Together for PEACE

Silent Manga Catalogue

Teacher's Companion

サイレントマンガ

先生の手引き



Tinchlik uchun birgalikda

So'zsiz Manga katalogi
O'qituvchilar uchun yo'riqnoma

United Nations Educational, Scientific and Cultural Organization

Sustainable Development Goals

Bangkok Office

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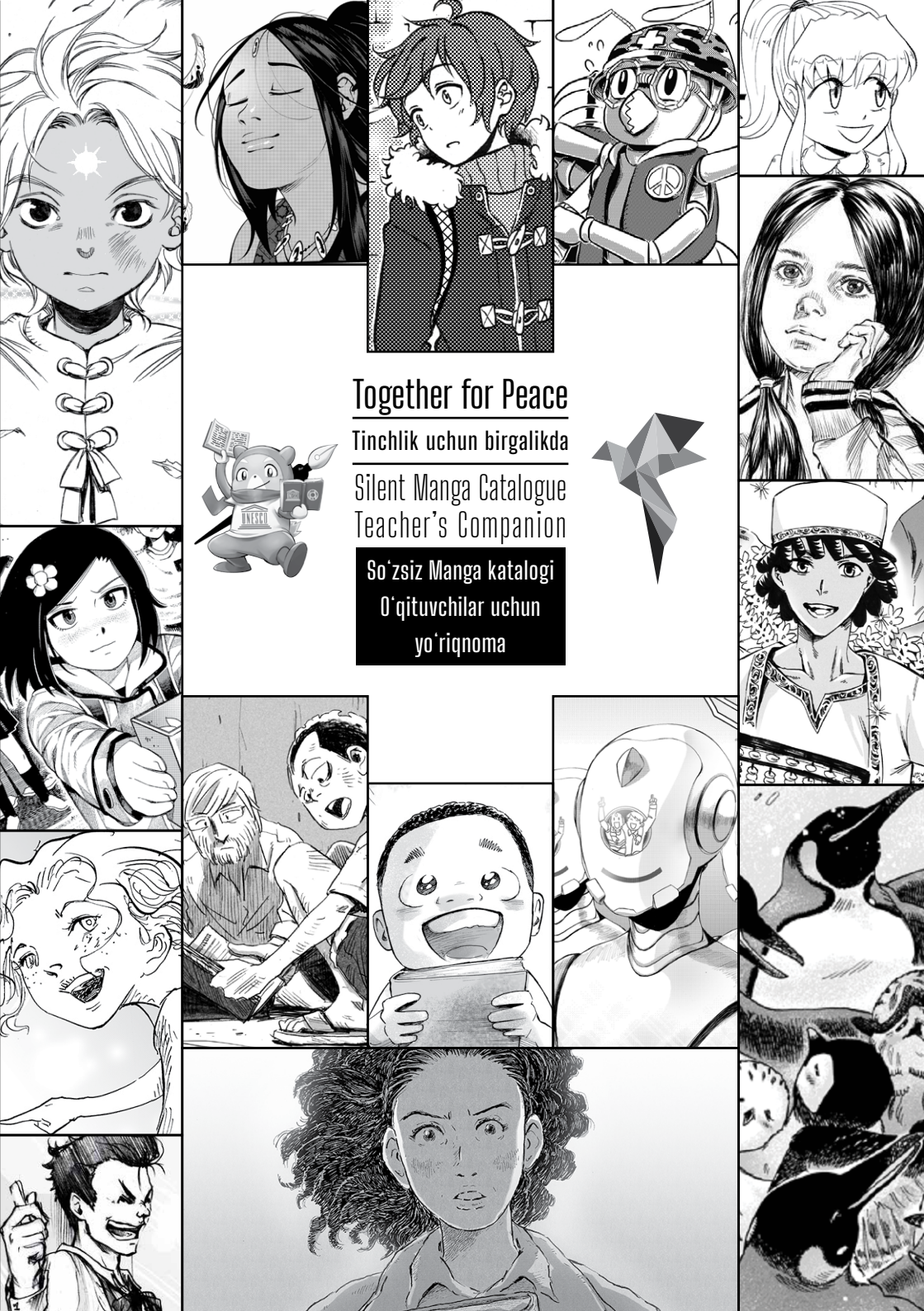
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About the front cover | Muqovadagi tasvir haqida

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.

Markazda tinchlik ramzi sifatida Barqaror rivojlanish maqsadlarining 17 rangidagi shakllardan yasalgan origami kabutar tasvirlangan va har bir maqsad tinchlik o'rnatish uchun birlashadi. Manga turkumidagi hikoya qahramonlari har bir shaklga kiritilgan. SILENT MANGA AUDITION®ning ramzi hisoblanmish Penmaru muqovaning pastki o'ng burchagida berilgan.



Together for Peace

Tinchlik uchun birgalikda

Silent Manga Catalogue
Teacher's Companion

So'zsiz Manga katalogi
O'qituvchilar uchun
yo'riqnoma

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.

