

# Curriculum and Lesson Plan Grade 4

## Intercultural Education



## PREFACE

The Project, entitled “the Socio-community Empowerment through Education for Development and Sustainability (SEEDS)”, develops the curricula with guidebooks and manuals on the Intercultural Education (ICE) which is a learning process to encourage all students to reflect and embed the concepts and practices of peaceful living together corresponding to their individual and local contexts and cultures. The ICE is integrated with and through all branch of subjects and knowledge. The students, through the process, are empowered and enhanced to deep dive and get to know their identities, beliefs, and cultural life together while are proud on themselves and gaining more self-esteem and –recognition. In addition, they are also prepared and get ready to learn to respect and accept the Multicultural Society and able to make self-explanation, articulation and communications with more confidence and appropriateness. The ICE is replicating the teaching ideas with pedagogies to design targets and contents corresponding to the Convention on the Rights of Child (CRC) (Part I, Article 28, Article 29, and Article 30) and the Sustainable Development Goals (SDGs) - No.4.7 (SDG 4.7). These all standards prescribe and encourage that the study whatever shall be conducted within the nature of promotion and making of understandings on Multicultural Society, peace, and tolerance, and together for the respect of cultural diversity and the education for child’s rights that covering the rights of the child to quality education and to the cultural foundation made with and for peace and non-violence and for peaceful living together. The project somehow also undertakes and applies the concepts of learning management with learner-oriented approach and gender-responsive active learning with the design and making of curricula. These all would help and stimulate students and learners to take part and participate with activities and learning processes, to be able to do self and collective-learning and –acquisition through both individual and group work. The teachers play vital roles as facilitators to ensure outputs, outcomes and achievements incurred from the learning processes and to set up and give learning spaces both inside and outside the classrooms with links and alignments of branch of other knowledge and contents through integrative approach and various means. The self-analysis, -synthesis and -recapitulation are being used and focused and the students have been developed and enhanced with contents, morality and goodness, values, and attitudes with process and to lead into the peaceful ways of living together in the society.

This curriculum with guidebook has been designed with various pedagogical techniques. This is to expect that it would make contributions to the learning process management, which would be adjusted and customized corresponding to the students and learners in further.

The Socio-community Empowerment through Education  
for Development and Sustainability (SEEDS), in affiliation with ICE Program, under  
supports of  
the Pestalozzi Children’s Foundation (PCF)

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# Lesson Plan

## Step 1

Identity and belonging



## Structure and Outline of Curriculum for Intercultural Education with K-S-A Pedagogy (for the Primary School Grade 4)

Level	Learning Unit	Conceptual framework	Indicators for Social Science	Indicators for ICE + Gender	Sub-Learning Units	Hours	K	S	A
I	<b>Identity and Belonging</b>	To have and reaffirm self-identity(ies) with links to cultural identity and history with background, starting from the individual, community, ethnic group, gender orientation and culture of each school.	<b>Grade 4 SOC 4.2, G 4/1:</b> To briefly explain the settling down of community and life with human revolution in pre-historical and historical eras. <b>SOC 4.2, G 4/1:</b> To explain and depict samples with evidence found in community showing human beings revolution in Thai nation state.	<b>Grade 4</b> 1.To briefly explain the meaning and significance of self-identity and historical background (with deep diving for their self-identities in cultures, gender, families, communities, tribes, cultural issues designed and selected by each school); 2.To explain and depict samples of cultural identity and historical background (with deep diving for their self-identities in cultures, gender, families, communities, tribes, cultural issues designed and selected by each school);	1.To review the self-identification and background. 2. To reaffirm the identification with self-affirmation. 3. To place scenario orders and timelines with identity created. 4. To get to know the identification;	7	The students/learners gain knowledge and understandings on meaning and significance of cultural identity and historical background (with deep diving for their self-identities in cultures, gender, families, communities, tribes, cultural issues designed and selected by each school);	The students/learners' own skills to communicate and explain meanings and significance knowledge and understandings on meaning and significance of cultural identity and historical background (with deep diving for their self-identities in cultures, gender, families, communities, tribes, cultural issues designed and selected by each school);	The students/learners are proud with their cultural identity and historical background (with deep diving for their self-identities in cultures, gender, families, communities, tribes, cultural issues designed and selected by each school);

# Learning Unit 1

## Identity and Belonging



### Indicators

7 hours

1. To briefly explain the meaning and significance of self-identity and historical background (with deep diving for their self-identities in cultures, gender, families, communities, tribes, cultural issues designed and selected by each school);
2. To explain and depict samples of cultural identity and historical background (with deep diving for their self-identities in cultures, gender, families, communities, tribes, cultural issues designed and selected by each school);

### Conceptual framework

To have and reaffirm self-identity(ies) with links to cultural identity and history with background, starting from the individual, community, ethnic group, gender orientation and culture of each school;

### Main contents

1. The meaning and significance of their cultural identity and history with background;
2. The background and stories of their cultural identity and history with background;

### Core competencies gained from the ICE

1. The students/learners gain knowledge and understandings on meaning and significance of cultural identity and historical background (with deep diving for their self-identities in cultures, gender, families, communities, tribes, cultural issues designed and selected by each school) – (K);
2. The students/learner's own skills to communicate and explain meanings and significance knowledge and understandings on meaning and significance of cultural identity and historical background (with deep diving for their self-identities in cultures, gender, families, communities, tribes, cultural issues designed and selected by each school) – (S);
3. The students/learners are proud with their cultural identity and historical background (with deep diving for their self-identities in cultures, gender, families, communities, tribes, cultural issues designed and selected by each school) – (A);

# Sub-Learning Unit 1.1

## Recall of historical background And self-identification

### Indicator(s):

2 hours

1. To briefly explain the meaning and significance of self-identity and historical background (with deep diving for their self-identities in cultures, gender, families, communities, tribes, cultural issues designed and selected by each school)

### Main contents:

1. The meaning and significance of their cultural identity and history with background

### Objectives:

1. To encourage a student/learner to do self-review with life timeline, including his/her personality, nature, and opinions

2. To enhance a student/learner to have and fulfill his/her self-esteem and identification



### Introduction

1. The teacher prepares leaves and unshapen sticks and distributes them to all students.
2. The teacher instructs students to tear upper and lower tips of leaves, then make a hole in middle and use sticks to put in such holes (see photo).
3. The teacher asks students to move around in area and make such leaves spinning, check them.
4. The teacher asks students to name such innovation, what is it?
5. The teachers ask students that before a propeller or turbine is made, what kind of material is it?
6. The teachers explains and links it to a learning unit to figure out its components comparing with self-identification, that before being a propeller or turbine, it is a leave and stick, so thinking about oneself before the recent existing, who and what are we? So, for this unit, we are going to review and figure out ourselves with identification.

Notes: this introduction part would be used for students in Grade 4, Grade 5 and Grade 6.



### Teaching

1. The teacher speaks about self-identification and asks students to recall and review themselves.
2. The teacher asks and lets students to find their comfort seats with feeling of safety and happiness in a classroom or working space then relax with eyes closing. The teacher plays a plain and peaceful musical song to help them to have more relaxation and think back to their life.
3. The teacher asks students to do self-review with message to boosting-up their feelings, in example, as follows:



*“Please make yourself the most relax, discarding all feelings and releasing all parts of body, head, shoulders, hands, and feet, then deeply breathing in and out in long intervals.*

*All please think about your whereabouts and actions being made, what are we learning and expecting to be, then deeply breathing in and out in long intervals.*

*Please recall when you were a small kid, living with your family and within community, where were you and what did you do?*

***Please think about the culture(s) or activity(ies) being manifested and made in your community, which one is your most favorite? Please explain about the place relating to such culture or activity, what is its name? What are your roles with it? Who are you working with? What are the roles of adults, children, women, and men? Thinking about your feelings and happiness there, who were with you? What did you do? And why did you have to do? then deeply breathing in and out in long intervals.***

*And now please take yourself back to the classroom, at the point we are now happy and have full smile to our life, opening your eyes slowly.”*

4. The teacher places all equipment, A4 sized pieces of paper, color pens, scissor, glue sticks, pencils and robes in any corner or middle of classroom with accessible for all.

5. The teacher asks students to take some pieces of paper and pencils with equipment provided, then draw/ write what they are recalling with self-identity into 3 pieces of paper separately, with first piece shall present what is their most favorite culture or activity; second piece shall present the place relating to such culture or activity, what is its name?; and third shall present what is their role with it? Who are they working with? What are the roles of adults, children, women and men?

6. The teacher asks students to pair up, then share and discuss with self-recall and draw what discussing on pieces of paper. What is the culture or activity? Who are taking part with it? What are they doing there? And why is it making happiness? Once all pairs done with discussion and sharing, ask them to back to plenary group.

7. The teacher shall record the individual reflections made by students in 6., within the behavioral observation form for individual learner.

### **Conclusion:**

1. The teacher asks students to be volunteers to present to plenary class, if none of them, the teacher could undertake random method with selection for 1-2 students to present.
2. The teacher concludes and summarizes both learning process and content with self-identification, identity, and definition of oneself with explanation to the others, e.g., to be a person with focusing and strong commitment, to be a good student or sincere to others, with links to the self-identification process through scenarios and dreams of students from self-review, recall and discussion.

## Sub-Learning Unit 1.1

### Recall of historical background And self-identification

#### Materials: Equipment:

- |                                |                  |                |
|--------------------------------|------------------|----------------|
| 1. A4 sized pieces of paper(s) | 2. Glue stick(s) | 3. Scissors(s) |
| 4. Color pens                  | 5. Pencils       | 6. Rope        |

#### Learning material(s):

1. Sample(s) of life scenario with self-identification and explanation
2. Knowledge No.1.1: Significance of identity(ies)

#### Work piece(s):

Work piece No. 1.1: Life scenario with self-identification and explanation

#### Suggested Topics:

The contents compiled and made with introduction of self-identification shall be contextualized with students/learners.

Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Meaning	Tools	Criteria for Assessment
<b>Assignment No.1.1:</b> Scenario with Self Identity;	Drawing(s) and dream scenario(s);	1.To ask a student to share and exchange his/her answer(s) with a classmate paired up 2. To examine and assess the assignment(s);	Assignment No.1.1	<b>Criteria:</b> <ul style="list-style-type: none"> <li>• To make drawing(s) in reflection with comprehensive explanation, scoring 3 marks</li> <li>• To make drawing(s) in reflection but cannot make comprehensive explanation, scoring 2 marks</li> <li>• To make drawing(s) but without reflection and comprehensive explanation, scoring 1 mark</li> </ul> <p>(Scoring 2 marks upwards would be considered as “passed”.)</p>
To make observations towards each individual student;	The actions and behaviors made and expressed of each individual student during activity partaking;	To make behavioral observation with classroom participation and recording with willingness and attention to make answers and collaborate with other classmate and teacher(s);	Knowledge sheet for behavioral observation of each individual student	Scoring 2 marks upwards would be considered as “passed” (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).

**Knowledge sheet for Behavioral Observation of Student**

**Instruction:** The teacher/instructor shall observe student’s behavior(s), made during task(s) and activity(ies) carried-out, and then mark ✓ in a slot matching with score given.

Expected Behavior	Detail	Score		
		3	2	1
Being disciplined with responsibility;	To be punctual with time and operational frame with activity(ies) carried-out;			
Being good and intelligent student;	To spend utmost and tireless efforts with the study;			
Being committed with work assigned;	1. To have strong commitment with efforts made to the assignment(s) 2. To strike forwards and coping with challenge(s) for the output(s), outcome(s) and achievement(s);			

Signature ..... the evaluator

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

Criteria for Scoring, with behavioral observation, as follows:

<b>Criteria for Scoring</b>	
<b>3 marks</b>	means: the behavioral manifestation with clarity and consistency;
<b>2 marks</b>	means: the behavioral manifestation with clarity and in frequency;
<b>1 mark</b>	means: the behavioral manifestation in sporadically.

**NOTE FOR AFTER ACTION REVIEW (AAR)**

In the matters of knowledge made and gained:

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In the matters of competency and proficiency of a student:

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In the matters of expected behavior(s):

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In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

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Obstacle(s)/challenge(s):

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Solution(s) found and made:

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Opinion(s) of the School Principal or person(s) in charge:

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Recommendation(s):

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Signature .....

(.....)

Position: .....

# Sub-Learning Unit 1.2

## Self-Identification

### Indicator(s)

2 hours

To briefly explain meaning and significance of self-identity and historical background of a student to deep dive and figure out self-identification with culture(s), gender, family, community, tribe(s) and cultural issue(s) selected by each school

### Main contents

Significance with implication of self-identity and historical background of a student

### Objectives:

1. To review the self-identification
2. To present self-identity(ies) within various form(s)



### Introduction (10 minutes)

1. To divide students into groups with counting 1-2-3, and ask those with same number counted sitting in same group
2. The teacher prepares and distributes pictures in reflection with meaning, as: Toyota, seven-eleven (focusing to those in their contexts and understandings) to each group of students
3. To ask students to share what pictures that their group received and explains it
4. The instructor explains all pictures with meanings, including oneself with value(s) reflected from culture(s) and what we are learning from today lesson with self-identity(ies)

Notes: this introduction part would be used for students in Grade 4, Grade 5 and Grade 6.



### Teaching (1 hours and 20 minutes)

1. The teacher asks and lets students to find their comfort seats with feeling of safety and happiness in a classroom or working space then relax with eyes closing.
2. The teacher asks students to do self-review with message to boosting-up their feelings. Students are asked to verify and identify what are their favorite and dislike parts from message? What are the most important parts in their life, the beloved item(s), the expectation for future, the dreams? The teacher plays a plain and peaceful musical song to help them to have more relaxation and think back to their life. This shall take around 5 minutes.
3. The teacher asks students to think and compare themselves with any pictures or photos related, what are they in comparison? e.g., who are we? Female, male or other? What culture(s) are we applying and manifesting? What is our feeling and how is it relating to family members, community, and society? What is the relating cultural identity to oneself (linking to culture(s) selected by each school)? And thinking in comparison with self-reflection, at least for one sample.

## Sub-Learning Unit 1.2

### Self-Identification

4. During the self-recall and review, the teacher or assistant (if any) shall prepare all equipment and stationery for drawing, gluing, patching, and others distributed to students for the self-reflection with drawing. These all equipment and stationery shall be easily accessed to all students.

5. The teacher gives 1 minute to students in silencing and then gradually open their eyes. Then the teacher asks students whether they could see themselves and in what pictures. The musical song is stopped.

6. The teacher asks students to draw themselves on A4 sized papers. These drawings can be in letter(s), sign(s) or figure(s), with reflection to the review and comparison of themselves. The students are allowed to freely move and choose equipment and stationery in need but without talking.

7. The students are given time for making drawing(s) or sing(s) representing themselves, once they are done, ask them to put in front of dream scenario.

8. The students are instructed to write down explanation beneath such drawing(s) with meanings and affiliation of themselves.

9. The students share their drawing(s) or sing(s) representing themselves one by one, through the pair-up process, starting from group of 2 persons of 4 persons of 8 persons and mingling with all. This step shall take around 30 minutes (for 30 participants).

10. The students are asked to make a circle line and reflect what they are learning with a set of questions, as follows:

- What are the feelings of students for carrying-out activities?
- What are the meanings of drawings or signs representing themselves?
- How are they proud with their self-identities?
- Etc.

The teacher shall encourage all students to take part with this reflection on rotational and voluntary basis. Once the circle is made, the teacher plays musical songs for fun and uses snowball technique to move around in any direction, once song stopped with a ball hold in anyone hand, such person would be asked to present his/her reflection.

11. The teacher shall record the individual reflections made by students in 11, within the behavioral observation form for individual learner.



#### Conclusion (30 minutes)

The teacher concludes and summarizes both learning process and content with self-identification through the I LOGO activity with making of drawing(s) or sign(s) of oneself. The I LOGO would be a window of opportunity to reflect individual image. The teacher could use I LOGO to compare with trademark or brand of any product with defying of values, quality, content, color, style, and any particularity with distinction. All students are encouraged to give explanation with their gender, age, status etc. These would help them to deep dive and get closer to their self-identity and –articulation.

## Sub-Learning Unit 1.2 Self-Identification

### Materials: Equipment:

1. A4 sized pieces of paper(s)
2. Scissors(s)
3. Color pens, color candles, color chalks; watercolor or other types of color
4. Glue stick(s)
5. Sticky tape(s)
6. Flipped chart(s)
7. Pencils and pens

### Learning material(s):

1. Knowledge sheet Type of identity (ies)
2. Sample(s) of I LOGO
3. Logo(s), trademark(s) or brand(s) of various products

### Work piece(s):

1. Work piece No. 1.2: My sign(s) or logo(s)
2. Knowledge sheet for Behavioral Observation of Student

### Suggested Topics

1.The learning process with extract of student's identity indeed shall be designed with various means, techniques, and friendly approach, hence they would feel comfortable with self-expression, e.g., through the drawings, cutting and patching with writing.

2.The facilitation process shall be made with self-stimulation and –rotation of all students to be able to freely speak and share their life expression and without pressurizing.

3.The teacher and all students are encouraged to pay attention with listening skill for deep diving to all stories told with feelings and somehow internalization.



## Sub-Learning Unit 1.2 Self-Identification

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
<p><b>Assignment No.1.2:</b> My sign(s);</p>	Drawing(s) of my sign(s);	<p>1.To ask a student to share and exchange his/her sign(s) with classmates</p> <p>2. To examine and assess the assignment(s);</p>	Assignment No.1.2	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• To make drawing(s) in reflection with comprehensive explanation, scoring 3 marks</li> <li>• To make drawing(s) in reflection but can make partial explanation, scoring 2 marks</li> <li>• To make drawing(s) but without reflection and explanation, scoring 1 mark</li> </ul> <p><b>(Scoring 2 marks upwards would be considered as “passed”.)</b></p>
To make observations towards each individual student;	The actions and behaviors made and expressed w of each individual student during activity partaking;	To make behavioral observation with classroom participation and recording with willingness and attention to make answers and collaborate with other classmate and teacher(s);	Knowledge sheet for behavioral observation of each individual student	<p><b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).</p>

**Knowledge sheet for Behavioral Observation of Student**

**Instruction:** The teacher/instructor shall observe student’s behavior(s), made during task(s) and activity(ies) carried-out, and then mark ✓ in a slot matching with score given.

