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Student workbook Grade 9

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: Scenario forecasted with affects to the changes of cultural identity



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

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

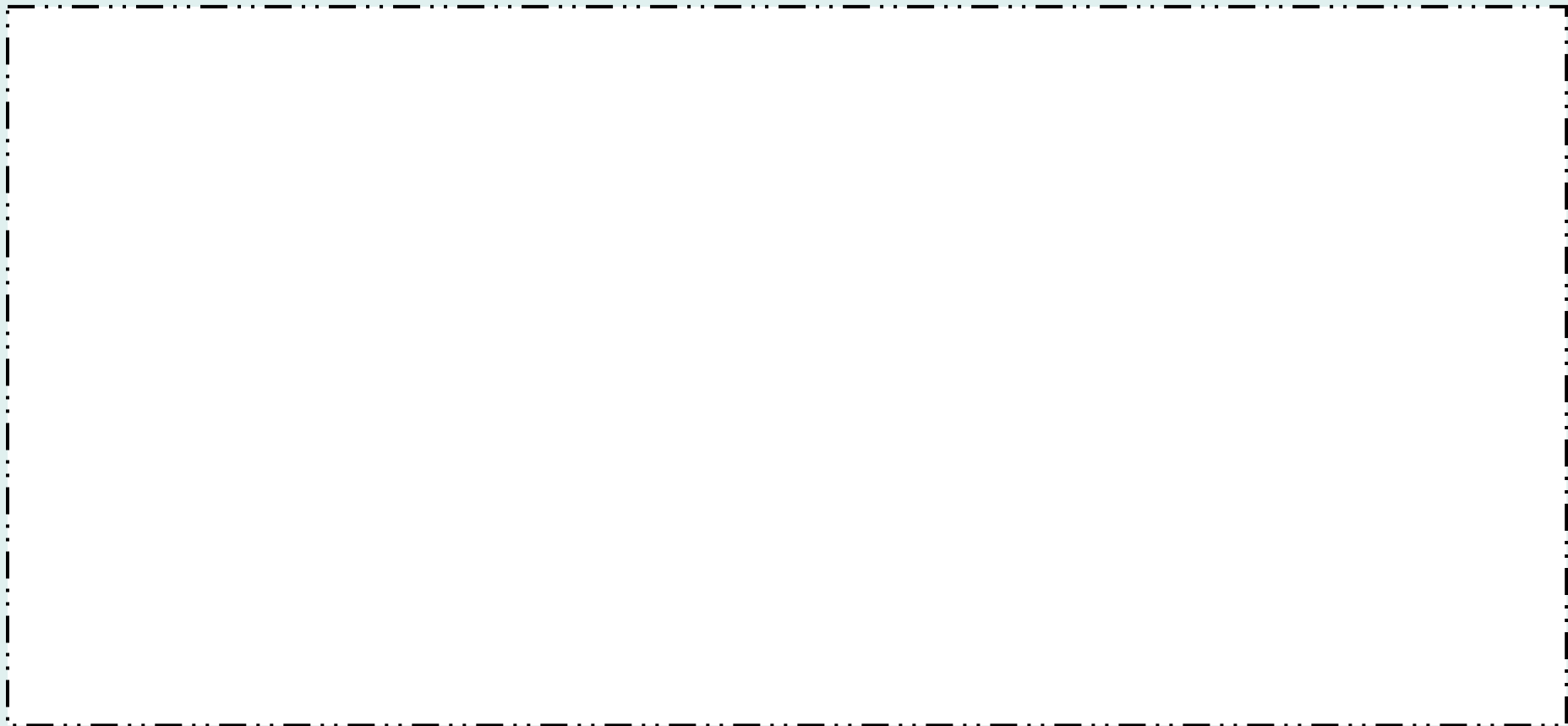
Instruction: To ask a student to draw his/her drawing, as follows:

1.How did the student dress up for the first time, they go to school? Who sent them to school?

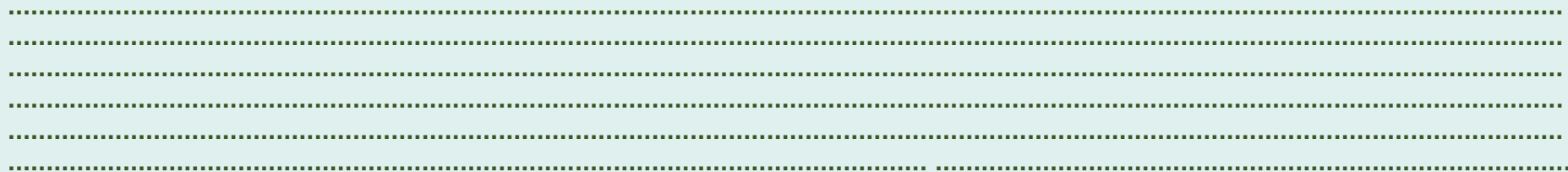
Description

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

2. What did the student wear for the first day, they study grad 4? and who this they stay with?



Description



3. What do the student wear to go to school today? Why do they wear this? And now who do they stay with? How do they dress up?


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
3	- With presentation of signs, figures and meanings; - With short description. - With clear articulation and explanation.	3
Total		



Worksheet No. 1.2: Scenario Timeline - Incidents influencing cultural Identity changed



Name: Surname: Class: No.:

On the date ofMonthYear

Instruction: To ask a student to do group work with drawing of scenario timeline depicting incidents influencing cultural identity changed.

Description

.....

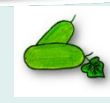
.....

.....