Manga - bu yapon komiksidir. Komiks- bu rasmlar orqali hikoyalarni ifodalashdir. So'zsiz Manga - so'zlardan foydalanmasdan yaxlit rasmli tasvirlar orqali berilgan manga hikoyalari majmuidir. So'zsiz Manga turkumidagi hikoyalardan foydalanish bo'yicha mazkur yo'riqnoma o'qituvchilar (yoki ota-onalar)ga "Tinchlik uchun birga" mavzusi asosida SILENT MANGA AUDITION® 13-nashrida tanlangan "Silent Manga" (So'zsiz Manga) ma'lumotlar katalogi bilan birgalikda foydalanish uchun tavsiya etiladi.

Manga hikoyalari dunyoning turli mamlakatlari rassomlarining tasavvuridagi tinchlikning turfa jihatlarini namoyish etadi va bolalarning maktabdan tashqaridagi faoliyati, hayot davomida ta'lim olishlari, zo'ravonlikka qarshi, nizo va mojarolar, yoshlar hayoti, birgalikda yashashni o'rganish, qochqinlar va hayotiy tajriba kabi turli mavzulardagi voqealar tarixiga asoslangan. So'zsiz Manga hikoyalaridan o'qituvchilar nafaqat bizning zamonamizda, balki kelajakda ham dunyo tinchligining bosh me'morlari hisoblangan yosh avlodni tanqidiy va ijodiy fikrlashga undovchi munozara darslarini tashkil etish hamda shunday mazmundagi darslarni olib borishda foydalanishlari mumkin.

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.

So‘zsiz Manga suhbatsiz tarzda tasvirlar orqali berilgan hikoyalarni o‘z ichiga oladi hamda yaponcha uslubda o‘ngdan chapga o‘qishni nazarda tutadi, bu ba'zi o‘quvchilar uchun qiyin bo‘lishi mumkin. Tushuntirish osonroq bo‘lishi uchun o‘qituvchi yo‘riqnomasida manga hikoyalarining qisqacha mazmuni berilgan. Qo‘shimcha tavsiyalar bo‘yicha So‘zsiz Manga katalogining 6-sahifasida berilgan o‘qish yo‘riqnomasidan ma’lumot olishingiz mumkin.

Har bir manga xulosasining oxirida o‘qib tushunish ko‘nikmasini tekshirish uchun savollar (📖 belgisi bilan) **va guruh muhokamalari uchun tanqidiy fikrlash ko‘nikmasini rivojlantirishga qaratilgan savollar** (💬 belgisi bilan) berilgan.

📖 **O‘qib tushunish bo‘yicha savollar** o‘quvchi o‘qigan ma’lumotni tushungan yoki tushunmaganligini baholashga yordam beradi. Ularni o‘qishdan keyin og‘zaki yoki yozma topshiriq sifatida so‘rash mumkin. Bu savollarga bitta to‘g‘ri javob yo‘q. Savollar o‘quvchilarni hikoyalar mazmunini tushungani va his qilganligini ifoda etishga undash vositasidir.

💬 **Guruhda muhokama** qilish o‘quvchilarni o‘z fikrini ifodalashga, o‘rganishga va chuqur mulohaza yuritishga undaydi. O‘quvchilardan, agar ular rahbar yoki siyosatchi bo‘lganlarida, muayyan muammoni qanday hal qilishlarini so‘rash mumkin. O‘qituvchi tomonidan mustahkamlash uchun savollar qo‘shilishi mumkin.

“O‘qituvchi uchun yo‘riqnoma”ning oxirgi sahifasida foydalanish uchun qo‘shimcha mashqlar berilgan. O‘qituvchilar berilgan mashq va topshiriqlardan o‘z imkoniyatlaridan kelib chiqib, shu jumladan, onlayn o‘rganish uchun moslashtirishlari mumkin.

Invisible | Ko‘rinmas



By | Muallif João Eddie

Brazil | Braziliya

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.

O‘gay otasi tomonidan chiqindi yig‘ishga majbur bo‘lgan yosh bola chiqindilar orasidan kitob topib oladi. Tushlik paytida u mog‘orlagan nonini qushlar bilan baham ko‘radi. Tunlari esa u kitobda odatda bolalar maktabga qanday borishini tomosha qiladi. Kunlardan bir kuni bola uydan qochib ketishga qaror qiladi. O‘gay otasi unga qarshilik qilmoqchi bo‘ladi, biroq u qushlar hujumiga uchraydi. Bola jo‘nab ketayotgan maktab avtobusi ortidan chopadi, lekin avtobusga yeta olmay yig‘lab yuboradi. Kitob muqovasida tasvirlangan ayol bolani qo‘lida kitobi bilan topib oladi. Nihoyat, ayol bolani maktabga olib boradi va uning yangi hayoti boshlanadi.

