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Student workbook Grade 5

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.:

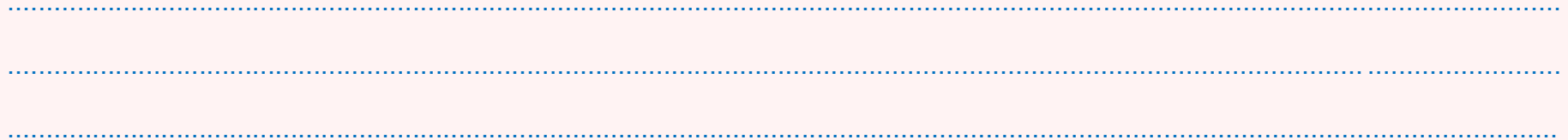


On the date ofMonthYear

Instruction: To ask a student to draw his/her dream and expectation, as follows:

1. The culture(s) or activity(ies) manifested and participated.

- 2. Who is allowing or inviting you to take part? How are you participating it and through what means and ways?
Or what is motivating you to take part with it?



3. Once you desire and take part with this activity, what is the positive impact incurred to your life? If not taking part, what is the negative impact incurred to your life?

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		



Worksheet No. 1.2: I logo Influence or impact of cultural identity(ies)



Name: Surname: Class:No.:

On the date ofMonthYear

Instruction: To ask a student to draw his/her I logo representing influence or impact of cultural identity (ies).

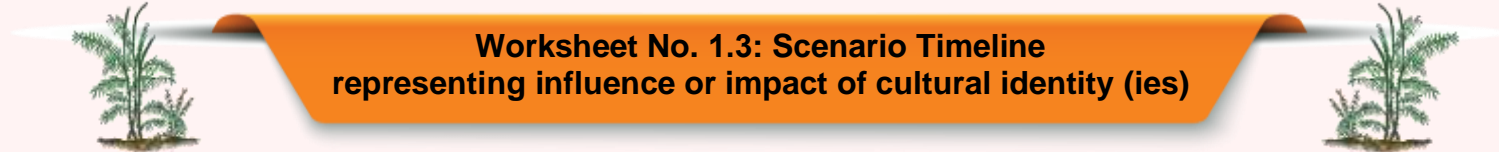
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No	Detail	Score
1	With presentation of signs, figures and meanings	1
2	- With presentation of signs, figures and meanings; - With short description.	2
3	- With presentation of signs, figures and meanings; - With short description; - With clear articulation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



**Worksheet No. 1.3: Scenario Timeline
representing influence or impact of cultural identity (ies)**

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

On the date of MonthYear

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

1. To ask a student to do group work with drawing of scenario timeline representing influence or impact of cultural identity(ies) on flipped chart(s)

2. From writing a sequence of events, influences that affect cultural issues what is the role of women and what is the role of men?
Answer:

.....

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

Worksheet

Step I-You

Similarities and differences



Worksheet No. 2.1: Similarities and Differences of Self-Identification to Ethnic Groups and Gender Orientation

Name:Surname: Class:No.:

On the date of MonthYear

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



1. Please identify with explanation how are similarity and difference of the culture manifested in each school with those manifested in other schools?

.....



2. Please identify with explanation what is the reason for? and how many steps there are? with categorizing and classifying the ethnic group's differentiation.

.....



3. Please give samples of differentiation of each individual.

.....

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: Similarities and Differences of Ethnic Groups and Gender Orientation

Name: Surname: Class:No.:

On the date of MonthYear

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



1. Body (ies) of knowledge gained from activity (ies) organized.

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2. Skill (s) gained from activity (ies) organized.

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3. Attitude (s) gained from activity(ies) organized.

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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 ofMonthYear

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

1. To draw and explain ways and forms of communications in-between cultures manifested and selected by schools, in the below space.

Answer:

Large dashed rectangular box for drawing and explanation.

Series of horizontal dotted lines for writing the answer.

No	detail	Score
1	To make a drawing without meaningful and cannot be explained.	1
2	To make a drawing with meaningful but can't explain some parts	2
3	To make a drawing with meaningful and explain it clearly.	3
Total		

Worksheet No. 2.4: Similarities and Differences of each culture

Name: Surname: Class: No.:

On the date of MonthYear

Instruction: To draw about the cultural issues of your school, how are they similar and differences from other?

1.1 Equipment

Similarities.....

 Differences.....

1. 2 The steps of the processing /play

Similarities.....

 Differences.....

1.3 Opportunities to process /play

Similarities.....

 Differences.....

