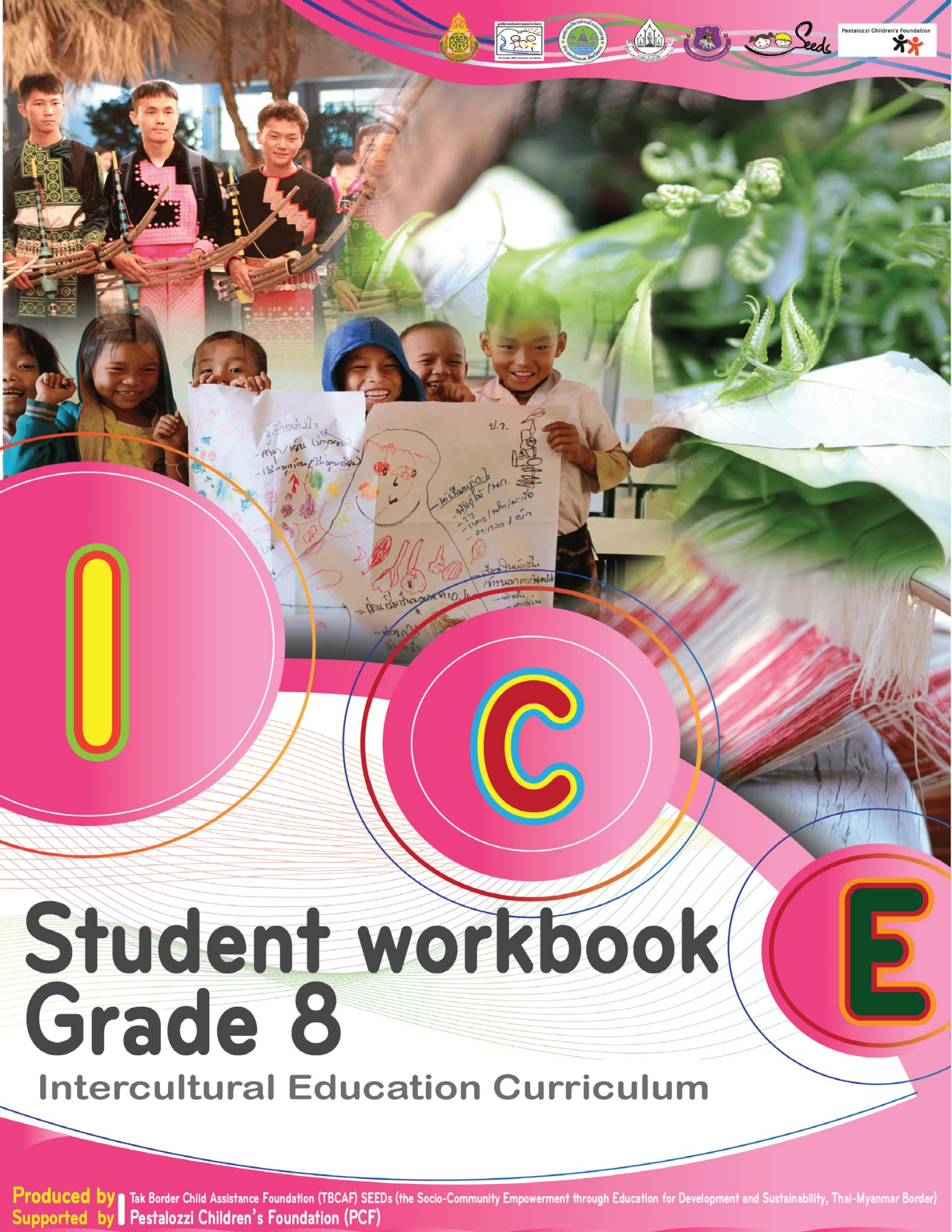




Pestalozzi Children's Foundation



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Student workbook Grade 8

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: The steps of building culture identity



