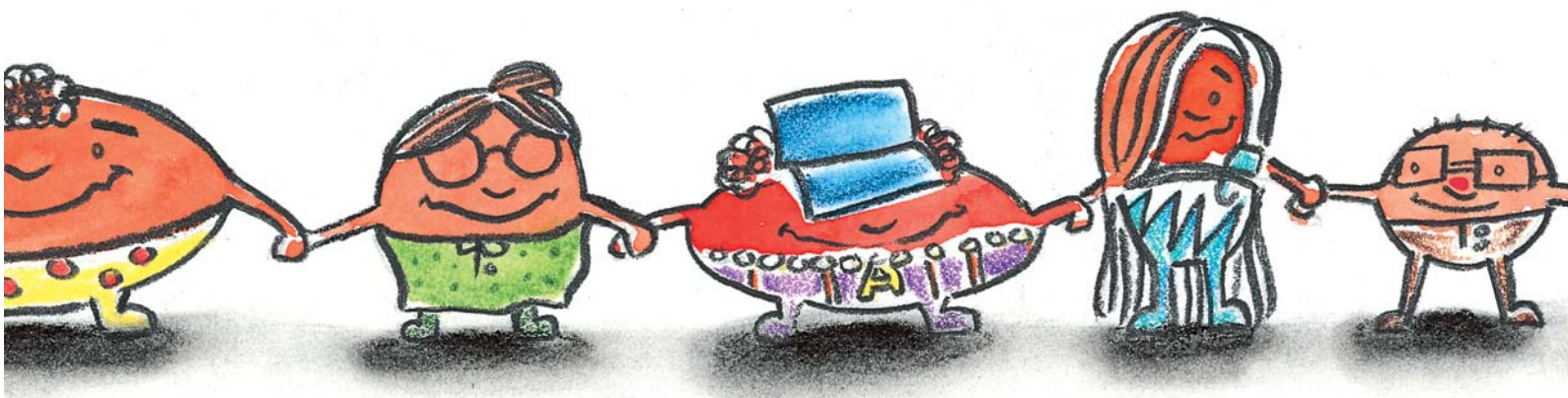
Teacher's instructions to the students: Look around at your friends in the room. Name 10 ways in which you and your friends are alike (e.g., physical features, uniform, hobbies). How can this help you if you are in a group?



Activity 3: How are we different?

(This activity aims to get the students to identify how they are different from one another and how this can be used to their advantage.)

Teacher's instructions to the students: Look around at your friends in the room. Name 10 ways in which you are different from your friends (e.g., physical features, uniform, hobbies). How can this help you if you are in a group?