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 Protection for oneself and the others

Name: Surname: Class: No.:

On the date ofMonthYear

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

1. From the role play, in your opinion how important the protection for oneself and the others is?

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2. From the role play, please identify who is violated or abused the rights? And what kind of rights violated or abused?

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3. Please write down at least 3 ways or means to protect rights of oneself or the others from violation or infringement.

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No	detail	Score
1	Able to explain the meaning and importance of protection	1
2	Able to explain the harassment	2
3	Able to explain and approach to protection	3
Total		

Worksheet No. 3.2: Self-Proficiency

Name: Surname: Class: No.:

On the date ofMonthYear

Instruction: To ask a student to explain his/her proficiency and paint balloons reflecting to his/her proficiency



Please explain how each balloon painted affiliating to his/her proficiency.

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No	detail	Score
1	Can tell which balloon is the largest and which is the smallest.	1
2	Can explain which color balloons represent which aptitude.	2
3	Able to use their aptitude to work with others.	3
Total		

Worksheet

Step You-We

Discrimination
and equality



Worksheet No.4.1: Checking for the Perception

Name: Surname: Class: No.:

On the date ofMonthYear

Instructions: 1. To pair with any of your classmate, preferably one with less or none of personal knowledgeability 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 partner's shirt? Pre:</p>	<p>2. What is the color of your partner's socks? Pre:</p>
<p>Post:</p>	<p>Post:</p>
<p>3. What is the hair style of your partner? Pre:</p>	<p>4. How many centimeters for the height of your partner? Pre:</p>
<p>Post:</p>	<p>Post:</p>
<p>5. How many kilograms for the weight of your partner? Pre:</p>	<p>6. What is the size of your partner's shoes? Pre:</p>
<p>Post:</p>	<p>Post:</p>

<p>7. What is the favorite costume style of your partner?</p> <p>Pre:</p>	<p>8. What is the favorite sport of your partner?</p> <p>Pre:</p>
<p>Post:</p>	<p>Post:</p>
<p>9. What is the favorite taste of foods of your partner? (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 partner?</p> <p>Pre:</p>
<p>Post:</p>	<p>Post:</p>
<p>11. Does your partner 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

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 ofMonthYear

- 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 feelings gained from this learning activity.
 4. On the hand part, ask a student to write down the things that able to use in the 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.

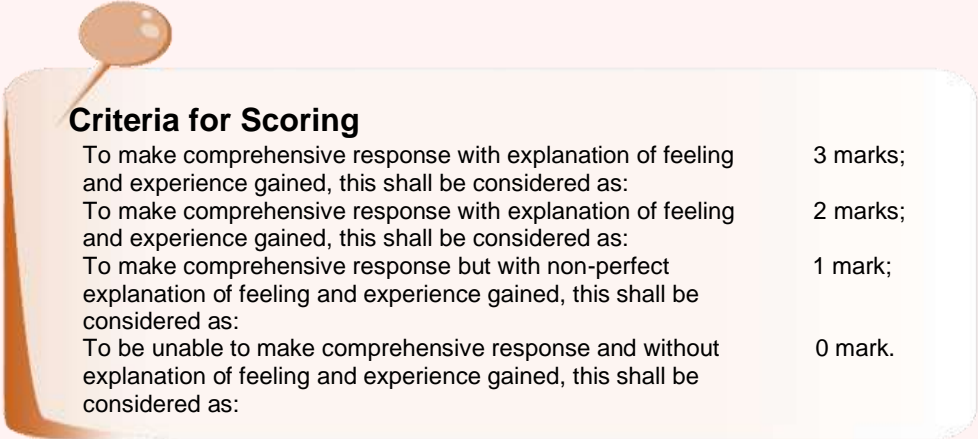
Worksheet No. 4.3: Paper with Reflection of Feelings

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 ofMonthYear

- Instructions:** 1.To ask a student to make observations whether him/her and his/her group classmate(s) owning or inducing the stereotyping and discriminatory practices? And how are they?
2.To ask a student to record and write-down his/her observations in worksheet below.

<p style="text-align: center;">Stereotyping Type and practices with stereotyping</p>	<p style="text-align: center;">Discrimination Type and practices with discrimination</p>
<p style="text-align: center;">Results incurred from the stereotyping</p>	<p style="text-align: center;">Results incurred from the discrimination</p>

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 ofMonthYear

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 Explanation of Tae Na

Name: Surname: Class: No.:

On the date ofMonthYear

Instruction: To ask a student to explain steps with planning of group work, corresponding to issue selected, e.g., the making and playing of Tae Na musical instrument, the dancing with singing with Tae Na, the achievement of outputs and outcomes and the decoration.

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 Month Year

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 ofMonthYear

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 5



Pestalozzi Children's Foundation