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Being good and intelligent student;	To spend utmost and tireless efforts with the study;			
Being committed with work assigned;	1. To have strong commitment with efforts made to the assignment(s) 2. To strike forwards and coping with challenge(s) for the output(s), outcome(s) and achievement(s);			

Signature ....., the evaluator

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

Criteria for Scoring, with behavioral observation, as follows:

<b>Criteria for Scoring</b>	
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<b>2 marks</b>	means: the behavioral manifestation with clarity and in frequency;
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## NOTE FOR AFTER ACTION REVIEW (AAR)

In the matters of knowledge made and gained:

.....  
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In the matters of competency and proficiency of a student:

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In the matters of expected behavior(s):

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In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

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Obstacle(s)/challenge(s):

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Solution(s) found and made:

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Opinion(s) of the School Principal or person(s) in charge:

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Recommendation(s):

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Signature .....

(.....)

Position: .....

## Sub-Learning Unit 1.3

### Cultural Identity

#### Indicator(s)

3 hours

To give clear sample(s) with story(ies) told about self-identity and historical background of a student to deep dive and figure out self-identification with culture(s), gender, family, community, tribe(s) and cultural issue(s) selected by each school

#### Main contents

Story (ies) told and significance of self-identity and historical background of a student (to deep dive and figure out self-identification with culture(s), gender, family, community, tribe(s) and cultural issue(s) selected by each school

#### Objectives:

1. The student can give clear sample(s) with story(ies) told about his/her self-identity and historical background corresponding to cultural issue(s) selected by each school
2. The student can learn and have more understandings on cultural identity corresponding to cultural issue(s) selected by each school



#### Introduction

1. The teacher asks students to stand up and make a circle and then explains about “birthday game”. The students would be asked to be in order with sequencing of birthday.
2. The teacher randomly checks the students’ birthday and sequencing in circle, once there is a mistaken found, give them second chance to correct it.
3. Once the circle of birthday sequencing is done with correction, the teacher asks students to reflect what they are learning from activities.
4. The instructor explains all pictures with linking to lesson learned on his/her self-identity and historical background corresponding to cultural issue(s) selected by each school, through the birthday game with sequencing made and then lead to the scenario ordering later.

## Sub-Learning Unit 1.3 Cultural Identity



### Teaching

1. The teacher asks students to count number 1-2-3 for grouping (if there are a few of them, this shall be only one group). And once it is done, those counting the same number shall be grouped into same groups.
2. The teacher leads all students to study historical background upon the selection of each school, as follows:

Historical background	School
Tae Naj (the Karen string musical instrument)	Baan Huai Kating school and Lady Tawee Maneenutch border patrolling police school;
Weaving – Sewing	
Indigenous plant(s)	Baan Sri Hlang school, Baan Sam Muen school, branch classroom in Baan Huai Kanun and Morning Glory 2
Rope dance	Baan Pha Dea School
Indigenous/folk cuisine and desserts	Morning Glory 1
Folk wisdom exhibition and learning corner	Baan Tham Sua border patrolling police school
Hmong indigenous rice	Ruam Thai Pattana 3 School
Dong Karen dance, bamboo dance and Hip-Hop dance	Thoo Mweh Khee learning center

**Notes:** any school with proof of existing sequencing scenarios, they shall be employed and for those without the proof of existing scenarios, the students shall pursue their study through learning community or internet.

1. The teacher provides equipment and stationery for drawing, gluing, patching and others to students for group working. The assistants or knowledgeable persons, if any, shall support for group discussion and facilitation. If none of them, the teacher shall slowly explain and facilitate group discussion to make sure that all students are understanding.
2. The teacher explains meanings and significance of scenario sequencing with Knowledge sheet No.1.3: Cultural Identity and gives some sample(s) and reference(s) to students.
3. The teacher asks each group of students to recall and review – on basis of issue(s) selected by a school, to have more and wide understandings on story(ies) and culture(s) selected by themselves and their school pertaining to historical background, incidents incurred with positive and negative impacts towards culture and those cultures manifested or practiced in the past with recently updated and changes. Then the students are asked to analyze and think about when this culture has been changed or modified and who take principal roles and how the gender disparity engaging.

## Sub-Learning Unit 1.3

### Cultural Identity

4. The students are encouraged to make timeline with period of year, in 20-year interval each with B.E. (A.D.), as: 2500 (1957); 2520(1977); 2540(1997); and 2563 (2020), starting from those in the past till present and to cover the duration of incident incurred. Then each group of students is asked to write down their cultural story with sequencing and order, to cover name(s), year of incident, actor(s), gender(s) and impact(s) induced to oneself, family, community and society.
5. Once the timeline with detailed cultural story is done, covering name(s), year of incident, actor(s), gender(s) and both positive and negative impact(s) induced to oneself, family, community, and society. Each group shall take turn to present it to all participants.
6. The teacher shall record the individual reflections made by students in 6. and 7, within the behavioral observation form for individual learner.



#### Conclusion

The teacher concludes and summarizes both learning process and content with cultural identification, as follows:

1. The sequencing arrangement with reflection and recalling of incidents incurred relating to the cultural identity, as: the weaving with cloth made, to have more understandings on gender roles and the behavioral change with lessening of cloth weaving and period with recent updated. This would be visualized by the end.
2. In the matters with making of understandings on cultural incidents and issues in each area, the students are enhanced to have more understandings on significance of cultural identity with self-acceptance.

## Sub-Learning Unit 1.3 Cultural Identity

### Materials: Equipment:

1. Flipped chart(s) and A4 sized pieces of paper(s)
2. Sticky tape(s)
3. Color pens,

### Learning material(s):

1. Sample(s) of incidents sequencing
2. Knowledge sheet No.1.3: Cultural identity storytelling

### Work piece(s):

Work piece No. 1.3: My incidents sequencing

### Suggested Topics

1. All steps designed shall be slowly conducted with instructor(s) to give mentor and coaching.
2. The facilitation process shall be made with self-stimulation and –rotation of all students to be able to freely speak and share their life expression and without pressurizing.
3. The presentation of work pieces shall in be various form with creativity and for the benefits of a school.

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
<p><b>Assignment No.1.3:</b> My incidents sequencing;</p>	<p>Questions and answers</p>	<p>1.To ask a student to share and exchange his/her sign(s) with classmates 2. To examine and assess the assignment(s);</p>	<p>Assignment No.1.3</p>	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• To make and arrange incident sequencing with comprehensiveness, scoring 3 marks</li> <li>• To make and arrange incident sequencing with partial comprehensiveness, scoring 2 marks</li> <li>• To make and arrange incident sequencing but without correction, scoring 1 mark;</li> </ul>
<p>To make observations towards each individual student;</p>	<p>The actions and behaviors made and expressed of each individual student during activity partaking;</p>	<p>To make behavioral observation with classroom participation and recording with willingness and attention to make answers and collaborate with other classmate and teacher(s);</p>	<p>Knowledge sheet for behavioral observation of each individual student</p>	<p><b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).</p>



## Sub-Learning Unit 1.3 Cultural Identity

### Knowledge sheet for Behavioral Observation of Student

**Instruction:** The teacher/instructor shall observe student's behavior(s), made during task(s) and activity(ies) carried-out, and then mark ✓ in a slot matching with score given.

Expected Behavior	Detail	Score		
		3	2	1
Being disciplined with responsibility;	To be punctual with time and operational frame with activity(ies) carried-out;			
Being good and intelligent student;	To spend outmost and tireless efforts with the study;			
Being committed with work assigned;	1. To have strong commitment with efforts made to the assignment(s); 2. To strike forwards and coping with challenge(s) for the output(s), outcome(s) and achievement(s);			

Signature ....., the evaluator

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

Criteria for Scoring, with behavioral observation, as follows:

#### **Criteria for Scoring**

- |                |  |
|----------------|--|
| <b>3 marks</b> | means: the behavioral manifestation with clarity and consistency;  |
| <b>2 marks</b> | means: the behavioral manifestation with clarity and in frequency; |
| <b>1 mark</b>  | means: the behavioral manifestation in sporadically.               |

**NOTE FOR AFTER ACTION REVIEW (AAR)**

In the matters of knowledge made and gained:

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In the matters of competency and proficiency of a student:

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In the matters of expected behavior(s):

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In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

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Obstacle(s)/challenge(s):

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Solution(s) found and made:

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Opinion(s) of the School Principal or person(s) in charge:

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Recommendation(s):

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Signature .....

(.....)

Position: .....

# knowledge sheet

# Step 1

Identity and belonging





Knowledge Sheet No. 1.1  
Definition and  
Significance of Identity

“Identity” is innately adhered to ourselves and sometimes it is taken for granted with self-preferential and acquaintance and once it is asked what the “Identity” is, it seems to be difficulty with doubts and questions, as: “who am I?” and then with answering as identity. This is a way, mean and notion for and of oneself to interact the others through self-perception (inside-out) and stereotyping (outside-in). The identity is the self-expression to the others and with the self-reflection from the others (though any various means), e.g. You might portrait yourself as a person with commitment and focusing on study, while the others reflect that you are nerdy or geek with study fetishism. Or being portraying yourself as a person with sincerity to the others from your openly direct talks and friendly manners, but the others might think that you are very rude and tactless.



Samples of Self-Identity Scenarios



1. My self-identity

2. What was it in the past?

3. What is it in the present?



Knowledge Sheet No. 1.2  
Classification and Types of  
Identities

Innate identities:

for example, race,  
physical appearance,  
childhood and  
descendant status,  
domicile and place.

Optional identities:

for example, spouse,  
religious manifestation,  
occupation, professional  
and like-minded group  
member, etc.

Identities

define and cover various  
aspects of life, starting from  
race, place of birth,  
appearance, societal group,  
religion, sexual orientation and  
gender identity, etc. Within  
one individual, there would  
be intersectionality and  
complexity of identity,  
with two main components.



Samples of I LO GO



Samples of Signs or  
Trademarks



Knowledge sheet No. 1.3  
Cultural Identity



Hi all, today we are going to learn about the cultural identity.

**From the concept of cultural identity**, all identities of people and groups of people are relating and within dynamism of self-identification and would be a part of culture. Likewise, please think about “local cultures” which might relate to the classical Thai tune “Manora” and the shadow play in the south, the northeastern percussion “Ponglang”, the nail-covered dance and Ja Kue dance with “reed mouth organ” in the north.

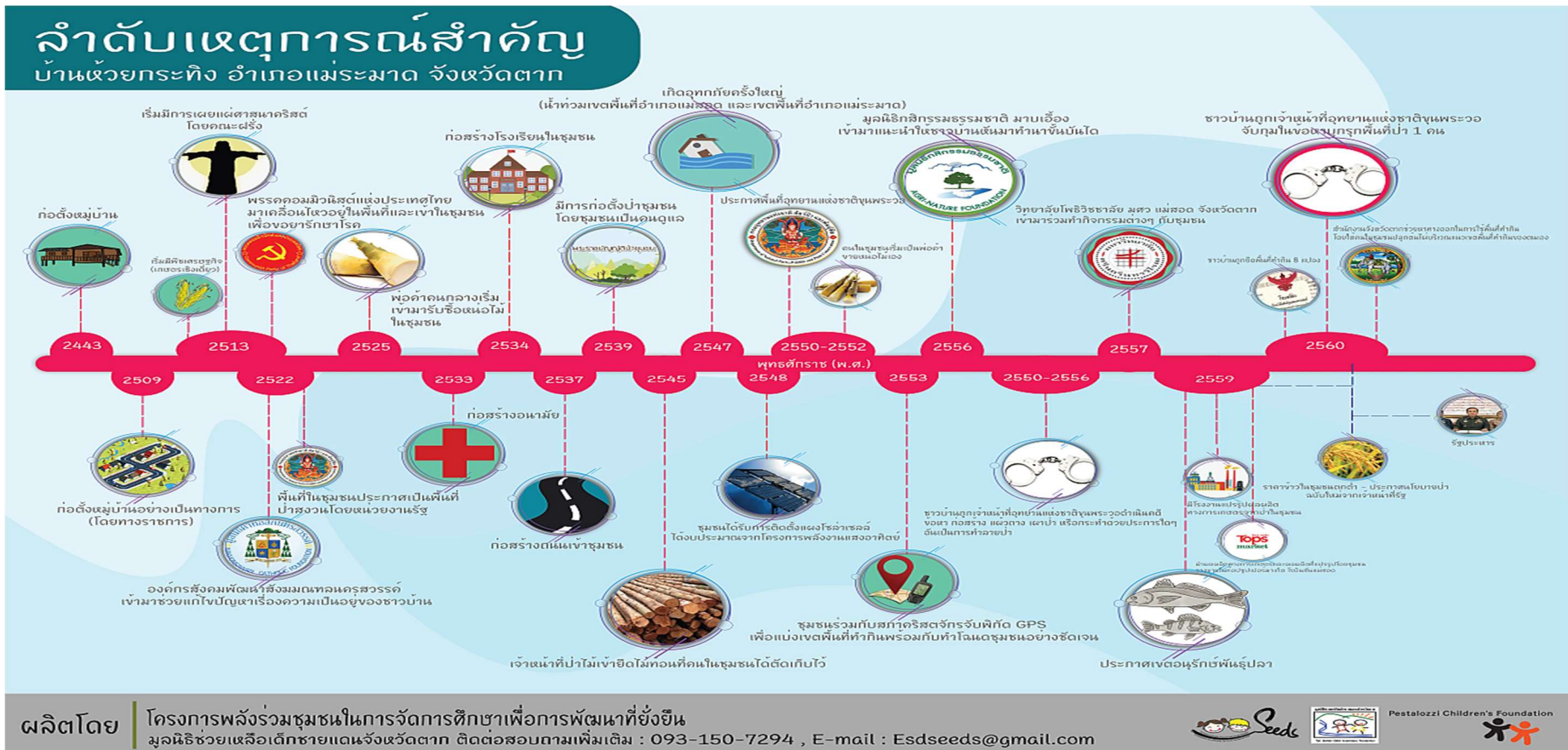
The cultural identity shall become one collectively manifested with unity or localization, once it is accepted and undertaken to individual practice together with group recognition, as: those speaking the local dialects or clan languages. And in some cases, with resistances, if anyones feel shy to speak their common dialect, they shall not be accepted or completely mingled. Meanwhile, in some groups – e.g., LGBTIQ, they would coin their own languages with cultural identities, e.g., slangs and jargons with signs including the encoding and decoding of languages and dialects with their self-distinction.





# Sub-Learning Unit 1.3 Cultural Identity

## Sample of Scenario Timeline



# Lesson Plan

## Step I-You

Similarities and differences



## Structure and Outline of Curriculum for Intercultural Education with K-S-A Pedagogy (for the Primary School Grade 4)

Level	Learning Unit	Conceptual framework	Indicators for Social Science	Indicators for ICE + Gender	Sub-Learning Units	Hours	K	S	A
I-YOU	Similarity and Difference	To have broad understandings on similarity and differences of Multicultural Society and to communicate self-identity and have more understandings with respect to the others' identities.	<b>Grade 4 SOC 4.2, G 4/4:</b> To briefly explain the similarity and differences of Multicultural Society of the other local groups;	<b>Grade 4</b> 1.To briefly explain the commonality and differentiation of Multicultural Society, ethnocentrism, ethnorelativism and gender diversity; 2. To give samples of storytelling of Multicultural Society, ethnocentrism and ethnorelativism and 3. To explain forms and formats of communications together to give samples in brief.	1. The similarity and differences of each person; 2. The samples of storytelling of Multicultural Society; and 3. The forms and formats of communications	6	The students/learners gain knowledge and understandings on the similarity and differences of Multicultural Society, ethnocentrism, ethnorelativism and gender diversity; and to be able to give samples.	The students/learners' own skills to communicate and explain the similarity and differences of Multicultural Society, ethnocentrism and ethnorelativism and gender diversity.	The students/learners are proud with the similarity and differences of Multicultural Society, ethnocentrism and ethnorelativism and gender diversity.

# Learning Unit 2

## Similarity and Difference



### Indicators

6 hours

1. To briefly explain the similarity and differentiation of Multicultural Society, ethnocentrism, ethnorelativism and gender diversity;
2. To give samples of storytelling of Multicultural Society, ethnocentrism and ethnorelativism
3. To explain forms and formats of communications together to give samples in brief.

### Conceptual framework

The similarity and differentiation of Multicultural Society, the communication with articulation of self-identification and the understandings for and respect to the others' identity.

### Main contents

1. The similarity and differentiation of each person;
2. The samples of storytelling of Multicultural Society; and
3. The forms and formats of communications.

### Core competencies gained from the ICE

1. The students/learners gain knowledge and understandings on the commonality and differentiation of Multicultural Society, ethnocentrism, ethnorelativism and gender diversity; and to be able to give samples. (K)
2. The students/learners' own skills to communicate and explain the commonality and differentiation of Multicultural Society, ethnocentrism, ethnorelativism and gender diversity. (S)
3. The students/learners are proud with the commonality and differentiation of Multicultural Society, ethnocentrism, ethnorelativism and gender diversity. (A)

# Sub-Learning Unit 2.1

## The similarity and Differentiation Of Multicultural Society

### Indicator(s)

2 hours

1. To briefly explain the commonality and differentiation of Multicultural Society, ethnocentrism, ethnorelativism and gender diversity.

### Main contents

1. The similarity and differentiation of Multicultural Society.

### Objectives:

1. To be able to verify the self-identification with differentiation of each individual.
2. To have more understandings on the similarity and differentiation of individual.



### Introduction (10 minutes)

1. To asks students to sit in circle, then counting 1-2-3 for grouping.
2. To ask those with same number counted sitting in same group, then to provide the Snakes and Ladders sheets for them (ethnic group from Tak province).
3. The teacher asks each group to play “rock, paper, scissors”, those wining shall start to play first, then taking turn and strict with rules and orders designed (until there is only one winner). The winner of each group would be asked to take competition again.
4. The instructor explains all pictures with meanings and linking to learning unit on similarity and differentiation. The instructor asks students how many ethnic groups are there in Thailand? What are they? And what is the distinction of each individual group? And from this activity, it explains and reflects that there are variety of ethnic groups in Tak province, Thailand and each group also owns similarity and differentiation of cultural manifestation, language, attire and so on.



