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Together for PEACE

Silent Manga Catalogue

Teacher's Companion



サイレントマンガ

先生の手引き

一起为
和平

无声漫画目
录教师指南

Published in 2022 by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France

and UNESCO Bangkok Office

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TH/DOC/PIO/22/009-CH

联合国教育、科学及文化组织出版于2022年 巴黎丰特努瓦广场7号 (75352 Paris 07 SP)

以及 UNESCO 曼谷办事处

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About the front cover | 关于封面

The centre features an origami dove made of shapes in the 17 colours of the Sustainable Development Goals as the symbol of peace and how each goal comes together to build peace. Characters from the manga entries are included in each shape. Penmaru, the mascot of SILENT MANGA AUDITION® is at the bottom right corner of the cover.

封面中心是一只由17种不同颜色的可持续发展目标组成的折纸鸽子，象征着各个目标结合起来可以共创和平。每个形状都包含参选漫画作品中的角色。SILENT MANGA AUDITION® 的吉祥物 Penmaru 位于封面的右下角。



Together for Peace

一起为和平

Silent Manga Catalogue Teacher's Companion

无声漫画目录教师指南

Introduction | 导言

Silent Manga refers to manga stories told entirely through illustrations without the use of dialogue. This Silent Manga Catalogue Teacher's Companion is intended for use by teachers (or parents) together with Silent Manga Catalogue, a compilation of Silent Manga entries selected from SILENT MANGA AUDITION® Round 13, which was based on the theme 'Together for Peace'.

The manga stories showcase different aspects of peace as envisioned by artists around the world, and based on various related topics such as out-of-school children, lifelong learning, anti-bullying, conflict, youth, learning to live together, refugees and shared histories. Through the power of Silent Manga, teachers can use such manga stories to spark a thought-provoking discussion among younger generations that represent the chief architects of world peace not only in our own times, but in the years to come.

无声漫画是指完全通过插图而不使用对话来讲述的漫画故事。本《无声漫画目录教师指南》供教师（或家长）与《无声漫画目录》结合使用，该目录为第13轮SILENT MANGA AUDITION®中基于"一起为和平"主题的无声漫画作品汇编。

漫画故事展示了世界各地艺术家所设想的和平的各个方面，并以不同的相关主题为基础，例如失学儿童、终身学习、反欺凌、冲突、青少年、学会共同生活、难民以及共同的历史。教师可以借用无声漫画的力量，利用这些漫画故事，促进年轻一代开展发人深省的讨论，他们不仅代表着我们这个时代，同时也代表着未来数年里世界和平的主要构建者。

Silent Manga contain no dialogue and are meant to be read in Japanese style, right to left, which may be challenging for some readers. Summaries of manga stories are provided for easier comprehension. For further guidance, please refer to reading instructions on Page 4 of the Silent Manga Catalogue.

Reading comprehension questions (marked with 📖 icon) and **thought-provoking questions for group discussions** (marked with 💬 icon) are provided at the end of each manga summary.

📖 **Reading comprehension questions** can help assess if a student understands what he/she has read. They can be asked verbally or as a writing assignment after reading. There is no one correct answer to these questions. The questions are means to encourage students to express what they have understood and felt about the stories.

💬 **Group discussion** can encourage students to learn to express their viewpoints and to practise thoughtful reasoning. Students can be asked how they would address a certain issue if they were leaders or policymakers. Follow-up questions can be added by the teacher.

More activities are provided at the end of this Teacher's Companion. Teachers are welcome to adapt these activities as they see fit, including for online learning.

漫画故事及活动概要

无声漫画不含对话，应该按日语风格从右到左阅读，这对某些读者来说可能具有挑战性。为便于理解，特提供漫画故事的摘要。如需进一步指导，请参阅《无声漫画目录》第 4 页的阅读说明。

每个漫画摘要的末尾都提供阅读理解题（标有 图标），以及用于小组讨论的发人深省的问题（标有图标）。

这些题目可以作为口头提问也可以作为阅读后的写作作业，答案没有对错之分。其目的是鼓励学生表达自己对故事的理解和感受。

小组讨论可以鼓励学生学习表达自己的观点，并练习缜密的推理能力。教师可以向学生提问，如果他们是领导者或决策者，会如何解决某个问题。教师可以补充后续问题。

本教师指南的末尾提供了更多活动内容。欢迎教师视情况调整这些活动，包括在线学习。

Invisible | 隐形人



By João Eddie | 作者：João Eddie

Brazil | 巴西

Standing in a landfill, a young boy, who has been forced by his stepfather to work by collecting rubbish, finds a book. During lunchtime, he throws his mouldy bread to the birds. At night, he sees in the book how children usually go to school. One day, the boy decides to run away. His stepfather tries to stop him, but is attacked by the birds. The boy breaks out crying, as he cannot catch up with the departing school bus. A woman whose image appears on the book's cover finds the boy with the book. In the end, the boy is introduced to a new life as the woman takes him to school.

