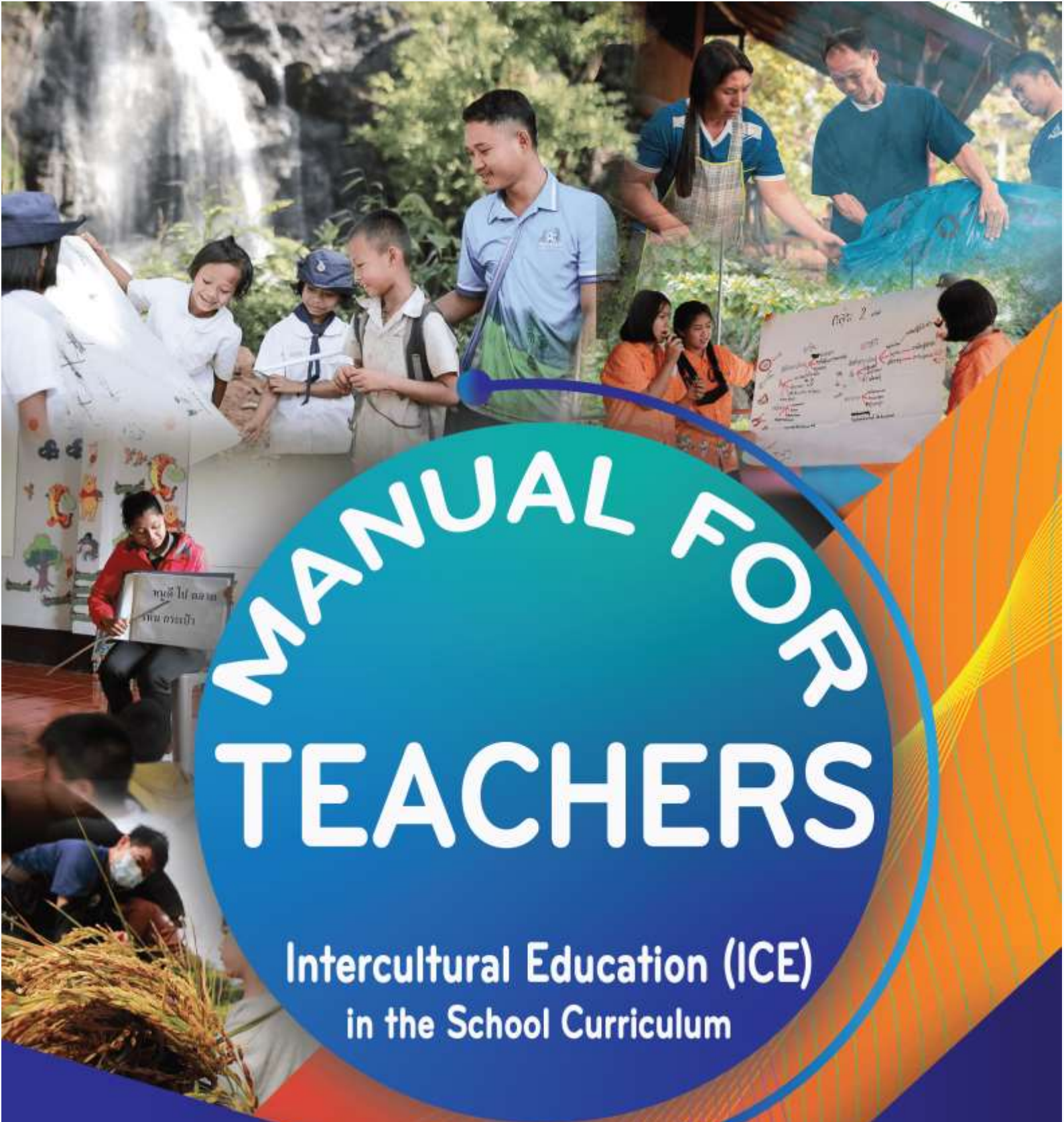

MANUAL FOR TEACHERS

Intercultural Education (ICE) in the School Curriculum

Produced by

Tak Border Child Assistance Foundation (TBCAF)

SEEDs (the Socio-Community Empowerment through Education for Development and Sustainability, Tak Province, Thai-Myanmar Border)

Supported by

Pestalozzi Children's Foundation (PCF)

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Preface

This manual is a guideline that focuses on child-centered approach and active learning with the aims to support student participation in the learning process and in building individual or collective knowledge.

Teachers play an important role in the educational achievement of their students. In many classrooms, teachers are the key factor in creating a good atmosphere for learning. They are essential in creating an efficient learning environment both in and out of the classroom. The right learning environment enables students to integrate various knowledge in different ways through the process of reflection, analysis, synthesis, and summarization of lessons learned. Students will develop knowledge, morals, ethics, and values that contribute to peaceful living with others in the society.

This is a hands-on guide to help promote inclusive education at the school, and at individual level. As part of the team, we hope this manual will serve as a guide when you design the learning experience for your students.

ICE Teams

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Chapter 1

Introduction and Overview

The Socio-Community Empowerment through Education for Development and Sustainability (SEEDS)

In the present circumstances, multiethnic girls, and boys along the border between Thailand and Myanmar have insufficient access to education in the context of ethnic language and culture. Also, they have experienced discrimination, negative perceptions, and attitudes toward ethnic groups. They are faced with important challenges of lacking self-awareness and confidence in their cultural identity. This is because the existing curricula in general education have not been established to include intercultural understanding that promotes appreciation of the cultural richness and to raise awareness about the cultural diversity. Local teachers and wisdom teachers (for mother tongue teaching) need capacity building for active learning that integrates gender and intercultural awareness. In fact, conventional school curricula do not support the inclusion of intercultural understanding and often lack technical support for mother tongue-based multilingual education in the school.

Because of these reasons, the Socio-Community Empowerment through Education for Development and Sustainability in Thai-Myanmar border (SEEDs), as a part of umbrella organization named the Tak Border Child Assistance Foundation (TBCAF), with the financially supported by Pestalozzi Children's Foundation (PCF), have been working in partnership to solve these issues with Tak Primary Education Service Area Office 2, Subdistrict Administrative Organization Prathat, Subdistrict Administrative Organization Prathat Pha Daeng, and other relevant partners. We have been working together in developing sustainable education and intercultural understanding in order to provide ethnic children, both girls and boys better access to quality education and for them to embrace their languages and cultural diversity.

Impact:

Multiethnic girls and boys along the Thai Myanmar border are able to live happily and develop their own potential in the ever-changing world.

Outcome:

Multiethnic girls and boys along the Thai Myanmar border have access to quality education that is linguistically and culturally relevant.

Output:

1. Intercultural Education Curriculum, as part of “Moderate Class, More Knowledge” activities, is developed in target schools.

2. School teachers and local wisdom teachers are given capacity building and apply Intercultural Education (ICE) in their teaching.

3. Curriculum in Karen language, textbook in Kachin and Hmong languages are developed in target schools.

4. Mother tongue teachers are trained, and they apply Intercultural Education in their teaching based on their mother tongue languages.

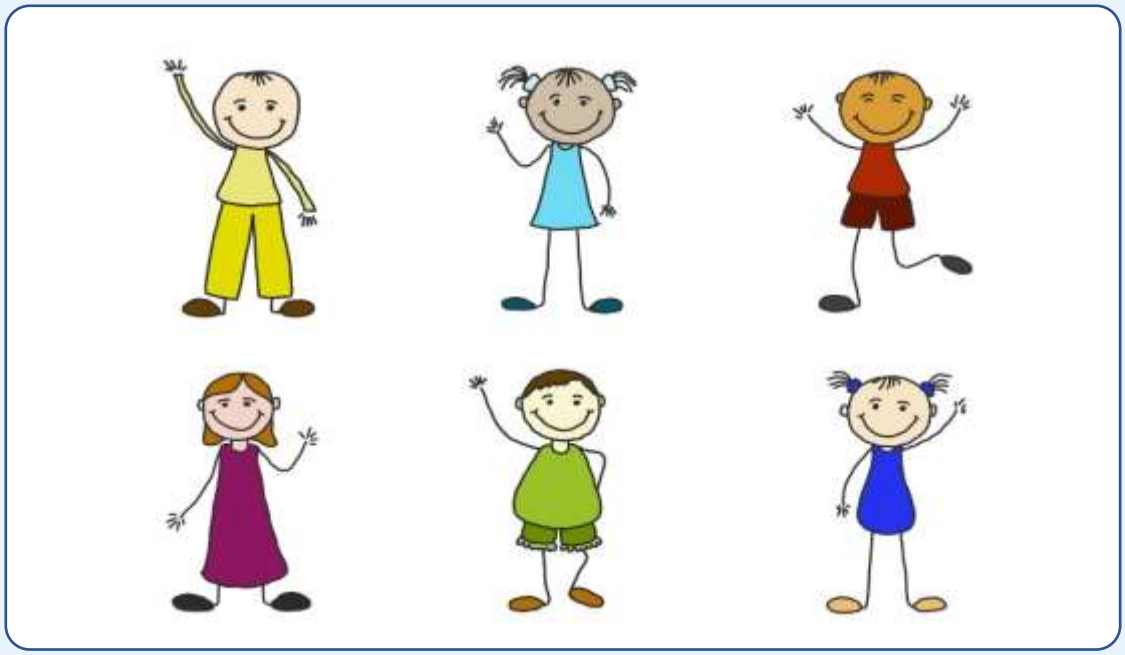
Chapter 2

Concept of Developing a Curriculum for Intercultural Education

2.1 Intercultural Education (ICE)

Before introducing the Intercultural Education (ICE), one thing that must be clearly addressed is “What is the difference between “multiculturalism”, “cross-culturalism” and “interculturalism”?

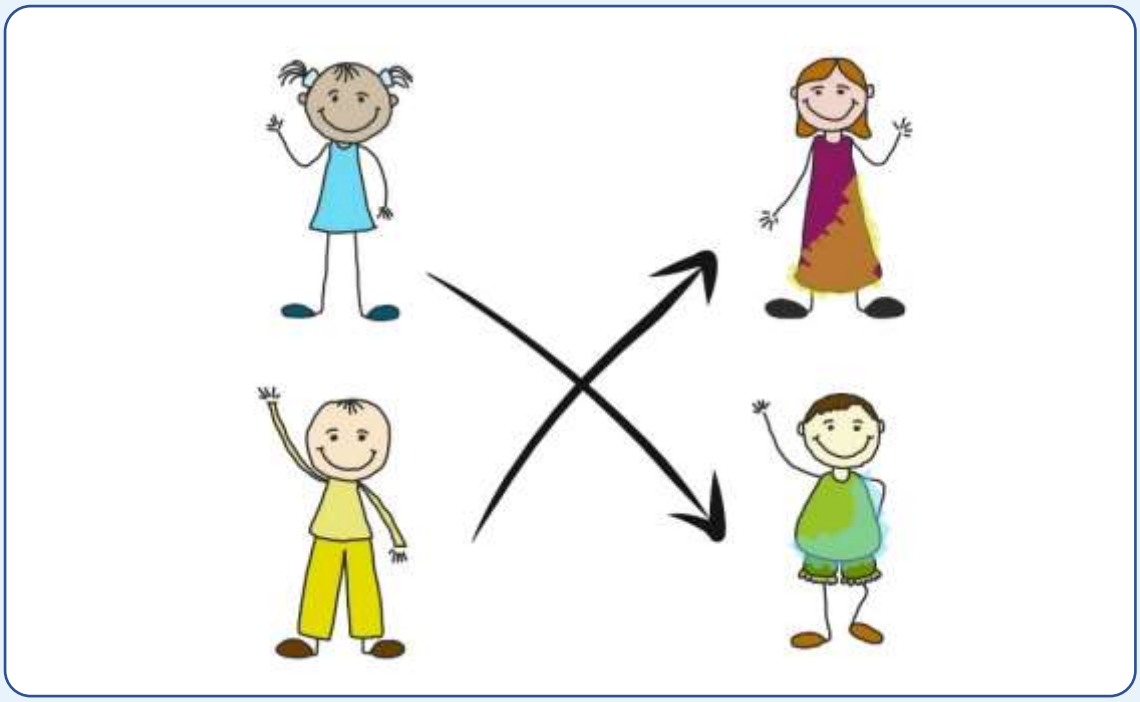
Multicultural Communities:



In multicultural communities, different people from different cultures live side by side. People have interrelations, respect each other, and celebrate the differences in food, clothing, songs, dances, and tradition. But each cultural group does not necessarily have deep interactions with each other. In addition, multicultural communities can be described as follows.

- A society that accepts different cultural groups and embraces cultural diversity.
- People from different cultural groups live side by side and understand each other even though they may or may not interact with one another.
- On occasion, different cultural groups come to celebrate in some traditional events and festivals, but this does not lead to a deep understand of that particular culture.
- The multicultural community is compatible with the notion that members of ethnic groups should not assimilate themselves into the dominant culture. Different ethnic groups are able to maintain their distinct collective identities and practices. No one cultural group is dominant and there is no cultural exchange between different cultural groups.

Cross-Cultural Communities:



Cross-cultural communities refer to the encounter of different cultures within the community. People try to build bridges between cultures by sharing, listening, learning, and opening opportunities for change. It includes the following elements.

- Two or more different cultures.
- Often, there are comparisons between different cultures. In cross-cultural communities, one culture is often considered the 'superior culture'.
- There is still limited scope for full learning or intercultural exchange.
- There may be understanding or acceptance of cultural differences, but at the same time, it is unlikely that changes in people or collective transformations will be accepted

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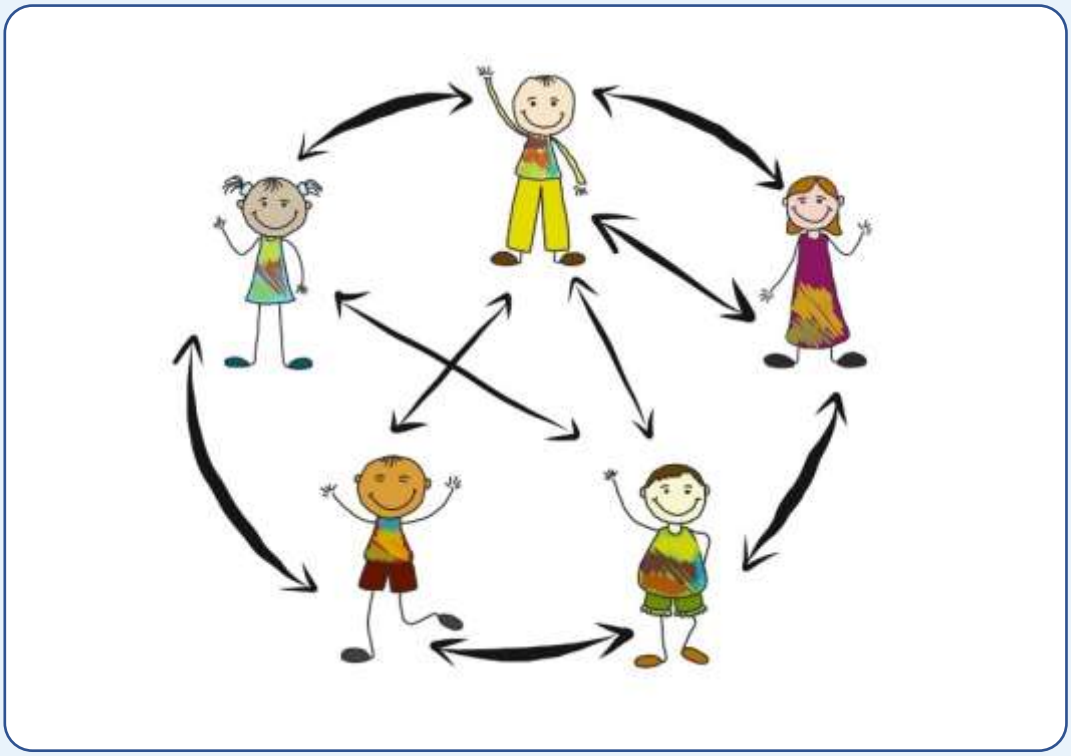
Intercultural Communities:



Intercultural communities represent a deep understanding and respect of different cultures. People also share cultural expressions and exchanges of ideas in a mutually respectful manner. In an intercultural community, people are treated equally with fairness, respecting their right to freedom and values differences. The notion of an intercultural approach hopes to go beyond multiculturalism and cross-culturalism. It also includes.