### Teaching (40 minutes)

1. The teacher asks and lets each group of students divided to make sit in circle line, then instructs them to understand steps of learning process and to explain the lessons conducted in the Knowledge Sheet No.2.1 – the Similarity and Differentiation of Society with Multicultural Society. And to set-up a classroom with fund and amusement, low noise of music shall be played along.
2. The students act upon instructions given with grouping designed, as: **those from the same tribes; the same gender orientation; the same dialect; the similar favorite song; the same number of brothers/sisters; the same community; the same expected country of movement**, etc. There shall be 7-10 instructions made.
3. Once the group is made, the teacher asks students to explain about their group, as: **the identification or name; the role of student with group; and the commonality and differentiation among them**. The teacher shall randomly select questions to make with 1-2 groups as appropriateness and rotation basis, until the list of questions is done.

## Sub-Learning Unit 2.1

### The similarity and Differentiation Of Multicultural Society

4. The teacher asks all students to sit in circle line and then rotational reflect what they are learning from an activity with guiding questions as follows:

- 4.1 What are the feelings of them after carrying-out the activity?
- 4.2 How do they learn from the activity with similarity and differentiation within the society with Multicultural Society?
- 4.3 How do they understand the similarity and differentiation of each individual student?

All students shall be encouraged to take part and participate with this activity on voluntary basic. Some fun game with rotation of opportunity and drawing of consciousness, e.g., to make a circle line, then asks them to count number in order with voice, but for the numbers 3, 7 and 9 would be silent with only hand clapping. Any student making mistake shall be in role of presenter.

5. The teacher shall record the individual reflections made by students in 4.1, 4.2 and 4.3 within the behavioral observation form for individual learner.

6. The teacher distributes the Knowledge sheet No.2.1 – the similarity and differentiation of the society with Multicultural Society to all students, then explains how to make this exercise. And during the exercise made, the teacher shall walk around and give supervision to them.

7. Once the exercise is done, to ask them to pair-up and share their answers written, but none of these answers should be re-corrected.



#### Conclusion

The teacher concludes and summarizes both learning process and content with similarity and differentiation of the society with Multicultural Society, as follows:

1. To match and pair-up: this activity reflects that the students shall try to find those with similarity and differentiation in the society with Multicultural Society and through the samples, as: those from the same tribe, would enhance them to think about what the similarity and differentiation, e.g., traditional costume or attire, preferential or beliefs, meanwhile there would be various cultures manifested especially among those in different ethnic groups.

2. The benefits or positive ideas gained from the activity with making of understandings on similarity and differentiation would lead to the respect, recognition, honoring and living with harmony.

## Sub-Learning Unit 2.1

### The similarity and Differentiation Of Multicultural Society

#### Materials: Equipment:

music.

#### Learning material(s):

1. The Knowledge sheet No.2.1 – the similarity and differentiation of the society with Multicultural Society.
2. The list of questions.

#### Work piece(s):

Work piece No. 2.1 : the similarity and differentiation of the society with Multicultural Society

#### Suggested Topics

The learning process with creating of orders shall avoid issues with sensitivity causing the conflict and confrontation with dilemmas or racism and hate speeches among them.

# Sub-Learning Unit 2.1

## The similarity and Differentiation Of Multicultural Society

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
<b>Assignment No. 2.1:</b> the commonality and differentiation of the society with Multicultural Society;	Questions and answers;	1.To ask a student to share and exchange his/her answers with classmates. 2. To examine and assess the assignment(s);	Assignment No.2.1	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• To be able to write down with comprehensive explanation, scoring 3 marks.</li> <li>• To be able to write down in issues, scoring 2 marks.</li> <li>• To be unable to write down issues and could not arrange the order, scoring 1 mark.</li> </ul> <p><b>(Scoring 2 marks upwards would be considered as “passed”.)</b></p>
To make observations towards each individual student;	The actions and behaviors made and expressed w of each individual student during activity partaking;	To make behavioral observation with classroom participation and recording with willingness and attention to make answers and collaborate with other classmate and teacher(s);	Knowledge sheet for behavioral observation of each individual student.	<p><b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).</p>



# Sub-Learning Unit 2.1

## The similarity and Differentiation Of Multicultural Society

### Knowledge sheet for Behavioral Observation of Student

**Instruction:** The teacher/instructor shall observe student’s behavior(s), made during task(s) and activity(ies) carried-out, and then mark ✓ in a slot matching with score given.

Expected Behavior	Detail	Score		
		3	2	1
Being disciplined with responsibility;	To be punctual with time and operational frame with activity(ies) carried-out;			
Being good and intelligent student;	To spend utmost and tireless efforts with the study;			
Being committed with work assigned;	1. To have strong commitment with efforts made to the assignment(s); 2. To strike forwards and coping with challenge(s) for the output(s), outcome(s) and achievement(s);			

Signature ....., the evaluator

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Criteria for Scoring, with behavioral observation, as follows:

<b>Criteria for Scoring</b>	
<b>3 marks</b>	means: the behavioral manifestation with clarity and consistency;
<b>2 marks</b>	means: the behavioral manifestation with clarity and in frequency;
<b>1 mark</b>	means: the behavioral manifestation in sporadically.

**NOTE FOR AFTER ACTION REVIEW (AAR)**

In the matters of knowledge made and gained:

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In the matters of competency and proficiency of a student:

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In the matters of expected behavior(s):

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.....

In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

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Obstacle(s)/challenge(s):

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Solution(s) found and made:

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.....

Opinion(s) of the School Principal or person(s) in charge:

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Recommendation(s):

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Signature .....  
(.....)

Position: .....

## Sub-Learning Unit 2.2

### Ethnocentrism and Ethnorelativism

#### Indicator(s)

2 hours

1. To briefly explain the commonality and differentiation of Multicultural Society, ethnocentrism, ethnorelativism and gender diversity.

#### Main contents

1. The similarity and differentiation of Multicultural Society, ethnocentrism and ethnorelativism and gender diversity.

#### Objectives:

1. To be able to verify the justification and rationale of daily life spent.
2. To have more understandings and be able to stay with the others in differentiation.



#### Introduction (listening to story with understandings)

1. To ask students to sit in circle, then counting 1-2 for pairing-up; the students in pair should decide who will be A and B.
2. The teacher asks students in pair to share his/her self-identity, as: name, whereabouts, favorite activities, or hobbies, and with reasons, then A would be starting to tell and B would be a listener, and to retain the questions, in any. Once A is done, the roles would be rotated.
3. The teacher asks students to mingle and pair up again, the activity is repeated for 3 times.
4. The instructor explains all pictures with meanings and linking to learning unit with the terms of ethnocentrism and ethnorelativism. The instructor asks students how do they feel after they are listening to the stories told from their classmates and then thinking how are they different or similar from and with their classmates? Then considering whether it is an ethnocentrism or ethnorelativism (with rotational and random techniques for at least 3 students). And once it is done, asks them to stand up and make a circle line.



#### Teaching

1. The teacher asks students to sit in circle line and count 1-3 for grouping, then ask those counting the same numbers to be in same groups.
2. The teacher disseminates all equipment to each group of students together with the Snakes and Ladders (from the ethnic groups in Tak province), a dice and A4-sized paper sheets.
3. The teacher asks students to fold A4-sized paper sheets to be in any form representing them and explain how to play them to all students.
4. The teachers ask each group of students to play a game of rock, paper, scissors and then asks a winner to start to play first and following with losers in accordance with rules and regulations designed (until there is only one winner left in each group). The winner of each group would compete, until there is only one winner left.

## Sub-Learning Unit 2.2

### Ethnocentrism and Ethnorelativism

5. Once the game ends, the teacher asks them to sit in a circle line and then randomly raises questions to students as: What do you learn from the activity? How many ethnic groups are there in Tak province, Thailand? How different they are? And from this activity, please identify whether you are in with ethnocentrism and ethnorelativism.
6. The teacher shall record the individual reflections made by students, within the behavioral observation form for individual learner.
7. The teacher distributes the Knowledge sheet No.2.2 ethnocentrism and ethnorelativism to all students then starts to explain the ways and means. The teacher shall go around and observe with instruction given while they are working on the exercise.



#### Conclusion

The teacher concludes and summarizes both learning process and contents of ethnocentrism and ethnorelativism as follows:

1. The Snakes and Ladders (from the ethnic groups in Tak province) is an activity encouraging the students to have more understandings on ethno pluralism in the society and highlighting terms of ethnocentrism and ethnorelativism with samples from community, as: (i) the term “**ethnorelativism**” means to know and understand oneself’s cultures and allowing oneself to study and get to know other culture; and; (ii) the term “**ethnocentrism**” means to know and understand oneself’s cultures and thinking the superiority of oneself’s cultures with marginalizing other cultures or with protection of oneself’s cultures;
2. The understandings of terms of ethnocentrism and ethnorelativism would help students to get to know and have more understandings with ethnocentrism in the society and to open and welcome to learn from other cultures.

## Sub-Learning Unit 2.2

### Ethnocentrism and Ethnorelativism

#### Learning material(s):

1. Knowledge sheet No.2.2: terms of ethnocentrism and ethnorelativism
2. List of questions

#### Work piece(s):

Work piece No. 2.2: terms of ethnocentrism and ethnorelativism

#### Suggested Topics

1. The questions made shall be contextualized with the nature of students.
2. The sharing of ideas in questions and answers shall be in good and comfortable surroundings.
3. The facilitation process shall be made with avoidance of criticism towards routine work or practices of those in different.
4. The facilitator shall reiterate the refrain and avoidance of bullying and teasing of those sharing of stories in different.

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
<p><b>Assignment No.2.2:</b> terms of ethnocentrism and ethnorelativism</p>	Questions and answers	1.To ask a student to share and write down the similarity and differentiation of Multicultural Society;	Assignment No.2.2	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• To be able to write down with comprehensive explanation, scoring 3 marks.</li> <li>• To be able to write down in issues, scoring 2 marks.</li> <li>• To be unable to write down issues and could not arrange the order, scoring 1 mark.</li> </ul> <p><b>(Scoring 2 marks upwards would be considered as “passed”.)</b></p>
To make observations towards each individual student;	The actions and behaviors made and expressed of each individual student during activity partaking;	To make behavioral observation with classroom participation and recording with willingness and attention to make answers and collaborate with other classmate and teacher(s);	Knowledge sheet for behavioral observation of each individual student.	<p><b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).</p>

## Sub-Learning Unit 2.2

### Ethnocentrism and Ethnorelativism

#### Knowledge sheet for Behavioral Observation of Student

**Instruction:** The teacher/instructor shall observe student's behavior(s), made during task(s) and activity(ies) carried-out, and then mark ✓ in a slot matching with score given.

Expected Behavior	Detail	Score		
		3	2	1
Being disciplined with responsibility;	To be punctual with time and operational frame with activity(ies) carried-out;			
Being good and intelligent student;	To spend utmost and tireless efforts with the study;			
Being committed with work assigned;	1. To have strong commitment with efforts made to the assignment(s). 2. To strike forwards and coping with challenge(s) for the output(s), outcome(s) and achievement(s);			

Signature ....., the evaluator

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

Criteria for Scoring, with behavioral observation, as follows:

<b>Criteria for Scoring</b>	
<b>3 marks</b>	means: the behavioral manifestation with clarity and consistency;
<b>2 marks</b>	means: the behavioral manifestation with clarity and in frequency;
<b>1 mark</b>	means: the behavioral manifestation in sporadically.

**NOTE FOR AFTER ACTION REVIEW (AAR)**

In the matters of knowledge made and gained:

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In the matters of competency and proficiency of a student:

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In the matters of expected behavior(s):

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In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

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Obstacle(s)/challenge(s):

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Solution(s) found and made:

.....  
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Opinion(s) of the School Principal or person(s) in charge:

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Recommendation(s):

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.....  
.....

Signature .....

(.....)

Position: .....



## Sub-Learning Unit 2.3

### Forms and Meaning of Communications Made in Multicultural society in the Society

#### Indicator(s)

2 hours

To briefly explain the forms and meaning of communications made in Multicultural Society in the society.

#### Main contents

The forms and meaning of communications made in Multicultural Society in the society with samples.

#### Objectives:

1. To allow opportunities to practice for all students to have good talker and good listener skills
2. To study and make more understandings on forms and meaning of communications made in Multicultural Society in the society.



#### Introduction

1. To asks students to split into groups in appropriate number (3-4 persons each).
2. The teacher asks one representative from each group to stand up and stand in front of, then sit back to a board, and the rest shall be sat in counter to a board.
3. The teacher sticks placards with pictures of animals on a board.
4. The students in each group would help to give hints with gestures and words reflecting to such placards, but not mentioning the name of such animal obviously.
5. The representative of group tries to give answer for the hints and once it is correct, one mark would be recorded. Each group would give amount of time equally, while repeating activity with hints and answers. Then by the end of time, checking number of correct answers made with the most.
6. Once the activity ended, the teacher helps to connect and link all learning units in forms and means of communications and randomly raises questions to students as: What do you learn from the activity? And from this activity, please give answers in various means and forms.

Notes: this introduction part would be used for students in Grade 4, Grade 5, and Grade 6.



#### Teaching

1. The instructor arranges the learners sit in groups divided. (Sit in a circle facing each other)
2. The instructor explains the methods and objectives of the learning activities by using the knowledge sheet 2.3 communication style.
3. The instructor distributes flipchart paper and markers to each group of students.
4. The instructor asks each group of students to try to write a communication style on a multicultural society that they know how many methods and each method is. (if possible, show example(s) with gestures)
5. The instructor has each group present a written communication style. (With examples of gestures creatively)

## Sub-Learning Unit 2.3

### Forms and Meaning of Communications

#### Made in Multicultural society in the Society

6. The instructor encourages all learners to share their feelings and what they have learned from the activity by using the following questions:
  - 6.1 How do they feel about doing the activity?
  - 6.2 What did they learn from the activity?
  - 6.3 How does good communication benefit us and others?
7. The instructor records the learners' reflections according to item 6.1 6.2 6.3 individually by using the individual learner behavior observation record form.
8. The teacher distributes knowledge sheets No. 2.3 communication styles to students, then explain how to do it during the exercise, the instructor walks around and advises the students when in doubt.



### Conclusion

The instructor summarizes the concept of the learning process and communication formats, as follows: The communication style learning activity allows students to learn various communication styles. The instructor gives two examples of a communication that exists together, as: (i) the straightforward communication which would be concise and direct to-the-point, focusing on needs or goals; and (ii) the indirect communication, usually begins with a greeting in general, then gradually move on to the issue that needs to be communicated. Both of these forms are beneficial for learners to live in a multicultural society.

#### Materials: Equipment:

1. Flipchart papers
2. Permanent Markers
3. Permanent Markers

#### Learning material(s):

Knowledge sheet on multicultural society, ethnopopularism and ethnorelativism.

#### Work piece(s):

Knowledge sheet No.2.3, the forms of communication

#### Suggested Topics

1. The questions must not be too sensitive, and the age of the participants must be taken into account.
2. Maintaining time to exchange talks

## Sub-Learning Unit 2.3

### Forms and Meaning of Communications Made in Multicultural society in the Society

#### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
<b>Assignment No.2.3:</b> forms of communication	Questions and answers	1.To ask students to exchange their answers. 2.To check their knowledge sheets.	Assignment No.2.3	<p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• To be able to write down with comprehensive explanation, scoring 3 marks.</li> <li>• To be able to write down in issues, scoring 2 marks.</li> <li>• To be unable to write down issues and could not arrange the order, scoring 1 mark.</li> </ul> <p><b>(Scoring 2 marks upwards would be considered as “passed”.)</b></p>
To make observations towards each individual student;	The actions and behaviors made and expressed of each individual student during activity partaking;	To make behavioral observation with classroom participation and recording with willingness and attention to make answers and collaborate with other classmate and teacher(s);	Knowledge sheet for behavioral observation of each individual student.	<p><b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).</p>

Knowledge sheet for Behavioral Observation of Student

**Instruction:** The teacher/instructor shall observe student’s behavior(s), made during task(s) and activity(ies) carried-out, and then mark ✓ in a slot matching with score given.

Expected Behavior	Detail	Score		
		3	2	1
Being disciplined with responsibility;	To be punctual with time and operational frame with activity(ies) carried-out;			
Being good and intelligent student;	To spend most and tireless efforts with the study;			
Being committed with work assigned;	1. To have strong commitment with efforts made to the assignment(s); 2. To strike forwards and coping with challenge(s) for the output(s), outcome(s) and achievement(s);			

Signature ....., the evaluator

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

Criteria for Scoring, with behavioral observation, as follows:

**Criteria for Scoring**

- 3 marks** means: the behavioral manifestation with clarity and consistency;
- 2 marks** means: the behavioral manifestation with clarity and in frequency;
- 1 mark** means: the behavioral manifestation in sporadically.

NOTE FOR AFTER ACTION REVIEW (AAR)

In the matters of knowledge made and gained:

.....  
.....

In the matters of competency and proficiency of a student:

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In the matters of expected behavior(s):

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In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

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Obstacle(s)/challenge(s):

.....  
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Solution(s) found and made:

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.....

Opinion(s) of the School Principal or person(s) in charge:

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Recommendation(s):

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Signature .....

(.....)

Position: .....

# knowledge sheet

# Step I-You

Similarities and differences



# Sub-Learning Unit 2.1

## The similarity and Differentiation Of Multicultural Society



### knowledge sheet No. 2.1

#### Similarity and Difference of Cultural Multicultural Society

#### Multicultural Society

**Multicultural society** refers to a group of people with diverse ethnicities, races, lifestyles, beliefs, religions and practices that differ from each other due to thought processes and symbols arising from the creation of culture, religious factors, ethnicity, age, sex, social class. Society and education, which determine how different people think, believe, feel, and act in a different way.



**The world today is in the 21<sup>st</sup> century** with billions of people living in hundreds of countries, therefore there is diversity (multiple) of races and cultural pluralism, especially the cultures that appear in this world have both different and similar components, such as, in India, China, the United States, etc.

**And for Thailand**, there are Thai mainstream cultures, but upon the Thai culture, it is on the diversity and differences of cultures, as Thailand has a population of 63,878,267 people throughout the kingdom (as of December 2010, Bureau of Registration Administration, Department of Provincial Administration, Ministry of Interior) consisting of Thai people with various races or ethnics, as: Thai, Chinese, Vietnamese, Laotian, Khmer, Thai Songdam, Thai Puan, Malay, etc. This all is the diversity in multicultural



#### Knowledge Sheet 2.2 The story of a multicultural society, ethnocentrism and ethnorelativism

**Multicultural society** refers to a group of people with diverse ethnicities, ethnicities, lifestyles, beliefs, religions and traditions that differ from each other.