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

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

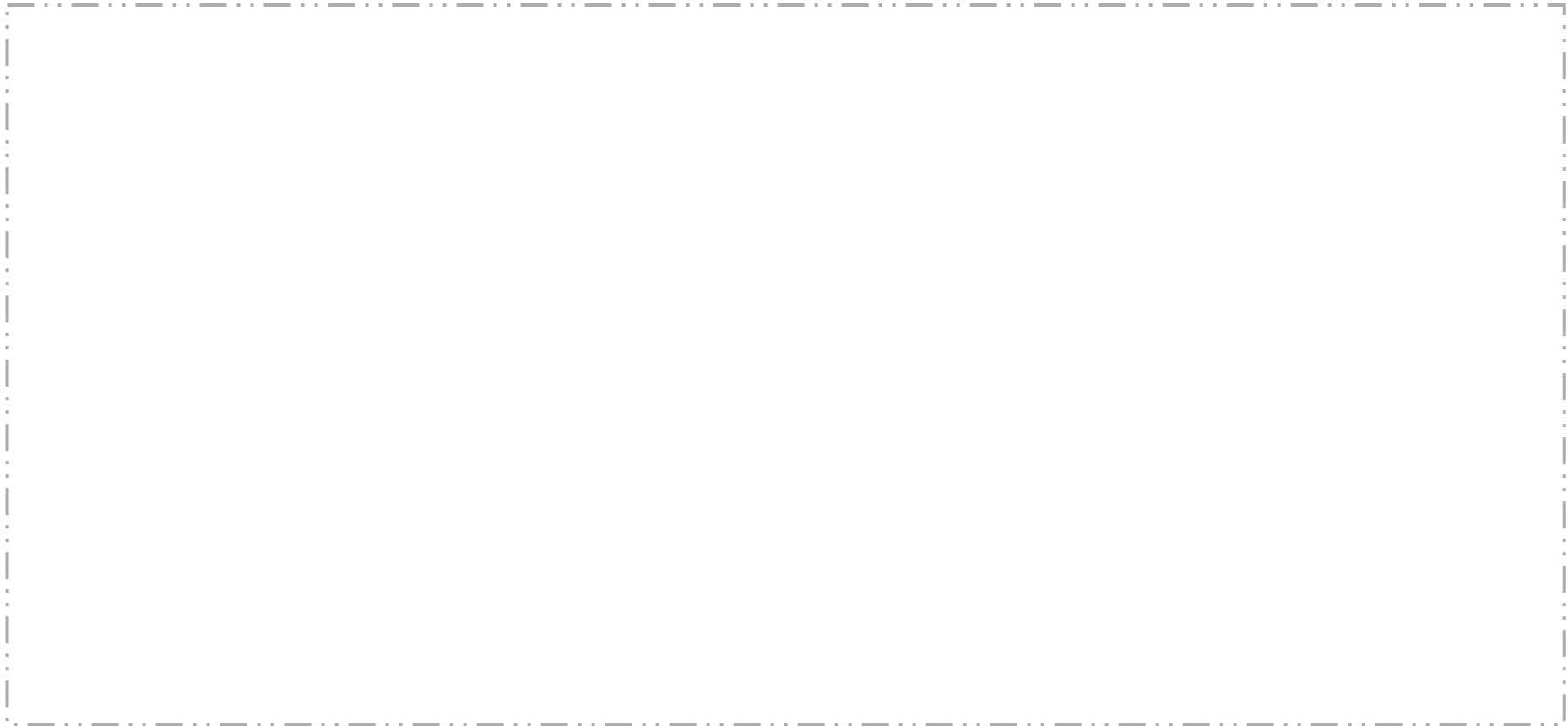
Instruction: To ask a student to draw his/her drawing, as follows:

1. Cultural logos according to the issues of each school.

Description

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

2. What are the steps in the assembly process? According to cultural issues of each school:



Description

.....

.....

.....

3. How is the important in each step?

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

.....

.....

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Worksheet No. 1.2: Scenario Timeline - Cultural Identity Development and Creation



Name: Surname: Class:No.:



On the date ofMonthYear

Instruction: To ask a student to do group work with drawing of scenario timeline depicting cultural identity development and creation.

Description

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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: Mapping of Cultural Identity Significance



Name: Surname: Class: No.:



On the date of Month Year

Instruction: To ask a student to do group work with drawing of and explaining about the mapping of cultural identity significance.

Description

.....

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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

Step I-You

Similarities and differences



Worksheet No. 2.1: Impacts incurred from the Society with Ethnocentrism



Name: Surname: Class: No.:



On the date of Month Year

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

1. To give at least 1 sample of ethnocentrism with explanation:

Answer:

.....

.....

.....

.....

.....