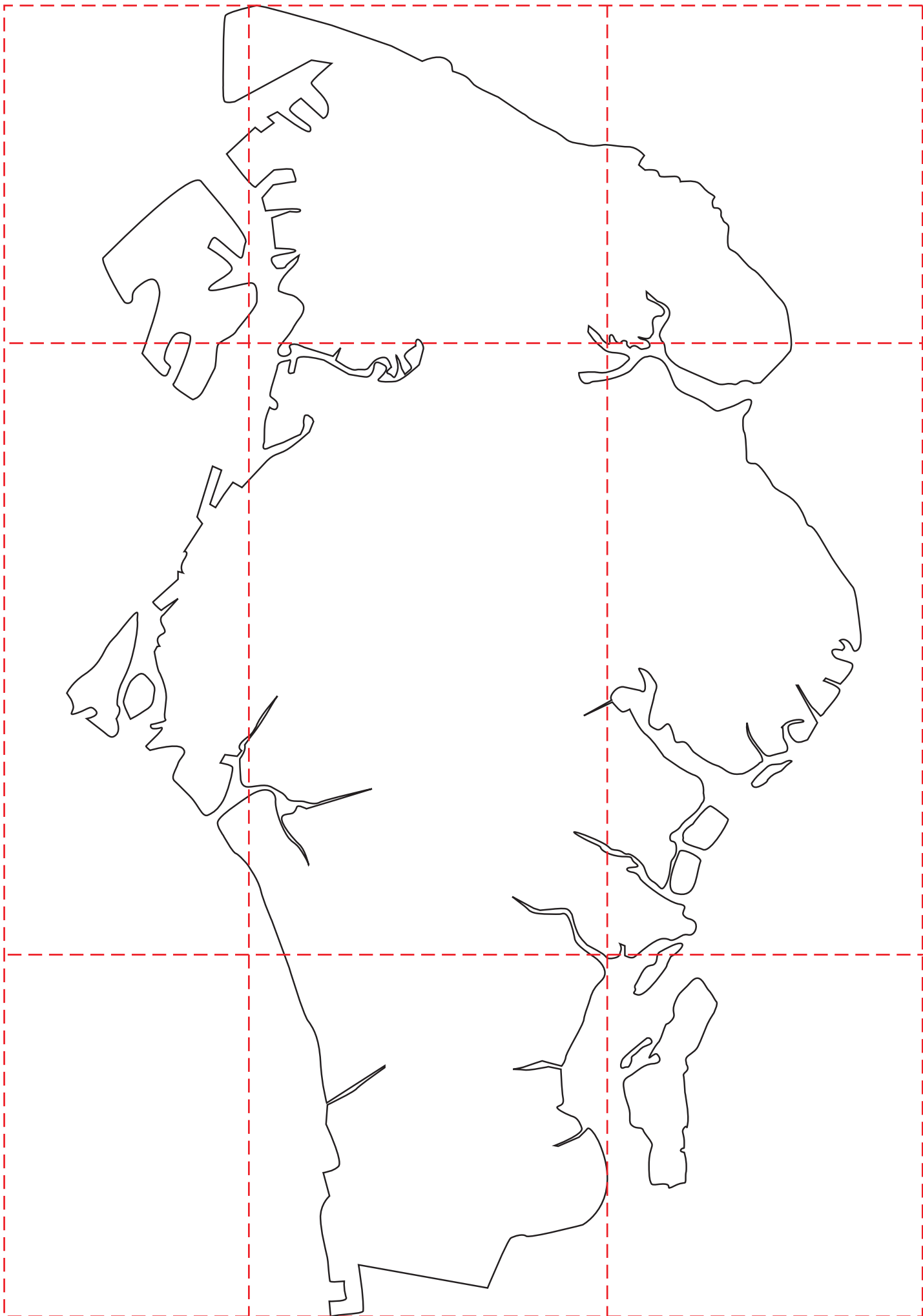


Activity 4: How are we different and yet the same?

(This activity aims to get the students to realise they are Singaporeans despite having different identities. The teacher can print an outline of a Singapore map on a sheet of A3-sized paper. This can be cut into pieces to be given to the students. Each student could decorate and pen his wish for Singapore on his individual piece. Akin to a quilt, the pieces could be reassembled to form the shape of Singapore.)

Teacher's instructions to the students: Decorate the individual piece that you have. Write down your wish for Singapore. Once you have done that, we will put the pieces back together to form the shape of Singapore. Tell us your thoughts behind your decoration and wish for Singapore.







Activity 5: What if you were a tiny red dot...

(This activity aims to show that different people have different ways of solving a problem. There are no right or wrong answers. The objective is to make the students aware that we need not be identical in physical attributes or views to be able to work together. We each have unique talents and skills that can be used to solve problems when faced with crises.)

Teacher's instructions to the students: If you were a tiny red dot, how would you have solved the problem with the red sky?