#### Ethnocentrism

**Ethnocentrism** is another important cultural phenomenon, as it is a vital factor preventing the process of cultural assimilation.

**The term "ethnocentrism" refers to the tendency to describe one's own culture as better, superior to other cultures by using the values and standards that exist in their own culture as a measure. This kind of feeling exists in all cultures around the world, but it varies according to how**

#### Stories of ethnocentrism

**Reason 1:** Our culture is superior to other cultures, because of our habits or acquaintance. We live in our society where we are satisfied, we therefore feel that the habits of other societies seem strange, worse and unsatisfactory. Because our culture has never had these things.

**Reason 2:** It is because they don't understand all the situations involved, likewise, Indians may feel Americans' freedom to choose their own mate is terrible. Therefore, we often judge the actions of people from different cultures based on our feelings. That is according to the values of our own culture and background.

**Reason 3:** It seems that everything in our culture is better than other groups because we are repeatedly taught every day, for example, we are taught to be patriotic and loyal to our nation. "Our nation is good most accurate It's our way of life." If it stops there, it won't cause ethnocentrism feelings.

#### Ethnorelativism

**The ethnorelativism** refers to someone who knows cultural differences and is sensitive to other cultures, but at the same time, it can distinguish and create distances with every cultural context or even its own. That is to say, a person who understands his own culture well but does not limit himself to contemplating it. The values and views of one's world independent of other cultural contexts. The individuals are part of their own cultural contexts and independent of their own cultural contexts.



Samples of difference



## Sub-Learning Unit 2.3

### Forms and Meaning of Communications

#### Made in Multicultural society in the Society

#### Knowledge Sheet No. 2.3 Form of communication

#### Types of communication

When two or more people are together, we as human beings, need to communicate for making mutual understandings. This can be divided into two main types of communication, as:

- 1. Direct Communication:** this is emphasizing concise, to-the-point speech, focusing on needs or goals with targets (focus on target).
- 2. Indirect Communication:** this usually begins with a greeting in general, then gradually move on towards the issue that needs to be communicated. This approach focuses on the relationship between people who communicate (focus on relation).

But at the same time when people live together in a wider society, there shall be more communication methods and forms of communication. Factors affecting differences in communication styles may depend on the situation or the circumstance of each person's personality or a background of different cultures and languages, including the intent of that communication as well. For example, they want to communicate to get what they want to understand, to build relationships or to communicate to show power, etc. In summary, there are 9 main issues, as:

- 1. Self-approving with confidence:** It is the personality of a person who has high self-confidence in their own knowledge and abilities. This person shall make decisions, likes to be a leader, and speak frankly, but may not like to listen to the opinions of others.
- 2. Aggressive communication:** This type of person uses short words, concise but fierce. Sometimes it's an aggressive expression when dissatisfied or think that their own ideas are better or more accurate, the person wants to overcome and unable to control his/her emotions.
- 3. Talkative-Dramatic:** This is a person who uses words to communicate mainly, talkative or talk a lot. Sometimes, the person uses poetry, draws all supporting statements to speak or maybe trying to stimulate and pressurize until other people are annoyed. But if he/she speaks without emotion, it would be communicated indirectly and shall build relationships with others.
- 4. Helping:** This is the type that treats the opposing side first by volunteering to help to cooperate with others. This type of people is often being loved and everyone wants to associate.
- 5. Altruistic:** This type of people mainly listens to the opinions and needs of others, he or she has a high sacrifice in society, but sometimes it may be a person who is not assertive and may be taken advantage of because he or she keeps giving in to others.
- 6. Needy-Dependent:** This is up to others and indecisive. There is no self-confidence. He or she need to consult and seek opinions from others all the time and always has a high sense of timidity.

## Sub-Learning Unit 2.3

### Forms and Meaning of Communications Made in Multicultural society in the Society

**7. Assertive - Controlling:** This person is steadfast - likes to give orders with a firm mind and leadership, but if it is too much, it will become a power maniac. He or she wants to communicate to achieve their objectives or what they want.

**8. Distance:** This person needs to research and seek information before communicating with others. He/she tends to back away from a group or conversation when they see the start of a conflict or do not agree at all if the opinions do not agree, etc.

**9. Body expression:** Apart from the eight above-mentioned items, Body expression, or body language, can communicate in many forms, including emotion and feeling, such as smiling, laughing, or clapping when liking or agreeing or express dissatisfaction by performing various symbolic gestures such as raising a fist or raising the middle finger like a westerner including the silence of the interlocutor. It is also considered a kind of communication.

However, in the same person, people may have many different communication personality types or may be other than those mentioned above. Each type of communication has its own advantages and disadvantages. But we will choose to use it to suit the person, means, ways, times, and places.

# Lesson Plan

# Step You

## Human rights and responsibilities



## Structure and Outline of Curriculum for Intercultural Education with K-S-A Pedagogy (for the Primary School Grade 4)

Level	Learning Unit	Conceptual framework	Indicators for Social Science	Indicators for ICE + Gender	Sub-Learning Units	Hours	K	S	A
YOU	Human Rights and Responsibilities	Rights and Duties of the Declaration of Human Rights and the Convention on the Rights of the Child Can be applied with due regard for the rights and responsibilities of one's own role and dignity of others.	Grade 4 Sor 2.1 Por. 4/1: To behave as a good citizen in a democratic way as a good member of the community. Sor 2.1 Por. 4/2: To be a good leader and follower. Sor 2.1 Por. 4/3: To analyze the fundamental rights that every child is entitled to under the law.	Grade 4 1. To analyze the fundamental rights that all children are entitled to in accordance with the principles of child rights and gender diversity. 2. To analyze one's own potential (knowledge, competence, aptitude according to gender) in working with others. (Based on the cultural issues of each school); and 3. To act according to the roles and responsibilities of each person, according to the cultural and democratic way of being a good member of the community.	1. Basic rights of children; 2. Analyze one's own potential. 3. Roles and responsibilities.	7	1. Learners shall have knowledge and understandings on the meaning of the fundamental rights that all children are entitled to in accordance with the principles of child rights and of gender diversity.  2. Learners shall have knowledge and understandings on self-efficacy analysis tools (knowledge, competence and aptitude upon the gender-responsive practices) in working with others (based on the cultural issues of each school).	1. Learners shall have knowledge and understandings on the meaning of the fundamental rights that all children are entitled to in accordance with the principles of child rights and of gender diversity.  2. Learners shall have knowledge and understandings on self-efficacy analysis tools (knowledge, competence and aptitude upon the gender-responsive practices) in working with others (based on the cultural issues of each school).	Learners are proud of their potential and ready to perform their roles and responsibilities in a democratic way as a good member of the group.

# Learning Unit 3

## Human Rights and Responsibilities



### Indicators

7 hours

1. To analyze the fundamental rights that all children are entitled to under the principles of child rights and gender diversity.
2. To analyze one's own potential (knowledge, competence, aptitude according to gender) in working with others (based on the cultural issues of each school).
3. To act according to the roles and responsibilities of each person according to the cultural and democratic way of being a good member of the community.

### Conceptual framework

To respecting oneself and others based on human rights and the Convention on the Rights of the Child, with responsibility for self and others.

### Main contents

1. Principles of the rights of children and gender diversity.
2. Work potential with roles and responsibilities in accordance with cultural and democratic ways.

### Core competencies gained from the ICE

1. The learners shall have knowledge and understandings on the meaning of the fundamental rights that all children are entitled to under the Children's Rights and Gender Diversity; and understand the tools for analyzing one's own potential (knowledge, competence, aptitude, gender) in working with others (based on the cultural issues of each school).
2. The learners shall have the skills to analyze fundamental rights that all children are entitled to under the principles of Child Rights and Gender Diversity and the skills to use tools for analyzing their own potential (knowledge, competence, aptitude, gender, ways) to work with others (based on the cultural issues of each school).
3. The learners are proud of their potential and ready to perform their roles and responsibilities. in a democratic way as a good member of the group.

# Sub-Learning Unit 3.1

## The fundamental rights of the child

### Indicator(s)

3 hours

To analyze the fundamental rights that all children are entitled to under the principles of Child Rights and Gender Diversity.

### Main contents

Principles of the rights of children and gender diversity.

### Objectives:

1. To learn and understand the basic four elements of child rights.
2. To be able to distinguish four elements of basic child rights.
3. To be able to analyze their own rights that are gained and those that are lacking.



### Introduction

1. The instructor has the learners to stand together in groups in front of the class. In which the instructor will have questions and then let the learners decide to stand in the area that corresponds to their thoughts, feelings and the more that the students are the most from the following questions.

- 1.1 Food in the house, who brought it? parents, people outside; or yourself.
- 1.2 When a family member is sick, does that person goes to see a doctor with medical treatment or take herbal medicine at home?
- 1.3 When you are being teased in a classroom, how do you feel indifferent, funny, laugh, or stop the person who teasing to stop it?
- 1.4 When you get hurt, who is protecting you first? teacher, parent, or religious leader.
- 1.5 Besides studying at school, where did the students go to study outside the school? the community, the temple, the learning center.
- 1.6 Who is learning your mother tongue? and Who is not learning your mother tongue?
- 1.7 Have you participated in cultural rituals in the community often, sometimes never?
- 1.8 Once we need to select the head of a classroom, will you participate or not participate?
- 1.9 Who or what will be in duty of gender- determination? nature, parents, doctors.
- 1.10 Who thinks that men can weave? A man should not weave, not a man's duty.

2. The teacher asks questions one by one and has the learners choose to stand by one question at a time. After the learners decide to stand at a certain point, the instructor randomly asks the learners to explain their reasons for choosing to stand without judging whether they are right or wrong. In randomness, it does not repeat the same person. Try to have students explain to everyone.

## Sub-Learning Unit 3.1

### The fundamental rights of the child



#### Teaching

1. Teachers put knowledge cards on the principles of child rights in the middle of the room divided into 2 sets or as appropriate, which 1 set will contain knowledge cards in all 4 areas: knowledge cards on children's rights survival, development, protection, and participation
2. The teacher divides the learners into 2 groups according to the knowledge cards and asks the learners in each group to group the knowledge cards into the same group or think that they are cards that must be in the same group. Everyone in the group shall participate in the placement.
3. Each group presents its own card grouping results, and ask the group not yet presenting to share that is the knowledge card grouping correct or some knowledge cards may be in multiple groups? The instructor helps to check the correctness and repeatedly alternate until both groups are complete, or as appropriate.
4. The instructor randomly asks students to pick up a knowledge card about principles of children's rights grouped together to read to their friends, while instructs a condition that friends are not allowed to write them down on paper.
5. The instructor asks students to sit in a semi-circle and facilitates an atmosphere for exchanging learning on the issue of the rights of the child, with questions for reflection, as:
  - (1) With self-reflection, how do you know about learning?
  - (2) What did you learn from yourself and others?
  - (3) Do you have any guidance for applying them to oneself and society?
  - (4) What rights have you received and what rights do you lack?
7. Then the instructor distributes knowledge sheets on basic child rights for learners to act, which is a picture matching with the four principles of child rights.



#### Conclusion

1. There are four fundamental aspects of children's rights, and why are they important to each other? What is the meaning of the existing components, with the right to life, the right to development, the protection, and the participation? If our bodies or minds and our culture are violated, what effect will it have?
2. If these rights are missing or derogated, who has the duty to fulfill them? Teachers, parents, students through demanding campaigns?
3. Rights in gender roles and equality.



## Sub-Learning Unit 3.1

### The fundamental rights of the child

#### Exchange Questions:

1. The four principles of child rights, which aspects do learners think are the most important?
2. The selection of cultural issues of each school, e.g., music, basketry, weaving, play, local vegetables, for learning is what aspect of the Child Rights Principle?
3. What kind of speech that is said will hurt or affect the minds of others?
4. Who do you think the right to choose sex belongs to?

#### Materials/Equipment:

1. A4 paper.
2. Pens/Pencils.
3. Questions/issues that need to be noticed.
4. Knowledge cards on four principles of the Rights of the Child.

#### Work piece(s):

The knowledge sheet on fundamental rights of the child.

#### Suggested Topics

1. The rules and terms of play shall be clearly explained. Don't make fun of your friends.
2. Time should be respect and kept.
3. To facilitate all students to participate in discussions and exchanges.
4. To have more understandings of language(s), jargon(s), terminology (ies), if any.

# Sub-Learning Unit 3.1

## The fundamental rights of the child

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
<b>Assignment No.1:</b> Fundamental rights of the child;	Questions and answers	1.To ask students to match photo cards with statement expressing the fundamental rights of the child. 2.To check their knowledge sheets.	Assignment No.1	<b>Criteria:</b> <ul style="list-style-type: none"> <li>To be able to match all 4 photo cards with statements expressing the fundamental rights of the child, scoring 3 marks.</li> <li>To be able to match only 3 photo cards with statements expressing the fundamental rights of the child, scoring 2 marks.</li> <li>To be able to match 2 photo cards with statements expressing the fundamental rights of the child, scoring 1 mark.</li> </ul> <b>(Scoring 2 marks upwards would be considered as “passed”.)</b>
Activity for knowledge card matching with the fundamental rights of the child	The grouping made with ordering of knowledge cards	1. The instructor divides the knowledge card into 2 sets. 2. The instructor groups the learners according to the knowledge card and assign students in each group arrange knowledge cards in all 4 areas. 3. The instructor checks the correctness.	Knowledge cards	<b>Criteria:</b> <ul style="list-style-type: none"> <li>To be able to match all 4 groups of photo cards with statements expressing the fundamental rights of the child, scoring 3 marks.</li> <li>To be able to match only 3 groups of photo cards with statements expressing the fundamental rights of the child, scoring 2 marks.</li> <li>To be able to match 2 groups of photo cards with statements expressing the fundamental rights of the child, scoring 1 mark.</li> </ul> <b>(Scoring 2 marks upwards would be considered as “passed”.)</b>
To make observations towards each individual student;	The actions and behaviors made and expressed w of each individual student during activity partaking;	To make behavioral observation with classroom participation and recording with willingness and attention to make answers and collaborate with other classmate and teacher(s);	Knowledge sheet for behavioral observation of each individual student.	<b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).

**Knowledge sheet for Behavioral Observation of Student**

**Instruction:** The teacher/instructor shall observe student’s behavior(s), made during task(s) and activity(ies) carried-out, and then mark ✓ in a slot matching with score given.

Expected Behavior	Detail	Score		
		3	2	1
Being disciplined with responsibility;	To be punctual with time and operational frame with activity(ies) carried-out;			
Being good and intelligent student;	To spend utmost and tireless efforts with the study;			
Being committed with work assigned;	1. To have strong commitment with efforts made to the assignment(s); 2. To strike forwards and coping with challenge(s) for the output(s), outcome(s) and achievement(s);			

Signature ..... the evaluator  
 ...../...../.....

Criteria for Scoring, with behavioral observation, as follows:

<b>Criteria for Scoring</b>	
<b>3 marks</b>	means: the behavioral manifestation with clarity and consistency;
<b>2 marks</b>	means: the behavioral manifestation with clarity and in frequency;
<b>1 mark</b>	means: the behavioral manifestation in sporadically.

**NOTE FOR AFTER ACTION REVIEW (AAR)**

In the matters of knowledge made and gained:

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In the matters of competency and proficiency of a student:

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In the matters of expected behavior(s):

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.....

In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

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Obstacle(s)/challenge(s):

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Solution(s) found and made:

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Opinion(s) of the School Principal or person(s) in charge:

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Recommendation(s):

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Signature .....  
(.....)  
Position: .....

#### Indicator(s)

2 hours

To analyze one's own potential (knowledge, competence, aptitude, working with others according to sexual orientation and gender identity) in working with others (based on the cultural issues of each school).

#### Main contents

The potential on work performance.

#### Objectives:

To analyze one's own potential (knowledge, competence, aptitude, working with others).



#### Introduction

The instructor explains the cultural issue(s) chosen by each school about its background and justification, why the school chooses that cultural issue, and who was involved. Who will be involved in learning or transferring knowledge that the instructor shall invite these knowledgeable persons to share their knowledge with the students and then the instructor would ask the students the following questions:

1. Aptitude for cultural issues in each school (what is aptitude), in knowledge sheet No. 3.2: aptitude and preference.
2. Preference for cultural issues in each school (what is preference), in knowledge sheet No. 3.2: aptitude and preference.

So today we will learn our potential with learning the culture that the school chooses who has talent, aptitude, or preference. And how are they? To inherit the culture not to disappear, learn, do, transmit, maintain.



#### Teaching

1. To divide students into groups of equal numbers using their favorite color games.
  - The instructor sets the colors and sets the point of each color for the learners to stand according to their favorite color such as red, green, white, black, pink.
  - To let learners, choose their favorite color, who likes what color. go to group together.
  - The instructor asks the students why they like the chosen color.
  - The instructor shall observe whether the number of each group is appropriate or not, if the number is too much or too little, the instructor shall average the number of each group equally or close.
2. The instructor distributes knowledge sheets with colors to each group (red, green, blue, white).

## Sub-Learning Unit 3.2

### Self-analysis on Potential

3. The instructor explains the process of drawing balloons and the meaning of each color. (Table of cultural issues)
  - (1) Red: planners.
  - (2) Green: team builder.
  - (3) Blue: practitioner.
  - (4) White: recreational activist or animator.
  
4. To ask learners color the balloons according to their own aptitude, which side has the most aptitude, then color the balloons that color larger than the other colors respectively. The ability and aptitude are less aptitude for any color, paint that color as small as possible.
  
5. The learners are asked to share and exchange within the group why coloring the balloons must be the largest and the rest of the colors smaller in order to the smallest balloon, with everyone in the group having to exchange until everyone completes.
  
6. To ask the group representative present in the large group that the group has the largest balloon, and which is the smallest balloon and why.
  
7. The Instructor summarizes and links to objectives and activities.
  - This is for students to find their own abilities and aptitudes, and then make each person's aptitude create a story about the culture that the school has chosen.