- There is a relationship between various groups and each other.
- People with different cultures interact, learn, and grow together. The exchange leads to changes that are shaped by each other's experiences. There is deeper exchange in different cultures.
- Focus on creating positive connections and building relationships (Not just for survival purposes) with people to forge deeper connection and interaction.
- The intercultural process takes on the task of leaving no one behind. This approach offers some people the opportunity to reflect on their cultures in a deeper sense, some people change through their interactions with others, and many learn more from living with one another in the community.
- An examination of the imbalance between cultures helps to adjust the influence of the dominant culture. It allows people to learn from one another, which results in individual and social changes.

This intercultural education is one that respects, celebrates, and acknowledges cultural diversity. Thus, this manual has been prepared in accordance with the UN Convention on the Rights of the Child (UNCRC) (Article 2, 28, 29, and 30) [1] and Sustainable Development Goal 4 (which is the education goal) Target 4.7[2] . Both the UNCCD and the SDGs are designed to encourage concepts of cultural difference and diversity and to promote intercultural competence particularly in education. Also, to practice children's rights in education and to ensure every child has an inclusive and equitable quality education.

Intercultural education is the understanding of cultural diversity in education with the aim of providing learning contents, guidelines, and curriculum that are in line with the intercultural approach. In particular, the UNESCO Guideline on Intercultural Education (2006) points out some of the following key principles included in intercultural education:

UNESCO Principle 1: Intercultural Education respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all.

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[1] Article 2: All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason. Article 28: Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use. Article 29: Children's education should help them fully develop their personalities, talents, and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures, and differences. It should help them to live peacefully and protect the environment. Article 30: Children have the right to use their own language, culture, and religion - even if these are not shared by most people in the country where they live.
(Convention on the Rights of the Child Retrieved May 27, 2021, from https://www.unicef.org/thailand/media/3226/file/Convention%20on%20the%20Rights%20of%20the%20Child.pdf)

[2] Sustainable Development Goals 4 aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. SDG 4 is made up of 10 targets which Target 4.7 stated that by 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a cultural of peace and non-violence, global citizenship. (Sustainable Development Goals 4 Retrieved May 27, 2021, from https://sdg4education2030.org/the-goal)

UNESCO Principle 2: Intercultural Education provides every learner with the cultural knowledge, attitudes, and skills necessary to achieve active and full participation in the community.

UNESCO Principle 3: Intercultural Education provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural, and religious groups, and nations.

Intercultural education is presented under five thematic areas.

The themes are (1) Identity and Belonging (2) Similarity and Difference (3) Human Rights and Responsibilities (4) Discrimination and Equality (5) Peace and Conflict. Together, they identify what the aims of intercultural education should be as it is taught through the curriculum.

1. 'Identity and Belonging' refers to the 'I' level. This stage identifies a sense of ethnic and cultural identity as well as history. Each student recognizes the essence of their cultures from the individual level to the collective identity of the community. It also establishes sexuality study and integrates the specific cultural aspects of each school.

2. 'Similarity and Difference' refers to the 'I-You' level. This step provides insight into the uniqueness and differences. Learners are confident in expressing their cultural identity. They also have the ability to build respectful relationships with individuals from diverse backgrounds.

3. 'Human Rights and Responsibilities' refer to the 'You' level. This stage is a part of learning about the rights and responsibilities toward other people, and to have a better understanding of human rights, the child's rights and having responsibilities to protect and respect the rights of others.

4. 'Discrimination and Equality' refer to the 'You-We' level. This step is referring to when someone is treated unfairly or differently. The students will begin to develop an understanding of fairness (treating everyone the same regardless of race, religious belief, gender, age, physical features, and economic background) and will apply these ideas to practical situations.

5. 'Peace and Conflict' refers to the 'We' level. This step is part of peacebuilding competencies by developing a capacity for cooperation with peoples in the context of cultural diversity.

Thus, intercultural education is the process of studying and learning to live together by understanding the various cultural identities. Cultural identities are defined not only by clothing, traditions, food, customs, music, and spectacles, but also by religious beliefs and practices. ICE learning processes work through the understanding in the 'I-Level' before expanding recognition to the 'You-Level' and the 'We-Level'. The learning process is through various activities. The whole process helps to reinforce the awareness of cultural identity, self-confidence, capability to consider diversity within the cultural setting, and strengthening the respect for different cultures which contribute to peaceful living with one another. (Working Group on the Intercultural Education for Peaceful Living Together ICE-PLA Thailand: 2010)

In conclusion, the intercultural educational (ICE) models implemented in school partnerships reflects the concept of co-existence and peaceful life. The ICE's learning contents integrate local knowledge and culture to the core subjects. It enables students to understand the diversity of cultures, values, traditions, rituals, and cultural identity, and build pride in their culture of origin.

2.2 Child-Centered Approach

Child-centered learning involves two conceptual approaches. First, constructivism theory, which is an educational approach focused on the interests of students in the learning process. Students participate in discovering the learning process and building knowledge in a proactive manner. Because the approach believes in the personal construction of knowledge through experience, and knowledge is affected by the interaction of previous knowledge and new events. Thus, constructivism values the key role of student self-teaching and frequent practice that boost long-term retention. Second, humanist theory plays a role in the construction of personal growth, consciousness building and the development of inner empowerment. It reveals a more holistic conception of student-centered learning which involves ideas such as understanding the subject matter deeply, freely, and flexibly through self-directed learning, and being more creatively independent.

2.2.1 Key Elements in Child-Centered Learning.

1) Students and teachers: Students learn and experience through teachers.

2) Students: all students exchange knowledge and experiences among themselves.

3) Students and Learning Materials: All students acquire knowledge and experiences through learning materials such as books, worksheets, audio and visual equipment.

4) Students and the environment: all students gain knowledge and experiences in the surrounding environment, such as signboards, verbal narratives, etc.

Child-centered learning becomes a learning experience that is shared between teachers and students, between students and the surrounding environment, and between students themselves. The teachers play a role in just one quarter of the whole learning process.

2.2.2 Significant Aspects of Child-Centered Learning.

1) Focuses on the child's interest.

2) Involve students in the learning process.

3) Children will learn by doing and this will allow them to gain or develop their own knowledge through experiences.

4) It allows the child to be self-reliant, to make their own decisions and to solve problems. They will be able to apply these experiences to the real-world situation. Moreover, they will feel comfortable adjusting ideas when changes are needed.

5) Assessment is no longer part of the teachers' roles. Students are to do self-assessment. They are responsible for assessing their own work. It allows students to understand their needs, strengths, and self-development. The portfolio may be used to assist in the assessment.

6) Cooperative learning involves small groups working together to accomplish a learning task and acquire teamwork skills that are essential in real life.

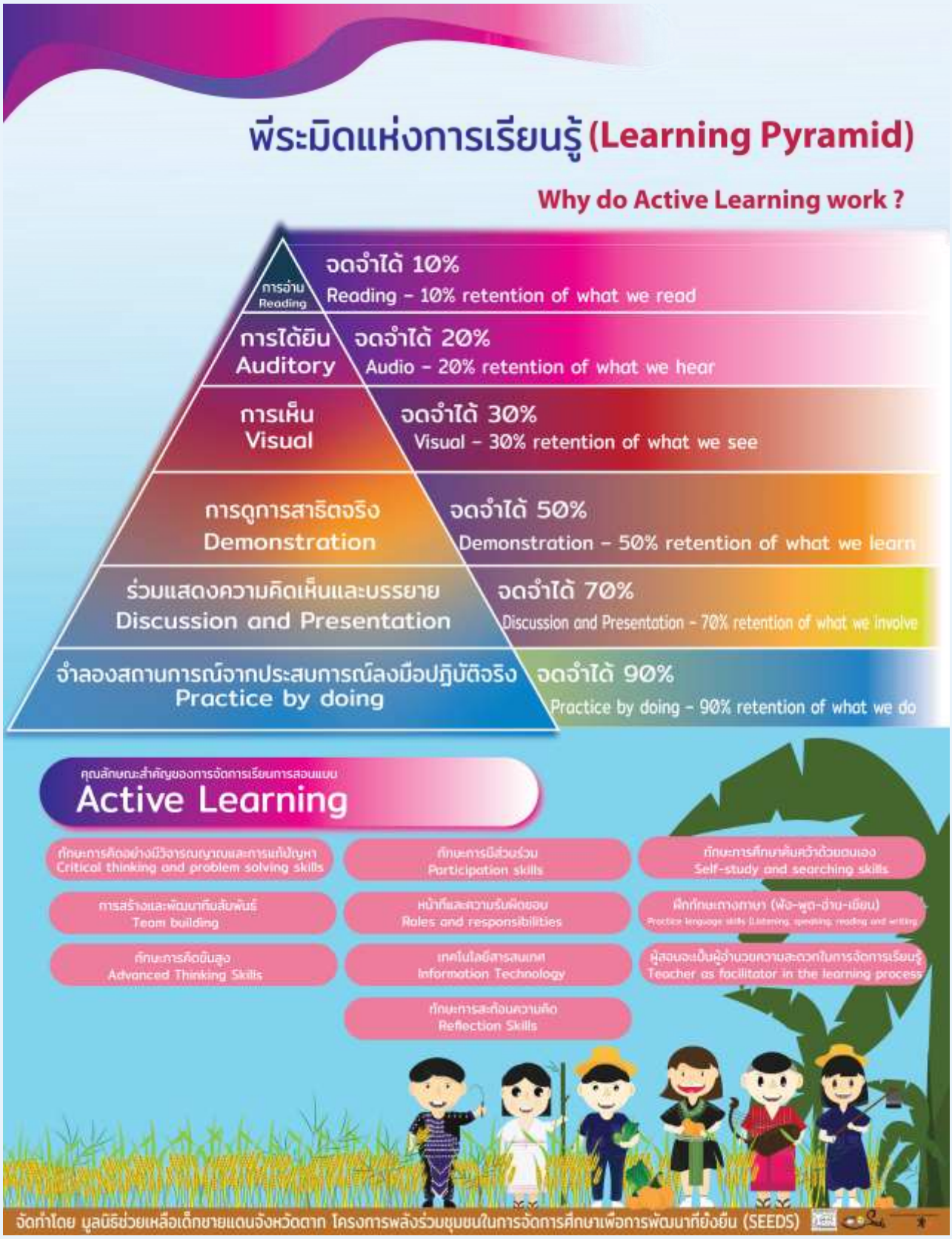
7) Emphasizes learning styles that may be organized either in groups or individually.

Finally, the goal of child-centered learning is to provide the learning process that meets the needs and interests of each student. Students will then be involved with the learning plan, content, and activities. They will discover knowledge from various sources, build their own knowledge and use them in their daily lives.

2.3 Active Learning

Active learning is based on an approach known as constructivism that enables learners to develop their own knowledge and understanding through practice to reach deeper levels of understanding. Learners should be actively involved in classroom activities instead of doing passive learning. The proposed activities create the opportunity to enhance the individual's ability to read, write, interact, and analyze, leading to advanced thinking skills such as analysis, synthesis, evaluation, and problem solving.

2.3.1 Why Do Active Learning Work? Learning Pyramid



The learning pyramid suggests that the reading method only results in a retention of 10% of the information learned.

Methods of auditory learning without participation only lead to a retention of 20% of the information learned.

The integration of visual learning methods, including images, graphics, or any form of visual teaching tools can increase a retention of 30% of the information learned.

The learning process in which teachers offer students various learning experiences through field trips or organizing the exhibition can result in a 50% retention of the information learned.

Giving learners a role in pursuing their own knowledge and learning through interaction are among the most effective ways to learn. This method of learning promotes the thorough understanding, analysis, synthesis, evaluation, and interpretation of their own learning experiences. Students are able to keep approximately 70% of the information they have learned.

Learning by doing through academic presentations and gives students the opportunity to practice in a given/real situation. They will be able to contextualize complex scenarios and retain about 90% of information learned.

2.3.2 Attributes of Active Learning.

1) Critical thinking and problem-solving skills are fundamental learning processes that involve the individual's ability to do the following: logical reasoning, analytical thinking, decision making and synthesizing to solve any problem.

2) Participation skills provide students with opportunities to learn and increase student engagement.

3) Self-study and researching skills aim to develop knowledge through self-directed learning and experience.

4) Team Building is the process of collaboration to create cohesive and supportive cultures that prevents competition. It strengthens cooperation between students.

5) Roles and responsibilities assist team members in learning to share responsibilities through clarifying the role and carrying out specific tasks.

6) Practicing language skills (listening, speaking, reading, and writing) are the basic elements of active learning that help create deeper understanding and give the capacity for self-directed learning.

7) Advanced thinking skills are also seen as ‘Higher Order Thinking skills' that go beyond fundamental observation of facts and memorization. It includes analysis, synthesis, evaluation, and problem solving those results in effective learning.

8) Information technologies contribute to open the opportunities for knowledge sharing, information integration and conceptual understanding.

9) Teacher is a facilitator in the learning process and involves students in various forms of participation.

10) Reflection skills require students to convey the knowledge acquired or lessons learned through reflective dialogue.

2.3.3 Roles of Teachers for Facilitating Active Learning.

1) Create an atmosphere that encourages participation and learning by using an interactive teaching style.

2) Create a vibrant learning environment that motivates students to participate in all activities as well as improve existing skills, interests, and understandings.

3) Enhance collaborative learning by getting all students involved in working together.

4) Using a moderate level of challenge to enhance student learning and motivation. Providing a variety of learning opportunities for students.

5) Considering time management when planning the content of instruction and activities.

6) Teachers have to be open-minded, and they can accept different viewpoints and opinions.

2.3.4 Examples of Active Learning Activities

Active learning techniques can be taught outside the classroom and in a traditional classroom. It can apply to different levels of students, and whether in groups form or individually. McKinney (2008) suggested some useful examples of active learning activities as follows.

1) Think-Pair-Share is an activity that requires asking students to think about the question or topic that they are assigned. Allow 2-3 minutes to think about the topic before letting students to start sharing with friends for 3-5 minutes (called “pairing”). Then, the activity will conclude with “sharing” in a large group or classroom.

2) Collaborative learning on group work provides opportunities for students to work together and learn from each other (group of 3-6 people)

3) Student-led review sessions require students to prepare and submit a review of previous course content while the teacher assists as required.

4) Games help to prepare the students for the learning content. It can be used at the beginning of the class, during teaching, while working together on an assignment, or being used at the end of the class to evaluate students’ learning.

5) Analysis or reactions to videos allow students to learn from watching videos for 5-20 minutes, and then to reflect or analyze the video content. It may be verbal or written as well as group work or individual work.

6) Student debates help students to construct an argumentative structure based on the acquisition of knowledge and experiences. The students can explore topics individually or collectively to prepare for the debate.

7) Student generated exam questions provide students with an opportunity to develop their own assessment or test that focuses on the learning topics.

8) The mini-research proposals or projects involve students doing research. Students can choose their own research topics, follow the research procedures, and then reach their own conclusions. This activity is also referred to as project-based learning or problem-based learning.

9) Case study analysis provides an opportunity to discuss and analyze specific cases before sharing the outcome in a large classroom.

10) Keeping journals or records allows students to practice writing and reflecting on what they have learned, what they have seen, or their daily lives.

11) Writing and producing a newsletter is the activity that engages students in producing the newsletter, writing articles, gathering information, news, and learning the dissemination process.

12) Concept mapping helps students illustrate their conceptual ideas and how they relate to each other. The activity can be used for group and individual work. The students will have the chance to show their conceptual thinking and get feedback from their friends.

In summary, active learning is about how students learn, not just about what they learn. Students who are actively learning play an important role in their own learning process, acquire knowledge and are able to connect new concepts to prior knowledge. While the teacher guides, motivates and facilitates the students in increasing advanced thinking skills and employing acquired knowledge/skills in real life.

2.4 Gender

2.4.1 Relevance of Gender-Related Terms and Definitions

1) Sex refers to the biological characteristics that distinguish living beings from male and female based on the presence of distinctive reproductive organs. It can be simply said that “sex is something we were born with”.

2) Gender refers to the social characteristics of women and men, such as standards, roles, and relationships in the domestic sphere. For example, many people still believe that ‘elephant front legs-hind legs’ where the ‘front legs or men are the leaders and ‘hind legs or women are the followers. Furthermore, the social construction of gender forms the different belief within queer groups: gay, lesbian, bisexual, and transgender.

3) The term “sexuality” refers to people's sexual interest in and attraction to others; it is expressed, practiced, and is strongly influenced by the culture, norms, and values of society.

4) Gender identity refers to the way society defines or molds the characteristics of femininity and masculinity. The notion that genders is socially constructed is often linked to people’s understanding of reality, such as ‘boys do not cry’ or 'men are the front legs of the elephant and women are the hind legs of the elephant’.