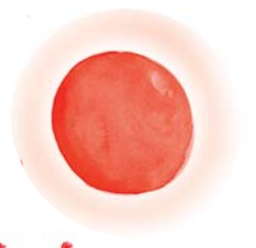
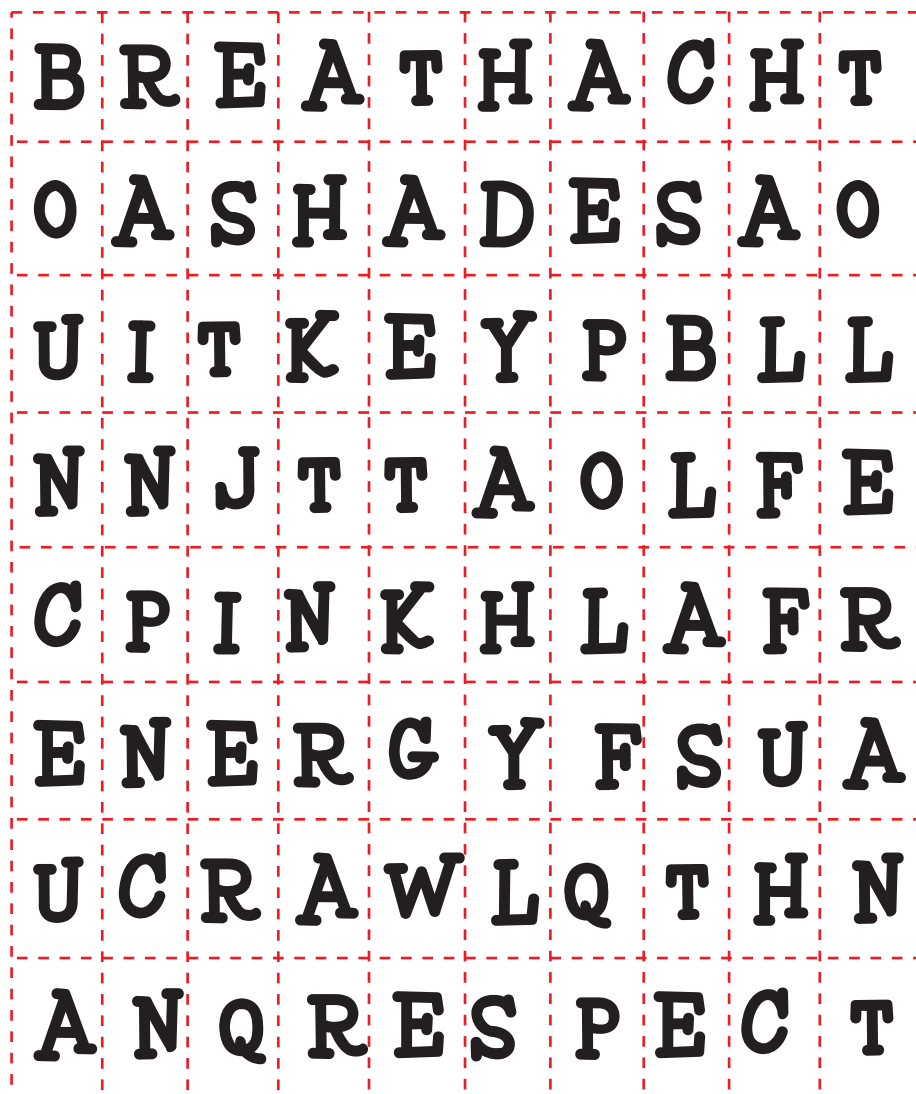
Activity 6: Can you find the little red dot?

(This activity tests the students' familiarity with key concepts in the story and its spelling.)

(A) Teacher's instructions to the students: Identify the following words in the puzzle:

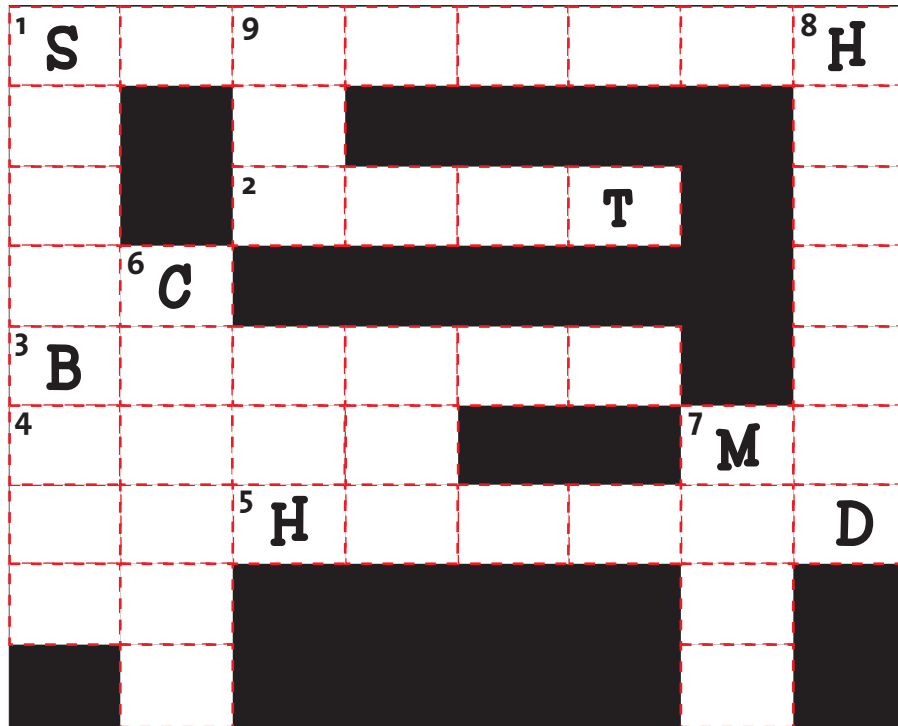
half	pink	respect
united	float	tolerant
shades	crawl	bounce
blast	energy	huff
breath	rain	

* The words may be written vertically, horizontally, diagonally or in reverse (backwards).



Activity 6: Can

(B) Teacher's instructions to the students: Find the missing words in the crossword puzzle based on the story.



Across

1. The tiny red dots lost their ____ when they were apart.
2. This fell from the red sky.
3. The tiny red dots had to ____ as hard as they could to reach the red sky.
4. Colour of sky.
5. They ____ and danced when the blue sky returned.

Down

1. Another word for “fight”.
6. The red-nosed dots lost their ___ and became pink.
7. The tiny dots were ___ to their friends with straight hair.
8. Another word for “gathered together”.
9. The ___-nosed dots walked off in a huff.





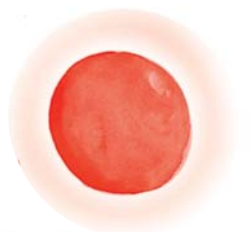
Answers for Activity 6(B)

Across

1. The tiny red dots lost their ____ when they were apart. (strength)
2. This fell from the red sky. (dust)
3. The tiny red dots had to ____ as hard as they could to reach the red sky. (bounce)
4. Colour of sky. (blue)
5. They ____ and danced when the blue sky returned. (hugged)

Down

1. Another word for “fight”. (squabble)
6. The red-nosed dots lost their ____ and became pink. (colour)
7. The tiny dots were ____ to their friends with straight hair. (mean)
8. Another word for “gathered together”. (huddled)
9. The ____-nosed dots walked off in a huff. (red)