Cultural issue(s) selected by each school		
Cultural issue(s)	School	Self-analysis on oneself potential
Tae Na Gu-Karen musical instrument	Huay Kating Baan School and the Lady Tawee Maneebuth Border Patrol School;	<p>Planning Thinkers are learners who have an aptitude for planning operations, as: Tae Na musical instrument design and musical composing.</p> <p>Team builders are students who have an aptitude for teaming up with friends to work together and being a coordinator.</p> <p>Practitioners are learners who have an aptitude for playing music, following instructions given by the group leader, to make Tae Na musical instruments.</p> <p>Recreational activists or animators are learners who have an aptitude for singing and creating fun for the people in the group.</p>
Basketry-weaving	The Baan Sri Hlang School; the Ban Sam Muen School, Ban Huai Khanun Branch Classroom and Morning glory 2	<p>Planning Thinkers are learners who have an aptitude for planning operations with weaving design.</p> <p>Team builders are students who have an aptitude for teaming up with friends to work together and being a coordinator.</p> <p>A practitioner is a weaver, following the steps of weaving that a teacher or a knowledgeable teacher and friends.</p> <p>A recreational person is someone who creates fun.</p>

## Sub-Learning Unit 3.2

### Self-analysis on Potential

Folk and indigenous vegetables	The Baan Mae Kut Sam Tha School and the Baan Pa Rai Nuea School	<p>A planner is an action planner to design vegetable plots to suit the context and space.</p> <p>A team builder is coordinating with friends and to engage friends in the activity.</p> <p>A practitioner is to carry out assigned orders (sorting seeds, planting, taking care, harvesting, selling).</p> <p>A recreationist is responsible for creating an atmosphere for learning and making fun with friends who have ability to join activities.</p>
Rope dance	The Baan Phade School	<p>A planner has roles to make plans of action (with number of equipment, number of players, choreography dress design composes lyrics).</p> <p>A team builder is coordinating with friends, musicians, dancers, singers.</p> <p>A practitioner is to follow the given instructions (singer, dancer music player).</p> <p>A recreational activist is someone who creates an atmosphere of fun and enjoyment.</p>
Foods and desserts with sweets	Morning glory 1	<p>A planner is someone who plans an action plan, with food menu design, make information about ingredients or ingredients of food.</p> <p>A team builder is someone who keeps a group of friends together, doing activities, coordinating, finding people who know about foods and snacks.</p> <p>A practitioner is to act according to the plan, cook food and snacks according to the menu.</p> <p>A recreational person is to motivate and build confidence in friends, create smiles, have fun, and find activities to help with learning.</p>
Folk wisdom room(s)	The Baan Tham Suea Border Patrol School	<p>A planner is an action planner, making wisdom room layout design and room layout with list of items to be displayed.</p> <p>A team builder is someone who brings together a group of friends, knowledgeable people, to participate in planned activities. coordinate with friends.</p> <p>A practitioner is someone who follows a plan, organize, or build a wisdom room and exhibit items and articles in the wisdom room.</p> <p>A recreational person is someone who creates a fun learning environment, welcoming visitors to the wisdom room.</p>
Hmong rice	The Ruam Thai Patthana School 3	<p>A planner is a person to make a plan of action, design rice fields, define areas, place various components related to rice or Hmong rice fields, think poems, or songs about rice fields.</p> <p>A team builder is someone who motivates friends, coordinate or join a group of friends in activities.</p> <p>A practitioner is a person who follows a planned action plan and follow the steps to learn about Hmong rice.</p>

		A recreational person is a person who creates smiles, laughs, and leads the way or a song about Hmong rice, and providing knowledge to all visitors.
Tong Karen dance, Bamboo dance and Hip-Hop	Thoo Mweh Khee Learning Center	<p>A planner is someone who thinks and plans the implementation of an activity; make choreography; search for background music or compose music, design how many bamboos will be used and how many people are in the show or activity.</p> <p>A team builder is someone who coordinates, find the right person for the activity planned.</p> <p>A practitioner is a person who performs according to the plan for each performance, sings and dances.</p> <p>A recreational person is someone who invites people to an event to come and see a performance, to bring smiles and fun to outsiders.</p>



### Conclusion

The instructor exchanges to students with the following questions:

1. To ask students what and how they will use their aptitudes to benefit the cultural issues of the school and community.
2. To ask students how they make the smallest balloons become bigger to develop or increase their potential.

Everyone has different aptitudes, preferences, and abilities, thus making the potential of people work in our society, there are no people who are skillful in every field, but if people with many aptitudes help to strengthen and empower the team to follow the goals that placed successfully and so strong. That is why we must find our own potential in order to learn the culture that the school chooses for everyone to participate in to empower our culture to move forward with learning in the 21st century.



## Sub-Learning Unit 3.2

### Self-analysis on Potential

#### Tools /equipment

1. Knowledge sheets.
2. Red, green, blue, white colors.

#### Work piece(s):

Knowledge sheet No. 2 on the Oneself Potential (largest and smallest) with reasons.

#### Suggested Topics

1. To make rules and topics clearly explained.
2. To facilitate students to participate in discussion and exchange thoroughly.

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
<b>Assignment No 3.2:</b> the Potential of oneself;	From learning activity	1.To ask students to explain their aptitude(s) within the knowledge sheet. 2.To check their knowledge sheets.	Assignment No.2	<b>Criteria:</b> <ul style="list-style-type: none"> <li>• To be able to explain their aptitude(s) and work with the others, scoring 3 marks.</li> <li>• To be able to explain what color of balloon representing which aptitude, scoring 2 marks.</li> <li>• To be able to explain what color of balloon has biggest and smallest sizes, scoring 1 mark.</li> </ul> <b>(Scoring 2 marks upwards would be considered as “passed”.)</b>
To make observations towards each individual student;	The actions and behaviors made and expressed w of each individual student during activity partaking;	To make behavioral observation with classroom participation and recording with willingness and attention to make answers and collaborate with other classmate and teacher(s);	Knowledge sheet for behavioral observation of each individual student.	<b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).

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Being committed with work assigned;	1. To have strong commitment with efforts made to the assignment(s). 2. To strike forwards and coping with challenge(s) for the output(s), outcome(s) and achievement(s);			

Signature ....., the evaluator  
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In the matters of expected behavior(s):

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In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

.....  
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Obstacle(s)/challenge(s):

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Solution(s) found and made:

.....  
.....

Opinion(s) of the School Principal or person(s) in charge:

.....  
.....

Recommendation(s):

.....  
.....

Signature .....  
(.....)  
Position: .....

# Sub-Learning Unit 3.3

## Practices and Duties, Upon the Cultural Ways

### Indicator(s)

2 hours

Act according to the roles and responsibilities of each person according to the cultural and democratic way, in capacity of a good member of the community.

### Main contents

Roles and responsibilities according to cultural and democratic ways.

### Objectives:

1. To open your mind to learn from the others.
2. To have more consideration on the practices and communications made to the others.
3. To learn characteristics of being a good leader and follower according to democratic principles.



### Introduction

The instructor asks students with questions about what a leader is and what is a role of leader, leadership and roles and responsibilities, such as: what is the room leader responsible for? what is the role of the head of the family? and what should a good leader be?

The instructor lets learners learn through activities with eyes closed and walking (the teacher places the knowledge sheet on the roles and responsibilities at the appropriate place for learning).

1. To make learners matching with group of 2 people according to their age range or grade level (female or male can match each other).
2. To choose who will be the leader and the follower first, and then ask the follower to close his/her eyes.
3. To have the leader use his index finger to touch the follower's index finger and lead the walk, then the instructor orders to stop.
4. To stop at any knowledge sheet and ask the follower to read to their friends 1 time.
5. To switch the roles.

### The discussion with sharing:

1. The feeling of a leader-follower in each activity.
2. How can you apply what you are learning from the activity with your daily life?

## Sub-Learning Unit 3.3

### Practices and Duties, Upon the Cultural Ways

3. The "Stop and Go" is a series of activities consisting of the walking activity with eyes closed; the mirror activity; and the leading and following activity. All 3 activities will train students to learn their duties, to be leaders, good followers, and to understand and empathize with others.



#### Teaching

1. To have the learner's group as appropriate by using a game of collecting coins, women are worth 1 baht, men are worth 2 baht, the values of coins may be swapped to create equality between women and men.

2. To ask the learners to collect the money in the amount specified by the instructor. And to mix students to join the group with diversity, there must be both males and females with expertise: as planners, team builders, practitioners, and recreational workers within the group.

3. Once the group has been set-up, the instructor explains to the learners to plan their work within the group, with all of them having duties as planners, team builders, practitioners, and recreational practitioners to exchange understandings how they use their aptitudes to plan work on the cultural issues, selected by their school.

4. To ask the learners to present their own plans along with the roles and duties of each person and allow other groups to reflect on the plans proposed, in which part needs to be added or adjusted.

5. The instructor reflects the presentation of action plans of all groups by empowering the learners to work in groups without cutting off or justifying that they are wrong or right activities. It is a joint learning and brings the plans that the learners have planned to do with activities to learn ICE in the next stage of YOU – WE.



#### Conclusion

1. To ask the learners to review by reading the knowledge sheet again at the same time and compare it with the roles and duties of the current learners.

2. If any culture has good leaders or messengers, it will be survived. But if the leader or the transferor is wrong, there will be misunderstandings against other cultures too.

#### Work piece(s):

Action plan for learning the culture chosen by the school.

#### Suggested Topics

To make efforts for all groups consisting of both male and female, to achieve equal learning within the classroom or culture.

**Monitoring, Measuring and Evaluation**

<b>Assignment</b>	<b>Sources of Information</b>	<b>Means</b>	<b>Tools</b>	<b>Criteria for Assessment</b>
Action plan with learning the culture chosen by the school	answering questions	1. To ask students to draw a picture and write a description of their duties and participation in the activity. 2. To check their knowledge sheets.	Action plan with learning the culture chosen by the school	<b>Criteria:</b> <ul style="list-style-type: none"> <li>• The student can write a description of the work plan that was related to cultural issues and is able to present it in front of the class, scoring 3 marks.</li> <li>• The student describes his or her role in the activity, scoring 2 marks.</li> <li>• The student participates in the thinking of activities or plans, scoring 1 mark.</li> </ul> <b>(Scoring 2 marks upwards would be considered as “passed”.)</b>
To make observations towards each individual student;	The actions and behaviors made and expressed w of each individual student during activity partaking;	To make behavioral observation with classroom participation and recording with willingness and attention to make answers and collaborate with other classmate and teacher(s);	Knowledge sheet for behavioral observation of each individual student.	<b>Scoring 2 marks upwards would be considered as “passed”</b>

**Knowledge sheet for Behavioral Observation of Student**

**Instruction:** The teacher/instructor shall observe student’s behavior(s), made during task(s) and activity(ies) carried-out, and then mark ✓ in a slot matching with score given.

Expected Behavior	Detail	Score		
		3	2	1
Being disciplined with responsibility;	To be punctual with time and operational frame with activity(ies) carried-out;			
Being good and intelligent student;	To spend utmost and tireless efforts with the study;			
Being committed with work assigned;	1. To have strong commitment with efforts made to the assignment(s); 2. To strike forwards and coping with challenge(s) for the output(s), outcome(s) and achievement(s);			

Signature ....., the evaluator

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

Criteria for Scoring, with behavioral observation, as follows:

<b>Criteria for Scoring</b>	
<b>3 marks</b>	means: the behavioral manifestation with clarity and consistency;
<b>2 marks</b>	means: the behavioral manifestation with clarity and in frequency;
<b>1 mark</b>	means: the behavioral manifestation in sporadically.

**NOTE FOR AFTER ACTION REVIEW (AAR)**

In the matters of knowledge made and gained:

.....  
.....

In the matters of competency and proficiency of a student:

.....  
.....

In the matters of expected behavior(s):

.....  
.....

In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

.....  
.....

Obstacle(s)/challenge(s):

.....  
.....

Solution(s) found and made:

.....  
.....

Opinion(s) of the School Principal or person(s) in charge:

.....  
.....

Recommendation(s):

.....  
.....

Signature .....

(.....)

Position: .....



knowledge sheet

# Step You

Human rights  
and responsibilities



Knowledge Card 3.1 Right of Survival



Breastfeeding





Eat nutritious food from all 5  
food groups.



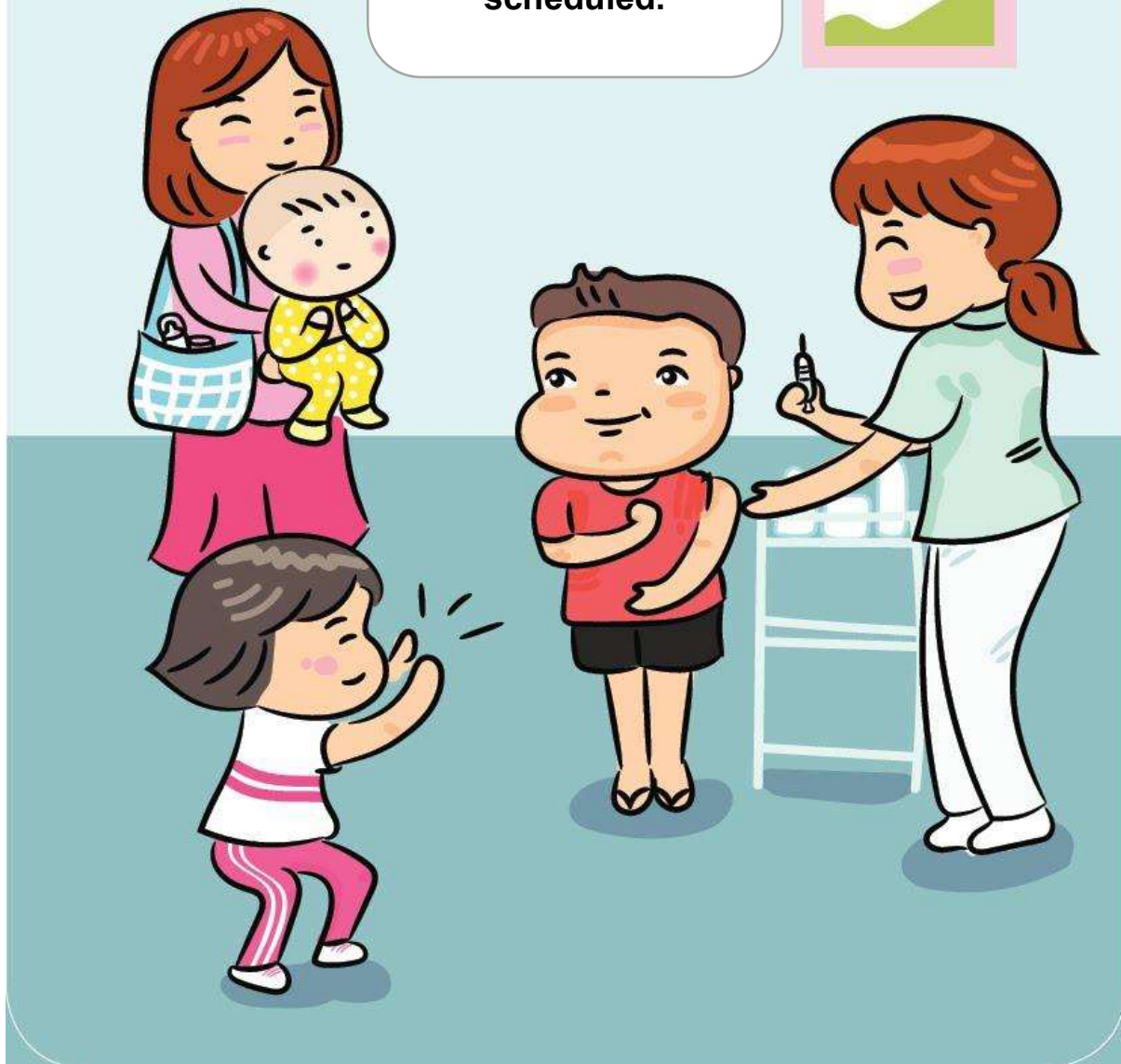


## Vaccine

Vaccination  
room



**Announcement**  
All of Children must  
be vaccinated  
against diseases as  
scheduled.





## Clothing

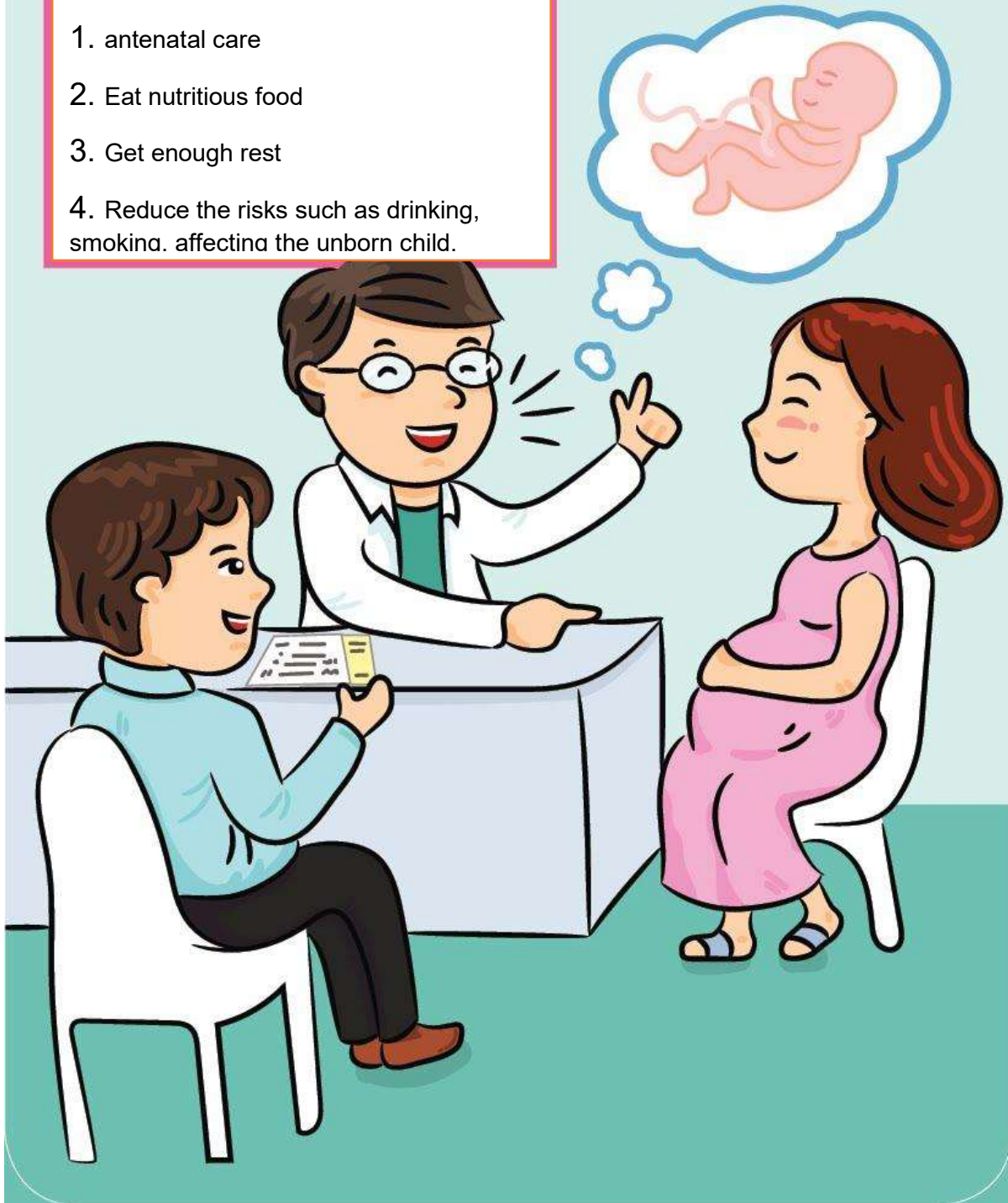




## Antenatal care

What should a pregnant woman do?