Why does the boy collect books and stationery from rubbish?
Nima uchun bola chiqindilar orasidan kitob va o‘quv qurollarini yig‘adi?

Why is the boy ‘invisible’? Give examples of groups or people who are deemed ‘invisible’, and how they acquire such a label.
Nima uchun bola “ko‘rinmas”? “Ko‘rinmas” deb hisoblangan guruhlar yoki odamlarga va ular qanday qilib bunday maqomga ega bo‘lganliklariga misollar keltiring.



In Your Shoes | Eng yaxshi sovg‘a

By | Muallif Priscilla Miranda & Lucas Marques
Brazil | Braziliya

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.

O‘qituvchi xarobaga aylangan maktabning kitob javonini tozalayotganda eski fotoalbom topib oladi, beixtiyor sharoiti og‘ir bir o‘quvchisi va uning ruhiy kechinmalari yodiga tushadi. O‘quvchi juda kambag‘al bo‘lganligi tufayli o‘qishi uchun zarur bo‘lgan kitobni sotib olishga qurbi yetmas edi. Nihoyat u o‘zining g‘amxo‘r o‘qituvchisi sovg‘a qilgan kitob yordamida zarur bilimlarni olish imkoniyatiga ega bo‘ldi. Yillar o‘tib, bola voyaga yetadi, u ham o‘zi ta’lim olgan maktab o‘quvchilariga kitob sovg‘a qilib, o‘z sahovatini namoyon etadi.

Why does the man donate books to his school?
Nima uchun yigit o‘z maktabiga kitoblar sovg‘a qildi?

In addition to good books, what other things and ways are important for ensuring that children have access to education?
Yaxshi kitoblardan tashqari, yana qanday vosita va usullar bolalarning ta'lim olish imkoniyatini ta'minlashda muhim ahamiyat kasb etadi?

Mr Roux's Math Class |
Janob Runing matematika darsi



By | Muallif Akimichi

Russian Federation | Rossiya Federatsiyasi

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.

Maktab o'quvchilari matematika darsida zavq bilan shug'ullamnoqda. Yoshligida o'qish imkoniyati bo'lmagani uchun o'zidan hafsalasi pir bo'lgan keksa farrosh baxtiyor o'quvchilarni tashqaridan kuzatib turardi. Keyin o'qituvchi farroshga dars jarayonida polni tozalashni taklif qiladi, shu yo'l bilan o'quvchilar yordamida unga o'qish uchun imkon yaratadi. O'qishga ishtiyoqi cheksiz bo'lgan farrosh, bir kun kelib o'qishni tugatishiga ishonch bilan ta'lim olishni boshlaydi va o'qishini oxirigacha davom ettirib, ma'lumot oladi.

What might be the factors that prevented the janitor from studying when he was a young boy?
Farroshning yoshligida ta'lim olishiga qanday omillar to'sqinlik qilgan bo'lishi mumkin?

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.
Kattalar bilan baham ko'rishingiz mumkin bo'lgan va kelajakda yosh avloddan o'rganishingiz kerak bo'lgan holatlarga misollar keltiring.



Chrysalis | Krizalis (Kapalak qurti)

By | Muallif Carriere Alexandre
France | Fransiya

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.

Bir qizcha qo'lida kapalak qurti (Krizalis) solingan quticha bilan maktabga boradi. U qutichani mahkam quchoqlab, olomondan o'zini olib qochadi. Qizcha o'zini odamlardan olib qochganda ko'rinishidan o'zi ham xuddi hashorat (qurt)ga o'xshab o'ralib oladi. Bir bola unga yaqinlashib, undan qanday qurt ekanligini so'raydi, lekin qizcha uni itarib yuboradi. Bir kuni quti ichidagi hasharot tuxumni yorib chiqqanda, qizcha bolaga qutidagi narsa nima ekanligini aytishga qaror qiladi va bolaning yoniga borib, unga chiroyli kapalakni ko'rsatadi.

How does the girl make up with the boy? Why?
Qizcha bola bilan qanday yarashadi? Nima uchun?

The 'wall' visible to the heart differs from one person to another. What can they be? Why do these walls exist?
Har bir insonda qalban his qiladigan faqat unga ko'rinadigan "devor" mavjud va u hammada o'zgacha bo'ladi. Ular nima bo'lishi mumkin? Nima uchun bu devorlar mavjud?

A Melody of Peace| Tinchlik kuyi



By | Muallif Kenkyostudio

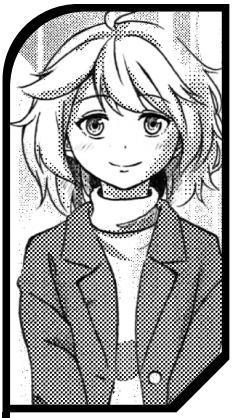
Spain | Ispaniya

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.