5) The term ‘gender roles’ refer to the set of social and behavioral norms that are considered socially appropriate for individuals in the context of a specific culture and which differ widely between cultures and historical periods. For example, the notion of a ‘good woman’ (wakes up earlier and goes to sleep later than her husband) or ‘kunlasatri’ which portrays the image of the motherly and obedient wife.

2.4.2 Embedding Gender in Intercultural Education.

Gender mainstreaming in intercultural education provides a better understanding of gender and gender differences in a diverse society. The students will be well prepared with knowledge and understanding of gender and culture diversity. The education will provide students with positive emotional health, social and physical skills for healthy living. Deep understanding and respect for individual differences contribute to the harmonious coexistence of people in the society and ensure that everyone's rights are protected.

The content of the gender-sensitive intercultural education curriculum.

From the analysis of the gender situation in the SEEDS Project's areas, the design and development of gender content will be included in the intercultural education in 5 thematic learning areas.

Level	Conceptual Idea	Sexual Educational Content
Identity and belonging	The concept of self is closely connected with the cultural context and the formation of identity. Cultural identity is the identity of ethnic affiliation. It is a part of a person's self-perception that is linked to ethnicity, gender, and social group.	Sexuality (sexual orientations) Biological sex (sexual characteristics, sexual health, sexual identity)
Similarity and Difference	Comprehension of uniqueness and differences. Learners can communicate and express their own cultural identity. Ability to develop respectful relationships with people from a variety of social and cultural backgrounds.	Gender and sexual diversity (what is gender and sexual diversity, types of sexuality/sexual orientation, what are the similarities and differences and what are the attitude towards different genders)
Human Rights and Responsibility	Understand human and child's rights and be responsible for protecting and upholding the rights of others.	LGBTQIA+ rights (What are LGBTQIA+ rights, why LGBTQIA+ rights are important, LGBTQIA+ rights related to careers?)
Discrimination and Equality	Student will be understanding the impact of discrimination and develop	Gender Discrimination (equality of access to opportunities and

	a sense of fairness and equality (treating everyone the same regardless of race, religious belief, gender, age, physical features, and economic background).	resources, equality in decision-making) Sexual bullying (forms of sexual bullying and implications)
Peace and Conflict	Develop peace skills or conflict resolution practices by developing capacity to cooperate with people of different backgrounds.	Having gender sensitivity and promoting gender equality. Advocating for LGBTQIA+ Rights

Chapter 3

Mainstreaming Intercultural Education into the Core Curriculum

In this chapter, the design of Intercultural Education (ICE) emphasizes the appreciation of diversity through the inclusion of ethnicity, culture, and gender in the curriculum of the school. They include the principal international standards on equality. The first half of this chapter explains the terminology related to the area of ICE, gender inclusion, and the rights-based approach. The other half provides detailed guidance on how to apply the intercultural learning in the core subjects, such as Social Studies, Religion & Culture and Health & Physical Education. These guidelines have been prepared for the ICE detailed curriculum for Primary Education, Grades 4-6, and Secondary Education Grades 7-9.

3.1 Terms Used in Intercultural Education and Gender Inclusive Curriculum

No.	Term	Definition
1	Intercultural Education	Intercultural education strengthens the conviction that various cultural identities can live together in peace. It also focuses on the importance of the local cultural context in every school program. The students' learning helps them to feel more confident about their own personal identity, belief, culture, and way of life while respecting other people's rights, cultures, and differences.
2	Potential Assessment	Potential assessment is a tool to explore one's potential, knowledge, skills, interests and with relation to sexuality. Its purpose is to help a student to consider skills, knowledge, interests, and awareness of oneself in interactions with others based on the cultural issues in each school.
3	Creative Communication	Creative communication comes from a thought process and makes up of various elements that are the results of researching, experiencing, brainstorming and the surrounding environment. In the learning context, it is the combination of gathering useful information and expressing thoughts to achieve the objective and/or assigned tasks in meaningful ways.

4	Intercultural Communication	Intercultural communication refers to communication among persons of different cultures, beliefs, values, etc. Its process can include receiving and sharing information or verbal and nonverbal interaction within different cultures.
5	Nonviolent Communication	Nonviolent communication is interaction with empathy and compassion toward another person that leads to positive problem solving in individuals, communities, and groups. Its foundation implies kindness and understanding of ourselves and others. It can lead to constructive dialogue and building relationships.
6	Oneself and belonging	Oneself and belonging is linked with historical backgrounds, ethnicity, cultural values, identities, and sexuality of a person.
7	Self-Identity	Self-identity is related to answering the question “Who am I?” The answer to this question depends on many factors such as individual’s characteristics as well as the social and background that influences each person.
8	Cultural Identity	Cultural identity is the identity that is related to nationality, ethnicity, religion, language, and culture. Each group/community will have a unique cultural identity depending on the context of each area.
9	Gender Identity	Gender identity is a perception of oneself as a man, woman, or any other gender. The gender identity of an individual may be identical or different from the gender assigned at birth. Most children start showing their gender identity at around 2 to 3 years of age.
10	Similarity and Difference	Ability to comprehend uniqueness and differences. This awareness led to reflecting on who they are while respecting to people from diverse socio-cultural backgrounds.

11	Cultural Diversity	Cultural diversity is defined as having different cultures, religious beliefs, and ethnicity within a society. Each culture has its own uniqueness, and not under the influence of other cultures.
12	Gender Diversity	Gender diversity is commonly understood as the term “third gender” in Thailand. It covers LGBTQIA+.
13	Ethnocentrism	Ethnocentrism describes the view of people who believe that their culture is the superior culture when compared to others. This creates a feeling of discrimination and prejudice toward other cultures that consider different from their own.
14	Ethnorelativism	Ethnorelativism implies the capacity to see one's own culture in the context of other cultures through many different perspectives such as race, ethnic origin, history, politics, economics, and culture. It recognizes the shared humanity of peoples, cultural values, human dignity, the reduction of prejudice and peaceful cohabitation. This approach values sustainable development, indigenous knowledge, and adaptation of ethnic groups in Thailand and Southeast Asia countries.
15	Multicultural Community	The multicultural community describes a community with different cultures, races, religious beliefs, and practices. It aims to bring about harmony and peace between multicultural neighborhoods that coexistence in a community.
16	Children’s rights	The Convention on the Rights of the Child has four major pillars: the right to survival, the right to protection, the right to development and the right to participate.
17	Human Rights	Human rights are the fundamental rights, justice and freedoms which belong to every individual. All human beings are born equal in dignity and rights. People’s rights are protected under the constitution of Thailand and the international convention.

18	LGBTQIA+[3] Rights	LGBTQIA+ rights are included in basic human rights because everyone is entitled to all rights and freedoms, regardless of sexual orientation, gender identity and gender expression. Everyone has the right to choose their own gender whether it corresponds with the gender assigned at birth or not.
19	Discrimination and Equality	Understand the impact of discrimination. Upholding the working environment where everyone is treated equally, and diversity respected (regardless of race, age, gender, religious belief, physical features, or economic background).
20	Fair and equal treatment when working together.	It refers to the equitable treatment of individuals working in groups, regardless of differences in race, age, gender, religious belief, physical characteristics, or economic context. All team members have equal opportunity and participate freely and equally in group work.
21	Bias	Bias is treating people in a way that is "closed-minded, prejudicial or unfair." Bias is often characterized as a stereotype where the preconceived ideas attribute to negative actions.
22	Stigmatization	Stigmatization is the disapproval of a person based on perceivable social characteristics that serve to distinguish them from other people or the discrimination against a person who does not share the same belief or culture. As a result, this deleterious label makes the stigmatized person vulnerable to social isolation from the group.

[3] In most circles, LGBTQIA+ means lesbian, gay, bisexual, trans, queer, intersex, and asexual. (What Does LGBTQIA+ Stand For? Full Acronym Explained. Retrieved June 22, 2021, from https://abbreviations.yourdictionary.com/what-does-lgbtqia-stand-for-full-acronym-explained.html)

23	Stereotype	Stereotype is any thought or generalized belief that a particular group has toward other groups (race, ethnicity, religion, or subcultures). Stereotypes become the normative standards for judging specific groups of people and it leads to the belief that people from the specific groups are the same. Most stereotypes come with bias.
24	Discrimination	Discrimination is the unfair or prejudicial treatment of individuals and groups as well as restriction of their rights and benefits, whether directly or indirectly.
25	Conflict and Peace	Learners achieve their own potential and have the ability to work with people of different cultures without experiencing direct violence, structural violence, and cultural violence.
26	Gender and Culturally Responsive Communication.	It is to communicate with awareness and knowledge of cultural differences and gender diversity. It comes from the thinking process that is based on cultural and gender sensitivity and lead to communication that respects different cultures and gender diversity.
27	Sexual Orientation	Sexual orientation describes the emotional or sexual attraction toward a person. It can be of the same sex 'homosexuality', opposite sex 'heterosexuality', more than one genders 'bisexuality', or lack any sexual attraction 'asexuality'.
28	Gender	Gender refers to socially constructed attitudes, feelings, and behaviors of women, men and gender diverse people, regardless of their biological sex.

3.2 ICE Guidelines for Teachers

3.2.1 A facilitator or teacher will provide clear instructions for the activities and ensure participants and students understand the guidelines to avoid confusion.

3.2.2 At the end of the session, the facilitator engages all students in a dialogue, giving time to clarify issues and open discussion.

3.2.3 For discussion, the questions should be clear, easily understood, avoid insensitive questions, and help students link the activity with its intended purpose.

3.3 Instructing on the Lesson Plan.

This teacher's manual is designed to provide guidelines for teachers to use in teaching intercultural education curriculum for primary education (grades 4-6) and lower secondary education (grades 7-9). There are five thematic learning units, including learning unit number 1-identity and belonging, learning unit number 2-similarity and difference, learning unit number 3-human rights and responsibility, learning unit number 4-discrimination and equality, and learning unit number 5-peace and conflict.

Each learning unit comprises (3.3.1) lesson plans title (3.3.2) indicators (3.3.3) conceptual ideas (3.3.4) strands (3.3.5) Intercultural education competency (3.3.6) sub-units (3.3.7) learning hours, which will be further explained below.

3.3.1 The title of the lesson plan covers the learning unit number, name of the learning unit and time required. For example, Lesson plan: Intercultural Learning (ICE) unit 1 'identity and belonging', 1st semester, required 7 hours.

3.3.2 Indicators are used to assist teachers in evaluating the student's development at the end of a learning unit.

3.3.3 Conceptual ideas refer to the main conceptual framework for organizing the learning activities. Teaching plan is based on learning objectives. Teacher identifies the concept of the content, skills intended for students to learn, and desirable results from implementation based on the indicators.

3.3.4 Strands refer to the sub-topics of core lesson plans that correspond to the disciplines within a designed learning framework.

3.3.5 Competence in intercultural education shows competency of students after completing each plan. It refers to an indicator to measure students' achievement of knowledge, skills, ethics, morals, and values related to planned activities.

3.3.6 Sub-units comprise of sub-unit indicators, sub-unit strands, objectives, learning processes, conclusion, additional recommendations, materials, learning media, workpieces, learning assessment and learning record as follows.

1) Sub-unit indicators are applied at the end of the planned activity.

2) Sub-unit learning domains are created based on the primary theme of intercultural education.

3) Learning objectives is the intended achievement of the students after they completed the sub-unit lessons in the aspects of knowledge, skills, ethics, moral, and values that are related to the sub-unit indicators.

4) The learning process is the guidelines for organizing content for learning in each topic. Teachers can use this for effective planning of the lessons. The learning process consists of activities leading into the lessons, teaching steps and the conclusion.

5) Other recommendations serve as guidance and precautions to teachers or facilitators when using learning materials, learning media, formulating questions, and discussions.

6) Materials are used as sub-unit learning tools such as crayons, glue, scissors and A4 paper.

7) Learning media is all types of media that is used for teaching, including natural media, print media, technological media, and personal media.

8) Workpieces are the results of learning activities such as paintings, worksheets, and so on. It is also referring to any forms of activities that show the working process of the students such as presentation, reading, role-playing, etc.

9) Learning assessment is a process to improve the quality of learners by using assessment results as data and information to show learners' progress and achievements. The result from the assessment will also help strengthen learners and reach their highest potential.

10) The learning record consists of data that helps evaluate student learning outcomes in order to develop and adjust the lesson plans in the future.

3.3.7 Learning hours should be appropriately allocated and sufficient for the learning activities to help students achieve the results based on the learning standards and indicators. Additionally, there are various templates such as project work, a portfolio, learning record templates and assessment forms that teachers can use

3.4 Intercultural Education curriculum: Primary Education-Grades 4-6 S and Lower secondary Education-Grades 7-9 A detailed description of intercultural education curriculum with learner's key competencies in Knowledge (K) Skills (S) and Attitude (A) (Primary Education, Grades 4-6)

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
I	Identity and belonging	Identity and belonging is related to ethnic and cultural identity in that the individual student recognizes the essence of ethnic characteristics from the individual level to the community's collective identity. (Individual	Grades 4 Standard SO 4.2 Grades 4/1 Understanding of the establishment and development of human history and prehistory; realizing the importance of the relationships and the continuous changes of events, and ability to	Grades 4 1. Ability to briefly explain the meaning and importance of one's own cultural identity and history (each student examines the essence of ethnic characteristics from the individual level to the collective	1.Review the origin of one's identity 2. Self-identity 3.Cultural identity		Learners will develop knowledge and understanding related to ethnic and cultural identity. They will recognize the essence of ethnic characteristics from the individual level to the community's collective identity (Individual and family,	Learners are skilled in communicating the meaning and importance of their own cultural identity and history, family, sexuality, community, tribe, and other cultural aspects specific to the local context of each school.	Learners can be proud of their cultural identity, history, family, sexuality, community, tribe, and cultural aspects specific to the local context of each school.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
		and family, community and tribal). This level also includes learning on sexuality and incorporates cultural aspects specific to the local context of each school.	analyze their effects. Standard SO 4.2 Grades 4/2 Ability to provide an example of historical evidence found in the community that represents the development of humankind in Thailand.	identity of the community, as well as sexuality, and cultural aspects specific to each school). 2. Ability to provide clear examples of one's own cultural identity and history (whether it is about oneself, family, community, cultural aspects in each school)			community and tribal), sexuality and cultural aspects specific to the local context of each school.		

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
			Grades 5 Standard SO 4.2 / Grades 5/1 Ability to briefly explain the influences of Indian and Chinese civilization in Thailand and Southeast Asia. Standard SO 4.2 Grades 5/2 Capable of briefly explaining the present influences of other cultures in Thai society.	Grades 5 1. Ability to briefly explain the importance of cultural identity, history and sexuality that affect oneself (family, community, tribe, cultural aspects specific to the local context in each school) 2. Ability to provide a brief explanation of the impact of	1.Review the influences of cultural identity. 2.The influences of cultural identity in relation to sexuality. 3. Understand - ing the influence of cultural identity that affects cultural aspects.	7	Learners will gain knowledge and understanding of the influence of the cultural identity and history, sexuality, and cultural aspects specific to the local context in each school.	Learners have skilled in discussion and see the link between, the cultural identity and history, sexuality that affect oneself (family, community, tribe, and cultural aspects specific to the local context in each school)	Learners will have awareness about the influence of the cultural identity and history, sexuality that affect oneself (family, community, tribe, and cultural aspects specific to the local context in each school)

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				cultural identity and history that affecting oneself (the cultural aspects specific to the local context in each school)					

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
			Grades 6 Standard SO 4.1 Grades 6/1 Understanding the importance of simple historical methodology for systematic analysis of various events. Standard SO 4.1 Grades 6/2 Presenting information from various evidence to understand the important of past history.	Grades 6 1. Ability to explain the process of studying on one's own cultural identity an (cultural aspects specific to the local context in each school) history 2. Ability to present information related to one's own cultural identity and	1.Explore and review the process of cultural identity 2. Study one's own cultural identity. 3. The process of studying cultural identity. 4. Present information on the study of cultural identity in creative ways.	7	Learners will gain knowledge and understanding of the process in studying one's own cultural identity and history (cultural aspects specific to the local context in each school).	Learners will have the skill in creatively communicating one's own cultural identity and history (cultural aspects specific to the local context in each school).	Learners will have awareness and prioritized in studying one's own cultural identity and history (cultural aspects specific to the local context in each school).