1. antenatal care
2. Eat nutritious food
3. Get enough rest
4. Reduce the risks such as drinking, smoking, affecting the unborn child.





# Sub-Learning Unit 3.1

## The fundamental rights of the child



Orphans can have a foster family.







When children get sick had to be admitted to the hospital.



**Sub-Learning Unit 3.1**  
**The fundamental rights**  
**of the child**



**Medical team that visits the community or the village health volunteer that takes care of children's health.**





## Medicine

Baby: Take medicine  
please, you'll get  
well soon.





Sub-Learning Unit 3.1  
The fundamental rights  
of the child



# Sub-Learning Unit 3.1

## The fundamental rights of the child



Home





## Hospital

### Community Hospital





Birth certificate



Registration Department



# Sub-Learning Unit 3.1

## The fundamental rights of the child

Right to develop



School



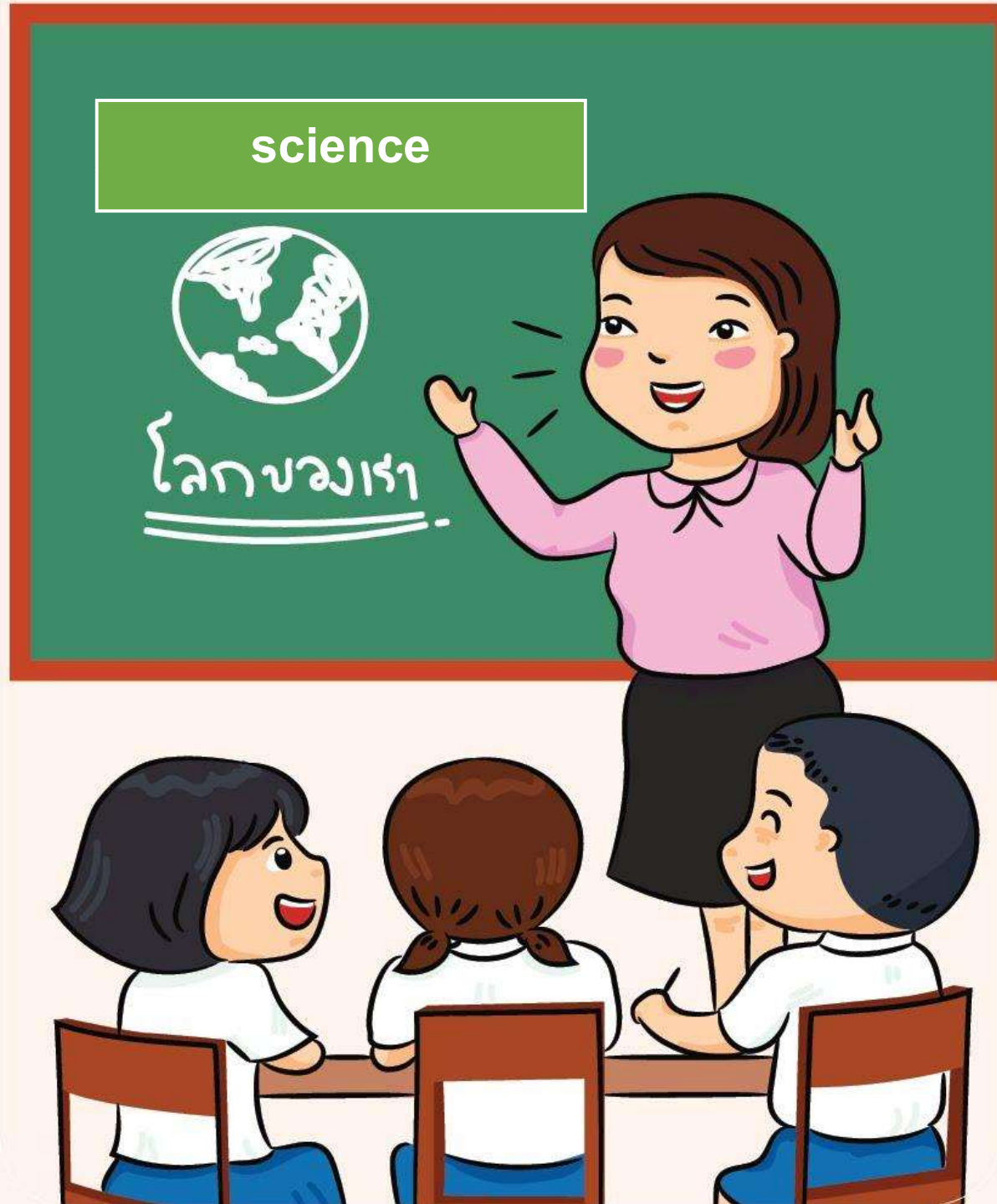


Teacher

science



โลกของเรา





Singing and dancing to develop the body  
and brain





### Suitable place for children

(Parks, fields, clear air, sea, zoo, temple)



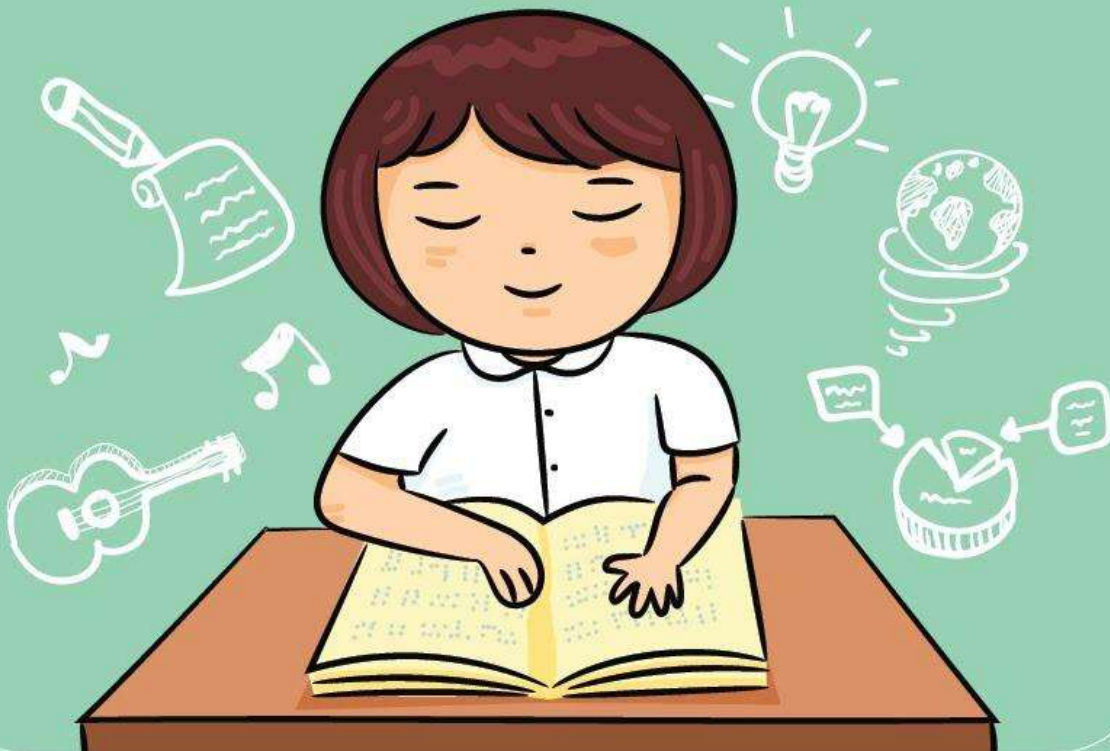


Children disabilities have the opportunity  
to study

raise your hand  
vertically parallel  
Then pull both hands  
apart.



means  
“Thank you”



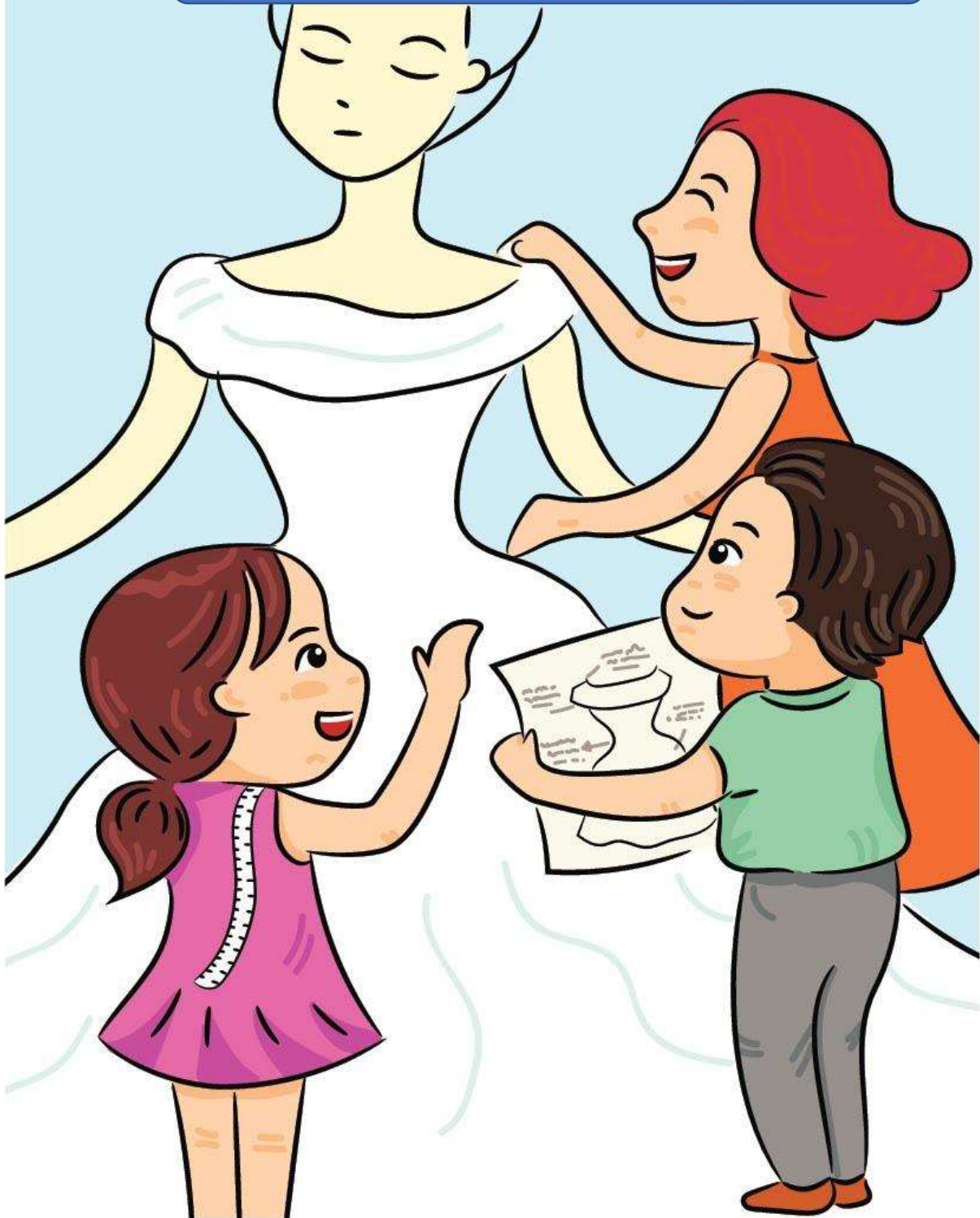


Safe transportation to school





## Vocational Training for Children and Youth





## Playground





Sub-Learning Unit 3.1  
The fundamental rights  
of the child



learning materials



Sub-Learning Unit 3.1  
The fundamental rights  
of the child





## Informal education

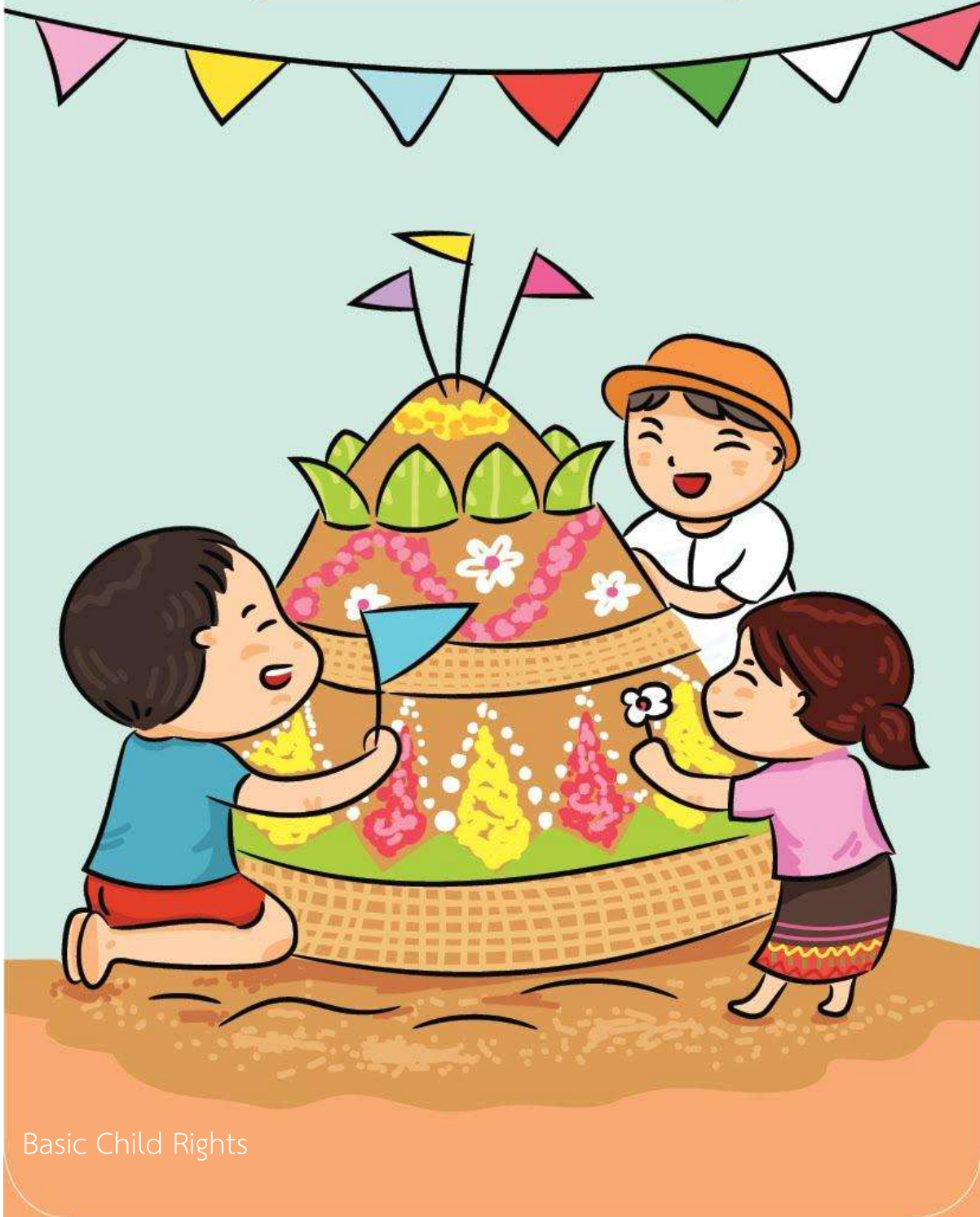


# Sub-Learning Unit 3.1

## The fundamental rights of the child



### Learning about cultural and traditions



Basic Child Rights



Religion





Friend





TV. useful media viewing



## Right to protection



### Sexual harassment





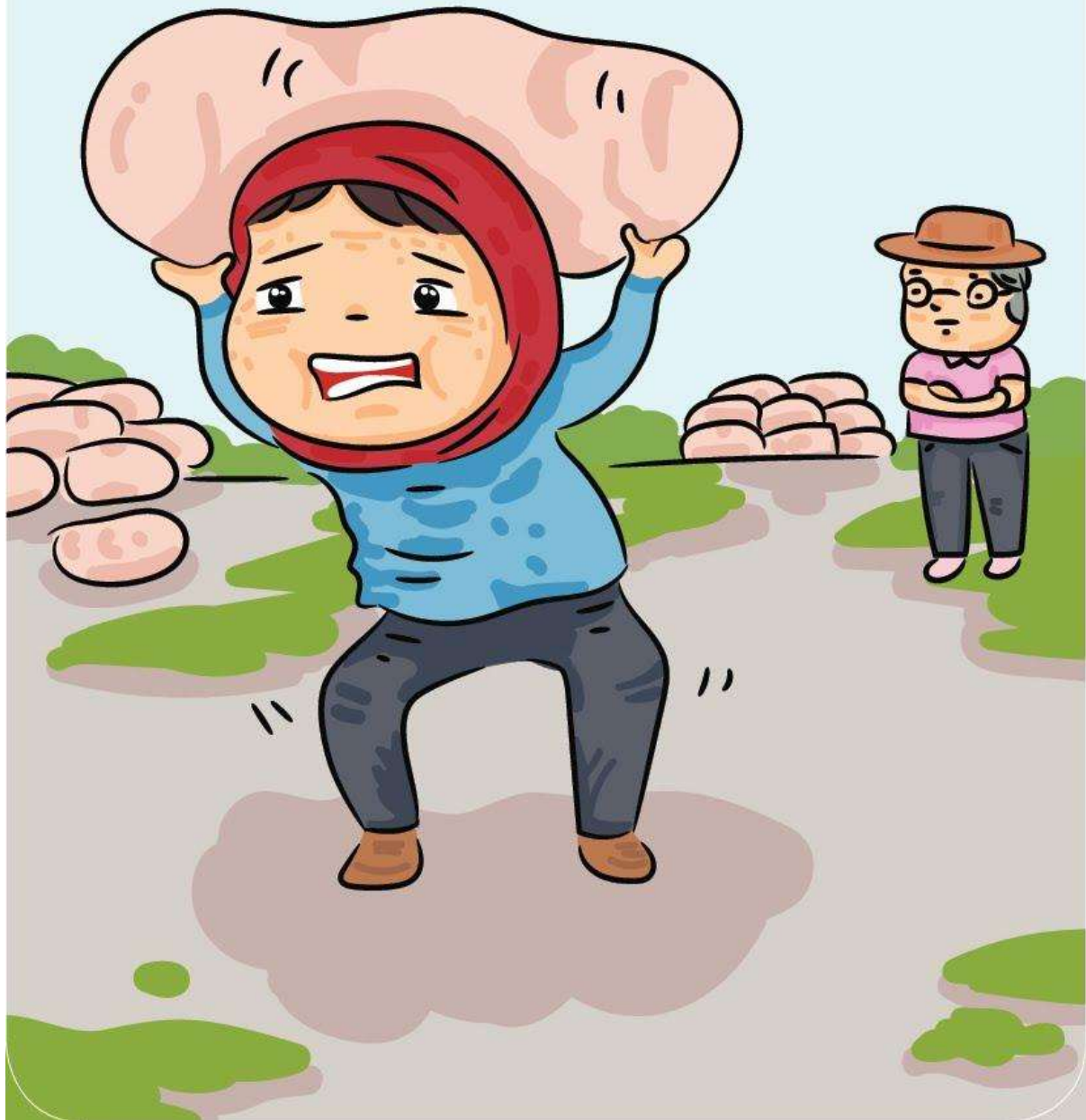


let the children go begging





## Child labor





Bully





## Letting children do illegal things

Ex. Stealing, drug delivery, robbery





Preventing children from going to inappropriate places

Ex. Pub, bar, casino, liquor store



OPEN

Under 20 years old, don't enter.