Sinfdoshlar bir qizni sochi to'kilganini yashirish uchun vaqtincha yasama soch taqib yurganini aytib masxara qilishadi, tahqirlashadi. Shu voqeadan ancha vaqt o'tib, qizni masxara qilishni boshlab bergan sinfdoshi baxtsiz hodisa tufayli kasalxonaga olib kelinadi. Bir kuni kasalxonadan taralayotgan yoqimli kuy qayerdan kelayotganligini aniqlamoqchi bo'lgan bola, o'sha ustidan kulgan sinfdoshini skripka chalayotganiga guvoh bo'ldi. Qiz saraton kasalligiga qarshi kimyoterapiya muolajalari natijasida sochi to'kilib, kal bo'lgan kasal bolalarning kayfiyatini ko'tarish uchun kuy chalayotgan edi. Sinfdosh qizning oliyjanob, saxiy qalb egasi ekanligiga guvoh bo'lgan bola, o'zining avvalgi qilmishlari uchun pushaymon bo'ladi va qolgan sinfdoshlarini ham sochlarini qirib oldirib, o'sha qizdan birgalikda kechirim so'rashga ko'ndiradi.

Why does the boy feel remorse by his past actions in relation to the girl?
Nima uchun bola qizga qilgan avvalgi qilmishlaridan pushaymon bo'ladi??

What can be done to address bullying?
Bezorilikka qarshi nima qilish mumkin?



A Wordless Apology | So‘zsiz uzr

By | Muallif Marika Mangaka DZ

Algeria | Jazoir

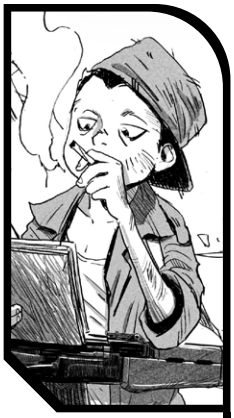
A Syrian refugee who moves to a new school meets a boy who bullies her by making fun of her. The girl stops attending school for several days, and later he coincidentally finds her working for food. Out of curiosity, he follows her home and is shocked to find that she and her entire family have been 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.

Bir bola maktabga yangi kelgan suriyalik qochoq qiz ustidan kulib tahqirlaydi. Qiz bir necha kun maktabga bormay qo‘yadi, shunday kunlarning birida o‘sha bola tasodifan qizni tirikchilik uchun pul topish maqsadida ishlayotganini ko‘rib qoladi. Qiziqishi ortib, uni uyigacha kuzatib borgan bola uning butun oilasi og‘ir kunlarni boshidan kechirayotganiga guvoh bo‘ladi va qilgan ishidan noqulay ahvolga tushadi. U qilgan ishini oqlash uchun, o‘qituvchisi va sinfdoshlari yordamida qiz va uning oilasi uchun kundalik zarur mahsulotlar xarid qilib, xayr-ehson qilish orqali so‘zsiz kechirim so‘raydi. Shundan so‘ng qiz va bola do‘st bo‘lib qolishadi.

What are the possible hardships experienced by the girl and her refugee family?
Qiz va uning qochqin oilasi qanday qiyinchiliklarni boshdan kechirishi mumkin?

What can be the causes of bullying?
Bezorilikka nima sabab bo‘lishi mumkin?

The Lost Boy | Garovdagi bola



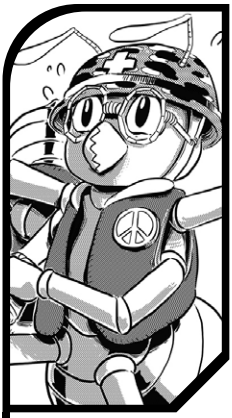
By | Muallif gawinsat
Thailand | Tailand

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.

Kitob topib olgan askar bola o'z jangari guruhi tomonidan garovga olingan boladan o'qishni o'rgatishini so'raydi. Bir kuni uning safdoshlari garovga olingan bolani o'ldirmoqchi bo'lishadi, guruh sardori askar bolaga pichoq uzatadi va uni o'ldirishini buyuradi. Bola, xayolan agar o'qishni davom ettirib ta'lim olsa, hayoti qanday bo'lishini tasavvur qilib, pichoqni tashlab yuboradi. Jangarilar boshlig'i yosh askar bolani itoatsizligi uchun otib tashlamoqchi bo'lganida, boshqa bir guruh askarlar garovga olingan bolani qutqarib, shafqatsiz jangarilarni hibsga oladi. Garovdagi bola ham, askar bola ham bu sinovdan eson-omon qutilib qoladi.

Why does the boy decide not to execute the hostage as ordered by his superior?
Nima uchun bola garovdagi maxbusni o'z boshlig'ining buyrug'iga binoan qatl qilmaslikka qaror qiladi?

How are child soldiers created? Why?
Askar bolalar nimani oqibatida yuzaga keladi? Nima uchun?



