



Student workbook Grade 4

Intercultural Education Curriculum

PREFACE

This manual with exercises of Intercultural Education (ICE) curriculum aims (i) to encourage the students and learners to take part and participate with activities and learning processes; and (ii) to do their individual and collective self-development and customize their learning processes with linkages made to various subjects and substantive matters through integrative and holistic approaches.

The ICE is ultimately paved the learning ways with critical analysis and synthesis and self- articulation and -recognition, thus all foods of thoughts gained from the process would be internalized and used to develop the students and learners with multi-faceted efforts and dimensions, including morality and goodness, values and facilitation skills. They are led by the end to have more and vast understandings and embracing the social and cultural pluralisms, then to bring about the society with peaceful ways of living together.

The learning process undertakes the inside-out methodology, by extracting of their innate and tacit knowledge in individual level (I-Level), then would gradually link to the others (You-Level) and the more socially-responsive actors and activities holding goals in commonality (We-Level). This process is conducted and led through platforms with activities, starting and leveraging from the acknowledgement with awareness raised; the self-esteem infused with integrity; and the upholding of self-identity with respect. The students and learners are encouraged to scrutinize and learn with reaffirm of their self-existing and integrity, while would link and enshrine to others existed and experiences. All would be taught in ways to behave and respect to others with more visibility and sensitivity to the cultural diversity, while would be practiced with social and cultural tolerance to accept and learn from and communicate to and for peaceful ways of living together.

This is to expect that it would make contributions to the ICE learning process management, which would be helpful for the leverage with more efficiency and effectiveness for the study and learning in mainstream education and practices.

The Socio-community Empowerment through Education for Development and Sustainability (SEEDS), in affiliation with ICE Program, under supports of the Pestalozzi Children's Foundation (PCF)

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Worksheet

Step 1

Identity and belonging





Worksheet No. 1.1: Dream and Expectation



Name: **Surname:** **Class:** **No.:**

On the date of **Month** **Year**

Instruction: To ask a student to draw his/her dreams scene and description below the picture.

1. The culture(s) or activity(ies) that take the place in community that you like and enjoy the most.

Description

.....
.....
.....

2. How were that place, what was the activity and what is that place name?



Description

.....

.....

.....

3. What is he or she doing there? With whom? What is the role of adult? Role of children? Role of women? And role of men?

No	Detail	Score
1	With presentation of signs, figures and meanings	1
2	- With presentation of signs, figures and meanings; - With short description	2
3	- With presentation of signs, figures and meanings; - With short description; - With clear articulation and explanation.	3
Total		

Description

.....

.....

.....



Worksheet No. 1.2: I - logo



Name: Surname: Class:No.:

On the date of MonthYear

Instruction: To ask a student to draw and design his/her I – logo with explanation under the pictures

Description

.....

.....

.....

.....

No	Detail	Score
1	With presentation of signs, figures and meanings	1
2	- With presentation of signs, figures and meanings; - With short description.	2



Worksheet No. 1.3: My life Scenario



Name: Surname: Class: No.:

On the date of Month Year

Instruction: To ask a student to drawing of his/her life scenario in reflection of cultural identity. with explanation under the pictures.

Description

.....

.....

No	Detail	Score
1	Unable to put important timeline correctly	1
2	Able to put some important timeline correctly	2
3	Able to put important timeline completely and correctly.	3
Total		

Worksheet

Step I-You

Similarities and differences





Worksheet No. 2.1: Similarities and Differences in Multicultural Society



Name: **Surname:** **Class:** **No.:**
On the date of**Month****Year**

Instruction: To ask a student to respond to questions as follows:

1. Please identify with explanation how similarity and difference of these two pictures are.



Answer:

.....

2. Please identify with explanation how your identity presented in similarity and difference with other friends and classmates are.

Answer:

.....

3. Please write down at least 3 benefits gained from your understandings on similarity and difference.

Answer:

.....