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



Name: Surname: Class:No.:

On the date ofMonthYear

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

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

Step I-You

Similarities and differences



Worksheet No. 2.1: The Process becoming the Ethnorelativism



Name: Surname: Class:No.:

On the date ofMonthYear

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

1. To ask a student to draw and explain about the ethnorelativism.

.....

.....

.....

.....

.....

.....

2. To ask a student to write down a list of benefits gained from the ethnorelativism

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 Application of Ethnorelativism and Gender Diversity

Name: Surname: Class:No.:

On the date of MonthYear

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

1

To write the means and ways to apply the concepts of ethno-relativism with culture (s) selected by your school.



.....

.....

.....

.....

2

To write the means and ways to apply the concepts of ethnorelativism with gender diversity.



.....

.....

.....

.....

3

To write the good matters of ethno-relativism.



.....

.....

.....

.....

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 Peaceful Communications with Diversity



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 peaceful communications.



.....

.....

.....

.....

2 To explain what and how is the benefit of the peaceful communications.



.....

.....

.....

.....

3 To explain about your attitude(s) after taking part with activities.



.....

.....

.....

.....

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

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

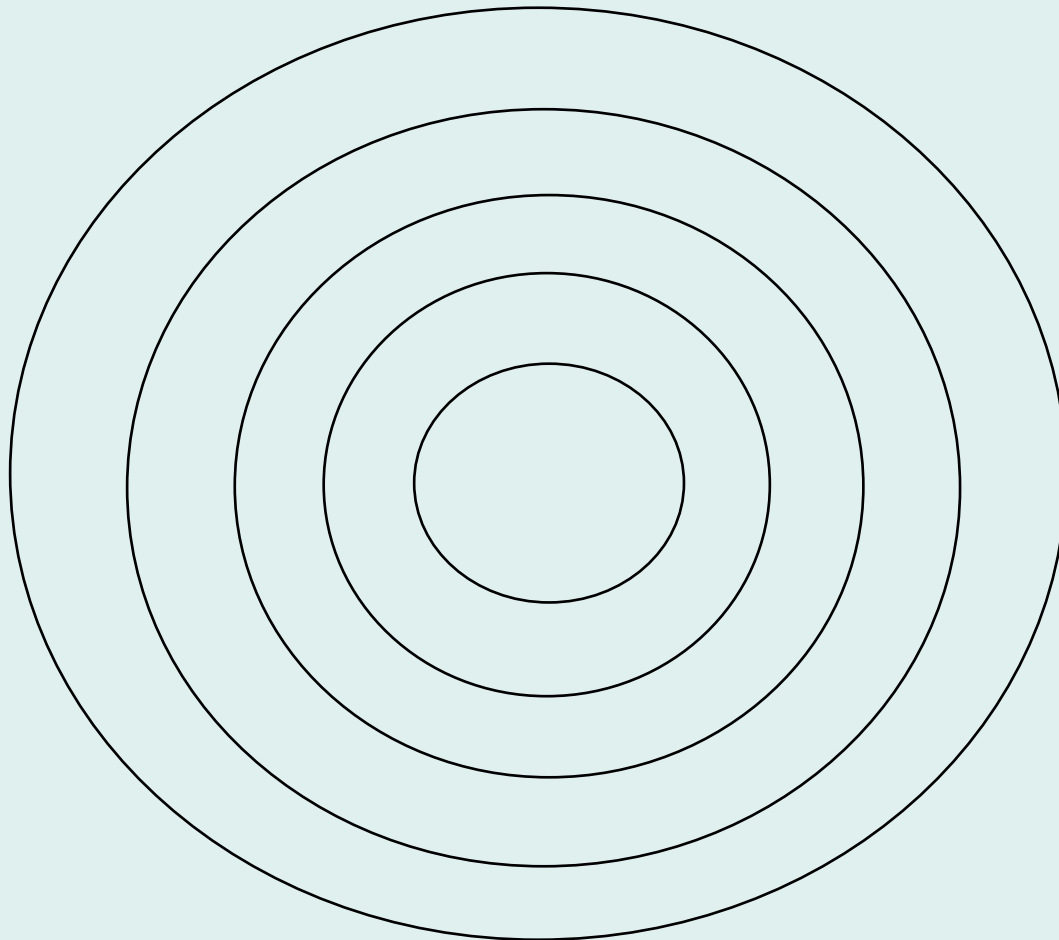
To make comprehensive response with explanation of feeling and experience gained, this shall be considered as:	3 marks;
To make comprehensive response with explanation of feeling and experience gained, this shall be considered as:	2 marks;
To make comprehensive response but with non-perfect explanation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

<p style="text-align: center;">Bias/Prejudice</p> <p>Nature and depiction of it:</p>	<p style="text-align: center;">Stigmatization</p> <p>Nature and depiction of it:</p>
<p style="text-align: center;">Stereotyping</p> <p>Nature and depiction of it:</p>	<p style="text-align: center;">Discrimination</p> <p>Nature and depiction of it:</p>
<p>Impacts incurred from bias/prejudice, stigmatization, stereotyping and discrimination to oneself.</p>	<p>Impacts incurred from bias/prejudice, stigmatization, stereotyping and discrimination to the other.</p>
<p>Suggestions with way to reducing bias/prejudice, stigmatization, stereotyping and 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 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 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 Leader of Lesson summary

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

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

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

1.To ask the student to explain about lesson steps by themselves.

.....

2. To ask the student to explain about the steps of the lesson summary by themselves.

.....

3. Do you agree with the Lesson summary with empowerment have benefit Lesson summary? And why?

.....




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 **Month** **Year**

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 9