Tabletop Warfare | Dasturxon ustudagi tortishuv

By | Muallif Joe Warat
Thailand | Tailand

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.

Bola o'z uyi oshxonasida davom etayotgan ikki mojaroga guvoh bo'lyapti. Ota-onasi janjallashmoqda, chunki otasi buyumni sindirib qo'ygan, aynan shu paytda chumolilarning ikki guruhi pishiriq bo'lagi uchun kurashmoqda. Chumolilardan biri ota-ona janjalini ko'radi va xayoliga bir fikr keladi. U bolani sekin chaqib oladi va darhol yashirinadi. Bola chumolini qidirayotib, kursidan yiqilib tushadi. Shundagina ota-onasi janjallashishni to'xtatadi. Ona bolasiga qarayotib, beixtiyor xonadagi o'zining to'y fotosuratiga ko'zi tushadi. Ota-ona yarashib olishadi, bola esa pishiriqni ikkiga bo'lib, ikkala guruh chumolilariga ulashadi.

How does the ant's bite help end the tabletop warfare?
Chumolining chaqishi dasturxon ustidagi tortishuvni tugatishga qanday yordam berdi?

Share your experience of trying to end an argument or a conflict of some kind. What did you do? Did it work?
Shunga o'xshash tortishuv yoki mojaroga barham berishdagi harakatingiz bilan o'rtoqlashing. Nima qilgansiz? Bu harakatingiz natija berganmi?

Neither Bright Nor Dark | Na Yorug‘, na Qorong‘u



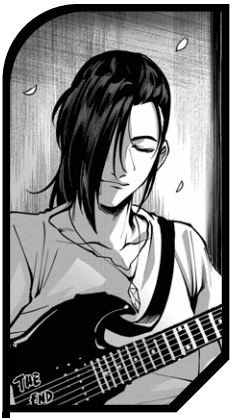
By | Muallif Laica Chrose

Brazil | Braziliya

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.

Ikki jamoa, Quyosh ahli va Oy ahli, baland devor bilan ajratilgan ekan. Quyosh ahli Oy ahlini qora bulutlarni chaqira oladigan maxluq ekaniga ishonishar ekan. Bir bola devordagi tirqish orqali "maxluqlar" guruhining bir a'zosi bilan do'stlashadi. Qora bulutlar sababli hosil kamayib ketganidan g'azablangan Quyosh ahli "maxluqlar"ga qarshi kurashishga ahd qiladi. Bola "Maxluq" emas, balki yosh qizga aylangan "do'sti" bilan hamkorlikda, kuchayib borayotgan mojaroni to'xtatishga muvaffaq bo'ladi. Quyosh ahli qo'rqinchli zirh va qora bulutlar hamda Oy ahlini quyoshdan himoya qilish uchun mavjudligini anglab yetadi. Quyosh va Oy ahllari birgalikda tinch-totuv yashashlari uchun o'z turmush tarzini o'zgartiradilar.

- What do people of the two groups have to adjust to so they can live peacefully together?
  Ikki guruh ahllari birgalikda tinch yashashlari uchun qanday moslashishi lozim?
- What is the relationship between diversity and empathy?
  Xilma-xillik va hamfikrlik o'rtasida qanday bog'liqlik bor?



My Weird Roommate | Mening g'alati qo'shnim

By | Muallif Heitor Amatsu

Brazil | Braziliya

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.

Turli xil turmush tarziga ega bo'lgan yigit va qiz talabalar yotoqxonasida qo'shni bo'lishadi. Yigit baland ovozli musiqani yaxshi ko'radi, qiz esa tinchgina hordiq chiqarishni yoqtiradi. Bir kuni yigit gitara chalib mashq qilayotib, qizning tinch hordiq chiqarishiga yordam beruvchi billurni sindirib qo'ydi. Buni bilib qolgan qiz, undan qasos olish maqsadida uning gitara torlarini uzib tashlaydi. So'ng qiz tabiatga sayrga chiqadi va kutilmaganda daryoga tushib ketadi. Yigit qizni qutqarib qoladi va uzr so'rab, unga yangi billur sovg'a qiladi. Yigit gitara torlarini kim uzib tashlaganini tushunadi, qiz ham kechirim so'rash tariqasida unga yangi torlarni taqdim etadi. Ular yarashib olishadi va yaxshi qo'shni bo'lib tinch-totuv yashashlari mumkinligini tushunib yetadilar.

What are the chief differences between the man and the woman?
Yigit va qiz tabiati o'rtasidagi asosiy farq nimada?

How can people with differences in viewpoints or lifestyles live peacefully together?
Qanday qilib qarashlari yoki turmush tarzi har xil bo'lgan odamlar tinch-totuv yashashi mumkin?

Homeless | Boshpanasiz



By | Muallif Simone Sanseverino

Italy | Italiya

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.