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				history (cultural aspects specific to the local context in each school).					
I-YOU	Similarity and Difference	Understand-ing the similarities and differences in cultural diversity, can communicat e about their own identity	Grades 4 Standard SO 4.1 Grades 4/4 Ability to explain the cultural differences among ethnic	1. Ability to briefly describe the similarities and difference of the multicultural society, ethnocentrism ,	1. The similarities and differences in multi-cultural society 2.Ethnocen - trism and ethnorelati-vism	6	Learners will gain knowledge and understanding of the similarities and differences of the multicultural society, as well	Learners will have communication skills on the similarity and difference of the multicultural society, as well as the concept	Learners will embrace the similarity and difference between the multicultural society, ethnocentrism, ethnorelativism , and sexual diversity.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
		and learn to understand and respect individuals from diverse backgrounds.	groups in the community	ethnorelativism, and gender diversity. 2. Ability to provide an example of a multicultural, ethnocentric and ethnorelativism society. 3. Ability to provide different methods of communication and gives examples.	3.Means of communicati-on in a multicultural society.		as the concept of ethnocentrism ethnorelativism and gender diversity. They also have the capacity to provide examples.	of ethnocentrism, ethnorelativism and sexual diversity.	
				Grades 5	1. Review the	6	Learners will acquire	Learners will have the	Learners will be open-

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				1. Ability to briefly describe the similarities of one's own ethnicity and gender in comparison to those of other people. 2. Ability to briefly describe the ethnic and gender differences in the learners' social context. 3. Ability to explain different methods of	similarities and differences of one's own culture and gender. 2. Review the similarity and difference of others culture and gender 3. Means of communication within one's own culture. 4. Similarities and		knowledge and understand the similarities and differences between one's own ethnicity and gender as well as others. In addition to learning about the different means of communications in the learners' social context and can give examples.	communication skills in their own individual culture and other groups of people that belong to their own culture.	minded when communicating with others about similarities and differences in ethnicity and gender.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				communication of the individual and groups of people that belong to one's own culture and can give examples.	differences regarding cultural aspects.				
			Grades 6 Standard SO 4.1 Grades 6/4 Capable of explaining differences in cultural values among different groups of people in Thai society.	Grades 6 1. Ability to briefly explain the importance of similarities between the cultural and gender values of oneself and others.	1.Values and importance of cultural similarities and differences 2.Values and importance of ethnic similarities	6	Learners will gain knowledge and understanding about the importance and value of the similarities and differences between one's own culture and genders	Learners have the communication skills to present information about the significance of similarities and differences of one's own culture and gender and	Learners will accept the similarities and differences between one's own culture and gender and those of other people.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
			Standard SO 4.1 Grades 6/5 Follow the news on the current aspects and everyday life and choose to receive and use information from the news for learning.	2. Ability to briefly explain the importance of differences between the cultural and gender values of oneself and others. 3. Ability to present means of communication in at least one other culture and give examples.	and differences 3. Means of communication in other cultures. 4. Similarities and differences with regard to cultural aspects.		and those of other people.	those of other people.	
YOU	Human rights and responsibilities	Rights and responsibilities imply a greater	Grades 4 Standard SO 2.1 Grades 4/1 Personal	Grades 4 1. Capacity to analyze a child's	1.Basic child's rights	7	1. Learners will gain knowledge and understanding	1. Learners will have the skills to analyze child's rights	Learners will be proud of their own potential and

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
		understand of human rights, the rights of the child and the responsibility to respect and protect the rights of others.	conduct in accord with the duties and responsibilities of good citizens in democratic society and as a good member of the community. Standard SO 2.1 Grades 4/2 Able to take a lead as well as being a good team player Standard SO 2.1 Grades 4/3 Able to	fundamental rights (in accordance with the Convention on the Rights of the Child and Gender Diversity) 2. Ability to analysis your potential (knowledge, skills, competencies and with relation to sexuality) when working with others (on the cultural	2. Potential Assessment 3.Roles and responsibilities (as part of one's own culture)		of the child's rights that all children are entitled to under the principles of Child Rights and Gender Diversity. 2. Learners will gain knowledge and understanding of analytical tools as part of the potential assessment (knowledge, skills, competencies, and with relation to	that all children are entitled to under the principles of Child Rights and Gender Diversity. 2. Learners will have the skills to use tools for analyzing their own potential (knowledge, skills, competencies, and with relation to sexuality) when working with others (on the cultural aspects specific to the	ready to perform their roles and responsibilities for the assigned duties in a democratic manner and as members of the group.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
			analyze a basic child's rights that all children are entitled to under the law.	aspects specific to the local context in each school) 3. Ability to carry out assigned duties in relation to cultural values and practices as well as a good citizen in democratic society.			sexuality) when working with others (on the cultural aspects specific to the local context in each school).	local context in each school).	
			Grades 5 Standard SO 4.1 Grades 5/1 Ability to provide the examples of	Grades 5 1. Ability to find ways to protect yourself or others from	1. Ways to protect children in schools 2. Potential Assessment	7	1. Learners will acquire knowledge and understanding on the meaning and	1. Learners will be able to provide recommendations for protecting	Learners will be open-minded and acknowledge one's own potential and

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
			roles and responsibilities in relation to the concepts of rights, freedom, and a good citizenship. Standard SO 4.1 Grades 5/2 Provide recommenda-tions for protecting your rights as well as others from the violations of children's rights.	violation of a child's rights and gender diversity. 2. Ability to analysis your potential (knowledge, skills, competencies and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school)	3. Respect and practice the laws related to everyday life.		the importance of principles of rights for children and gender diversity. They can also give examples. 2. Learners will gain knowledge and understanding of analytical tools as part of the potential assessment (knowledge, skills, competencies, and with relation to sexuality) when	themselves and others from the violation of a child's rights and gender diversity. 2. Learners will be able to be explaining about their own and others' potential (knowledge, skills, competencies, and with relation to sexuality) when working with together (on the cultural	others ready to act in accordance with the roles and responsibilitie concerning rights, freedom, and good citizenship.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				3. Ability to provide examples and act according to the roles and responsibilities in relation to the concepts of rights, freedom, and a good citizenship.			working with others (on the cultural aspects specific to the local context in each school).	aspects specific to the local context in each school).	
			Grades 6 Standard SO 4.1 Grades 6/1 Personal conduct in accordance with respect and practice of	1. The ability to propose ways to protect the rights of children and gender diversity at	1. Procedures for protecting children in schools. 2. Potential Assessment	7	1. Learners will gain knowledge and understanding on how to protect the rights of children and gender	1. Learners will have the skills to analyze their own potential (knowledge, skills, competencies, and with	Learners will be confident in their own and others' potential, engage in participation, and ready to

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
			the laws in daily life	the school level. 2. Ability to analysis your potential (knowledge, skills, competencies and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school) 3. Ability to provide	3. Respecting and practicing laws in everyday life.		diversity at the school level. 2. Learners will gain knowledge and understanding on the significance of the child's rights and provide recommendations for protecting the violation of child's rights in the school.	relation to sexuality). 2. Learners will have the skills to appropriately use their own potential and others (knowledge, skills, competencies, and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school).	develop their potential.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				examples of laws that are related to daily life in the family and community setting.					
YOU -WE	Discriminatio n and equality	The impact of discrimination and finding ways to work with others so that there is equality (treating everyone the same regardless of race,		Grades 4 1. Ability to briefly explain the definition and characteristics of bias and stigma. 2. Ability to provide examples of the consequences of bias and	1.“How well do you understand? (Perception) 2.Awarenes s to reduce bias and stigma when working with others: “My Heart & Your Heart (To	10	Learners will be able to understand and provide examples of the meaning and characteristic of bias and stigma towards ‘the other', that are related to gender and culture.	Learners will have to skills to work with others under a fair and equal basis.	Learners will have awareness when working with others without bias and stigma and respect the right to equal treatment regardless of race, age,

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
		religious beliefs, gender, age, physical features, and economic background).		stigma toward "others" that are related to gender and culture. 3. Ability to work as a team where everyone is treated equally.	put oneself in someone else's shoes)" 3.Working with other without having bias and stigma: "do it together with our own hands"				sex, religious beliefs, physical features, or economic background.
				Grades 5 1. Ability to briefly explain the meaning and characteristics	1. Should not judge others based on our own judgment:	10	Learners will acquire knowledge and understanding on cultural and gender	1. Learners will have skills to explain and provide examples of stereotypes	Learners will have awareness when working with others

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				of stereotypes and discrimination. 2. Ability to give examples of stereotypes and discrimination related to gender and culture. 3. Ability to work as a team where everyone is treated equally.	"How well do you understand? (Perception) 2.Awarenes s of stereotypes and discriminati on when working with others: "My Heart & Your Heart (To put oneself in someone else's shoes)" 3. Working with other		stereotypes and discrimination.	and discrimination in relation to culture and gender. 2. Learners will be able to treat each other on an equal basis and respect gender equality when working together.	without stereotypes and discriminatio n as well as respecting the right to equal treatment regardless of race, age, sex, religious beliefs, physical features, or economic background.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
					without having stereotypes and discrimina-tion: “do it together with our own hands”				
				Grades 6 1. Ability to explain the consequences of stereotypes and discrimination related to gender and culture. 2. Ability to present the	1. Should not judge others based on our own judgment: “How well do you understand? (Perception) 2.Causes and	10	Learners will gain knowledge and understanding of the causes and consequences of bias, stigmatization, stereotypes, and discrimination	Learners will have skills to work with others without bias, stigmatization, stereotypes, and discrimination related to culture and gender.	Learners will be leaders without the heart of bias, stigma, stereotype, and discrimination and maintain the working environment where

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				causes and consequences of bias, stigma, stereotype, and discrimination. 3. Ability to work as a team where everyone is treated equally.	consequences of bias, stigmatize-tion, stereotype, and discrimination related to culture and gender: “My Heart & Your Heart (To put oneself in someone else’s shoes)” 3.Working with other without having bias,		related to culture and gender.		equality is upheld and diversity respected (no matter race, age, gender, religious belief, physical features, or economic background).

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
					stigmatization, stereotype, and discrimination: “do it together with our own hands”				
WE	Peace and conflict	Peace and conflict involve the strengthening of peace skills through the development of a capacity to cooperate with people	Grades 4 Standard SO 2.1 Grades 4/2 Able to take a lead as well as being a good team player Standard SO 2.1 Grades 4/5	Grades 4 1. Ability to work as a group. 2. Ability to be responsible for tasks assigned in the group work. 3. Ability to communicate	1. Constructive communication for working as a team: “Join the team and make it happen!”	10	Learners will gain knowledge and understanding on creative communication for learning and working with others under cultural and gender diversity.	Learners will have skills to use different tools for creative communication for learning and working with others under cultural and gender diversity.	Learners will feel proud of using creative communication for learning and working with others to achieve peace under cultural and

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
		from different backgrounds.	Recommend ways for a peaceful co-existence in everyday life.	effectively and peacefully with respect to cultural and gender diversity.	2. Preparing for a presentation 3. Presenting the presentation and giving evaluation				gender diversity.
			Grades 5 Standard SO 2.1 Grades 5/4 Ability to participate in preserving and disseminating local culture and knowledge.	Grades 5 1. Ability to work and plan together as a group. 2. Ability to present the work effectively and peacefully with respect	1. Constructive communication for working as a team: "Join the team and make it happen!"	10	Learners will acquire knowledge and understanding of planning as a group in a peaceful manner under cultural and gender diversity.	Learners will have the skills to plan the work peacefully as a group with respect to cultural and gender diversity, through activities such as cultural	Learners will be aware and appreciate the values and importance of local knowledge in their community.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				to cultural and gender diversity.	2. Preparing for a presentation 3. Presenting the presentation and giving evaluation			preservation and disseminating local knowledge.	
			Grades 6 Standard SO 2.1 Grades 6/3 Express and adhere to Thai etiquette rules appropriately	Grades 6 1. Ability to be a leader in planning the group and accept other people's opinions with cultural and gender sensitivity. 2. Ability to present the work from	1. Constructive communi-cation for working as a team: "Join the team and make it happen!" 2. Preparing for a presentation 3. Presenting the	10	Learners will gain knowledge and understanding of the principles of being a leader with good governance under cultural and gender diversity.	1. Learners will be able to lead group work planning and accept other people's views with cultural and gender sensitivity. 2. Learners will have skills to present the work from	Learners will have confidence to be leaders who have good governance and respect the cultural and gender diversity.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				working together and communicate effectively and creatively with respect to cultural and gender diversity.	presentation and giving evaluation			working together and communicate effectively and creatively with respect to cultural and gender diversity.	

A detailed description of intercultural education curriculum with learner's key competencies in Knowledge (K) Skills (S) and Attitude (A) (Lower Secondary Education, Grades 7-9)

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
I	Identity and belonging	Identity and belonging are related to ethnic and cultural identity in that the individual student recognizes the essence of ethnic characteristics from the individual level to the community's collective identity.	Grades 7 Standard SO 4.2 Grades 7/1 Able to explain the development of social, economic, and politics in Southeast Asia countries Standard SO 4.2 Grades 7/2 Able to identify the significance of Southeast Asia Civilization	1. Ability to explain the development of cultural identity, history, and sexuality of oneself from the past to the present (on cultural aspects specific to the local context of each school). 2. Ability to identify sources of education for learning about cultural identity and history (on	1.The development of the cultural identity. 2.The development of cultural identity in the context of ethnic history and gender. 3. Learning Map	7	1. Learners will gain knowledge and understanding about their own cultural identity, history, and sexuality from the past to present (on cultural aspects specific to the local context of each school). 2. Learners will be able to provide learning sources and information on	1. Learners can explain the development of cultural identity, history, and sexuality of themselves from the past to present (on cultural aspects specific to the local context of each school). 2. Learners will be able to identify sources of education for learning about their own cultural	1. Learners will be proud of their own cultural identity and history. 2. Learners will be open-minded in learning on the aspects of sexuality.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
		(Individual and family, community and tribal). This level also includes learning on sexuality and incorporates cultural aspects specific to the local context of each school.		cultural aspects specific to the local context of each school).			their cultural identity and history from the past to the present.	identity and history (on cultural aspects specific to the local context of each school).	
			Grades 8	Grades 8 1. Ability to explain the process of constructing one's own cultural identity and history (on cultural aspects specific to the local context of each school).	1.The process of constructing cultural identity 2. Review the process of constructing one's own cultural identity and history. 3. Identify the importance of doing the mapping of	7	1. Learners will gain knowledge about the process of constructing their cultural identity and history. 2. Learners acquire knowledge and are able to	1. Learners will be able to explain the process of constructing their cultural identity and history (on cultural aspects specific to the local context of each school).	1. Learners will have awareness about their cultural identity and history. 2. Learners will accept who they are in term of their sexuality.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				2. Ability to discuss the benefits and the importance of one's own cultural identity, history, and sexuality (on cultural aspects specific to the local context of each school).	cultural identity.		recognize the importance of their cultural identity, history, and sexuality.	2. Learners will be able to discuss the benefits of learning about their cultural identity, history as well as sexuality (on cultural aspects specific to the local context of each school) in the aspects related to culture, and natural resources.	
			Grades 9	Grades 9 1. Ability to explain the factors that influence one's	1. Address the factors influencing the change in	7	1. Learners will acquire knowledge and understand about the	1. Learners will be able to explain the factors that influence the	1. Learners will have confidence in their own cultural