No	detail	Score
1	The writing is disorder and not match with the topic.	1
2	Able to write as the limit of the point of the topic.	2
3	Able to write to the point and clear	3
Total		

Worksheet No. 2.2: Ethnocentrism and Ethnorelativism



Name: Surname: Class: No.:

On the date ofMonthYear

Instruction: To ask a student to respond to questions as follows:

1. Please identify whether you are belonging to ethnocentrism and/or ethnorelativism? And in which reason?

Answer:

.....

2. Do you think this following photo representing ethnocentrism or ethnorelativism? And in which reason?



Answer:

.....

3. What is the good effect of the self-recognition with understandings to the other students? And in which reason?

Answer:

.....

No	detail	Score
1	The writing is disorder and not match with the topic.	1
2	Able to write as the limit of the point of the topic.	2
3	Able to write to the point and clear	3
Total		



Worksheet No. 2.3: Ways and Forms of Communications



Name: Surname: Class:No.:

On the date of MonthYear

Instruction: To ask a student to respond to questions as follows:

1. Give example at least 3 ways and forms of communications with explanation of ethno relativism.

Answer:

.....

.....

.....

.....

.....

.....

2. From the photo below, which ways and forms of communications are they?



Answer:

.....

.....

.....

.....

.....

.....

No	detail	Score
1	The writing is disorder and not match with the topic.	1
2	Able to write as the limit of the point of the topic.	2
3	Able to write to the point and clear	3
Total		

Worksheet

Step You

Human rights
and responsibilities



Worksheet No.3. 1: The Basic principles of Child’s Rights

Name: Surname: Class:No.:

On the date of MonthYear

Instruction: To ask a student to draw a line to match the child’s basic rights in alignment with the pictures.

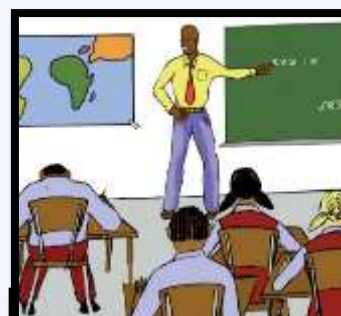
Right to life



Right to development



Right to be protected



Right to participate



No	detail	Score
1	Match the picture with 2 principles of child rights correctly.	1
2	Match the picture with 3 principles of child rights correctly.	2
3	Match the picture with 4 principles of child rights correctly.	3
Total		

Samples of learning cards on the Right to Life



Samples of learning cards on the Right to Development



Samples of learning cards on the Right to be protected



Samples of learning cards on the Right to participate



Worksheet

Step You-We

Discrimination
and equality



Worksheet No.4.1: Checking for the Perception

Name: Surname: Class:No.:

On the date of MonthYear

- Instructions:**
1. To pair with any of your classmate, preferably one with less or none of personal knowledge ability and then sit and turn to face each other;
 2. The instructor asks and directs students to fill-in the blanks and asks students two questions, with writing down of the first answer in pre-and of second answer in post-slots.

<p>1.What is the color of your classmate's shirt? Pre:</p>	<p>2. What is the color of your classmate's socks? Pre:</p>
<p>Post:</p>	<p>Post:</p>
<p>3. What is the hair style of your classmate? Pre:</p>	<p>4. How many centimeters for the height of your classmate? Pre:</p>
<p>Post:</p>	<p>Post:</p>
<p>5. How many kilograms for the weight of your classmate? Pre:</p>	<p>6. What is the size of your classmate's shoes? Pre:</p>
<p>Post:</p>	<p>Post:</p>
<p>7. What is the favorite costume style of your classmate? Pre:</p>	<p>8. What is the favorite sport of your classmate? Pre:</p>
<p>Post:</p>	<p>Post:</p>

<p>9. What is the favorite taste of foods of your classmate? (Sour, sweet, oily, salty and fair)</p> <p>Pre:</p>	<p>10. Once your classmate meets and talks with friend(s) from other ethnic groups who dressing up and speaking differently, what is the reaction of your classmate?</p> <p>Pre:</p>
<p>Post:</p>	<p>Post:</p>
<p>11. Does your classmate believe that a man shall do weaving or sewing with embroidery work?</p> <p>Pre:</p>	<p>12. Please make one gender-responsive question reflecting to the cultural contents of each school (i.e., musical instrument(s), indigenous plant(s), recreation activity(ies) and handicraft(s), etc.)</p> <p>Pre:</p>
<p>Post:</p>	<p>Post:</p>