在垃圾填埋场，一个被继父强迫去捡垃圾的小男孩，找到了一本书。午餐时间，他将自己手里发霉的面包扔给鸟儿。晚上，他看到书中的孩子们一般都会去学校上学。一天，男孩决定逃跑。他的继父试图阻止他，但遭到鸟儿的攻击。因为追不上离开的校车，男孩嚎啕大哭。书本封面上的女人找到了拿着书的男孩。最后，女人带着男孩去上学，男孩开始了新的生活。

Why does the boy collect books and stationery from rubbish?
为什么男孩会在垃圾堆里捡书和文具？

Why is the boy 'invisible'? Give examples of groups or people who are deemed 'invisible', and how they acquire such a label.
为什么这个男孩是“隐形人”？举例说明被视为“隐形人”的群体或个人，以及他们为什么得到这样的标签。



In Your Shoes | 设身处地

By Priscilla Miranda & Lucas Marques | 作者：Priscilla Miranda & Lucas Marques

Brazil | 巴西

A teacher finds an old photo album while cleaning the bookshelf of her dilapidated school, and she cannot help recalling the difficult and emotional experiences of one of her students. The student is too poor to afford a book that he needs for his studies. With help from his caring teacher, he finally has a chance to study with the gift of a book she has presented to him. Years later, the boy, now an adult, returns to his alma mater with books that he donates for the benefit of current students.

老师在清理破旧学校的书架时发现了一本旧相册，她不禁回忆起某个学生的一段艰难而感人的经历。这名学生家境贫困，买不起学习用书。他的老师很有爱心，将那本书作为礼物送给他，让他有机会继续学习。几年后，男孩长大成人，带着他为学弟学妹们捐赠的书籍回到母校。

Why does the man donate books to his school?
为什么这个人要捐书给学校？

In addition to good books, what other things and ways are important for ensuring that children have access to education?
除了优秀的书籍，还有哪些东西和方式对于确保儿童获得教育至关重要？

Mr Roux's Math Class | Roux先生的数学课



By Akimichi | 作者：Akimichi

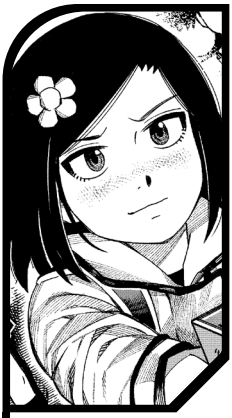
Russian Federation | 俄罗斯联邦

Students in school are enjoying their lessons in a mathematics class. An old janitor, disappointed with himself for not having had an opportunity to study when he was a young boy, looks on the happy students from the outside. The teacher then offers to clean the floor for the janitor, so that he might study, with further help provided by the students. The janitor, with his endless passion for learning, starts studying again until he one day completes his education.

学校里的学生们正在专心地上数学课。老清洁工在外面看着幸福的学生，想起自己小时候没有机会上学，感到非常难过。后来，老师主动提出替清洁工打扫地板，让他得以在学生们的进一步帮助下学习。清洁工带着无尽的学习热情重新开始学习，直到有一天完成学业。

What might be the factors that prevented the janitor from studying when he was a young boy?
当清洁工还是小男孩的时候，可能有哪些因素阻碍了他上学？

Give examples of things that you can share with an older generation, and things you will need to learn from a younger generation, in the future.
举例说明你可以和老一辈分享哪些东西，以及未来需要向年轻一代学习哪些东西。



Chrysalis | 茧

By Carriere Alexandre | 作者：Carriere Alexandre

France | 法国

A girl goes to school with a chrysalis in her insect feeding box. She hugs the box and avoids the crowd. A mental chrysalis has formed around her as she isolates herself. A boy approaches her and asks about the chrysalis, but she pushes him away. As the insect inside cracks the chrysalis open, the girl decides to open her mind, and she rushes to the boy and shows him a beautiful butterfly.