Activity 7: The united Little Red Dot

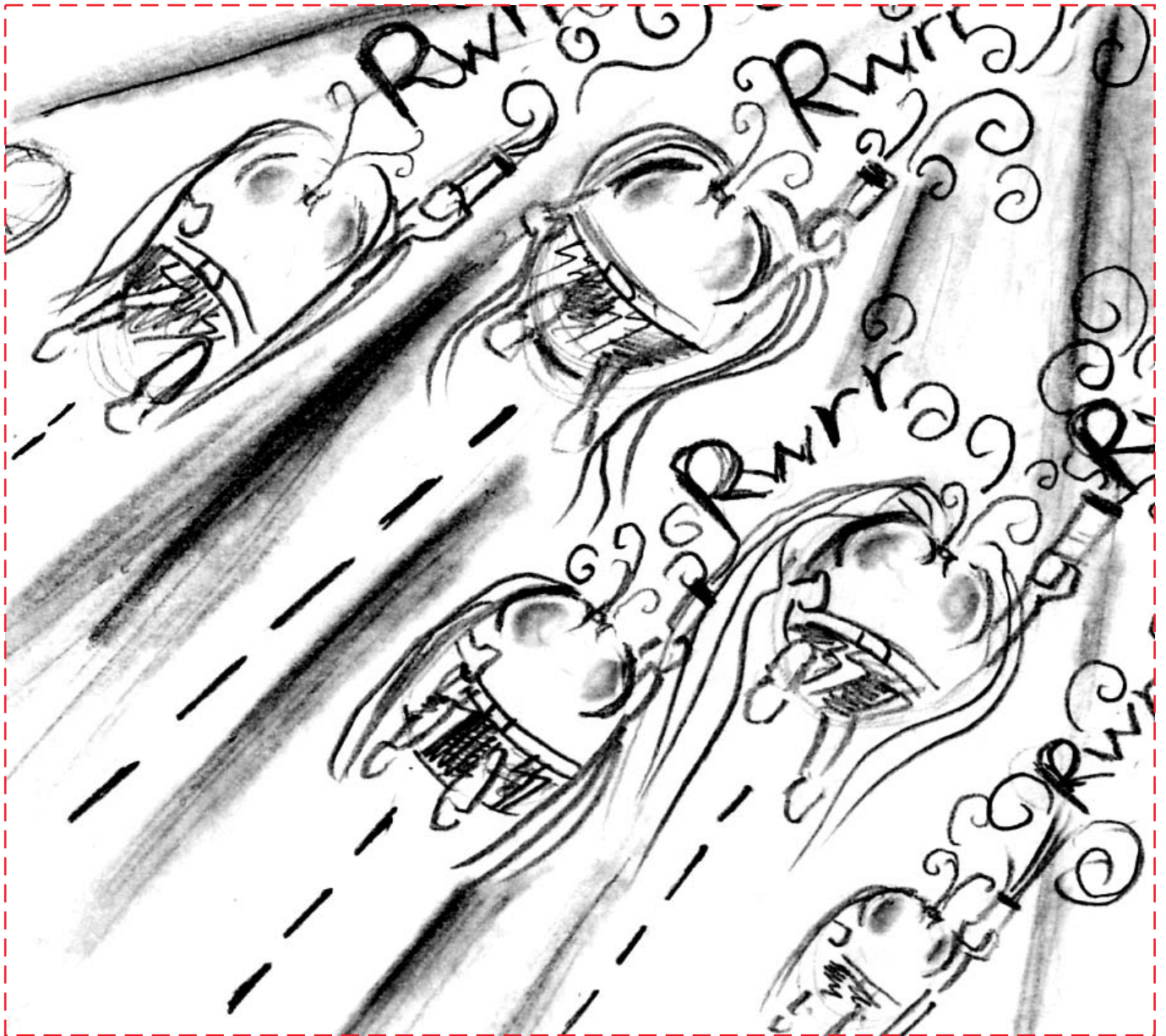
(This activity aims to get the student to visualise the “unity in diversity” and “teamwork” concepts. Each student will be given one of the three pictures to colour. The best three efforts will be displayed on the class noticeboard.)

Teacher’s instructions to the students: Colour the pictures of the little red dots.