Total score for correct answers towards first question, marks; and towards second question, marks

Criteria for Scoring (based on the posted messages in pre- and post- answers)

To make comprehensive response with explanation of feeling and experience gained, this shall be considered as:	3 marks;
To make comprehensive response with explanation of feeling and experience gained, this shall be considered as:	2 marks;
To make comprehensive response but with non-perfect explanation of feeling and experience gained, this shall be considered as:	1 mark;
To be unable to make comprehensive response and without explanation of feeling and experience gained, this shall be considered as:	0 mark.

**Worksheet No. 4.2: The Lessons Learned Review with Reflection
from Learning Activities**

Name: **Surname:** **Class:** **No.:**

On the date of **Month** **Year**

- Instructions:**
1. To instruct a student to draw his/her body in the square frame;
 2. On the head part, ask a student to write down what he/she has learned from him/herself and from classmate(s);
 3. On the heart part, ask a student to write down his/her feeling gained from this learning activity.
 4. On the hands part, ask a student to write down the things that can be applied in daily life.

Criteria for Scoring

To make comprehensive response with explanation of feeling and experience gained, this shall be considered as:	3 marks;
To make comprehensive response with explanation of feeling and experience gained, this shall be considered as:	2 marks;
To make comprehensive response but with non-perfect explanation of feeling and experience gained, this shall be considered as:	1 mark;
To be unable to make comprehensive response and without explanation of feeling and experience gained, this shall be considered as:	0 mark.

Worksheet No.4.3: Paper with Reflection of Feelings

Name: **Surname:** **Class:** **No.:**

On the date of **Month** **Year**

Instruction: write the role play that you get and ask your friend write the feeling and comment on role play

Role play with assignment.....

Criteria for Scoring

- | | |
|--|----------|
| To make comprehensive response with explanation of feeling and experience gained, this shall be considered as: | 3 marks; |
| To make comprehensive response with explanation of feeling and experience gained, this shall be considered as: | 2 marks; |
| To make comprehensive response but with non-perfect explanation of feeling and experience gained, this shall be considered as: | 1 mark; |
| To be unable to make comprehensive response and without explanation of feeling and experience gained, this shall be considered as: | 0 mark. |

Worksheet No.4.4: the Mission of Detector “KONAN”
(Konan– famous Japanese detective cartoon)

Name: Surname: Class:No.:

On the date of MonthYear

Instructions: 1.To ask a student to make observations whether him/her and his/her group classmate(s) owning or inducing the bias, prejudice and stigmas;
2.To ask a student to record and write-down his/her observations in worksheet below.

Bias Type of bias:	Stigma Type of stigma:
Impacts incurred from bias	Impacts incurred from stigma

Criteria for Scoring

To make comprehensive response with articulation, this shall be considered as:	3 marks;
To make non-comprehensive response but with articulation, this shall be considered as:	2 marks;
To make non-comprehensive response and with poor articulation, this shall be considered as:	1 mark;
To be unable to make response, this shall be considered as:	0 mark.

Worksheet for Behavioral Observation made by the student

Name: Surname: Class:No.:

On the date of MonthYear

Instruction: The student shall observe his/her behavior(s), made during task(s) and activity(ies) carried-out, and then mark or paint in any slot defining his/her experience, as follows:

1. Which level is the student interested to carry-out group task(s) and activity(ies)?



2. Which level is the student participating with opinions shared and reflected to group task(s) and activity(ies) carried-out?



3. Which level is the student accepting opinions and reflections made by the others(s) to carry-out group task(s) and activity(ies)?



4. Which level is the student satisfying to his/her roles towards group task(s) and activity(ies) assigned?



5. Which level is the student manifest to carry-out group task(s) and activity(ies) assigned?



6. Which level is the student proud to output(s) and outcome(s) of his/her performance in group task(s) and activity(ies) carried-out?