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				own cultural identity, history, and sexuality (on cultural aspects specific to the local context of each school). 2. Ability to present information on patterns of cultural identity that fit with the context of one's own community (on cultural aspects specific to the local context of each school).	cultural identity. 2. Timeline of factors influencing the change in cultural identity. 3. pattern of cultural identity that fit with the context of the community		factors that affect the change in their cultural identity, history, and sexuality.	change in their cultural identity, history, and sexuality (on cultural aspects specific to the local context of each school). 2. Learners will be able to present information on patterns of cultural identity that fit with the context of one's own community (on cultural aspects specific to the local context of each school).	identity, history, and sexuality.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
I-YOU	Similarity and difference	Understanding the similarities and differences in cultural diversity, can communicate about their own identity and learn to understand and respect individuals from diverse backgrounds.	Grades 7 Standard SO 4.1 Grades 7/3 Ability to discuss about cultural values that result in positive and negative relationships. Standard HP 2.1 Grades 7/1 Ability to explain how to deal with physical and emotional changes and the sexual development.	Grades 7 1. Ability to explain factors that cause bias against a person and other cultures. 2. Ability to identify and give examples of the consequences of bias against a person, another culture, and gender. 3. Ability to provide examples of poor communication which results in	1. Explore the key factors that shape the individual's bias to a person and other cultures. 2. Consequences of bias towards a person, other cultures, and genders. 3. Communication that leads to bias towards a person and other cultures. 4. Similarities and differences	6	1. Learners will gain knowledge and understand the bias towards individual and cultural groups. 2. Learners will acquire knowledge and understand communication that creates a bias against individual and cultural groups.	1. Learners will be able to explain factors that lead to bias against individual and cultural groups. 2. Learners will be able to identify and provide an example of consequences from having bias towards a person, other cultures, and genders. 3. Learners will be able to provide an	Learners will be proud of their identity and cultural diversity. They will be opened to listen to others.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				bias toward individual and other cultures.	with regard to cultural matters.			example of communication that creates bias toward an individual and other cultures.	
			Grades 8 Standard SO 4.1 Grades 8/4 Ability to explain the similarities and differences of Thai's culture and Southeast Asia countries' culture. Standard HP 2.1 Grades 8/1 Ability to analyze the	Grades 8 1. Ability to explain the consequences of the ethnocentric society. 2. Ability to explain the values of the ethnorelative society. 3. Ability to provide examples of effective communication that minimizes	1.The impact of Ethnocentrism 2.Values and benefits of ethnorelative society 3. Effective communication to reduce bias 4. Similarity and difference with regard to cultural matters.	6	1. Learners will gain knowledge and understanding of the ethnocentric society. 2. Learners will gain knowledge and understanding of the notion of ethnorelative society. 3. Learners will acquire	1. Learners will be able to explain the consequences of the ethnocentric society. 2. Learners will be able to provide an explanation of the values and benefits of the ethnorelative society. 3. Learners will be able to	1. Learners will have awareness about the impact of ethnocentric society and understand the values of ethnorelative society. 2. Learners will be open-minded and

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
			factors influencing attitudes toward genders.	bias towards people and other cultures.			knowledge and understanding about effective communication that reduces bias towards people and other cultures.	provide examples of effective communication that reduce bias towards a person, other cultures, and genders.	make communication that will lead to reducing bias towards individuals and other cultures.
				Grades 9 1. Ability to explain the process of ethnorelativism 2. Ability to present and provide examples of implementing the concept of ethnorelativism and gender diversity.	1. Process of ethnorelativism 2. Apply the concept of Ethnorelativism and gender diversity. 3. Creative communication with a focus on creativity and peace. 4. Similarities and differences	6	1. Learners will gain knowledge and understanding of the process of ethnorelativism. 2. Learners will gain knowledge and understanding of the concept on ethnorelativism	1. Learners will be able to explain the impact of applying ethnocentrism. 2. Learners will be in a position to apply the concept of ethnorelativism and gender diversity.	Learners will have awareness and will embrace the identity and gender diversity of themselves and others.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				3. Ability to present a means of communication that is creative and leads to peace and gives examples.	with regard to cultural matters.		and gender diversity. 3. Learners will acquire knowledge and understanding of creative communication based on creativity, diversity, and peace.	3. Learners will be in a position to provide examples of creative communication to reduce bias.	
YOU	Human rights and responsibilities	Rights and responsibilities imply a greater understanding of human rights, the rights of the child and the responsibility	Grades 7 Standard SO 4.1 Grades 7/1. Comply with laws aimed at protecting fundamental human rights.	Grades 7 1. Ability to analyze the fundamental rights that relate to human rights and gender diversity. 2. Ability to analyze your	1. Analysis of basic human rights 2. Potential Assessment 3. Respect one's rights and liberties and those of others.	7	1. Learners will gain knowledge and understanding of human rights and LGBTQIA+ Rights 2. Learners will be able to	1. Learners will be able to provide an analysis of fundamental human rights and LGBTQIA+ Rights. 2. Learners will be able to analyze their potential (knowledge, skills,	1. Learners can advocate to protect their rights as a citizen in a democratic society.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
		to respect and protect the rights of others.	Standard SO 4.1 Grades 7/2. Identify one's own capability that contribute to society and the nation. Standard SO 4.1 Grades 7/4 Respect the fundamental rights and liberties of others and oneself.	potential (knowledge, skills, competencies and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school) 3. Ability to interact with others with respect to basic rights and freedom.			analyze their potential.	competencies and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school) 3. Ability to interact with others with respect to basic rights and freedom.	
			Grades 8 Standard SO 4.1 Grades 8/1	Grades 8 1. Ability to make recommendations with respect to	1.Protecting Human rights 2. Potential Assessment	7	1. Learners will gain knowledge and understanding	1. Learners will be able to provide recommendations on the protection	1. Learners will have awareness about

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
			Ability to explain and follow the laws related to individual, family, community, and nation. Standard SO 4.1 Grades 8/2 Understanding of the meaning and importance of personal conduct, obligations, and responsibilities as good citizens in democratic society.	the protection from the violation of human rights and LGBTQIA+ rights. 2. Ability to analyze your potential (knowledge, skills, competencies and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school) 3. Ability to carry out any act that respects the	3. Practice human rights.		about human rights and LGBTQIA+ rights at the national level. 2. Learners will gain knowledge and understanding about violation against human rights and LGBTQIA+ rights. 3. Learners will be able to analyze their potential.	of themselves and others from the violations of human rights and LGBTQIA+ rights. 2. Learners will be able to analyze their potential (knowledge, skills, competencies and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school) 3. Learners will be able to conduct themselves in	protecting their own rights and others as a citizen in a democratic society.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				principle of human rights and see the importance of personal conduct that comply with obligations and responsibilities as good citizens in democratic society.				according to the principle of human rights and comply with obligations and responsibilities as good citizens in democratic society.	
			Grades 9 Standard SO 4.1 Grades 9/2 Ability to participate in protecting the rights of others.	Grades 9 1. Ability to make recommendations with respect to the protection from the violation of human rights and LGBTQIA+ rights in school level.	1. Ways to prevent violations against others. 2. Potential Assessment 3. Protecting others' rights.	7	1. Learners will gain knowledge and understanding of human rights and LGBTQIA+ Rights in national and international levels.	1. Learners will be able to provide recommendations to protect against the violations of human rights and LGBTQIA+ Rights in school level. 2. Learners will be able to	1. Learners will have confidence in advocating for the protection of human rights as a citizen in a democratic society.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				2. Ability to analyze your potential (knowledge, skills, competencies and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school) 3. Ability to take part in the protection of other's rights.			2. Learners will gain knowledge understanding the consequences of violation against human rights and LGBTQIA+ Rights. 3. Learners will be able to analyze their potential. 4. Learners will gain knowledge understanding in taking part and get involved with protecting human rights and LGBTQIA+ Rights.	analyze their potential (knowledge, skills, competencies and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school) 3. Learners will be able to contribute to the protection of others' rights	

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
YOU-WE	Discrimination and equality	The impact of discrimination and finding ways to work with others so that there is equality (treating everyone the same regardless of race, religious beliefs, gender, age, physical features, and economic background).		Grades 7 1. Ability to present and give examples of experiences and impacts from bias and stigmatization. 2. Ability to provide examples of personal experiences and impacts of bias and stigmatization. 3. Ability to work as a team where everyone is treated equally.	1.Consequences of bias and stigmatization towards 'other' and one's own self (including gender): "My Heart & Your Heart (To put oneself in someone else's shoes)" 2.The thinking process and the causes of prejudicial attitude: CD Print 3. Working with other under equal	10	1. Learners will gain knowledge and understand the consequences of bias and stigmatization. 2. Learners will gain knowledge and understand the person's bias and stigma towards others. 3. Learners will gain knowledge and understanding of working together.	1. Learners will be able to present their experiences and impact of bias and stigmatization and give examples. 2. Learners will be able to present and provide examples of their bias and stigmatization towards others. 3. Learners will be able to work as a group and treat everyone the same regardless of race,	Learners take pride in their roles and responsibilities, and they are willing to work as part of members of society and strive to do their best.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
					treatment: “do it together with our own hands”			religious belief, gender, age, physical characteristics, and economic background.	
				Grades 8 1. Ability to provide the personal experiences of stereotypes and discrimination. 2. Ability to provide examples of personal stereotypes and discrimination against others (including gender)	1.Consequences of stereotypes and discrimination towards ‘other’ and one’s own self (including gender): “My Heart & Your Heart (To put oneself in someone else’s shoes)”	10	1. Learners will gain knowledge and understanding of the consequences of stereotype and discrimination. 2. Learners will gain knowledge and understand the impact of their own stereotypes and discrimination.	1. Learners will be able to provide consequences and gives personal experience of stereotypes and discrimination. 2. Learners will be able to provide examples of personal stereotypes and discrimination toward others	Learners will have awareness about any actions that involve bias, stigmatization, stereotypes, and discrimination towards others when working as a group.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				3. Ability to work as a team where everyone is treated equally.	2.The thinking process and the causes of prejudicial attitude: CD Print 3. Working with other under equal treatment: “do it together with our own hands”		(Including gender) 3. Learners will acquire knowledge and an understanding of working together.	(including gender). 3. Learners will be able to work together with equal treatment and respecting each other’s’ rights.	
				Grades 9 1. Ability to provide suggestions to reduce gender and cultural stereotypes and discrimination. 2. Ability to work as a team where	1.Consequences of bias, stigmatization, stereotype, discrimination towards others (including gender): “My Heart & Your	10	1. Learners will be able to suggest ways and approaches to reduce the bias, stigmatization, stereotype, and discrimination	1. Learners will be able to provide the suggestions to decrease the gender and cultural bias, stigmatization, stereotype, and discrimination.	Learners will be able to create a teamwork style based on a multicultural environment, without prejudice, stigma,

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
				everyone is treated equally.	Heart (To put oneself in someone else's shoes)" 2.The thinking process and the causes of prejudicial attitude: CD Print 3. Working with other under equal treatment: "do it together with our own hands"		2. Learners will gain knowledge and understanding of the equitable assignment of roles and responsibilities when working as a team.	2. Learners will be able to share roles and responsibilities in an equitable manner.	stereotypes, and discrimination.
WE	Peace and conflict	Peace and conflict involve the strengthening of peace skills	Grades 7 Standard SO 2.1 Grades 7/2	Grades 7 1. Capacity to use one's own potential to assist the community	1. Constructive communication for working as a team: "Join the	10	1. Learners will acquire knowledge and understand the importance of	1. Learners will be able to use their capacities to assist the	Learners will have good attitude toward teamwork and ready to take

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
		through the development of a capacity to cooperate with people from different backgrounds.	Able to identify one's own contribution to the country and society. Standard SO 2.1 Grades 7/4 Personal conduct with respect for one's own rights and freedoms and those of other people.	and other people. 2. Ability to take responsibility and perform assigned duties in a manner that respect other's rights (on cultural aspects specific to the local context of each school). 3. Ability to present the works based on respecting cultural and gender diversity.	team and make it happen!" 2. Preparing for a presentation 3. Presenting the presentation and giving evaluation		co-operation with others with various cultural backgrounds in a peaceful way. 2. Learners will acquire knowledge about presenting the works on the basis of respecting cultural and gender diversity.	community and other people. 2. Learners will take responsibility and perform assigned duties in the manner that respect other's rights. (on cultural aspects specific to the local context of each school). 3. Learners will be able to present the results of their work based on respecting cultural and gender diversity.	on their responsibility as the good citizen in a democratic society.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
			Grades 8 Standard SO 2.1 Grades 8/2 See the value of personal conduct that is in accordance with duties and responsibilities of good citizens in the democratic society. Standard SO 2.1 Grades 8/4 Able to explain the similarities and differences of Thai cultures and Asian	Grades 8 1. Ability to work with others in a way that respects rights and freedom. 2. Ability to present the work effectively and peacefully with respect to cultural and gender diversity. (on cultural aspects specific to the local context of each school)	1. Constructive communication for working as a team: “Join the team and make it happen!” 2. Preparing for a presentation 3. Presenting the presentation and giving evaluation	10	1. Learners will gain knowledge and understanding in working with others in a peaceful manner under cultural and gender diversity. 2. Learners will be gain knowledge and understanding in presenting the work effectively and peacefully with respect to cultural and gender diversity. (on cultural	1. Learners will have skills to work with others in a peaceful manner under cultural and gender diversity. 2. Learners will be able to present the work effectively and peacefully with respect to cultural and gender diversity. (on cultural aspects specific to the local context of each school)	Learners will be sensitized to solving problem using non-violence under cultural and gender diversity.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
			cultures for better understanding of other cultures.				aspects specific to the local context of each school)		
			Grades 9 Standard SO 4.1 Grades 9/3 Capable of preserving Thai culture and choosing to take some international culture's influence when appropriate. Standard SO 4.1 Grades 9/4 Ability to analyze the	Grades 9 1. Ability to take a leadership role in planning the group and accept other people's opinions with cultural and gender sensitivity. 2. Ability to communicate, exchange and share with one another on different cultures in the context of	1. Constructive communication for working as a team: "Join the team and make it happen!" 2. Preparing for a presentation 3. Presenting the presentation and giving evaluation	10	Learners will gain knowledge and understanding of planning, implementing, and summarizing of lessons learned as a team based on respecting the cultural and gender diversity.	1 Learners will be able to take a leading role in planning, implementing and summarizing of lessons learned as a team on the basis of respecting the cultural and gender diversity. 2. Learners can communicate and/or share with each other on different cultures within a	Learners will have confidence to be leaders who communicate peace and respect the cultural and gender diversity.

Level	Learning Units	Conceptual Ideas	Indicators Social Studies & Health and Physical Education	Indicators ICE & Gender	Subunits	Learning Hours	Knowledge	Skills	Attitude
			causal factors that lead to national conflicts and provide conflict resolution. Standard SO 4.1 Grades 7/5 The ability to give recommendation on how to live a happy life as part of the world community.	a multicultural community.				multicultural community.	

3.5 Teaching Materials and Resources for Intercultural Education.

The handbook has developed six collections of resources and information to be used for the teaching and learning of intercultural learning.

3.5.1 Intercultural Education Ladder

ICE learning ladder gives the overview of the process of Intercultural Education. For learners to develop intercultural awareness in an “I-level” to “WE-level” as the following figure.

Instructions: It is used to (1) provide an introduction of ICE (2) using it as a learning tool when explaining the ICE details (3) using it when explaining the ICE learning goals.

Description: The starting point begins with learners writing their expectations of what they want to learn. The process of ICE consists of engaging learning activities that start at individual (I-level) before leading to learning about others 'You-Level' and learning to live together 'We-Level'. Learning at various stages are distinct entities, each depends on the other and supports each other. Intercultural education is not only a cooperative effort, but also awareness of coexistence in cultural diversity (such as values, beliefs, languages, rituals, customs, clothing, etc.) which are shaped by the experiences. It is the basis of a just society in which everyone learns to understand one another by building peace in society's rich diversity.

In each activity, learners have the opportunity to learn by doing, reflecting, and sharing. The goal of the process is to begin with empowering them to be open-minded and gain insights into the essence of one's unique self. Developing a positive sense of self is central to intercultural education where an individual seeks to know "who am I", "what do I love" and "what don't I like". This will lead to understanding the "differences and similarities" between oneself and others. The whole process helps to reinforce the awareness of cultural identity, gaining self-confidence, capability to consider diversity within the cultural setting, and giving respect for different cultures which contribute to everyone living peacefully together.

3.5.2 “I-logo”: A Symbol that signified self

“I-logo” is an activity that explores self-identity through representing oneself in variety of formats such as in the forms of images and symbols. It gives the chance to share and learn about the identity of oneself and others. The example is shown in the following figure.

Instructions: It is used as an example to help see the self-identity through drawing or symbols drawn.

3.5.3 Timeline

The timeline is used to visualize, during a certain period of time, the historical events in a community or the specific cultural aspects in the local context of each school. Historical events help to understand the trends, changes, and implications of the past to the present. It also tells the sequence of events between one to another so that the community's perception of events can be clearly illustrated as seen in the example of the following timeline (Baan Huay Krating, Tambon Prathat, Mae Ramat, Tak).

Instructions: It is a tool to help learning about family/community history by describing the order of important events that happened or the development that happens in the community such as the significant years of infrastructure development in the community (first road construction, first electricity installation, first reservoir), the announcement of community forests, the laws that have positive and negative impacts on the community. These data can be present in the Time-line form.

3.5.4 Community Mapping

Community mapping helps to show the location of important places within the community. It can be used for community assessment, surveys on community resources, land use, and cultural landmarks. It shows the community's boundary, living areas, agricultural space, and sacred sites as appeared in the following map (Baan Huay Krating, Tambon Prathat, Mae Ramat, Tak).

Instructions: The map displays the key community components, community boundaries, roads, living areas, agricultural space, and sacred sites. The detailed information may be used in conducting the community assessment. Moreover, it can be used to learn about historical and cultural roots and identity.