Name: _____ **Class:** _____



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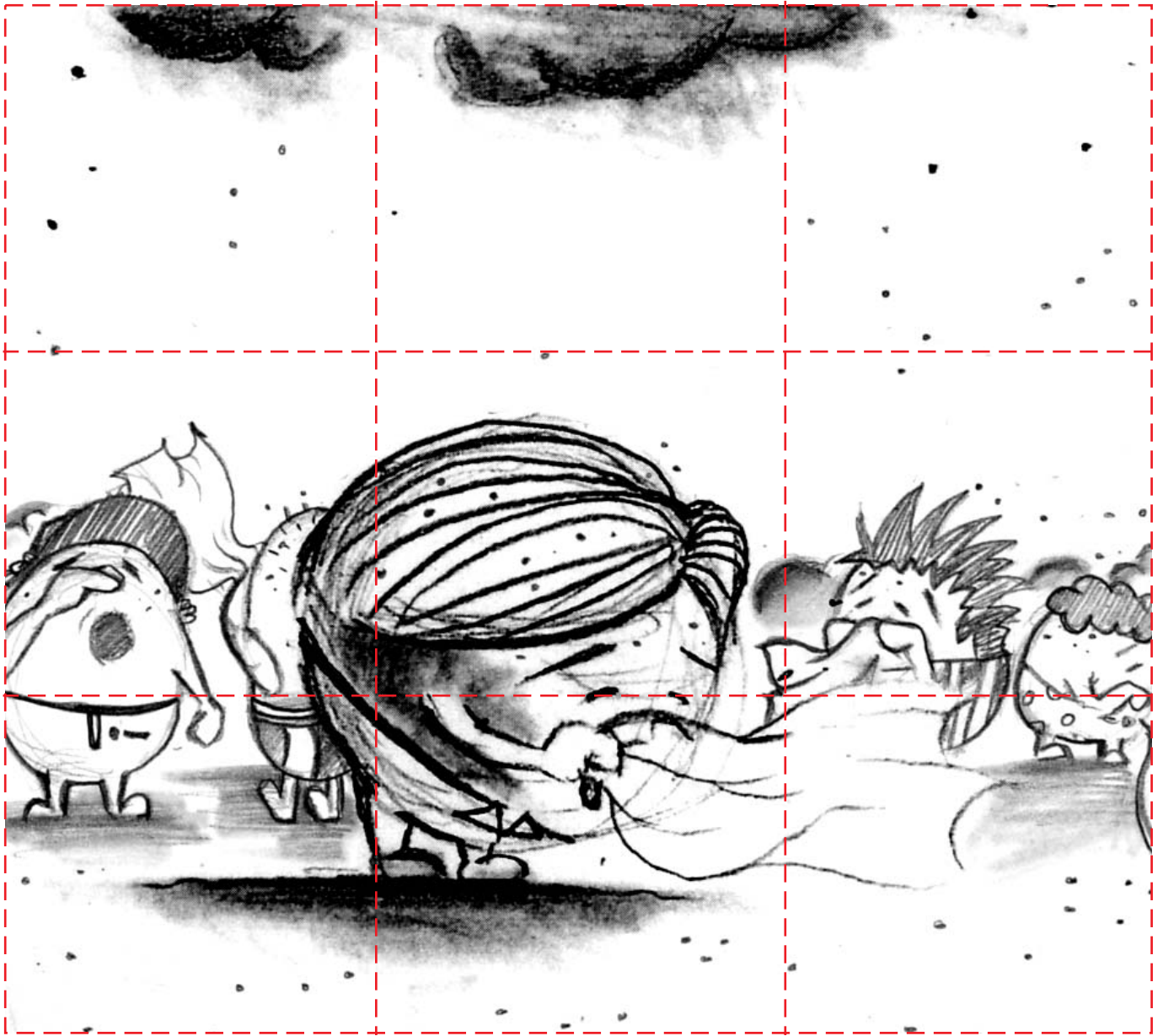
Name: _____ **Class:** _____