一个女孩带着昆虫喂食盒里的茧去上学。她抱着盒子，避开人群。她将自己孤立起来，仿佛周围有一圈无形的茧。一个男孩走近她，问着关于茧的事情，但她把他推开了。昆虫破茧而出时，女孩决定敞开心扉，她冲到男孩面前，给他看美丽的蝴蝶。

How does the girl make up with the boy? Why?
女孩是怎样与男孩和好的？为什么？

The 'wall' visible to the heart differs from one person to another. What can they be? Why do these walls exist?
每个人都有不同的心"墙"。这些心墙可能是什么？这些墙为什么存在？

A Melody of Peace | 和平的旋律



By Kenkyostudio | 作者：Kenkyostudio

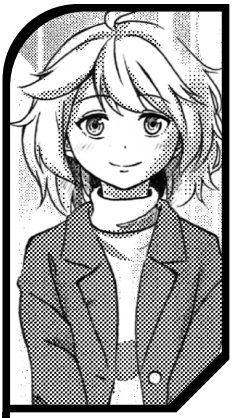
Spain | 西班牙

A girl is bullied by her classmates, who have made fun of her for wearing a wig to hide her temporary baldness. After an accident, a classmate who had instigated the teasing visits a hospital. Inspired by his curiosity over the origin of a beautiful melody, he discovers his classmate playing her violin to cheer up other sick children with baldness caused by chemotherapy treatments for cancer. After witnessing that generosity of spirit, he repents for his former actions and convinces the rest of his classmates to shave their heads in collective apology.

一名女孩被同学欺负，他们取笑她为了掩盖脱发而戴假发。一个次事故后，煽动其他人取笑女孩的同学去医院就诊。他听到了美妙的旋律。出于好奇旋律的源头，他顺着旋律发现了女孩正在拉小提琴来抚慰其他那些因癌症化疗而掉光头发的患病儿童。目睹了这种无私精神后，他因自己以前的行为感到懊悔，并说服其他同学通过集体剃光头来向女孩道歉。

Why does the boy feel remorse by his past actions in relation to the girl?
为什么男孩因为过去对女孩的行为而感到懊悔？

What can be done to address bullying?
我们可以做些什么来解决欺凌问题？



A Wordless Apology | 无言的歉意

By Marika Mangaka DZ | 作者：Marika Mangaka DZ

Algeria | 阿尔及利亚

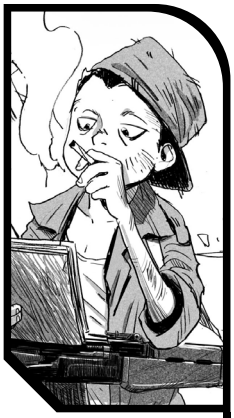
A Syrian refugee who moves to a new school meets a boy who bullies her by making fun of her. The girl stops attending school for several days, and later he coincidentally finds her working for food. Out of curiosity, he follows her home and is shocked to find that she and her entire family have been going through tough times. Atoning for what he has done, he expresses his wordless apology by collecting donations with the help of his teacher and classmates, so they can buy everyday necessities for the girl and her family. The girl and the boy finally make up as friends.

转学到新学校的叙利亚难民遭到了某个男孩的欺凌和取笑。这名女孩好几天没有上学，后来，男孩无意中发现女孩在通过打工来换取食物。出于好奇，他偷偷跟着她回了家，震惊地发现她和全家人的生活都非常困难。为了弥补自己之前的所作所为，他在老师和同学的帮助下筹集捐款，为女孩和她的家人购买日用品，表达了自己无言的歉意。女孩和男孩最终和好并成为朋友。

What are the possible hardships experienced by the girl and her refugee family?
女孩和她的难民家人可能会经历哪些困难？

What can be the causes of bullying?
她为什么遭到欺凌？

The Lost Boy | 迷失的男孩



By gawinsat | 作者：gawinsat

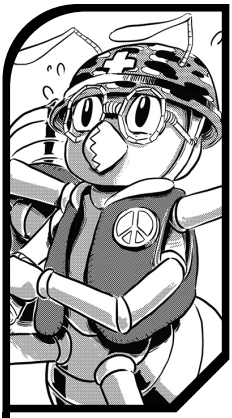
Thailand | 泰国

Upon finding a book, a child soldier asks a prisoner being held by his militant group to teach him to read. One day, his fellow soldiers intend to kill the hostage, and a superior hands the child soldier a knife to execute the man. The boy imagines what a more normal life could be like if he could only pursue his education, and he drops the knife. When the militant superior is about to shoot the young soldier for his disobedience, another group of soldiers rescue the hostage and arrest the brutal militants. Both the hostage and the boy soldier survive the entire ordeal.