Criteria for Scoring

- | | | |
|--|--|-------------|
| | means: the behavioral manifestation with good level would be marked | as 3 marks; |
| | means: the behavioral manifestation with fair level would be marked | as 2 marks; |
| | means: the behavioral manifestation with need to be improved would be marked | as 1 mark. |

Worksheet

Step We

Peace and conflict



Worksheet No. 5.1: The Journey of Tae Na
(The Karen string musical instrument)

Name: **Surname:** **Class:** **No.:**

On the date of **Month** **Year**

Instruction: To ask a student to draw and explain his/her roles and duties assigned from group work and ways and means of communications with accomplishment of group work.

To explain his/her roles and

.....
.....
.....

Ways and means of communications with accomplishment of group

.....
.....
.....

Criteria for Scoring

- To make a drawing with comprehensive response and articulation of his/her roles and duties, this shall be considered as: 3 marks;
- To make a drawing with non-comprehensive response but with articulation of his/her roles and duties, this shall be considered as: 2 marks;
- To make a drawing but without response and without articulation of his/her roles and duties, this shall be considered as: 1 mark;
- To be unable to make a drawing and response, this shall be considered as: 0 mark.

Worksheet No. 5.2: knowledge machinery

Name: Surname: Class:No.:

On the date of MonthYear

Instruction: To ask a student to draw and explain plan for working in based groups on your own cultural and decorate beautifully

Criteria for Scoring

To make comprehensive response with articulation, this shall be considered as:	3 marks;
To make non-comprehensive response but with articulation, this shall be considered as:	2 marks;
To make non-comprehensive response and without explanation as:	1 mark;
To be unable to make response, this shall be considered as:	0 mark.

Worksheet for Behavioral Observation made by the student

Name: Surname: Class:No.:

On the date of MonthYear

Instruction: The student shall observe his/her behavior(s), made during task(s) and activity(ies) carried-out, and then mark or paint in any slot defining his/her experience, as follows:

1. Which level is the student interested to carry-out group task(s) and activity(ies)?



2. Which level is the student participating with opinions shared and reflected to group task(s) and activity(ies) carried-out?



3. Which level is the student accepting opinions and reflections made by the others(s) to carry-out group task(s) and activity(ies)?



4. Which level is the student satisfying to his/her roles towards group task(s) and activity(ies) assigned?



5. Which level is the student manifest to carry-out group task(s) and activity(ies) assigned?



6. Which level is the student proud to output(s) and outcome(s) of his/her performance in group task(s) and activity(ies) carried-out?



Criteria for Scoring




- | | | |
|--|--|-------------|
| | means: the behavioral manifestation with good level would be marked | as 3 marks; |
| | means: the behavioral manifestation with fair level would be marked | as 2 marks; |
| | means: the behavioral manifestation with need to be improved would be marked | as 1 mark. |

Worksheet for Satisfaction made to and for the student




Name: Surname: Class:No.:

On the date of MonthYear

Instruction: The student shall make satisfaction survey towards his/her work and performance made in-between and in completion of the task(s) and activity(ies) carried-out. The student is encouraged to mark in any slot defining his/her experience, as follows:

No.	Detail	Level of Satisfaction		
				
1.	Which level is the student interested to carry-out group task(s) and activity(ies)?			
2.	Which level is the student participating with opinions shared and reflected to group task(s) and activity(ies) carried-out?			
3.	Which level is the student accepting opinions and reflections made by the others(s) to carry-out group task(s) and activity(ies)?			
4.	Which level is the student satisfying to his/her roles towards group task(s) and activity(ies) assigned?			
5.	Which level is the student manifest to carry-out group task(s) and activity(ies) assigned?			
6.	Which level is the student proud to output(s) and outcome(s) of his/her performance in group task(s) and activity(ies) carried-out?			

Criteria for Scoring

-  means: the behavioral manifestation with good level would be marked as 3 marks;
-  means: the behavioral manifestation with fair level would be marked as 2 marks;
-  means: the behavioral manifestation with need to be improved would be marked as 1 mark.



Student Workbook

(Interculture Education: ICE)

Grade 4



Pestalozzi Children's Foundation