Sub-Learning Unit 3.1  
The fundamental rights  
of the child



Drug addicted children need to be rehabilitation.





Battering





Discrimination (inequality)







Humiliate



## Sub-Learning Unit 3.1

### The fundamental rights of the child



Alcoholic parents, addicted to drugs and do not take care of children





Don't let your child go to school





# Sub-Learning Unit 3.1

## The fundamental rights of the child



lead the children to sell



Right to participate



Participating in cultural activities in  
the community





## Group activities for children

Ex. Organize camps and do public activities





Communicating and exchanging with  
friends from different cultures, religions  
and languages







Going to field trip with friends



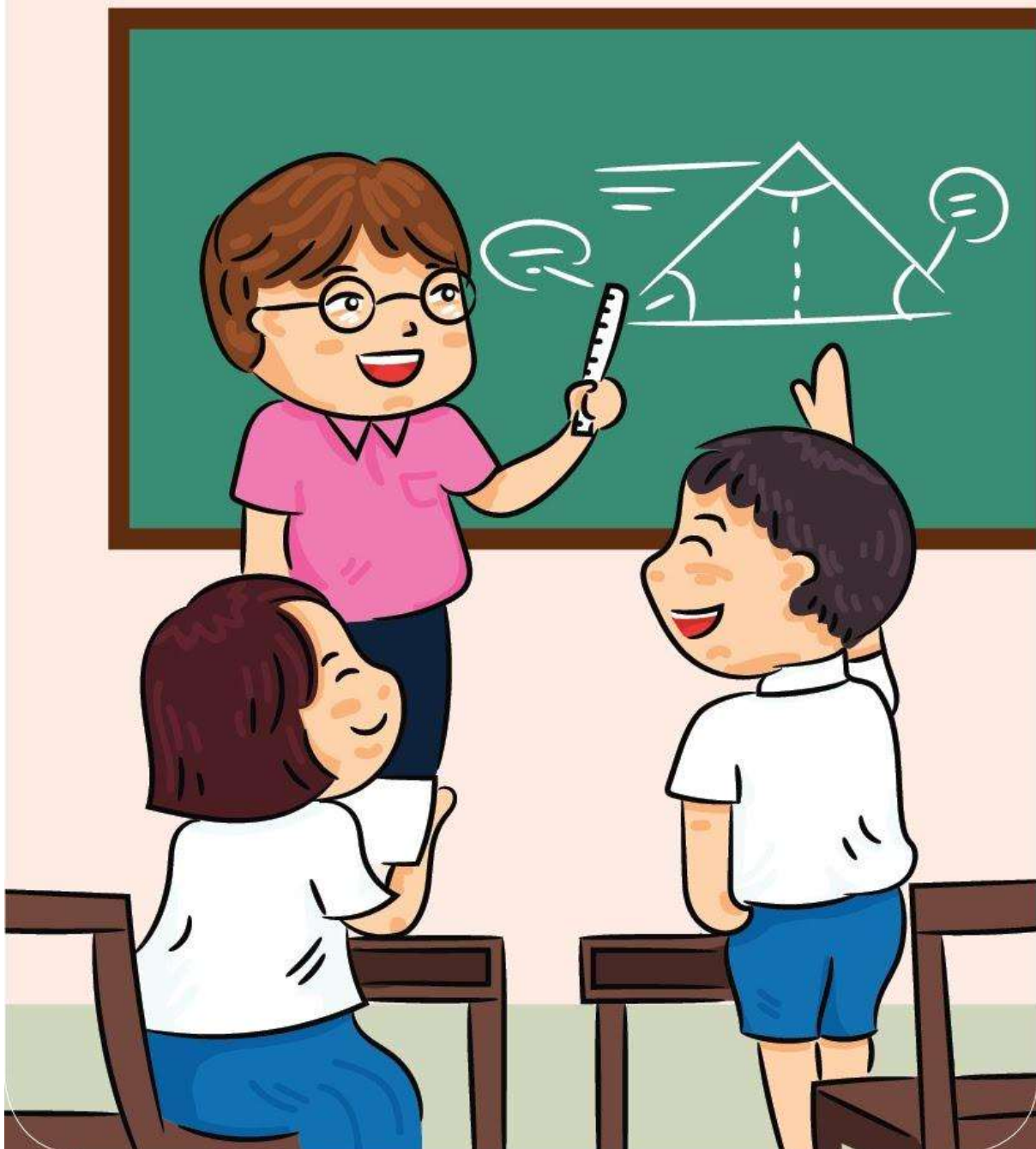


Student president election





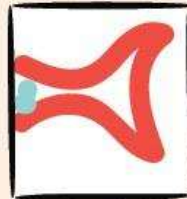
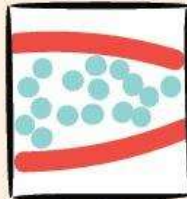
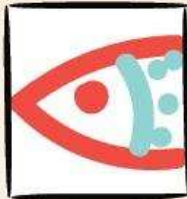
Asking questions or doubts in the  
classroom



Sub-Learning Unit 3.1  
The fundamental rights  
of the child



Choose what you are aptitude and  
what you are interested.





Choosing your own things or clothes





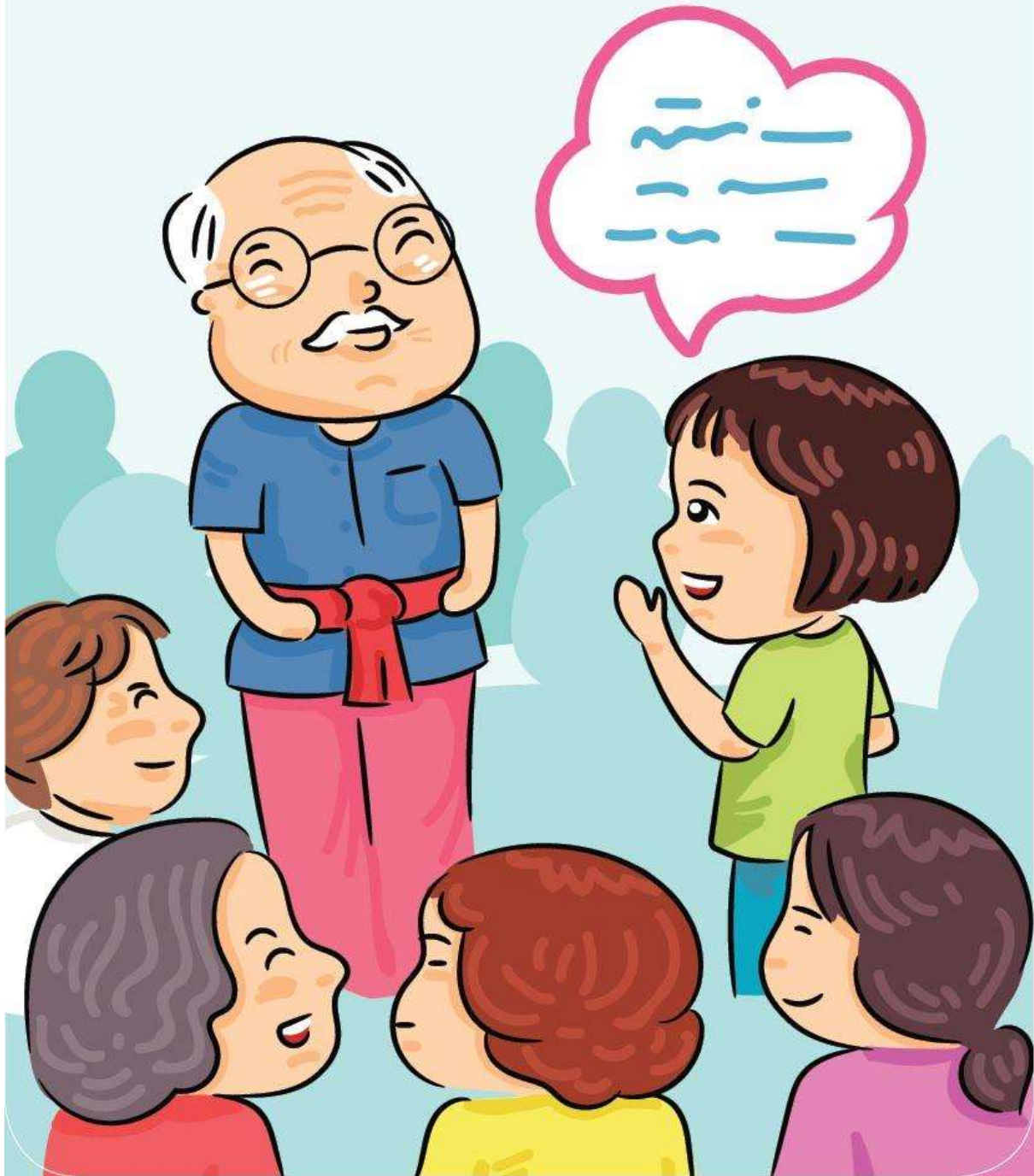
Assembly of the Council of  
Children and Youth





Offer opinions on matters related to children.

Ex. Commenting on building a playground





There is information exchange,  
communication with friends.







Participate in training activities with  
various agencies





Have the chance to present their work by themselves.





Encourage children to show their abilities

ประกาศรับรางวัล  
ซึ่งมอบให้เยาวชน





Expressing your own culture with your  
friends in the school.

Ex. dress up tribal and speaking tribal language



#### Knowledge sheet 3.2 Aptitude, preference

##### **Aptitude**

Aptitude is what we do well. It is a skill that can be practiced and developed further. It is the specific potential of a person that make the practice or fully learning possible of that person ability, and it is also any cognitive ability that might predict learned ability. In the success possible in the future “it’s doing well to call it aptitude which we may or may not like”.

##### **Liking**

Likes is a feeling some things we just feel like. What we have done happiness is what we care about it could doing well or not doing well. but we are happy to do it even if it is something we are not good at but if it something you like it will give us the drive to learn those things and practice willingly, for example, like to sing but that doesn’t mean to sing because, so what it isn’t. Or what we don’t like may result in us not being good at it.

## **Knowledge knowledge sheet 3.3 qualities of a good leader**

### **Qualities of a good leader**

Every opportunity can happen always. Every quality can be things that we learned and can use it in our daily life. To be a good leader, must have these qualities

#### **1. Must have good followers**

It has said that to be a “leader” there must always be a “follower” because we cannot live to work alone. The leaders who build the trust and make everyone respect them or be able to obey; there will be a good leadership condition. When there are good followers who have the ability, it can be reflect that they are good leader and has ability as well.

#### **2. Be able to inspire others**

Leaders must be able to inspire as well as motivating or others to be motivated to work. Able to push the work to progress well and make the job more successful too. A leader who is able to inspire good followers, It will make the followers have confidence and can work without worry because there was always someone by their side.

#### **3. Must be a good follower**

Being a good follower also makes sense to be a good leader. Being a follower will make you understand the status below when you step up to become a leader. You will understand your followers better. You can decide what appropriate for all apart at the same time, being a good follower can mean good listening. If subordinate offer something better solves more problems. Being a good follower and listen to others will allows us to bring better choices to practice with good results but if we don't want to be a follower, take your own thoughts to the top may not see better way because it was blocked from the beginning.

#### **4. Have clear goals**

A good leader should have goal set and clearly in the goal. Leaders with clear goals will be able to communicate with their subordinate to see goals and lead subordinates to achieve their goals well succeed in achieving the goal. Leaders who lack clear goals it is alike a ship sailing in the ocean with no aim and direction.

#### **5. Create cooperation**

Teamwork is important in being good leader should be able to encourage everyone to work together. When everyone works together, it will make work successful. If a leader who has only mad power, there is no power to create cooperation. The work will go in different directions. If, there is no clear common direction, success can be fade.

**6. Have vision and love to learn new things**

A good leader, in addition to having clear goals, should have a broad vision. Having a good and broad vision will enable you to lead the team as lead your subordinates in a good and appropriate direction see the distant future and allow the team to progress further leaders with lack of vision can hamper team performance or work is not beneficial in the long run or even can't see a way to develop and do what they are responsible for to be successful or better openness to new things. It allows us to discover new ways of working, discover new solutions leaders who love to discover new things all the time, open to unlimited knowledge always love to learn it will always lead to self-development and love of a progress. At the same time, it will help service work as well as enabling followers to open new worlds always as well.

**7. Dare to change**

One of the great qualities of a leader is the courage to change, not clinging to the old change to keep up with the modern era change to something better when we fear change, we may not move forward at all. A good leader must dare to do something new. Dare to experiment, dare to be trial and error but dare to take responsibility and help when there is a mistake as well.

**8. Responsible**

A good leader must have a lot of responsibility both in the part of the work that must be done by themselves and the work of the subordinates. Take care of when mistakes happen, they must dare to take responsibility at the same time, they must find a solution to the problem as quickly as possible being responsible being risible will allow us to work either discipline and make it work smoothly succeed.

**9. Help and support**

Good leaders need to help and support follower. know how to share and help his subordinates. When there is a mistake, do not let followers face their mistakes alone collaboration is one of the great qualities of working together and it is an important part to make working as an organization or as a team highly successful.

**10. Have a good relationship**

Interpersonal relationships are very important in relationship. This is a tool to build good relationships with each other. If the boss has versatility in all areas but Chad's human relations it makes it impossible to work with others or understand others. This may result in problems in operation. At the same time, a leader with good human relations will be able to connect everyone together well build credibility build mutual respect and make the followers happy to be subordinates work together to achieve the goal.

**11. Listen to the opinions of other**

An open-minded leader or a self-imposed leader does not listen to the opinions of others. Only saw their opinions as the main. It may cause problems in operation, or the followers do not dare to express their opinions and a better

solution came out. Therefore, a good leader should be open-minded, accept the opinions of others, listen, and work together to find the best possible solutions.

#### **12. Be fair**

The most important quality of a leader is that there should be fairness. Be fair not inclined to any party giving equal importance to everyone fundamentals of justice enable everyone to trust and dare to do what is right and a priority at the same time, those who do wrong and do bad deserve the right consequences. Fair leaders have a role to play in making governance and working together easier and smoother. Everyone respects their work and respects each other more and being fair also contributes to more effective decision making.

#### **13. Have good decision making**

One of the key tasks of leadership is a decision-making. A good leader must dare to make decisions accept their decision and make decisions quickly based on prudence. Sometimes the decision is slow or makes a request it can cause problems. It can turn out to be a wrong decision. Decisiveness, speed, prudence, and sharpness are good qualities that leaders should have as well.

#### **14. Have good communication**

A good leader must communicate at the right time and communicate appropriately for everyone as well as at each level. Effective communication as well as understanding how to communicate well will lead to a better understanding the message to be conveyed understand to purpose of communication and does not cause communication problems because often the problem that arises does not come from work or people but came back from miscommunication.

#### **15. Know how to control your emotions and be mindful.**

Often, emotions are the destroyer of everything. When we encounter stressful or misbehaving conditions. We tend to be in a bad mood, but good leaders must know how to control their emotions. Know how to express emotions appropriately know how to manage emotions and not venting emotions on subordinates or followers that will cause negative consequences when we can control our emotions. we will be conscious to reflect, think carefully and make decisions that are not wrong or to destroy human relations.

#### **Conclusion**

Being a good leader is a combination of many factors and leadership doesn't mean seniority or position. Rather it refers to actual conditions that are beneficial to management, people management and lead to organization to success effectively. The organization itself should encourage people with leadership qualities to become leaders rather than being promoted mainly from seniority or working age choosing the right people can make your leadership more effective, and the organization will successful as well. Like this quote, it is one of the codes that best describes leadership.



