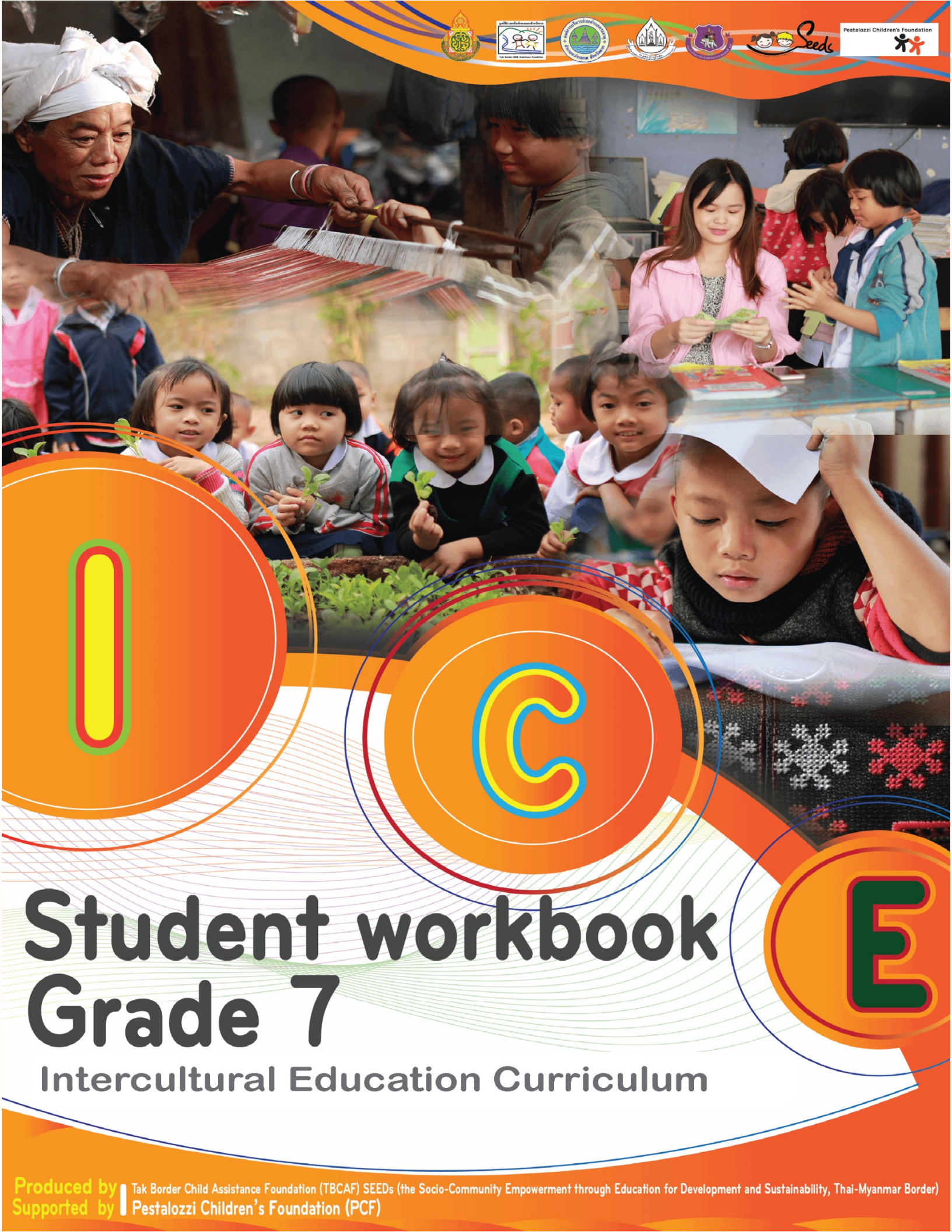




Pestalozzi Children's Foundation



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Student workbook Grade 7

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 scene



Name: Surname: Class: No.:

On the date ofMonthYear

Instruction: To ask a student to draw his/her drawing, as follows:

1. what was sign or picture of your identity when you studied grad 1?

[Large empty dashed box for drawing]

Description

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

2. What was the logo of the sign or picture of your identity when you studied grad 4?



Description

.....

.....

.....

.....

.....

.....

3. What is the picture of identity when you study grad 5? Is that have any change?

Description

.....

.....

.....

No	Detail	Score
1	Don't draw the picture and can't explain	0
2	Able to draw the picture of the signs and not relate with the meaning.	1
3	Able to draw some part of the picture but can explain the meaning of the picture	2
4	Able to draw the pictures and can explain the meaning below the picture clearly.	3
Total		

Worksheet No. 1.2 Scenario Timeline - Cultural Identity Development



Name: Surname: Class: No.:



On the date ofMonthYear

Instruction: To ask a student draw scenario timeline and explain the development of cultural identity as the issue that selected by each school.