2. To explain impacts incurred from the society with ethnocentrism:

Answer:

.....

.....

.....

.....

.....

3. To describe your attitude(s) after taking part with the activity(ies):

Answer:

.....

.....

.....

.....

.....

No	detail	Score
1	Unable to write the answer	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 No. 2.2: The benefit of benign the Society with Ethnorelativism



Name: Surname: Class: No.:



On the date of Month Year

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

1. To give at least 1 sample of ethnorelativism with explanation:

Answer:

.....

2. To explain impacts incurred from the society with ethnorelativism:

Answer:

.....

3. To describe the bodies of knowledge gained after taking part with the activity(ies):

Answer:

.....

No	detail	Score
1	Unable to write the answer	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 No. 2.3: The Convey of Message/Communication with reducing bias/prejudice against individual



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



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

1. To give sample(s) of the convey of message/communication with reducing bias/prejudice against individual with explanation:

Answer:

.....

2. To give sample(s) of the convey of message/communication with reducing bias/prejudice against culture(s) with explanation:

Answer:

.....

3. To describe your attitude(s) after taking part with the activity(ies):

Answer:

.....

No	detail	Score
1	Unable to write the answer	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 No. 2.4: Similarities and Differences of each culture

Name: Surname: Class: No.:

On the date of MonthYear

Instruction: 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	Unable to write the answer	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

Step You

Human rights and responsibilities



Worksheet No. 3.1: Simple of the process of protection to ourselves and other

Name: Surname: Class: No.:

On the date of MonthYear


Instruction: How will the student do if they have to face with these situations and how will they have the process of protection?



To propose incidents with problems and challenges on social media (internet) for finding solutions;



To advocate with compilation of names signed for making the social solution(s);



To acquire information and facts incurred from reliable sources and reaffirm that we all are entitled to receive news and information with genuine facts

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No	detail	Score
1	The students able to write the proposal of the child right protection in some part.	1
2	The students able to write full proposal of the child rights protection and able to write correctly.	2
3	The students able to write full proposal of the child rights and able to write correctly and ready to present in front of the flag pole.	3
Total		

Worksheet No.3.2: Self-Proficiency

Name: Surname: Class: No.:

On the date of MonthYear

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 your proficiency.

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No	detail	Score
1	The students able to tell which color of the balloon is the largest and which balloon is the smallest.	1
2	The students able to explain that which part of the balloon color represent the aptitude of them.	2
3	The student able to use their aptitude to work with others.	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 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:

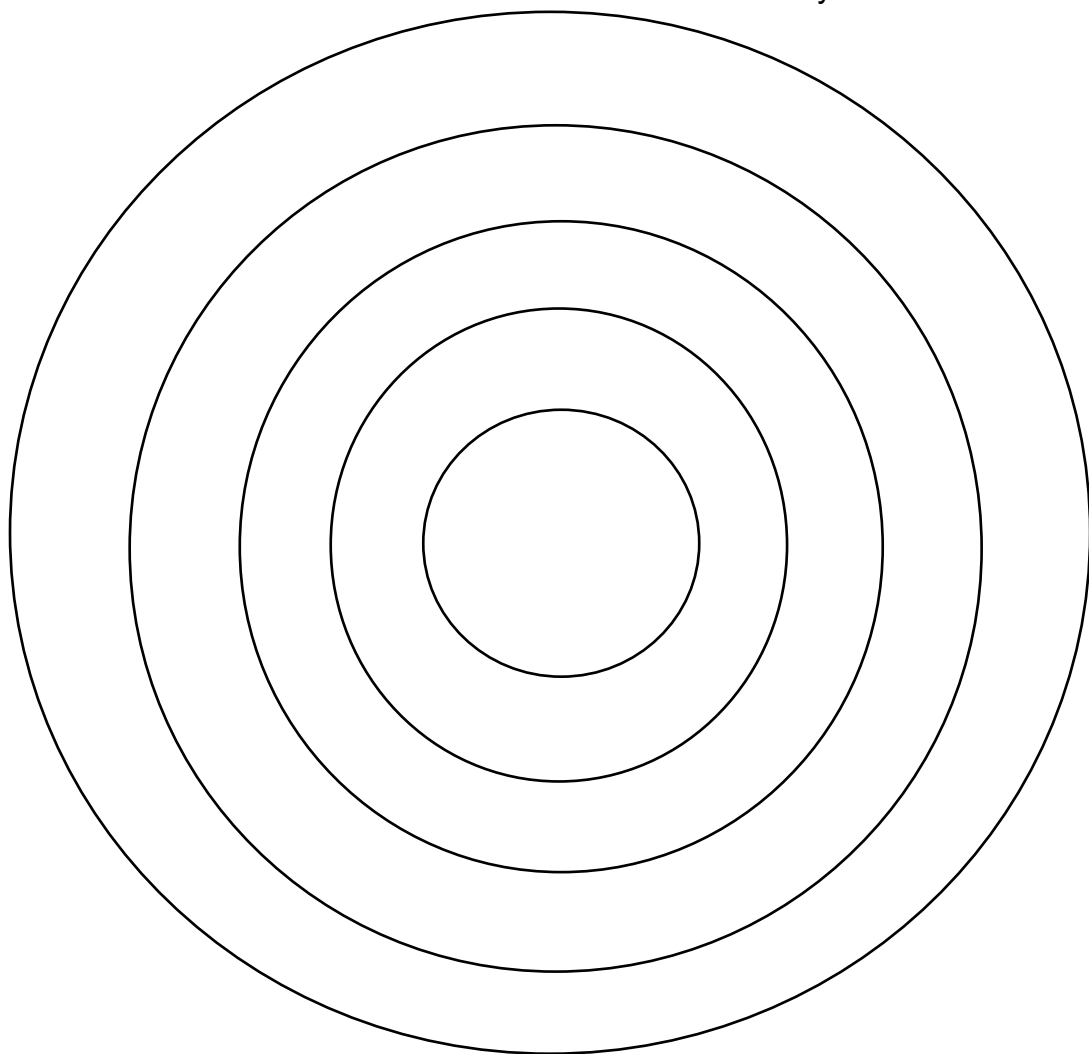
Criteria for Scoring

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. 4.2: 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 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, stigmatization, stereotyping and discrimination? How are they? And how do the bias and discrimination cause impacts to oneself and the others?
2.To ask a student to record and write-down his/her observations in worksheet below.

Bias/Prejudice Nature and depiction of it:	Stigmatization Nature and depiction of it:
Stereotyping Nature and depiction of it:	Discrimination Nature and depiction of it:
Impacts incurred from bias/prejudice, stigmatization, stereotyping and discrimination to oneself.	Impacts incurred from bias/prejudice, stigmatization, stereotyping and discrimination to the other.
Suggestions with way to reducing bias/prejudice, stigmatization, stereotyping and discrimination	

Criteria for Scoring

- To make comprehensive response with articulation, this shall be considered as: 3 marks;
- To make non-comprehensive response but with possible solution(s), this shall be considered as: 2 marks;
- To make non-comprehensive response and with none of solution, this shall be considered as: 1 mark;
- To be unable to make response and with one of solution, 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

Step We

Peace and conflict



Worksheet No.5.1: The management of conflict and problem solving with peace

Name: Surname: Class: No.:

On the date of MonthYear

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

1.To ask the student to explain the problem during the group participation

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2. To ask the student to explain the process of solving problem that happen

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3. Do you agree with the process of the management of conflict and problem solving with peace are the appropriate to the student? And why?

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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 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.

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?

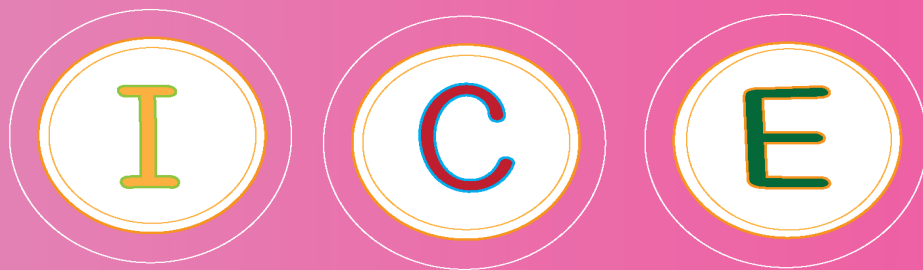


6. Which level is the student proud to output(s) and outcome(s) of his/her performance in group task(s) and activity(ies) carried-out?



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.



Student Workbook
(Interculture Education: ICE)
Grade 8