O'zining to'dasidan ajralib qolgan kichkina pingvin bolasi yolg'iz o'zi tundraga kelib qoladi. U yerda qushlar to'dasi boshlig'i boshchiligidagi mahalliy qushlar tomonidan kamsitilganidan ko'ngli ranjiydi. Mahalliy qushlar pingvinni g'alati va "boshqacha" deb bilishadi, chunki uning qanotlari uchish uchun yaroqsiz edi. Bir kuni qor bo'roni boshlanib qushlar to'dasi boshlig'i inidagi tuxumni uchirib yuboradi, uni esa suzishni yaxshi bilgan pingvin qutqarib qoladi. Bundan bexabar qushlar to'dasi boshlig'i pingvinni topib unga hujum qilmoqchi bo'ladi va unga mahalliy boshqa qushlar ham qo'shiladi. Barcha qushlar tuxumlari xavfsiz joyda ekanligini bilib bundan ta'sirlanadi hamda to'da boshlig'i pingvinga nisbatan noto'g'ri fikrda bo'lgani uchun afsusda ekanligini bildirdi.

Why is the penguin not initially welcomed by the father bird and other local birds?
Nima uchun pingvinni dastlab qushlar to'dasi boshlig'i va boshqa mahalliy qushlar qabul qilmadi?

How can differences breed hostility?
Farq qanday qilib adovatni keltirib chiqarishi mumkin?



Controversy of Sky | Samoning bahsi

By | Muallif Thuntopia
Thailand | Tailand

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.

Jahon urushidan keyin Yer kurrasida faqat quruq cho‘l qolibdi, kattalar esa osmonda uyquda ekan. Bir ayol uyg'onib, yerlik bolaning yerdagi niholdan suv olmoqchi bo‘lganini ko‘radi. U bolaga yordam berish uchun qolgan kattalarni ham uyg'otadi, lekin ular eski dushmanlar bo‘lganligi uchun hammasi bir-birlari bilan urusha boshlaydi. Bola niholni yemoqchi bo‘lganida, uni yarador qiz to‘xtatib qoladi. Avvaliga ular ham urisha boshlaydilar, lekin bola birdan to‘xtaydi va ular bir-birlarini quchoqlab yig'lab yuborishadi. Bu voqeadan kattalar xijolat bo‘ladilar va qo‘llarini birlashtirib, o‘simliklarning yana gullab-yashnashiga imkon beradigan suv oqimini hosil qiladilar.

Why do the adults continue fighting after waking up in the sky?
Nima uchun kattalar osmonda uyg'onganidan keyin ham urushni davom ettirdilar?

What can be the possible causes for spurring people to war with each other?
Qanday holat va sabablar odamlarni bir-birlari bilan janjallashishga undashi mumkin?

Legacy | Meros



By | Muallif YUKIRA

Malaysia | Malayziya

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.

Malakkada qazish ishlari olib borayotgan arxeolog noma'lum kishi dafn etilgan qabrni topdi. Uning xayoli to'satdan XV asrga qaytadi, go'yo u o'zini boy xitoylik savdogar bo'lgandek his qiladi. Keyin u Malakka bandargoh shahrining tarixi va madaniyati xilma-xilligini o'rganadi. U yordamga muhtoj bo'lgan boshqa millat bolasiga mehr bilan yordam qo'lini cho'zadi. Bir necha yillardan keyin esa bola mas'uliyatli shaxs bo'lib yetishadi. Savdogar vafot etadi va arxeologning xayoli o'zining hozirgi davriga qaytadi. U bolani hayotini izga solgan inson, o'zining ajdodlaridan biri bo'lganini xayolan boshidan kechirganini tushunadi.

How does the merchant treat the boy?
Savdogar bolaga qanday munosabatda bo'ladi?

What do people of South-East Asia have in common?
Janubiy-Sharqiy Osiyo aholisiga xos qanday umumiyliklar mavjud?



Over the Barriers | To‘siqlar uzra

By | Muallif AntiGA

Italy | Italiya

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.

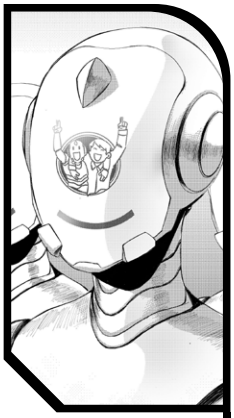
To‘rt bola manga qo‘rg‘onlariga bo‘lindi. Dastlabki uchtasi o‘z qo‘rg‘onida vaqtlarini zavq bilan o‘tkazishmoqda, oxirgi manga qo‘rg‘onidagi qiz esa, aksincha, jangovar harakatlar bo‘layotgan joyda yashayotgani aniq edi. Jang kuchaya borgani sari, qizning qo‘rg‘oni yaqinida yashovchi bola vaziyatni sezib qoladi. Shundan so‘ng u qolgan ikki bolani ogohlantiradi. Yaqindan hamkorlik qilib, ular qizni xavfsiz joyga qochib ketishiga imkon beradigan narvon qurish uchun o‘zlarining manga qo‘rg‘oni to‘siqlarini olib tashlaydilar.