一个激进组织的儿童兵在找到一本书后，请一位被组织关押的囚犯教他阅读。一天，他的同伙打算杀死人质，上级递给儿童兵一把刀，让他处决此人。男孩想象着，如果自己能够继续接受教育，一定能够过上更正常的生活，他最终放下了刀。激进组织的领导人准备开枪打死这名不服从命令的儿童兵时，另一群士兵解救了人质，并逮捕了残暴的激进分子。人质和儿童兵都在磨难中幸存下来。

Why does the boy decide not to execute the hostage as ordered by his superior?
为什么男孩决定不服从上级下达的处决人质的命令？

How are child soldiers created? Why?
儿童兵是如何产生的？为什么？



Tabletop Warfare | 眼前的战争

By Joe Warat | 作者：Joe Warat

Thailand | 泰国

A boy is witnessing two fights in progress in his own household kitchen. His parents are arguing because his father has broken an object; at the same time, two groups of ants are warring over a piece of biscuit. One of the ants sees what's going on and has an idea. It bites the boy and promptly hides from him. As the boy is looking for the ant, he falls off his chair. Only then do his parents stop arguing. As his mother tends to him, she sees her wedding photo. The parents make up, and the boy rewards the ants by splitting the biscuit between the two groups.

男孩在自己家的厨房里目睹了两场争斗。因为父亲弄坏了某个东西，他的父母正在争吵；与此同时，两群蚂蚁正在争夺一块饼干。其中一只蚂蚁看到了发生的事情，产生了一个想法。它咬了男孩一口，然后快速躲了起来。男孩到处寻找蚂蚁，并因此从椅子上摔了下来。直到这时，他的父母才停止了争吵。母亲照顾他时，看到了自己的结婚照。于是，父母和好如初，男孩将饼干掰成两半分给了两群蚂蚁，以此作为回报。

How does the ant's bite help end the tabletop warfare?
为什么蚂蚁咬了男孩一口，就停止了眼前的争斗？

Share your experience of trying to end an argument or a conflict of some kind. What did you do? Did it work?
分享你尝试停止某次争论或冲突的经历。你做了什么？成功了吗？

Neither Bright Nor Dark | 明暗之间



By Laica Chrose | 作者：Laica Chrose

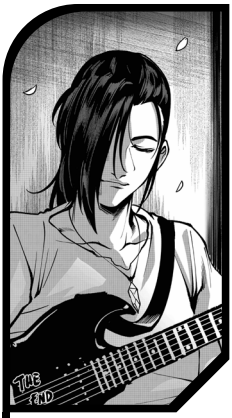
Brazil | 巴西

Two communities, the Sun people and the Moon people, are separated by a big wall. The Sun people believe that the Moon people are monsters that can summon dark clouds. Through a crack in the wall, a boy makes friends with someone from the 'monster' group. Angered by poor harvests caused by the dark clouds, the Sun people are about to fight the 'monsters'. The boy succeeds in stopping a developing conflict, working together with his 'friend', who turns out to be a young girl, not a 'monster'. The Sun people come to realise that the scary armour and dark clouds are for shielding the Moon people from the sun. Both Sun and Moon peoples then adjust their lifestyles so they can live together harmoniously.

太阳人和月亮人的两个社区被一堵大墙隔开。太阳人认为月亮人是能够召唤乌云的怪物。通过墙上的裂缝，男孩和"怪物"群体的某个人成为朋友。由于乌云导致庄稼歉收，太阳人被激怒了，与"怪物"的战争一触即发。男孩和他的"朋友"一起成功阻止了冲突，才发现原来他的朋友是年轻的女孩，并不是"怪物"。太阳人开始意识到，月亮人可怕的盔甲和乌云是为了保护自己不受太阳人的伤害。随后，太阳人和月亮人都调整了自己的生活方式，和谐共处。