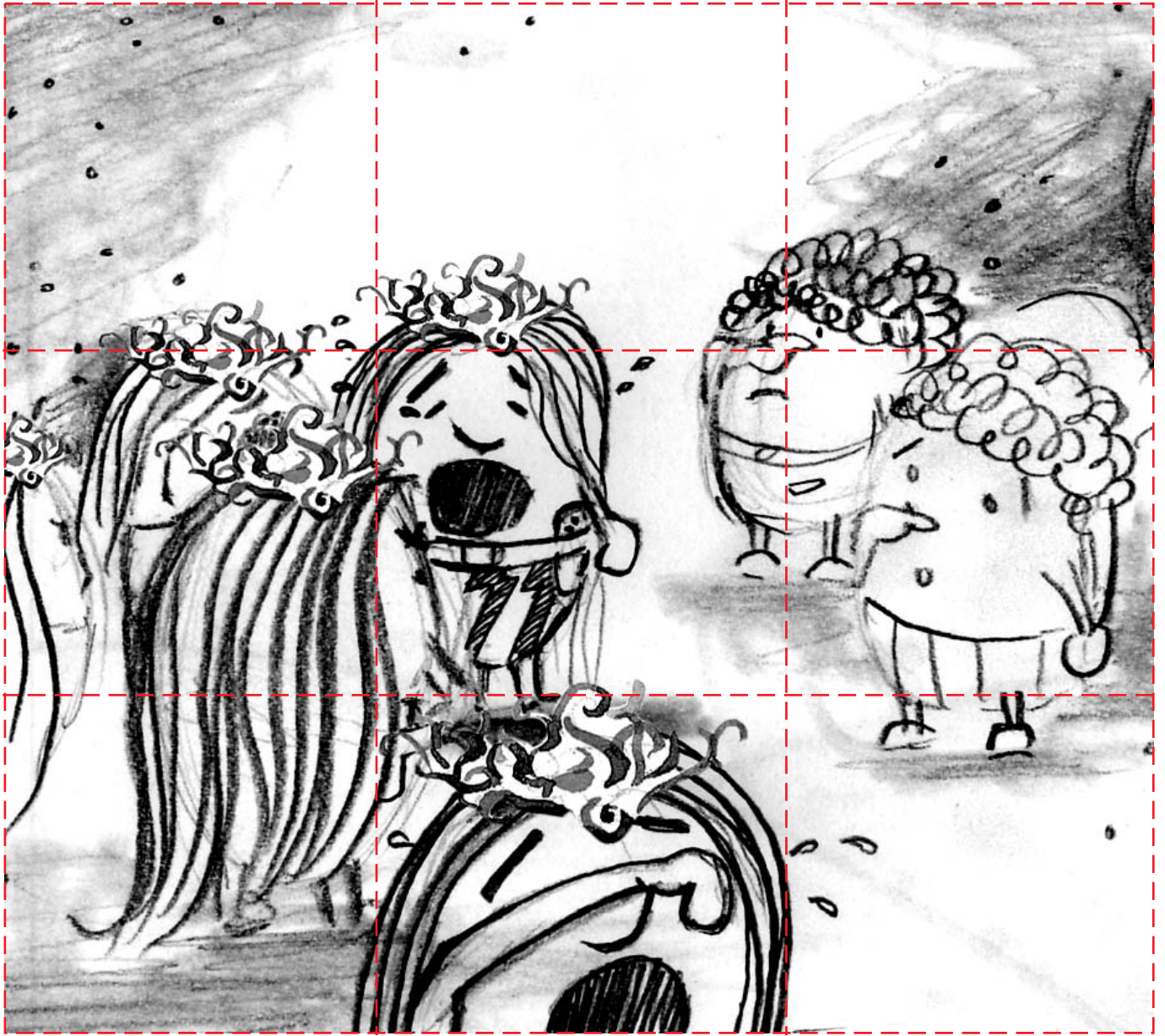
Activity 8: The Little Red Dot Jigsaw Puzzle