How do the three children help the girl in the troublesome manga frame?
Uch nafar bola notinch manga qo‘rg‘onidagi qizga qanday yordam beradi?

What can the frames and the ladder in this manga be compared with in reality? Why?
Ushbu mangadagi qo‘rg‘onlar va narvonni aslida nima bilan solishtirish mumkin? Nima uchun?

Prototype | Prototip

By | Muallif Bakti Abdul Jabar & Jabbar Wardana
Indonesia | Indoneziya



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.

Sanoat mahsulotlari zavodida jangovar maqsadlarda robotlar ishlab chiqarilmoqda. Baxtsiz hodisa tufayli robotlardan biri ishlab chiqarish tizimidan chiqib ketadi va boshi yerga uriladi. Bu holat unga tinchliksevar asl dasturiy ta'minotni o'rnatilishi faollashishiga sabab bo'ldi. Robot uyg'onadi va jang qilish uchun yaratilgan boshqa robotlar ishlab chiqarilayotganini ko'rib sarosimaga tushadi. Shundan so'ng, unda asl dasturiy ta'minotni asosiy server orqali boshqa robotlarga o'tkazish g'oyasi tug'iladi. Taqiblardan muvaffaqiyatli qutulib olgach, robot asl dasturiy ta'minotni serverga o'rnatishni uddalaydi va shu bilan ma'lumotlar qolgan barcha robotlarga ko'chirilishiga erishadi.

- Why does the robot want to install the original software to the other robots? What does the peace-loving robot do to achieve this?
  Nima uchun robot boshqa robotlarga asl dasturiy ta'minotni o'rnatishni xohlaydi? Bunga erishish uchun tinchliksevar robot nima qiladi?

- What are opportunities and challenges caused by artificial intelligence (AI)?
  Sun'iy intellekt (SI) qanday imkoniyatlar va qiyinchiliklarni keltirib chiqarishi mumkin?

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.



Yozma topshiriqlar

Ushbu yozma topshiriqlarning ba'zilari o'quvchilarni ijodiy yozma nutq ko'nikma va malakalarini rivoshlantirish uchun mashq tarzida berilishi mumkin. So'zlar soni o'quvchilar darajasini inobatga olgan holda tegishli tartibda belgilanishi mumkin.

1. **Dialog yozish:**Agar So'zsiz Manga bo'lmaganida manga kadrlaridagi qahramonlar suhbatini/dialogini yozing.
2. **Xulosa yozish:** So'zsiz Manga va bu kichik hikoyalardan nimani o'rganganingiz haqida xulosa yozing.
3. **Novella sifatida:** O'zingiz tanlagan So'zsiz Manga asosida hikoya yozing.
4. **Asosiy g'oyalar tahlili:** Mangadagi voqealarning asosiy burilish nuqtasini aniqlang va bu nima uchun syujet rivojlanishida muhimligini tushuntiring.
5. **Qahramon tahlili:** Manga qahramoni haqida va qanday qilib va nima uchun hikoya rivoji davomida uning shaxsiyati yoki xatti-harakati o'zgarayotgani haqida izoh yozing. Agar zarurat bo'lsa, 27-betdagi Qahramonlar Sahifasiga murojaat qiling.



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.)

1-mashq: Rolli o‘yin (dialog yoki dialogsiz)

1. O‘quvchilarni guruhlarga bo‘ling.
2. Guruh tomonidan qaysi manga ijro etilishi va ijro etish tartibini aniqlash uchun qura tashlang.
3. Mangadagi qahramonlar va guruh a'zolari soni har xil bo‘lishi mumkin. Hikoya muayyan vaziyatlarga moslashtirilishi mumkin.

2-topshiriq: Pantomima

1. O‘quvchilarni ikki guruhga bo`ling.
2. Har bir guruh navbatma-navbat o‘qituvchiga o‘z guruhi a’zosini jo‘natadi, u 27-betdagi Qahramonlar Sahifasidan bitta qahramonni belgilaydi.
3. O‘quvchi tanlagan qahramonini pantomima orqali ijro etadi, boshqa o‘quvchilar esa pantomima qaysi mangadan olinganligini, shuningdek, o‘quvchi aynan qaysi qahramonga taqlid qilayotganini topishga harakat qiladilar.
4. To‘g‘ri javob bergan guruh ball oladi. Bir necha raunddan keyin eng ko‘p ball to‘plagan guruh o‘yinda g'olib deb topiladi.

3-mashq: Manga rasmini chizish

O‘quvchilarga So‘zsiz Manga katalogidan yoki o‘qiyotgan mangadan o‘zlarining sevimli manga qahramonlari suratini chizishlarini so‘rang. Shuningdek, ulardan nima uchun bu qahramonlarni yaxshi ko‘rishlarini gapirib berishlarini ham so‘rang.