What do people of the two groups have to adjust to so they can live peacefully together?
这两个群体的人必须做出哪些调整，以便和平共处？

What is the relationship between diversity and empathy?
多元化和同理心之间的关系是什么？



My Weird Roommate | 我的奇怪室友

By Heitor Amatsu | 作者：Heitor Amatsu

Brazil | 巴西

A man and a woman with different lifestyles become roommates. The man loves loud music, while the woman loves meditating quietly with incense. One day, as the man is practising his guitar, the woman's meditation crystal breaks. Upon discovering this, she cuts the man's guitar strings in revenge. Then, as she goes out, the woman falls into a river. The man comes to her rescue, and he gives her a new crystal as an apology. When the man subsequently discovers his broken guitar strings, the woman gives him new strings as her apology. They make up and find themselves able to share the room in peace.

生活方式不同的一男一女成为了室友。男人喜欢喧闹的音乐，女人喜欢安静地熏香打坐。一天，男人练习吉他时，女人的冥想水晶碎了。女人发现之后，剪断了男人的吉他弦以示报复。后来，女人出门时失足掉进河里。男人救了她，并送给她新的水晶以示歉意。男人之后发现自己的吉他弦断了时，女人送给他新的琴弦以示歉意。他们和好后，发现自己可以与对方和平地生活在同一屋檐下。

What are the chief differences between the man and the woman?
男人和女人的主要区别是什么？

How can people with differences in viewpoints or lifestyles live peacefully together?
观点或生活方式不同的人如何和平共处？

Homeless | 无家可归



By Simone Sanseverino |
作者：Simone Sanseverino
Italy | 意大利

Separated from his usual group, a little penguin arrives alone at a tundra. He is discriminated against and is hurt by local birds led by a father bird. The local birds see the penguin as strange and 'different', because his wings are useless for flying. A blizzard blows away the father bird's egg, which is saved by the penguin, who is good at swimming. Not yet knowing this, the father bird finds the penguin and is about to attack him, when he is joined by his local followers. The bird couple is touched to learn that their egg is safe, and the father bird feels genuinely sorry for being so mean to the penguin.

一只小企鹅离开自己熟悉的族群，独自来到苔原。他受到由鸟爸爸带领的当地鸟群的歧视和伤害。当地鸟群认为企鹅非常奇怪，并且因为它的翅膀不能飞而“与众不同”一场暴风雪吹走了鸟爸爸的蛋，擅长游泳的企鹅将这些蛋救了回来。对此事尚且一无所知的鸟爸爸找到企鹅，准备攻击他，追随他的当地鸟群也加入了这一行列。当鸟夫妇得知它们的蛋毫发无损时非常感动，鸟爸爸也因自己对待企鹅的刻薄而羞愧万分。

Why is the penguin not initially welcomed by the father bird and other local birds?
为什么企鹅最初不受鸟爸爸和其他当地鸟群的欢迎？

How can differences breed hostility?
为什么差异会滋生敌意？



Controversy of Sky | 天空之争

By Thuntopia | 作者：Thuntopia

Thailand | 泰国

After a World War, only arid desert remains on Earth, while adults are slumbering in the sky. A woman wakes up and sees a boy down below, earthbound, trying to find water from a sprout. She awakens other adults to help the boy, but they all end up fighting, as they are old enemies. As the boy is about to eat the sprout, he is stopped by an injured girl. At first they fight each other, too, but the boy suddenly stops, and they hug each other and cry together. Saddened by the incident, the adults join hands to create a stream, which enables plants to flourish again.

一场世界大战后，地球上只剩下干旱的沙漠，成年人则在天空中沉睡。一个女人醒来后，看到一个男孩正在地面，努力在嫩芽中寻找水。她唤醒了其他成年人，希望他们帮助男孩，但由于他们是宿敌，最终又开始争斗起来。男孩正要吃嫩芽，却被一个受伤的女孩拦住了。起初，男孩和女孩也在打架，但男孩突然停下来，然后两人抱在一起哭了。成年人们看到此情此景，感到非常难过，于是他们共同建成了一条小溪，让植物再次繁茂。

Why do the adults continue fighting after waking up in the sky?
为什么成年人在天空中醒来后继续争斗？

What can be the possible causes for spurring people to war with each other?
什么原因可能导致人们相互争斗？

Legacy | 遗迹



By YUKIRA | 作者：YUKIRA

Malaysia | 马来西亚

An archaeologist excavating a site in Malacca finds a buried tomb. His consciousness suddenly travels back to the 15th century, as though he were a wealthy Chinese merchant. He then explores the history and diversity of the culture at the port city of Malacca. He kindly lends a hand to a boy of different race, who is in need of assistance. The boy then matures into a responsible person over the course of some years. The merchant passes away, and the archaeologist's consciousness returns to his own modern times. He realizes that he has experienced the life of the person who had saved the boy, who is one of his own ancestors.