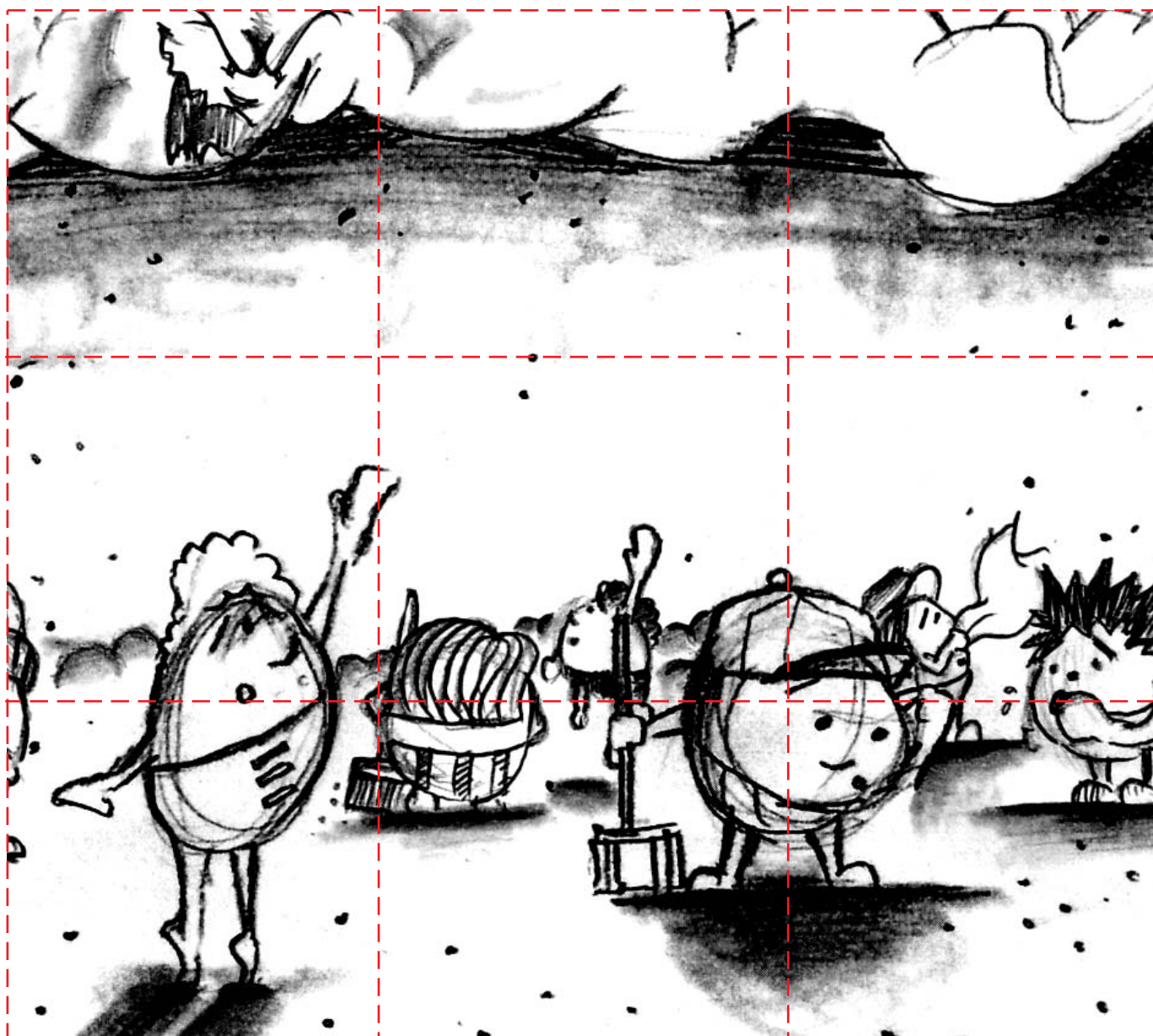
(This is a group activity. The teacher will paste an additional piece of paper on the back of the picture to strengthen the paper before cutting the picture along the perforated lines. The cut pieces will be handed to the group to fix (with scotch tape on the back) and colour.)

Teacher's instructions to the students: Fix the pieces of the jigsaw and colour the pictures of the little red dots.











Activity 9: Who are the tiny red dots?

(This activity aims to get the students to visualise themselves as the tiny red dots. Using a map of Singapore pinned on a board, get the students to identify their neighbourhood/home and place their little red dot (red circular stickers may be used or the dots may be made using markers) on the map. Then get each one to talk about people in their neighbourhood and why they are different, (e.g., next-door neighbour who may be of a different race/religion) and buildings from the different faiths (e.g., temple/mosque/church). The students can also talk about activities that they do together with friends from another ethnic group, e.g., playing together, going to their neighbour's house during festivals.

Key takeaway: Like the tiny red dots, we may not look alike, eat or dress similarly, etc., but deep down we must be united as Singaporeans.)

Teacher's instructions to the students: On the map of Singapore, mark your neighbourhood/home as a little red dot. Tell us about someone in your neighbourhood who looks different from you and what he/she does. Tell us about some of the things that you do together with your friends from another race.