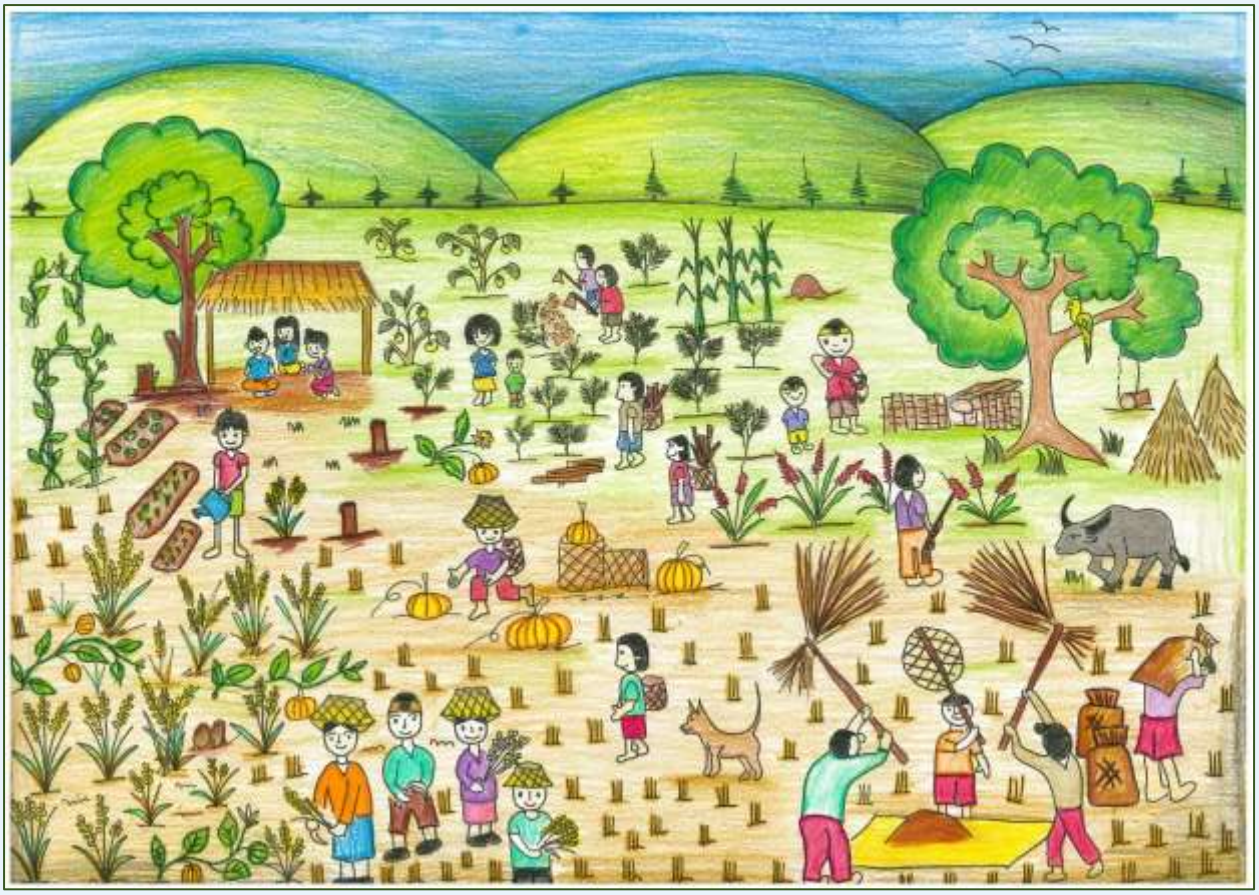
3.5.5 Cultural Calendar

The cultural calendar is a tool to learn more about a community's way of life over the month or year. The calendar examines cultural events and rituals that are organized in the month and the year period. It can be used to help in planning the cultural activities in the community. The gathered data can be used to analyze community capital, community identity, cultural changes (cultural remain & cultural loss). The example of the calendar is shown below (Baan Khun Mae Wei, Tambon Thasongyang, Tak).

Instructions: It explains the rituals and tradition of the community with samples. It provides the ritual's names, months, traditional practices, and other relevant data.

3.5.6 Cultural Scene

Cultural scene assists in understanding cultural processes from a coherent picture. For example, one cultural scene about making musical instruments will compile a picture of wood selecting, crafting the wood, and playing the instrument. Only one image can demonstrate the entire learning content. In addition, it can be used to understand the process of certain traditions and cultures. The example is shown as follows.



Instructions: Teachers can explain the cultural processes from a picture. The explanation from each student can reflect the level of understanding on the subject. It can apply together with other main subjects. For example, for Math, teachers can ask the students to count the number of people in the picture (using addition and subtraction) or using game-based learning such as finding matching pictures, picture hunting (finding a man with a walking stick), etc.

Chapter 4

Lessons Planning

4.1 Comprehensive Descriptions and Indicators for Intercultural Education

4.1.1 Learning Standards

Standard ICE 1: Identity and belonging is related to ethnic and cultural identity in that the individual student recognizes the essence of ethnic characteristics from the individual level to the community's collective identity. (Individual and family, community and tribal). This level also includes learning on sexuality and incorporates cultural aspects specific to the local context of each school.

Standard ICE 2: Understanding the similarities and differences in cultural diversity, can communicate about their own identity and learn to understand and respect individuals from diverse backgrounds.

Standard ICE 3: Rights and responsibilities imply a greater understanding of human rights, the rights of the child and the responsibility to respect and protect the rights of others.

Standard ICE 4: The impact of discrimination and finding ways to work with others so that there is equality (treating everyone the same regardless of race, religious beliefs, gender, age, physical features, and economic background).

Standard ICE 5: Peace and conflict involve the strengthening of peace skills through the development of a capacity to cooperate with people from different backgrounds.

4.1.2 Criteria for Learning Assessment

1) Primary Education, Grades 4

1.1) Ability to briefly explain the meaning and importance of one's own cultural identity and history (each student examines the essence of ethnic characteristics from the individual level to the collective identity of the community, as well as sexuality, and cultural aspects specific to each school). (ICE 1: Grades 4/1)

1.2) Ability to provide clear examples of one's own cultural identity and history (whether it is about oneself, family, community, cultural aspects in each school) (ICE 1: Grades 4/2)

1.3) Ability to briefly describe the similarities and differences of the multicultural society, ethnocentrism, ethnorelativism, and gender diversity. (ICE 2: Grades 4/1)

1.4) Ability to provide an example of a multicultural, ethnocentric and ethnorelative society. (ICE 2: Grades 4/2)

1.5) Ability to provide different methods of communication and gives examples. (ICE 2: Grades 4/3)

1.6) Capacity to analyze a child's fundamental rights (in accordance with the Convention on the Rights of the Child and Gender Diversity) (ICE 3: Grades 4/1)

1.7) Ability to analysis your potential (knowledge, skills, competencies and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school) (ICE 3: Grades 4/2)

1.8) Ability to carry out assigned duties in relation to cultural values and practices as well as a good citizen in democratic society. (ICE 3: Grades 4/3)

1.9) 1. Ability to briefly explain the definition and characteristics of bias and stigma. (ICE 4: Grades 4/1)

1.10) Ability to provide examples of the consequences of bias and stigma toward “others” (It relates to gender inclusion) (ICE 4: Grades 4/2)

1.11) Ability to work as a team where everyone is treated equally. (ICE 4: Grades 4/3)

1.12) Ability to work as a group. (ICE 5: Grades 4/1)

1.13) Ability to be responsible for tasks assigned in the group work. (ICE 5: Grades 4/2)

1.14) Ability to communicate effectively and peacefully with respect to cultural and gender diversity. (ICE 5: Grades 4/3)

2) Primary Education, Grades 5

2.1) Ability to briefly explain the importance of ethnic and cultural identity, history and sexuality that affect oneself (family, community, tribe, cultural aspects specific to the local context in each school) (ICE 1: Grades 5/1)

2.2) Ability to provide a brief explanation of the impact of ethnic and cultural identity and history that affecting oneself (the cultural aspects specific to the local context in each school) (ICE 1: Grades 5/2)

2.3) Ability to briefly describe the similarities of one's own ethnicity and gender in comparison to those of other people. (ICE 2: Grades 5/1)

2.4) Ability to briefly describe the ethnic and gender differences in the learners' social context. (ICE 2: Grades 5/2)

2.5) Ability to explain different methods of communication of the individual and groups of people that belong to one's own culture and can give examples. (ICE 2: Grades 5/3)

2.6) Ability to find ways to protect yourself or others from violation of a child's rights and gender diversity. (ICE 3: Grades 5/1)

2.7) Ability to analysis your potential (knowledge, skills, competencies and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school) (ICE 3: Grades 5/2)

2.8) Ability to provide examples and act according to the roles and responsibilities in relation to the concepts of rights, freedom, and a good citizenship. (ICE 3: Grades 5/3)

2.9) Ability to briefly explain the meaning and characteristics of stereotypes and discrimination. (ICE 4: Grades 5/1)

2.10) Ability to give examples of stereotypes and discrimination related to gender and culture. (ICE 4 Grades 5/2)

2.11) Ability to work as a team where everyone is treated equally. (ICE 4: Grades 5/3)

2.12) Ability to work and plan together as a group. (ICE 5: Grades 5/1)

2.13) Ability to present the work effectively and peacefully with respect to cultural and gender diversity. (ICE 5: Grades 5/2)

3) Primary Education, Grades 6

3.1) Ability to explain the process of studying on one's own cultural identity and history (cultural aspects specific to the local context in each school) (ICE 1: Grades 6/1)

3.2) Ability to present information related to one's own cultural identity and history (cultural aspects specific to the local context in each school). (ICE 1: Grades 6/2)

3.3) Ability to briefly explain the importance of similarities between the cultural and gender values of oneself and others. (ICE 2: Grades 6/1)

3.4) Ability to briefly explain the importance of differences between the cultural and gender values of oneself and others. (ICE 2: Grades 6/2)

3.5) Ability to present means of communication in at least one other culture and give examples. (ICE 2: Grades 6/3)

3.6) Ability to propose ways to protect the rights of children and gender diversity at the school level. (ICE 3: Grades 6/1)

3.7) Ability to analysis your potential (knowledge, skills, competencies and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school) (ICE 3: Grades 6/2)

3.8) Ability to provide examples of laws that are related to daily life in the family and community setting. (ICE 3: Grades 6/3)

3.9) Ability to explain the consequences of stereotypes and discrimination related to gender and culture. (ICE 4: Grades 6/1)

3.10) Ability to present the causes and consequences of bias, stigma, stereotype and discrimination. (ICE 4: Grades 6/2)

3.11) Ability to work as a team where everyone is treated equally. (ICE 4: Grades 6/3)

3.12) Ability to be a leader in planning the group and accept other people's opinions with cultural and gender sensitivity. (ICE 5: Grades 6/1)

3.13) Ability to present the work from working together and communicate effectively and creatively with respect to cultural and gender diversity. (ICE 5: Grades 6/2)

4) Lower Secondary Education, Grades 7

4.1) Ability to explain the development of cultural identity, history, and sexuality of oneself from the past to the present (on cultural aspects specific to the local context of each school). (ICE 1: Grades 7/1)

4.2) Ability to identify sources of education for learning about cultural identity and history (on cultural aspects specific to the local context of each school). (ICE 1: Grades 7/2)

4.3) Ability to explain factors that cause bias against a person and other cultures. (ICE 2: Grades 7/1)

4.4) Ability to identify and give examples of the consequences of bias against a person, another culture, and gender. (ICE 2: Grades 7/2)

4.5) Ability to provide examples of poor communication which results in bias toward individual and other cultures. (ICE 2: Grades 7/3)

4.6) Ability to analyze the fundamental rights that relate to human rights and gender diversity. (ICE 3: Grades 7/1)

4.7) Ability to analyze your potential (knowledge, skills, competencies and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school) (ICE 3: Grades 7/2)

4.8) Ability to interact with others with respect to basic rights and freedom. (ICE 3: Grades 7/3)

4.9) Ability to present and give examples of experiences and impacts from bias and stigmatization. (ICE 4: Grades 7/1)

4.10) Ability to provide examples of personal experiences and impacts of bias and stigmatization. (ICE 4: Grades 7/2)

4.11) Ability to work as a team where everyone is treated equally. (ICE 4: Grades 7/3)

4.12) Capacity to use one's own potential to assist the community and other people. (ICE 5: Grades 7/1)

4.13) Ability to take responsibility and perform assigned duties in a manner that respect other’s rights (on cultural aspects specific to the local context of each school). (ICE 5: Grades 7/2)

4.14) Ability to present the works on the basis of respecting cultural and gender diversity. (ICE 5: Grades 7/3)

5) Lower Secondary Education, Grades 8

5.1) Ability to explain the process of constructing one's own cultural identity and history (on cultural aspects specific to the local context of each school). (ICE 1: Grades 8/1)

5.2) Ability to discuss the benefits and identity the importance of one's own cultural identity, history, and sexuality (on cultural aspects specific to the local context of each school). (ICE 1: Grades 8/2)

5.3) Ability to explain the consequences of the ethnocentric society. (ICE 2: Grades 2/1)

5.4) Ability to explain the values of the ethnorelative society. (ICE 2: Grades 2/2)

5.5) Ability to provide examples of effective communication that minimizes bias towards people and other cultures. (ICE 2: Grades 2/3)

5.6) Ability to make recommendations with respect to the protection from the violation of human rights and LGBTQIA+ rights. (ICE 3: Grades 2/1)

5.7) Ability to analyze your potential (knowledge, skills, competencies and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school) (ICE 3: Grades 2/2)

5.8) Ability to carry out any act that respects the principle of human rights and see the importance of personal conduct that comply with obligations and responsibilities as good citizens in democratic society. (ICE 3: Grades 2/3)

5.9) Ability to provide the personal experiences of stereotypes and discrimination. (ICE 4: Grades 2/1)

5.10) Ability to provide examples of personal stereotypes and discrimination against others (including gender) (ICE 4: Grades 2/2)

5.11) Ability to work as a team where everyone is treated equally. (ICE 4: Grades 2/3)

5.12) Ability to work with others in a way that respects rights and freedom.
(ICE 5: Grades 2/1)

5.13) Ability to present the work effectively and peacefully with respect to cultural and gender diversity. (on cultural aspects specific to the local context of each school) (ICE 5: Grades 2/2)

6) Lower Secondary Education, Grades 9

6.1) Ability to explain the factors that influence one's own cultural identity, history, and sexuality (on cultural aspects specific to the local context of each school). (ICE 1: Grades 9/1)

6.2) Ability to present information on patterns of cultural identity that fit with the context of one's own community (on cultural aspects specific to the local context of each school). (ICE 1: Grades 9/2)

6.3) Ability to explain the process of ethnorelativism (ICE 2: Grades 9/1)

6.4) Ability to present and provide examples of implementing the concept of ethnorelativism and gender diversity. (ICE 2: Grades 9/2)

6.5) Ability presents a means of communication that is creative and leads to peace and gives examples. (ICE 2: Grades 9/3)

6.6) Ability to make recommendations with respect to the protection from the violation of human rights and LGBTQIA+ rights in school level. (ICE 3: Grades 9/1)

6.7) Ability to analyze your potential (knowledge, skills, competencies and with relation to sexuality) when working with others (on the cultural aspects specific to the local context in each school) (ICE 3: Grades 9/2)

6.8) Ability to take part in the protection of others' rights. (ICE 3: Grades 9/3)

6.9) Ability to provide suggestions to reduce gender and cultural stereotypes and discrimination. (ICE 4: Grades 9/1)