某考古学家在马六甲挖掘遗址时发现了一座被掩埋的坟墓。他的意识突然回到了 15 世纪，成为了一名富有的中国商人。随后，他在港口城市马六甲探索了丰富多彩的历史和文化。他好心地向其他种族某个需要帮助的男孩伸出援手。几年后，男孩成长为一名负责任的成年人。商人去世之后，考古学家的意识回到了现代。他意识到那个帮助了男孩的商人，正是自己的祖先。

How does the merchant treat the boy?
商人是怎样对待这名男孩的？

What do people of South-East Asia have in common?
东南亚人有什么共同点？



Over the Barriers | 越过障碍

By AntiGA | 作者：AntiGA

Italy | 意大利

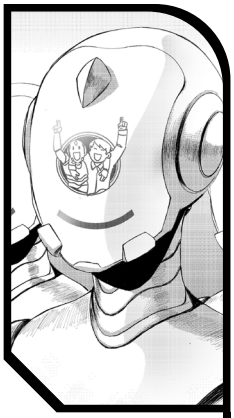
Four children are divided by manga frames. The first three are enjoying their time in their own frames, while by distinct contrast, a girl in the last frame apparently is living amid fighting. As the fighting intensifies, the boy who lives next to the girl's frame notices the situation. He then alerts the other two children. Working closely together, they remove parts of their manga frames to construct a ladder allowing the last girl to escape to safety.

四个孩子被漫画框分开。前三个孩子在各自的画面中享受时光，而形成鲜明对比的是，最后一框中的女孩显然生活在战争之中。战争愈发激烈，住在女孩画面框旁边的男孩注意到了这种情况。他随后告知了另外两个孩子。他们通过紧密合作，移除了漫画框的一部分用来搭建了一个梯子，让最后一框的女孩逃到安全的地方。

How do the three children help the girl in the troublesome manga frame?
三个孩子怎样帮助漫画框中遇到困难的女孩？

What can the frames and the ladder in this manga be compared with in reality? Why?
漫画中的框架和梯子可能象征着现实生活中的什么？为什么？

Prototype | 原型



By Bakti Abdul Jabar & Jabbar Wardana |
作者：Bakti Abdul Jabar & Jabbar Wardana
Indonesia | 印度尼西亚

In an industrial factory, robots are being produced for fighting purposes. An accident has caused one of the robots to fall from the production line, its head hitting the floor, activating the installation of the original software, which is peace-loving. The robot wakes up and is confused to see other robots being produced for fighting. It then has the idea to transfer the original software to its fellow robots via a main server. Successfully escaping surveillance, the robot manages to install the original software to the server, and the data is thereby copied to all the remaining robots.

一家工厂正在生产用于战争的机器人。一场意外导致其中一台机器人从生产线上坠落，头部撞到地板，激活了初始软件的安装，成为了一台爱好和平的机器人。机器人醒来后，困惑地看着生产线上这些将用于战争的机器人。它随后想出一个办法：通过主服务器将爱好和平的初始软件传输给其它机器人。机器人成功逃脱监控，设法将初始软件安装到服务器，从而将数据复制到所有剩余的机器人。

Why does the robot want to install the original software to the other robots? What does the peace-loving robot do to achieve this?
为什么机器人要将原始软件安装到其它机器人身上？为了实现这一目标，爱好和平的机器人做了什么？

What are opportunities and challenges caused by artificial intelligence (AI)?
人工智能 (AI) 带来了哪些机遇和挑战？

Writing Tasks

Some of these writing tasks can be assigned for students to practice their creative writing skills. Appropriate word limits can be added.

1. **Dialogue writing:** Write dialogues that characters in the manga frames might say if this were not a Silent Manga.

2. **Summary writing:** Write a summary of a Silent Manga and what one has learned from it.

3. **Novelization:** Write a short story based on a chosen Silent Manga.