Description

.....

.....

.....

No	Detail	Score
1	Don't draw the picture and can't explain	0
2	Able to draw the picture of the signs and not relate with the meaning.	1
3	Able to draw some part of the picture but can explain the meaning of the picture	2
4	Able to draw the pictures and can explain the meaning below the picture clearly.	3
Total		

Worksheet No. 1.3: Mapping of Knowledgeable



Name: Surname: Class: No.:

On the date ofMonthYear

Instruction: To ask a student to draw and write the explanation about the mapping of knowledgeable.

Description

.....

.....

.....

No	Detail	Score
1	Don't draw the picture and can't explain	0
2	Able to draw the picture of the signs and not relate with the meaning.	1
3	Able to draw some part of the picture but can explain the meaning of the picture	2
4	Able to draw the pictures and can explain the meaning below the picture clearly.	3
Total		

Worksheet

Step I-You

Similarities and differences





Worksheet No. 2.1: The Change of Bias/Prejudice against Person(s) and Culture



Name: Surname: Class: No.:

On the date ofMonthYear

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



In your opinion, how is the bias/prejudice incurred in your community?

.....

1



How many steps taken for the bias/prejudice against culture? What are they?

.....

2



To give at least 1 sample of bias/prejudice against culture with explanation:

.....

3

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: Impact incurred from the bias/prejudice against individual, culture and sex with gender



Name: Surname: Class:No.:

On the date ofMonthYear

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

1. To give sample(s) of impact(s) incurred from self-bias/prejudice:

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

2. To give sample(s) of impact(s) incurred from bias/prejudice against culture:

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

3. To give sample(s) of impact(s) incurred from bias/prejudice against sex/gender:

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

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: The Convey of Message/ Communication
with bias/prejudice against individual**



Name: Surname: Class: No.:

On the date ofMonthYear

1. To give sample(s) of communication inducing the bias/prejudice against individual:

.....

.....

.....

.....

2. To give sample(s) of communication inducing the bias/prejudice against culture:

.....

.....

.....

.....

3. To give sample(s) of communication inducing the bias/prejudice against individual and culture:

.....

.....

.....

.....

.....

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. 2.4: Similarities and Differences of each culture

Name: Surname: Class: No.:

On the date of Month Year

Instruction: To ask a student to respond to questions as follows:
To write about the cultural issues of your school, how are they similar and differences from other?

1.1 equipment

Similarities.....
.....
.....

Differences.....
.....
.....

1.2 Production process/play

Similarities.....
.....
.....

Differences.....
.....
.....

1.3 Opportunities to use/play/make

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: Human Rights deserve to get

Name: Surname: Class:No.:

On the date ofMonthYear

Instruction: From the pictures provided, please identify what is it? And explain what are human rights principles relating to it?



.....

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No	detail	Score
1	The students able to write an explanation the picture but the Human Rights incorrect	1
2	The students able to write an explanation some part of the picture and the Human Rights	2
3	The students able to write an explanation with the picture of the Human Rights correctly	3
Total		

Worksheet

Step You-We

Discrimination
and equality



Worksheet No.4.1: Paper with Reflection of Feelings

Name: Surname: Class:No.:

On the date ofMonthYear

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

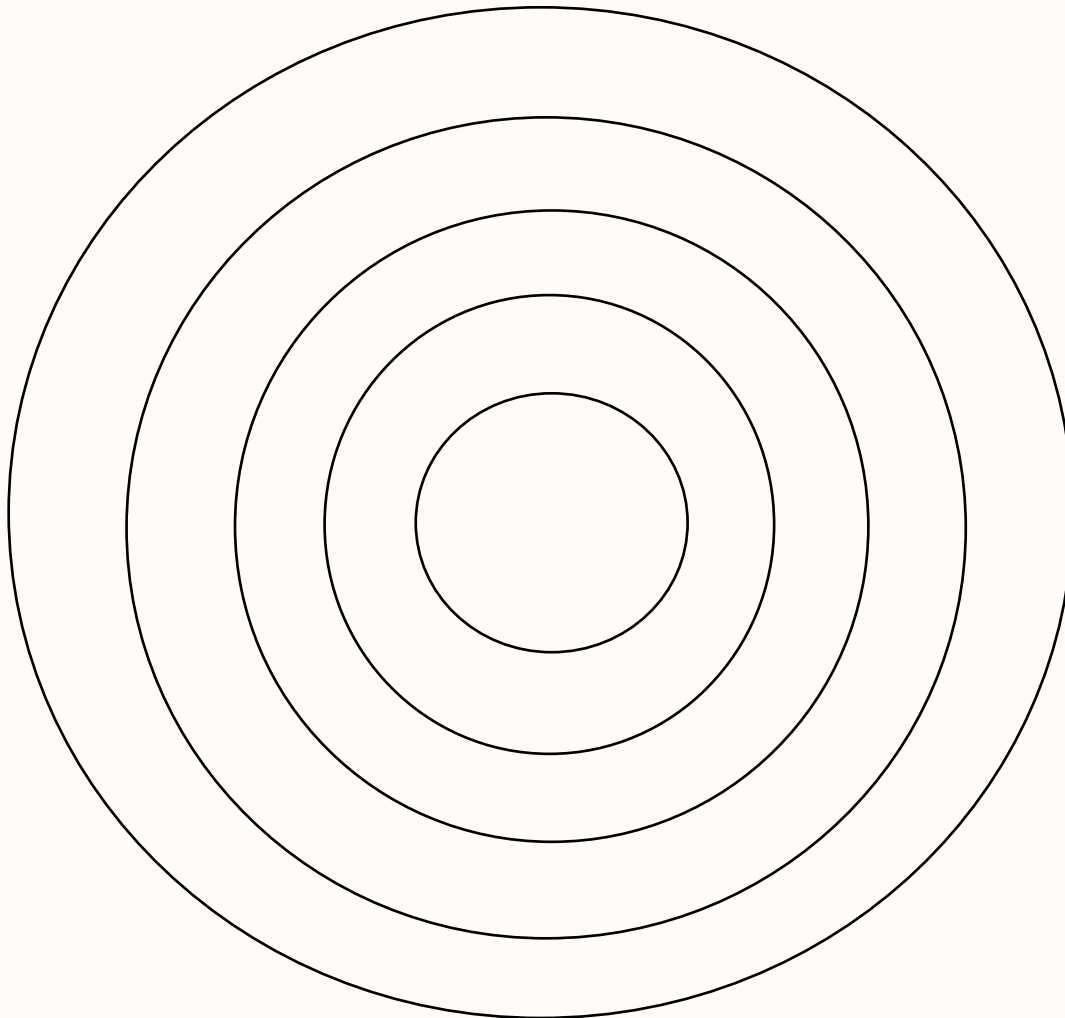
To make comprehensive response with explanation of feeling and experience gained, this shall be considered as:	3 marks;
To make comprehensive response with explanation of feeling and experience gained, this shall be considered as:	2 marks;
To make comprehensive response but with non-perfect explanation 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. 4.2: My CD

Name: Surname: Class: No.:

On the date ofMonthYear

Instruction: To ask a student to write down new memory on CD Print



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 No.4.3: 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 bias/prejudice and stigmatization? How are they? And how do the bias and stigmatization cause impacts to oneself and the others?
 - 2.To ask a student to record and write-down his/her observations in worksheet below.

<p>Bias/Prejudice Nature and depiction of it:</p>	<p>Stigmatization Nature and depiction of it:</p>
<p>Impacts incurred from bias and stigmatization to oneself.</p>	<p>Impacts incurred from you bias and causing the stigmatization to the others.</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: Groups Participation

Name: Surname: Class: No.:

On the date ofMonthYear

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

1. to ask the students to explain the sign to participate on the intercultural as the comprehension of the student.

.....

2.to ask the students to explain the participation of their roles in the group participation.

.....

3. to ask the students to explain how is important for the participation on the intercultural in group participation.

.....




No	detail	Score
1	unexplainable	0
2	The writing is disorder and not match with the topic.	1
3	Able to write as the limit of the point of the topic.	2
4	Able to write to the point and clear	3
Total		

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.

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?

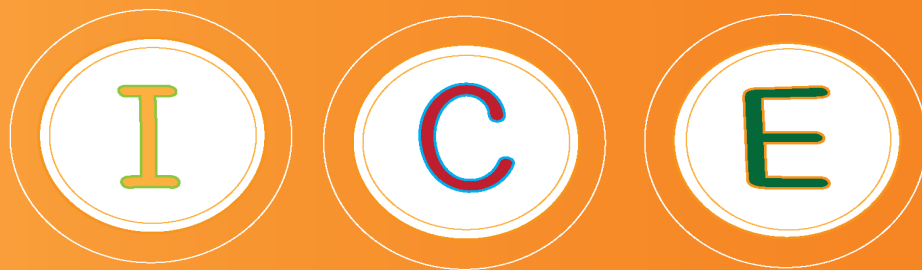


6. Which level is the student proud to output(s) and outcome(s) of his/her performance in group task(s) and activity(ies) carried-out?



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.



Student Workbook
(Interculture Education: ICE)
Grade 7