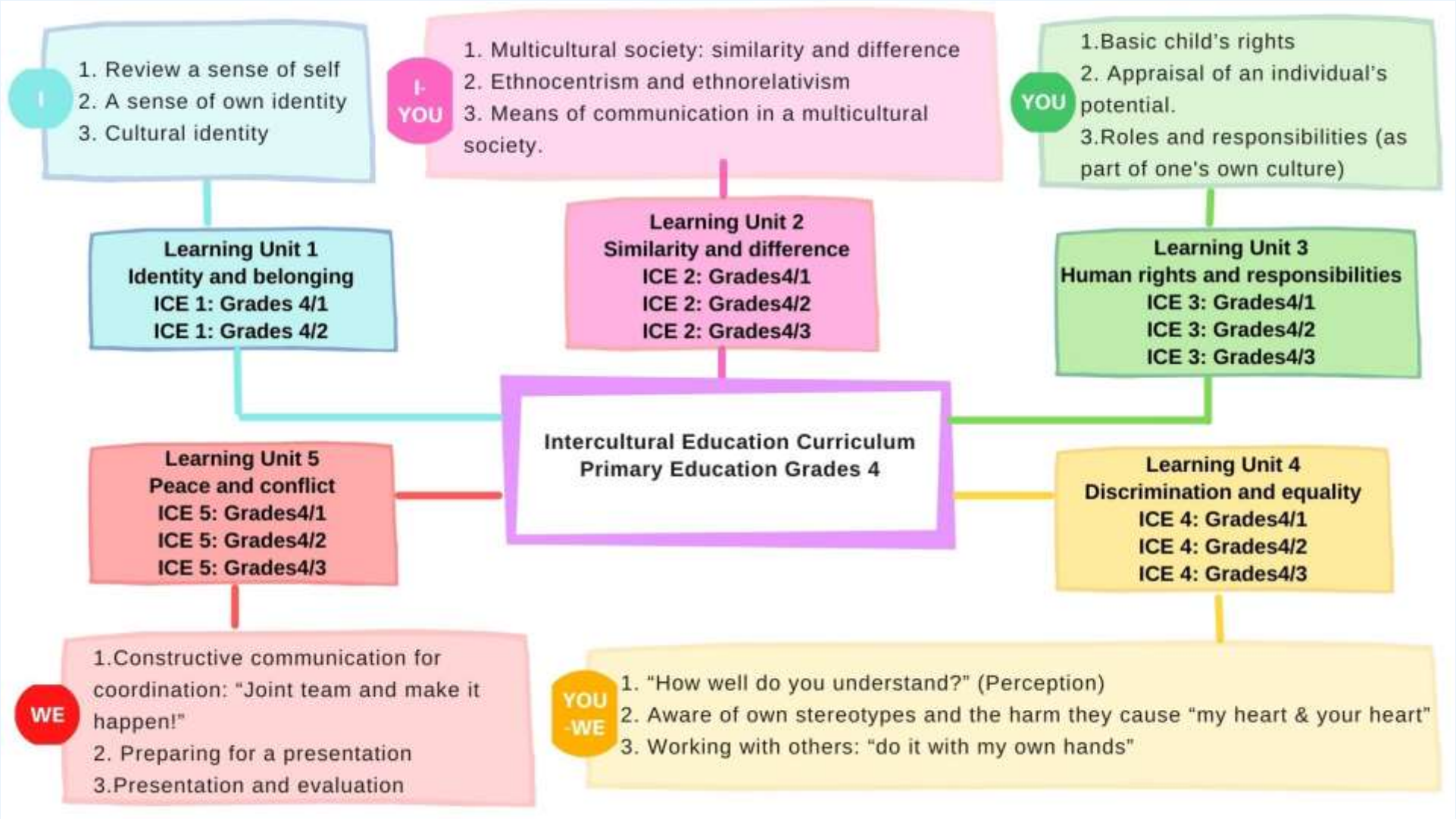
6.10) Ability to work as a team where everyone is treated equally. (ICE 4: Grades 9/2)

6.11) Ability to take a leadership role in planning the group and accept other people's opinions with cultural and gender sensitivity. (ICE 5: Grades 9/1)

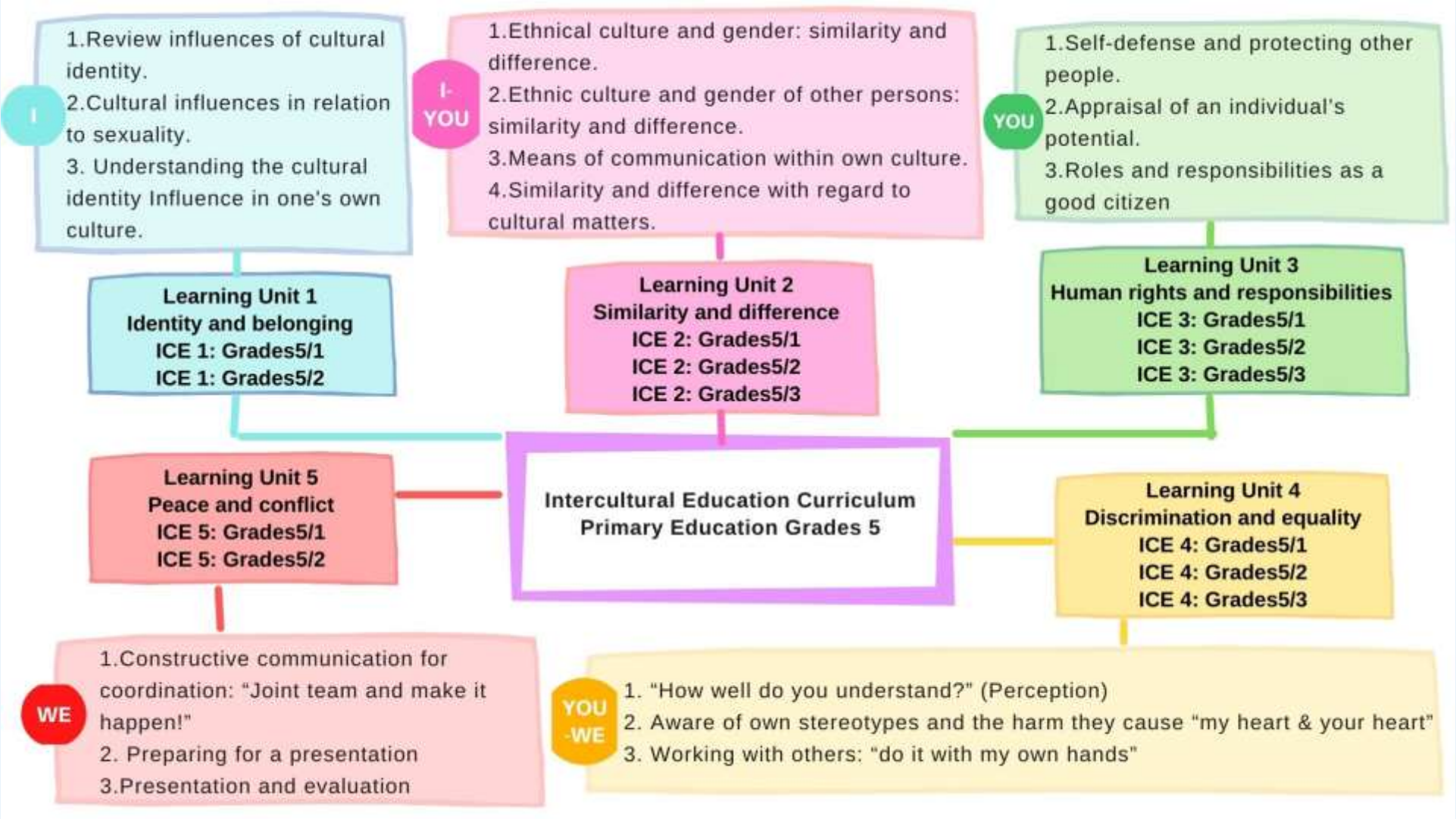
6.12) Ability to communicate, exchange and share with one another on different cultures in the context of a multicultural community. (ICE 5: Grades 9/2)

4.2 Conceptual Diagram of Learning Units Focusing on Intercultural Education, Primary Education, Grades 4-6, and Lower Secondary Education Grades 7-9

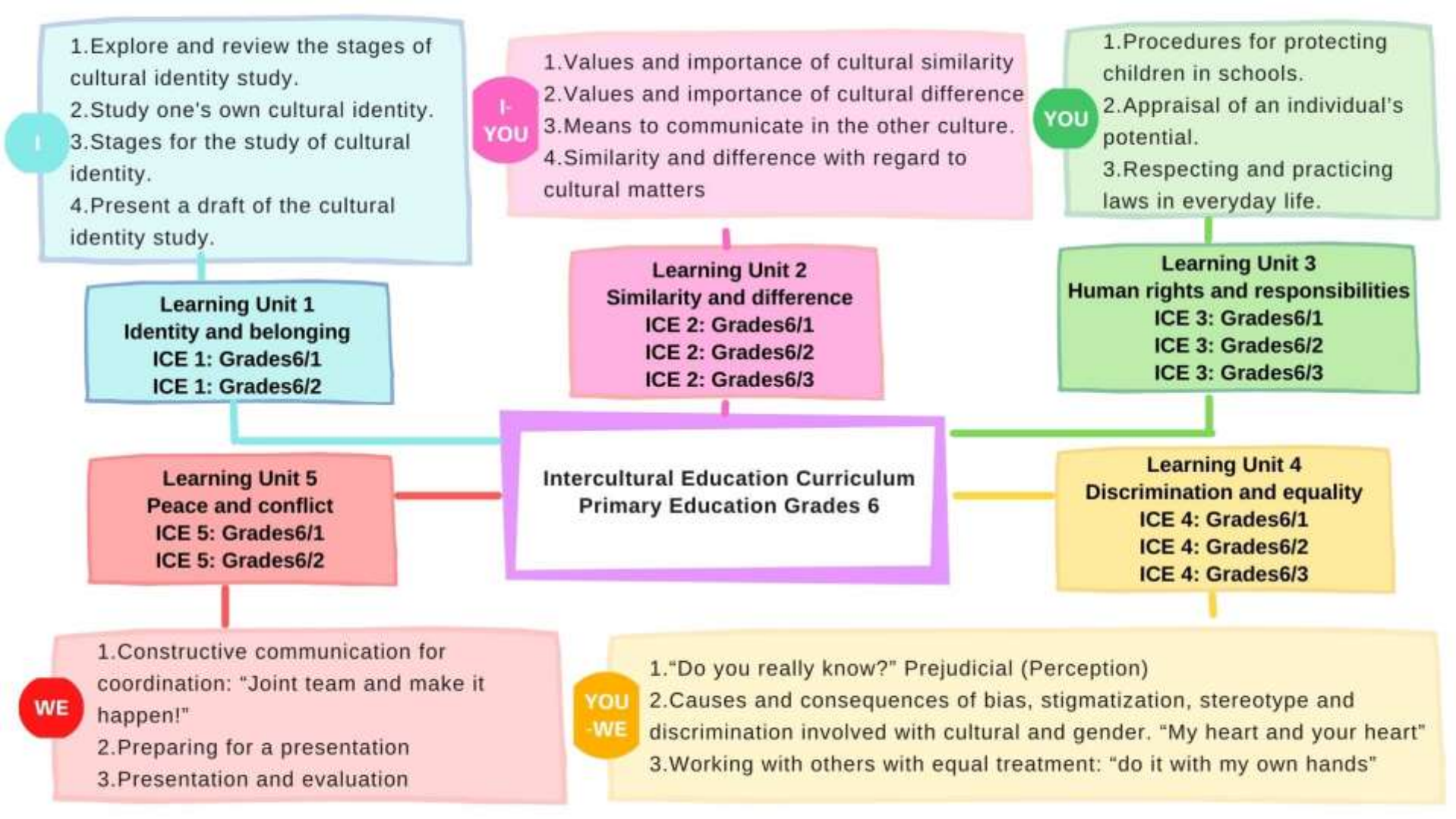
4.2.1 Conceptual Diagram of Learning Units Focusing on Intercultural Education, Primary Education Grades 4



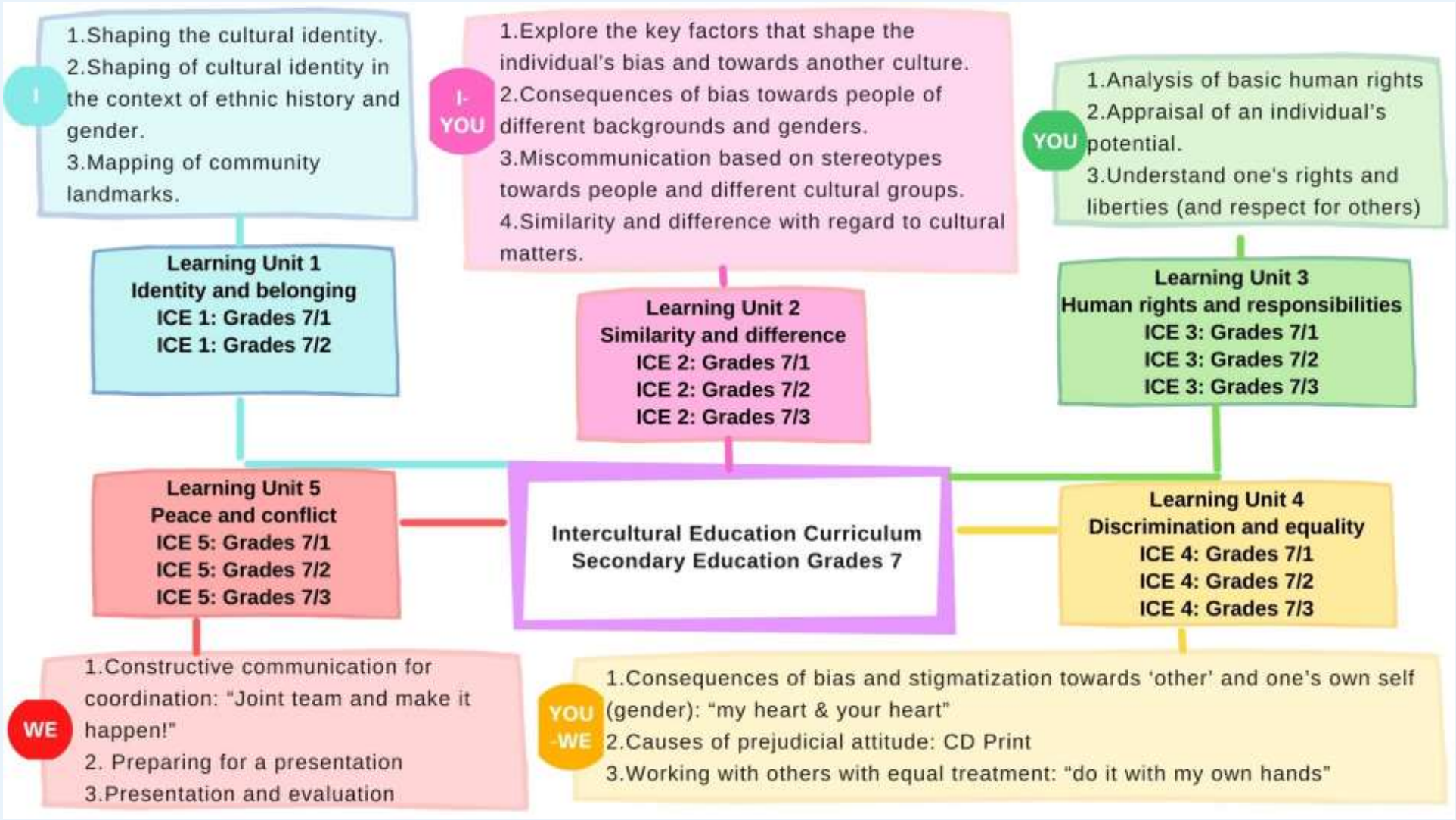
4.2.2 Conceptual Diagram of Learning Units Focusing on Intercultural Education, Primary Education Grades 5