4. **Turning point analysis:** Identify a possible turning point in a manga, and explain why it is important to the storyline.

5. **Character analysis:** Write a review of a manga character and how and why it changes in personality or behaviour over the course of the story. Refer to the Characters Sheet on Page 27, if needed.



写作任务

可以向学生分配以下写作任务，以锻炼其创意写作技能。可以补充适当的字数限制。

1. **对话写作：** 假设这不是无声漫画，请为漫画框中的角色补充他们可能会说的话。
2. **总结写作：** 写下无声漫画的摘要，以及你从中学到的东西。
3. **小说改写：** 根据所选的无声漫画写一个短篇故事。
4. **转折点分析：** 找出漫画中可能为转折点的情节，并说明为什么它对故事情节至关重要。
5. **人物分析：** 写一篇关于漫画角色的评论，分析该角色在故事中如何以及为什么改变了个性或行为。如果需要，请参阅第 27 页的角色表。



Activity 1: Role-playing (with or without dialogue)

1. Divide students into groups.
2. Draw lots to decide which manga a group will do the role-playing, and their order of performance.
3. The numbers of characters in a manga and group members may vary. The story can be adapted to the particular circumstances at hand.

Activity 2: Mime

1. Divide students into two groups.
2. Each group takes turn in sending a member to the teacher, who will point to one character from the Characters Sheet on Page 27.
3. The student performs the mime based on the chosen character, while others try to guess from which manga the mime originates, as well as which particular character the student is miming.
4. The group that can answer correctly scores a point. The group with the highest points after several rounds wins the game.

Activity 3: Drawing manga

Ask students to draw their favourite manga character(s) from the Silent Manga Catalogue or from a manga they read. Also ask them to share why they love this/these characters.

Older students can be asked to draw a three-panel or a four-panel manga strips. To add another layer of challenge, the manga strips can be silent manga. (Only onomatopoeia is allowed.)

活动 1：角色扮演（有或没有对话）

1. 将学生分成几个小组。
2. 抽签决定哪个小组对哪个漫画进行角色扮演，并确定表演顺序。
3. 漫画中的角色数量与小组成员的人数可能会有所不同。可以根据实际情况改编故事。

活动 2：哑剧

1. 将学生分成两组。
2. 每个小组轮流派出一名成员，由教师指定第 27 页人物表中的一个人物。
3. 学生根据所选角色表演哑剧，其他人尝试猜测哑剧来自哪个漫画，以及该学生正在模仿哪个具体角色。
4. 答对的小组得一分。几轮比赛后，得分最高的小组赢得比赛。

活动 3：画漫画

让学生画出无声漫画目录中或者自己读过的漫画中最喜欢的漫画角色。同时请他们分享喜欢这个或这些角色的原因。

可以要求年龄较大的学生绘制三格或四格漫画。为了增加挑战难度，可以请他们画无声漫画（只允许使用拟声词）。

End note | 结束语

Do let us know how you use the Silent Manga Catalogue for teaching and learning! You can do so by way of the following:

1) Share your story and photos with us by email, at pio.bangkok@unesco.org.
2) Post several photos on social media with captions. Please add #TogetherForPeace and #SilentMangaAudition and tag these social media accounts depending on the platform you use.

@unescobangkok and @SilentMangaAudition

@unescobangkok and @SilentMangaComm

@unescobangkok and @silent_manga_audition

By submitting photos to us or by posting photos on social media, please make sure that you have obtained permission from any persons, adults and parents/guardians of children, who are featured in the photograph(s).

请让我们知道，您是怎样使用《无声漫画目录》进行教学和学习的！为此，您可以使用以下方式：

1. 发送电子邮件至 pio.bangkok@unesco.org，与我们分享你的故事和照片。
2. 在社交媒体上发布几张照片并配上说明。请添加 #TogetherForPeace 和 #SilentMangaAudition，并根据你使用的平台标记以下社交媒体帐户。

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@unescobangkok 和 @SilentMangaComm

@unescobangkok 和 @silent_manga_audition

向我们提交照片或在社交媒体上发布照片时，请确保你已获得照片中出现的任何个人、成人和儿童父母/监护人的许可。

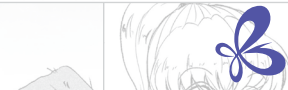
Characters Sheet Page | 角色表页面



特别鸣谢我们的合作伙伴













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