Yoshi kattaroq o‘quvchilardan manganing uch yoki to‘rt panellik lentalarini chizishlarini so‘rash mumkin. Yana bir murakkab qismni qo‘shish uchun manga lentalari So‘zsiz manga bo‘lishi mumkin. (Faqat onomatopeyaga ruxsat beriladi.)

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.

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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).

O'qitishda va o'rgatishda So'zsiz Manga katalogidan qanday foydalanayotganingiz haqida bizga xabar bering! Buni quyidagi yo'llar bilan amalga oshirishingiz mumkin:

1) O'z hikoyangiz va fotosuratlaringizni biz bilan quyidagi elektron manzil orqali ulashing: pio.bangkok@unesco.org.
2) Ijtimoiy tarmoqlarda bir nechta fotosuratlarni izohlar bilan joylashtiring. Iltimos, #TogetherForPeace va #SilentMangaAudition yorlig'ini qo'shing va foydalanayotgan platformangizga qarab ushbu ijtimoiy media akkauntlarini belgilang.

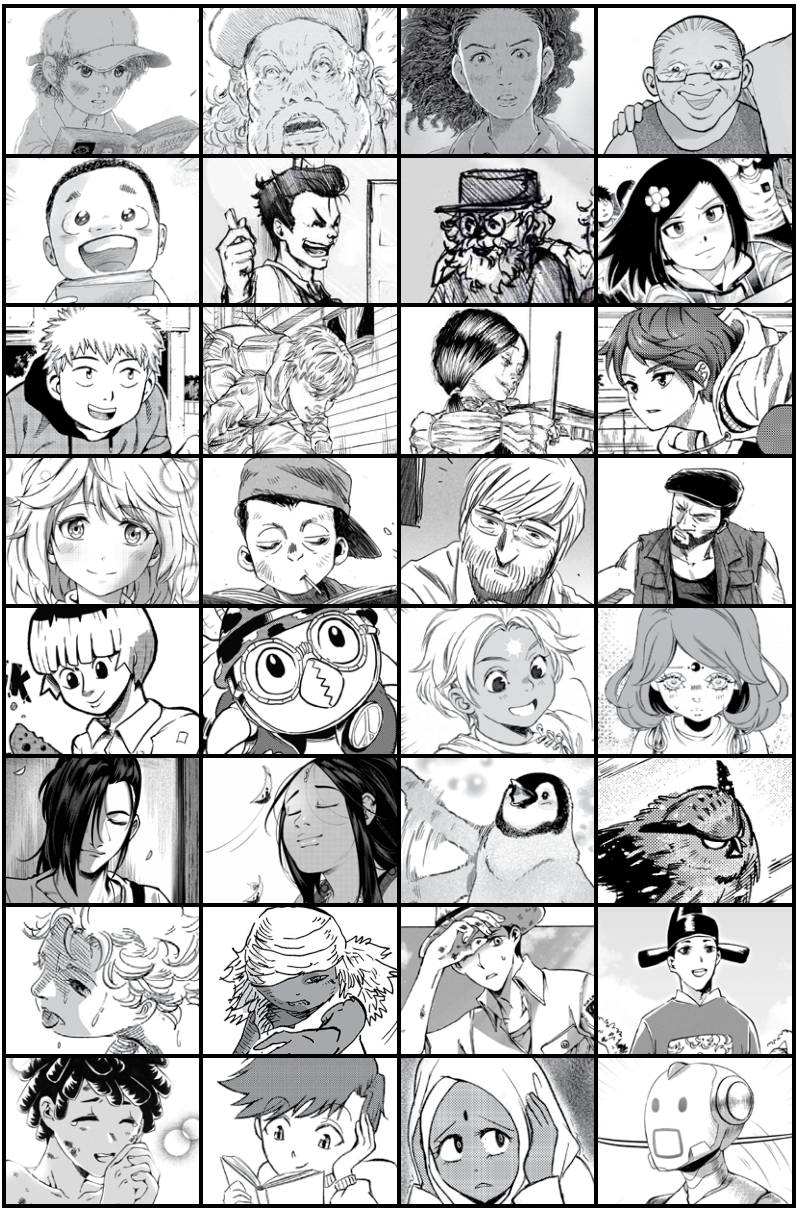
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Bizga fotosuratlarni yuborayotganingizda yoki fotosuratlarni ijtimoiy tarmoqlarda joylashtirayotganingizda, iltimos, fotosurat(lar)da ko'rsatilgan bolalarning ota-onalari/vasiylari, va boshqa bolaga qarovchi mas'ul shaxslardan ruxsat olganingizga ishonch hosil qiling.

Characters Sheet Page | Qahramonlar sahifasi



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JAPANFOUNDATION

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