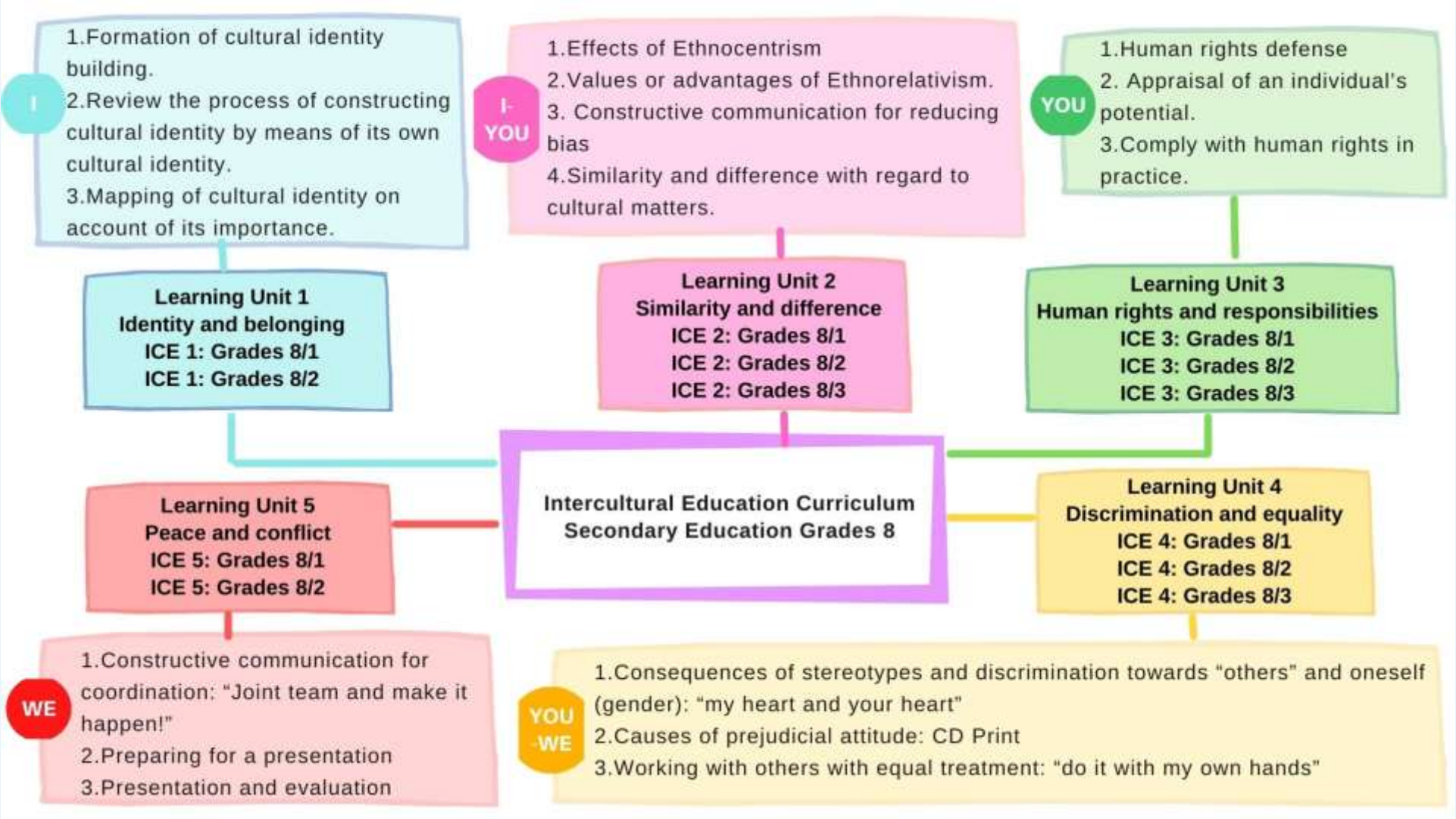
4.2.3 Conceptual Diagram of Learning Units Focusing on Intercultural Education, Primary Education Grades 6



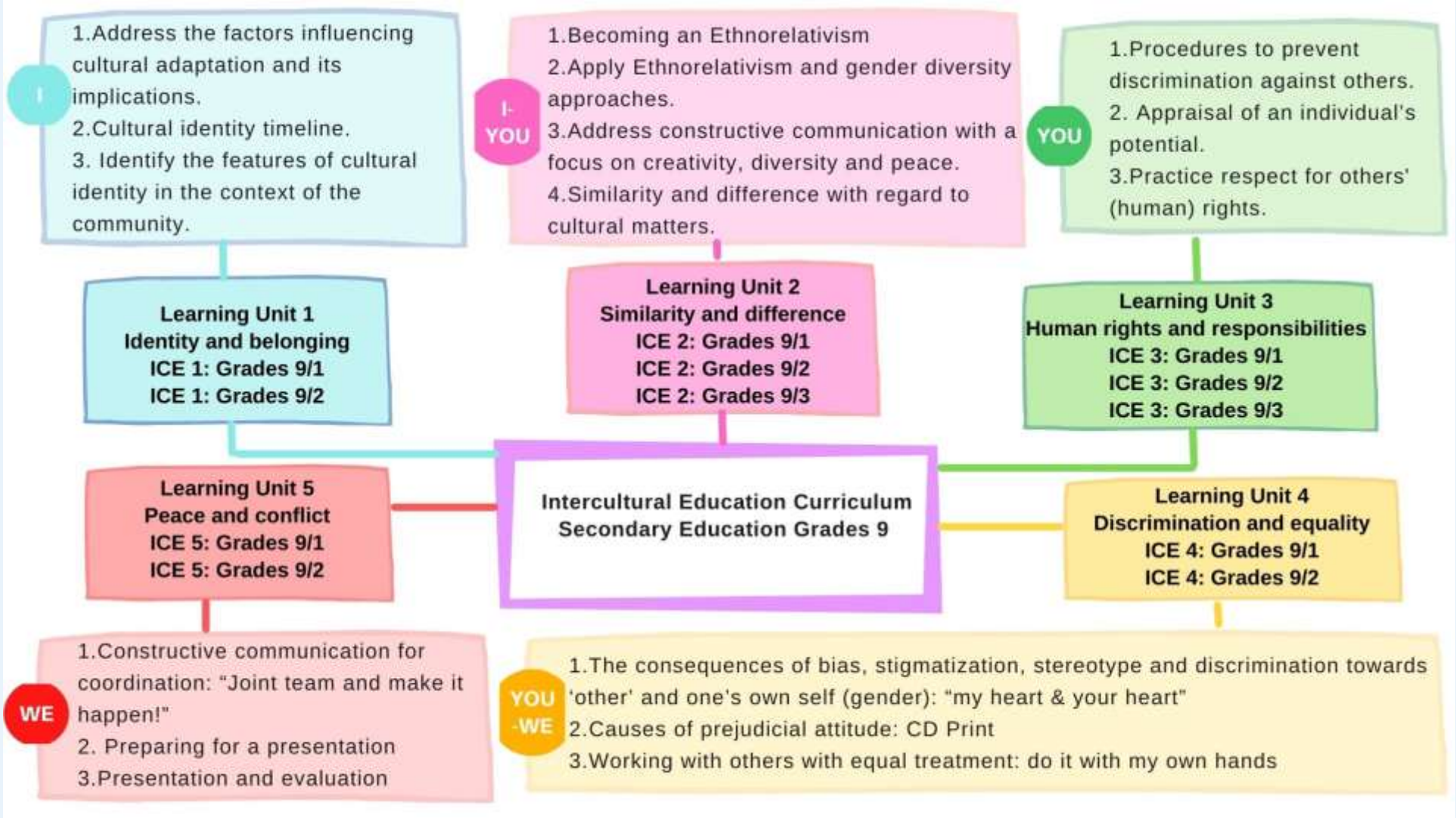
4.2.4 Conceptual Diagram of Learning Units Focusing on Intercultural Education, Lower Secondary Education Grades 7



4.2.5 Conceptual Diagram of Learning Units Focusing on Intercultural Education, Lower Secondary Education Grades 8



4.2.6 Conceptual Diagram of Learning Units Focusing on Intercultural Education, Lower Secondary Education Grades 9



Chapter 5

Supplementary Instructional Materials for Teachers

5.1 Project work and Portfolio

5.1.1 Project work

Project work is used to promote independent study as it requires students to actively engage in planning and implementing the project. Students experience self-learning with the support of teachers who give advice and consultation. It enables students to demonstrate their knowledge and express their creativity by assigning a variety of classroom projects related to the subjects taught. There are four types of project work. 1. Surveys and data collection projects 2. Experimental research project 3. Theoretical research projects 4. Innovative research projects

There are six steps in project-based learning

1. Choose a study topic: students choose the topic that they want to study on. It can be something that students are interested in, inspired when reading books, articles or during field trips. Students should ask these simple questions: “What is the topic to be studied?” or “why we need to study this topic”.

2. Examine relevant documents where students review the documents relevant to the topics and consult teachers or people with expertise in the chosen topics.

3. Drafting a project outline or creating a mind map. Typically, a project outline consists of the following topics: the project name, project worker name, project advisor name, the project timeline, the principles and objectives of the project, research hypothesis (for experimental research), implementation plan, expected results, and references/bibliographies.

4. Implementation is a process of carrying out the project plan. It is necessary to record detailed Information about the methods of implementation, the results from implementation, barriers and challenges in implementation, and recommendation.

5. Prepare a written report to provide detailed information on the project implementation to let other people know the thinking concept, the methods of implementation, the results and recommendations. The report should be concise and cover the aspects studied.

6. The presentation of the project can be presented in different ways, such as exhibition, multimedia, printing, oral presentation, lecture, group discussion, etc.

5.1.2 Portfolio

A student's portfolio is a compilation of academic work and other forms of educational evidence that reflect the students' achievements, abilities, skills, and development. The students are involved in choosing their workpieces and identifying areas of improvement. It provides important evidence that helps students to see their development as well as their flaws and how to improve them.

Main features of the portfolio assessment.

1. Teachers can use the portfolio to assess student performance, monitor progress, and identify each student's advantages and disadvantages.

2. It aims to measure the student's potential in producing results more than measuring their memory skills from taking a test.

3. A portfolio assessment focuses on a child-centered approach. Students lead in planning, implementing, and evaluating to improve themselves. Teacher takes the role of facilitator. It provides an opportunity for a student to reflect on their learning, with a teacher guiding them.

4. A student has the opportunity to self-assess and find ways to improve themselves.

5. Enhance self-confidence and self-esteem. Students learn about their strengths. .

6. A portfolio provides information about each student's knowledge and skills to relevant stakeholders such as parents, counselors, and school administrators.

Steps for assessing the portfolio.

Ten steps in building a portfolio:

1. Engage teachers, students, and parents in developing the plan and purpose of the portfolio.

Teacher first consolidates data such as curriculum, assessment, and subject descriptions to better understand the use of portfolios in assessment.

The student is well informed about the learning goals, content, and use of portfolios for assessment. They need to be involved in the selection and justification of the workpieces to be included.

Parents should also be involved in choosing which items to include in their children's portfolios, expressing opinions and seeing the development of their children. Before making the portfolio, teachers must inform parents or seek their cooperation.

2. A portfolio collection needs to be well designed and categorized for convenience when retrieving the information. There are recommendations for categorizing as follows.

1) Organizing according to the date and time the work is created.

2) Classified according to the complexity of the work. This is to show the skills and the development of the student.

3) Classified based on learning objectives, content, or subjects. Students will need searching tools to help them organize such as table of contents, a subject index, and colored flags as a reminder.

3. Decide what will be included in a portfolio. Students choose their own workpieces to put in the portfolio. They can get suggestions from teachers, friends, and parents. It must be decided according to the evaluation standards of the school where all the actors (schools, students, and teachers) participate in the elaboration of the criteria.

Certain types of works selected for the portfolio.

1) Provides concise information that is relevant to the content and learning objectives.

2) Outstanding or significant.

3) Reflecting the development of students in all aspects.

4) Offers an opportunity for student-teacher-parent-friend dialogue. The number of workpieces is determined as appropriate. It should not be too much or too little as this can affect the assessment.

4. A portfolio reflects the creativity and individuality of each student as they create their own design, which can include having the illustration, photography, stickers, coloring, or any other creative idea.

5. Reflections and giving comments to express their thoughts or feelings on their workpiece. Students may choose to reflect using some or all of the questions below.

1) Where did you get the idea for making this workpiece?

2) Why did you select this workpiece specifically?

3) What do you want to improve on this work? Or what is the highlight of this workpiece?

4) What are your thoughts on your performance?

5) What you have to learned from making this workpiece?

6. Encourages students to do self-assessment of their capacity. This is an opportunity for students to assess themselves by considering small criteria that teachers and students help to define such as social skills, work habits, time management, and handling situations. In addition, the self-assessment helps students identify strengths, weaknesses, and areas for improvement.

7. The important part of portfolio assessment is to decide on "how to assess the portfolio". There are 2 categories: a non-scoring and a scoring.

1) A non-scoring assessment focuses on the belief that a portfolio already shows the many different skills, knowledge, and ideas that the students have acquired over time. It is considered an unofficial tool to monitor student progress. Meanwhile, students will not be subjected to the pressure of the scoring scale or scoring.

2) A scoring guide or rating scales will be used for the assessment according to the learning objectives. The assessment may be due at the middle of the semester or the end of semester for summative evaluation. The teachers have to justify the students' grade based on the set criteria jointly established by teachers and students (such as Scoring Rubrics). It is intended to focus on student development rather than comparing the scores with other students.

8. After the presentation of the portfolios, it is good to have an open discussion between friends, teachers, and parents. It can be arranged in different ways, such as a school meeting, a group discussion or submitting a portfolio to other interested parties for recommendation. In case you wish to seek guidance from other interested parties, students should prepare a set of questions as followed.

1) What do you think about this workpiece?

2) Which areas require improvement?

3) Which workpiece do you like the most and why?

9. After receiving the feedback, the students will take the advice to improve their work and bring better workpieces to be collected in the portfolio, so that it will be up-to-date and meet the assessment objectives.

10. Announcement to parents, students, and the public when the student exhibition is launched. It will give students a chance to enjoy their accomplishments.

For the beginners who just start to make portfolios, they may not need to go through all the ten steps. They can use the main steps which are collecting the workpieces and finding a system to organize the portfolios, selecting the workpieces, and giving comments on them.

Contents of a portfolio

1. An overview/introduction consists of these following.
   - Cover
   - Preface
   - Contents
   - Biography
   - Purposes of portfolio
2. Contents
   - Project works and accomplishment
   - Reflections
   - Rubric assessment
3. Additional information is compiled on
   - Learning assessment
   - A student progress report (prepared by the teacher)
   - Feedback and recommendations from the relevant stakeholders such as friends, parents or any other people.

5.2 Templates for Monitoring and Evaluating Student Progress

5.2.1 Behaviors Observation (for the individual) Grade .....

Date ..... Month ..... Year .....

No.	Name	Criteria			Total (12)	Rating scale
		Paying attention in classroom (4)	Question & Answer (4)	Collaboration in classroom (4)		
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Signature..... Evaluator

...../...../.....

Find the scoring criteria on the next page (Classroom Observation Indicators Scoring Rubric for the individual)

Performance criteria

Scores range	Rating scale
14-16	Excellent
11-13	Good
8-10	Fair
0-7	Poor

Assessment conclusion:

Students who achieve a 'Fair' level or higher is considered **'PASS'**

Classroom Observation Indicators Scoring Rubric (for the individual)

Indicators	Examples of evidence and descriptions			
	Excellent (4) Performance levels far exceed expectation.	Good (3) Performance meets all the requirements.	Fair (2) Performance is noticeably less than expected.	Poor (1) Performance must improve.
1. Paying attention in the classroom	Fully pay attention in the classroom	Usually pay attention in the classroom	Partly pay attention in the classroom	Not pay attention in the classroom
2. Question & Answer	Fully engage in question & answer	Usually engage in question & answer	Partly engage in question & answer	Not engage in question & answer
3.Collaboration in classroom	Fully collaborate in classroom	Usually collaborate in classroom	Partly collaborate in classroom	Not collaborate in classroom

5.2.2 Behaviors Observation (for group work) Grade .....

Date ..... Month ..... Year .....

No.	Name	Criteria				Total (16)	Rating scale
		Interpersonal relationships and collaboration (4)	Discussion in a given topic (4)	Communication (4)	Performance in assigned project (4)		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Signature..... Evaluator

...../...../.....

Find the scoring criteria on the next page (Classroom Observation Indicators Scoring Rubric for group work)

Performance criteria

Scores range	Rating scale
14-16	Excellent
11-13	Good
8-10	Fair
0-7	Poor

Assessment conclusion:

Students who achieve a 'Fair' level or higher is considered **'PASS'**

Classroom Observation Indicators Scoring Rubric (for group work)

Indicators	Examples of evidence and descriptions			
	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Interpersonal relationships and collaboration	Fully collaborate with friends in group work or activity	Usually collaborate with friends in group work or activity	Partly collaborate with friends in group work or activity	Not collaborate with friends in group work or activity
2. Discussion in the given topic	Highly share a meaningful dialogue	Usually share a meaningful dialogue	Partly share a meaningful dialogue	Not share a meaningful dialogue
3.Communication	Highly seeks inputs or advice from teachers and friends	Usually seek input or advice from teachers and friends	Partly seek input or advice from teachers and friends	Not seek input or advice from teachers and friends
4. Performance in assigned project	Excellent systematic planning and division of duties among the group members.	Good systematic planning and division of duties among the group members.	Fair systematic planning and division of duties among the group members.	No systematic planning and division of duties among the group members.

5.2.3 Documenting Evaluation Results (Post Teaching Session)

Knowledge gained

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.....

Learners' key competencies

.....

.....

Desirable characteristics

.....

.....

Others (Challenging behaviors or disruptive behaviors) (if any)

.....

.....

Problems/Obstacles

.....

.....

Recommendations

.....

.....

Views of School Administration or an assigned person

Suggestions:

.....

.....

.....

.....

Signature .....

(.....)

Position .....

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Intercultural Education (ICE)