# Lesson Plan Step You-We

Discrimination  
and equality



## Structure and Outline of Curriculum for Intercultural Education with K-S-A Pedagogy (for the Primary School Grade 4)

Level	Learning Unit	Conceptual framework	Indicators for Social Science	Indicators for ICE + Gender	Sub-Learning Units	Hours	K	S	A
YOU-WE	Discrimination and Equality	The impact of discrimination and seeking ways to design collaborative work with others on equality and equity, regardless race, religion, sex, age, skin color, body shape, physical appearance, and economic status.		Grade 4 1. To briefly describe the meaning and characteristics of bias and stigmatization. 2. To clearly explain and show samples of bias, cultural and gender stigma. 3. To work with others on equality and equality.	1. Do you really know? (Perception). 2. Awareness to reduce bias, stigma, in working with others: our hearts. 3. Working with Others: Acting with Our Two Hands;	10	The students shall have knowledge and understandings on the meaning and natures of prejudice, stigmatization and gender and can express or show examples.	The students shall have the skills to communicate with others on equality and gender equity.	The students are aware of working with others without prejudice and stigmatizing, with respect of equality and equity, regardless race, religion, gender, age, skin color, appearance, physical appearance, and economic status.

# Learning Unit 4

## Discrimination and Equality



### Indicators

10 hours

1. To briefly describe the meaning and characteristics of bias and stigmatization.
2. To clearly explain and give examples of bias, cultural and gender stigma.
3. To work with others on equality and equality.

### Conceptual framework

The impact of discrimination and seeking ways to design collaborative work with others on equality and equity regardless race, religion, sex, age, skin color, body shape, physical appearance, and economic status.

### Main contents

1. Meaning and characteristics of bias, stigma, and gender.
2. Intercultural communication skills and working with others on gender equality and equality.

### Core competencies gained from the ICE

1. The students shall have knowledge and understandings on the meaning and natures of prejudice, stigmatization and gender and can express or show examples.
2. The students shall have the skills to communicate with others on equality and gender equity
3. The students are aware of working with others without prejudice and stigmatizing, with respect of equality and equity, regardless race, religion, gender, age, skin color, appearance, physical appearance, and economic status.

## Sub-Learning Unit 4.1

### Do you really know? (Perception)

#### Indicator(s)

1 hour

1. To briefly describe the meaning and characteristics of bias and stigmatization.
2. To clearly explain and give examples of bias, cultural and gender stigma.

#### Main contents

To realize that no one shall judge the others, only from his/her own thoughts, but should listen and learn from what he/she is, through the exchange of communication.

#### Objectives:

1. To practice observing, guessing the feelings and identity of the co-workers.
2. To realize that no one shall judge the others, only from his/her own thoughts, but shall listen and learn from what he/she is, through the exchange of communication.



#### Introduction (10 minutes)

1. Before the students enter the class, the instructor is required to place two devices in the classroom, one of which is to be placed openly, and the second to be hidden in one of the corners of the classroom.
2. The instructor asks the students to sit in the area and the posture that the students feel comfortable and relaxed. Then let the students close their eyes slowly, think about where we are currently sitting and what things are around us. At the same time, the instructor turns on the accompaniment (comfortable tempo), then has all the students to tell the objects in the surrounding area, gives them 5 minutes for the student to speak as much as possible. As the students speak, the instructor takes notes of everything that the students said.
3. When the students tell the answer for 5 minutes, then have the students gradually open their eyes slowly and stretch, sitting or standing.
4. After the students finish stretching, the instructor has the students observe the surroundings again. Is there anything that hasn't been said? Encourage all students try to reflect on what is not being said. Why was something not said? It was an item that came before or was added today.
5. The teacher introduces to the students that "this activity lets us know what we know very well, but we may not know all of them. Thus, the learning to recognize is important."
5. The instructor introduces that "so now we're going to learn about observation, guess our feelings, our perception of other people or other cultures to determine if each of us really knows. (Perception)".

## Sub-Learning Unit 4.1

### Do you really know? (Perception)



#### Teaching

1. The instructor distributes 1 sheet of paper and 1 pen to all students.
2. The instructor has students to match up with friends who are not close to each other and sit facing each other, each pair is spaced approximately 1 meter apart.
3. The instructor has each student to use their eyes to observe their friend or partner in detail for 2 minutes, do not talk or ask questions and can only be used for eyes.
4. Then the instructor has students to sit with their backs facing each other without talking.
5. The instructor has students to pick up the paper and pen that the instructor has given according to item 1 to prepare for writing the answer that the teacher is going to ask, before asking a question, the instructor shall make sure that all students are in a state of being ready to write their answers on paper.
6. The instructor begins to ask questions one by one and let students to write the answers one by one on the Knowledge sheet No.4.1 - Do you really know (Perception) in the Pre box without asking each other or copying each other and not talking to each other. This starts from a general question level and goes deep into the opinion level followed by the attitude and belief level with the following questions:
  - 6.1 What color shirt does your partner wear?
  - 6.2 What color socks do your pairs wear?
  - 6.3 What hairstyle or hairstyle does your partner do?
  - 6.4 How many centimeters is your partner's height?
  - 6.5 How many kilograms does your partner weigh?
  - 6.6 What number of shoes does your pair wear?
  - 6.7 What style of dressing does your partner like?
  - 6.8 What sport would your partner like to play?
  - 6.9 What kind of food does your partner like to eat (sour, sweet, oily, salty, and bland)?
  - 6.10 When your partner meets friends of different ethnicity who dress differently speak different languages, think about how your partner will react.
  - 6.11 Do your partner believe that men deserve to weave or embroider?
  - 6.12 Ask a question about one gender issue by connecting it to the content of each school's cultural issue (music, local vegetables, play, handicrafts).
7. When the students have answered all the questions, they are allowed to face each other. Then have each pair exchange a conversation to check their answers, by giving a check mark (√) in the answer correctly. And mark (×) in the wrong answer. Then have each person to add their own scores for how many questions they answered correctly and write the total score in the total score box.

## Sub-Learning Unit 4.1

### Do you really know? (Perception)

8. The instructor asks the students to assess which pair or who has answered all 12 questions correctly, raise their hands, followed by the person who answered 11 correct questions, raise their hands, followed by the person who answered correctly 10 9 8 7..... and so on, until there is a person who answered incorrectly for all questions.
9. The instructor has students to answer the same question again of the same pair but write the answer to try in the Post box. Each question can ask its own partner for 12 minutes.
10. When students have finished discussing, exchanging, and revising their answers the instructor shall ask which pairs are all correct. If any of the learners have answered all the questions correctly, present them to their classmates. Why did you answer all the questions correctly? The source of the answer is a guess or knowledge of that friend.
11. The instructor asks which pair is all wrong. If any of the learners make all the wrong answers, present them to their classmates. Why are you answering all the questions wrong? What is the cause?
12. The instructor asks the students which question is the easiest to answer and why, the instructor may ask students to answer 3-5 people by trying to choose those who do not dare to show it to have the opportunity to answer.
13. The instructor asks the students which question is the most difficult to answer and why. The instructor may ask students to answer 3-5 people by trying to choose those who do not dare to express themselves to give them a chance to answer, which is not the same as the person who answered in question 11.
14. Which of the following has an unexpected answer? Above expectation. The instructors may ask students to answer 3-5 students by trying to choose those who do not dare to show it to have the opportunity to answer, which is not the same as the person who answered in questions 11-12.



#### Conclusion

1. The instructor summarizes this activity reflecting the observations, anticipating the feelings and identity of others to realize that our thoughts our guess what we see with our eyes, our original experience that shall not be able to judge or answer all questions about others. Therefore, one should not be quick to judge what other people are if they have not heard or learned the information surrounding them first.
2. The talking about communication and education is one of the ways in which we can get answers that are as close to reality as possible, like the activities we do in the part we do, the Post will notice that the answers are not true. As we get more information, we can change the information, giving us new, more truthful answers.

## Sub-Learning Unit 4.1

### Do you really know? (Perception)

3. The instructor has students to remove lessons after learning from the following activities, how do you feel more things I learned from myself and from friends, from this learning process using the Knowledge sheet No. 4.2, remove lessons after learning from the activity.

4. The instructor summarizes for the students to understand that the process and activities used this time are called do you really know. The goal is to practice observation, anticipate the feelings and identity of your co-workers and realized that should not judge others only from his own thoughts, but should listen and learn from what he is through the exchange of communication, but in organizing the next learning process, future activities can be adjusted. Please answer the objectives of this learning management process.

#### **Materials/Equipment:**

1. A4 white paper.
2. Pen.
3. Proof paper.
4. Chemical pen;

#### **Learning material(s):**

Music (relaxation rhythm)

#### **Work piece(s):**

Knowledge sheet No. 4.1 Do you really know? (Perception).  
Knowledge sheet No. 4.2 Lesson learned extraction.

#### **Suggested Topics**

1. The instructor shall have questions that are appropriate for the age and culture of the learners.
2. The instructor shall provide a learning area for doing activities where each pair of students can sit and have a distance of at least 1 meter from each other so that discussions and exchanges between activities do not interfere with each other.

# Sub-Learning Unit 4.1

## Do you really know? (Perception)

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
The Knowledge sheet No.4.1, do you really know it? (perception)	Answering the questions;	1.To encourage students to share their answer with their pairs. 2. To examine the knowledge sheet.	Knowledge sheet No.4.1	<b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria, stipulated in a knowledge sheet).
The Knowledge sheet No.4.2, lesson learned extracted	Answering the questions;	1.To encourage students to share their answer with their pairs. 2. To examine the knowledge sheet.	Knowledge sheet No.4.2	<b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria, stipulated in a knowledge sheet).
To make observations towards each individual student;	The actions and behaviors made and expressed w of each individual student during activity partaking;	To make behavioral observation with classroom participation and recording with willingness and attention to make answers and collaborate with other classmate and teacher(s);	Knowledge sheet for behavioral observation of each individual student;	<b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).



**NOTE FOR AFTER ACTION REVIEW (AAR)**

In the matters of knowledge made and gained:

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In the matters of competency and proficiency of a student:

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In the matters of expected behavior(s):

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In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

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Obstacle(s)/challenge(s):

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Solution(s) found and made:

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Opinion(s) of the School Principal or person(s) in charge:

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Recommendation(s):

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Signature .....

(.....)

Position: .....

## Sub-Learning Unit 4.2

To work with the others and without prejudices and stigmatization: to understand the others and understand oneself

### Indicator(s)

1 hour

1. To briefly describe the meaning and types of bias and stigmatization.
2. To clearly explain and show samples of bias, cultural and gender stigma.

### Main contents

To learn and have understandings on meaning and types of bias, stigmatization; and to raise awareness for reducing bias, stigmatization, in working with others.

### Objectives:

1. To learn and understand the meaning and nature of bias and stigma.
2. To have more awareness with reducing of bias and stigma in working with others.



### Introduction

1. The instructor gives introduction with today learning process, that would allow students to learn about awareness of reducing bias and stigma in working with the others through the mind-blowing activity.
2. To divide students into 2 groups with equal number, and have a questioning contest with one watermelon, which the instructor shows a picture of or draw a watermelon on paper, then ask each group of students to ask questions from one watermelon. The instructor can ask any question related to watermelon for 5 minutes. The group with the most questions and writing the letters correctly is the winner.
3. The instructor introduces the students that “this activity would make us know what we think and raise questions. It's the memory in our brains which arises from the experiences of both the good and the bad of each person”.
4. The instructor introduces that “so for this session, we will learn about the meaning of prejudice and stigma in order to raise awareness to reduce bias and stigma in working with others through the mind-blowing activity”.

## Sub-Learning Unit 4.2

To work with the others and without prejudices and stigmatization: to understand the others and understand oneself



### Teaching

1. The instructors asks the students to write calling names used for persons with different identities, race, color, belief, gender, and social status on a piece of paper, one identity per sheet, for example as: black people; Chinese tourist; Islamic woman; political prisoners; Burmese worker; handsome gay men; widow, and pregnant without marriage; then thinking and writing such words secretly, no one see them.
2. The instructor asks the students to pair up and use masking tape to paste the words they wrote, stick on their friend's forehead pairing up. The persons who have been pasted shall not see what the word has on their forehead and attach the knowledge sheet No. 4.3, with the feeling paper on their backs.
3. Each person walks to greet each other as if we meet someone according to the written word, without saying the words pasted on their foreheads and try to guess who they are playing the role, by observing the words or attitudes that friends treat them. This mingle activity shall be taken for 5 minutes.
4. The instructor asks each student to walk to express their feelings and opinions on the role play of each friend by writing on the back of them, give this step for 15 minutes.
5. The instructor asks students to divide into 3 groups in equal number, in appropriate with number of participants, then remove the paper from the back and the paper pasted on the forehead. The paper that friends wrote to express their feelings is considered as the Knowledge sheet No. 4.3, feeling paper.
6. The instructor asks students to exchange within the group for about 10 minutes, then send a representative to present for 3 minutes each group with questions to discuss to exchange as follows:
  - 6.1 Thinking about the first person we greeted, and we saw that word on his forehead, how do we feel (examples of feelings: liking, laughing, shocked, surprised, disgusted, doubted, scared) and how we say or react to them (e.g., teasing, scolding, complimenting, talking to, running, comforting).
  - 6.2 In what ways do friends talk to us or act towards us (e.g., teasing, pity, disgust, admiration, walk away, sympathy, doubt, fear) and how do they make us feel?
  - 6.3 What do we feel, think, or believe that a person must be like this? (e.g., direct experience, meet, watch movies, read in books, they tell each other).

## Sub-Learning Unit 4.2

To work with the others and without prejudices and stigmatization: to understand the others and understand oneself



### Conclusion

1. The instructor asks the students, if in real life, have we ever used words, attitudes, or discriminated against someone differently because of their skin color, race, religion, beliefs, values, or social status? Please show 1 - 2 examples.
2. When the students complete the examples, the instructor explains that our attitude or use of words discrimination against others is the beginning of prejudice and stigmatization of others. The instructor then explains the meaning and nature of bias and stigmatization at the end of activity. For further explanation, please refer to Knowledge Sheet No. 4.2, Prejudice and Stigmatization.
3. The instructor summarizes for the students to understand that the process and activities used this time are called do you really know. The goal is to learn and understand the meaning and nature of bias and stigmatization and to make more awareness to reduce bias and stigmatization in working with others. But for the organizing within the next learning process, future activities can be adjusted, corresponding to the objectives of this learning process.

#### Equipment:

1. A4 paper.
2. Adhesive tape.
3. Pencil or pen;

#### Learning material(s):

Knowledge Sheet No. 4.2, the prejudice and stigmatization

#### Work piece(s):

Knowledge sheet No. 4.3, paper expressing feelings (by taking a paper that your friend wrote during the process as a knowledge sheet).

#### Suggested Topics

The role plays imitated and used on the forehead shall not match the participant's real life because it is a delicate matter, it will aggravate his/her real life and cause a bad idea, leading to the degradation of his/her value and human dignity.

## Sub-Learning Unit 4.2

To work with the others and without prejudices and stigmatization: to understand the others and understand oneself

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
The Knowledge sheet No.4.3, paper with feeling reflection (the mind-blowing activity)	Paper written by friend(s), in the learning process	1.To examine a knowledge sheet;	Paper with feeling reflection (the mind-blowing activity)	<b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria, stipulated in a knowledge sheet).
To make observations towards each individual student;	The actions and behaviors made and expressed w of each individual student during activity partaking;	To make behavioral observation with classroom participation and recording with willingness and attention to make answers and collaborate with other classmate and teacher(s);	Knowledge sheet for behavioral observation of each individual student.	<b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).

## Sub-Learning Unit 4.2

To work with the others and without prejudices and stigmatization: to understand the others and understand oneself

### NOTE FOR AFTER ACTION REVIEW (AAR)

In the matters of knowledge made and gained:

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In the matters of competency and proficiency of a student:

.....  
.....

In the matters of expected behavior(s):

.....  
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In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

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Obstacle(s)/challenge(s):

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Solution(s) found and made:

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Opinion(s) of the School Principal or person(s) in charge:

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Recommendation(s):

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Signature .....

(.....)

Position: .....

## Sub-Learning Unit 4.3

To work with the others and without prejudices and stigmatization: to take actions by ourselves

### Indicator(s)

8 hours

To be able to work with the others in equality and non-discrimination.

### Main contents

Intercultural communication skills and working with others on gender equality and equality.

### Objectives:

1. To have the skills to communicate with others on equality and gender equality.
2. To have awareness of working with others without prejudice and stigmatization on equality and equality based on race, religion, sex, age, skin color, appearance, physical appearance, and economic status.



### Introduction

1. The instructor divides the students into 2 groups with equal number, the gives each group an equal amount of unused A4 paper or any other paper (around 50 or more per group). The instructor explains the rules of play, as: each group does whatever it takes to keep the paper on the body of the learners in the group as much as possible. Once finished, let the learner hold that position for a while, the instructor shall hold a timer for 3 minutes. After 3 minutes, the instructor will count the number of papers on the students' bodies in each group. The group that can place a lot of paper is considered the winner. The instructor summarizes this activity, as: team building that must be planned together with cooperation from everyone in the group to accomplish the goals that have been set. If everyone in the group does not cooperate, the set goals will not be achieved.

2. The instructor explains how to organize the following 8-hour learning activity with project-based learning that is a learning management to encourage students to practice and study on their own. This can be divided into 6 steps, as: with the first 3 steps, are the preparation stage, the defining and selecting topics, and the process of writing an outline procedure. These all are in the YOU-WE are learning stage. And the latter 3 steps are the practice stage; the presentation stage; and the evaluation stage. These all are in the WE are learning stage, with the 1st hour as preparation and the defining and selecting topics; the 2nd hour as writing an outline; the 3rd-7th hours are the hands-on with operations. And the 8th hour summarizes the overview of intercultural learning at the YOU-WE stage.

3. Then the instructor explains further, "While the students learn according to the issues of each school for each student shall observe his/her group's workflow to see if bias and stigma occurred during the activity, then record it on the Knowledge sheet No. 4.3 with the Detective Conan Mission."



### Teaching

1. To learn and act on cultural issues chosen by each school, with detailed table as follows:

## Sub-Learning Unit 4.3

To work with the others and without prejudices and stigmatization: to take actions by ourselves

**Schedule on the Learning and Implementing, upon the Cultural Issues chosen by each School.**

### 1. Tae Na – Karen musical instrument

Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
The preparation with readiness and selection of learning issue(s);	1	<p>1. The instructor explains about project-based learning to learners and start to introduce topics in learning, as: the making of Tae Na, the playing of Tae Na, the singing of songs with Tae Na played.</p> <p>2. To divide the groups according to the students' aptitudes, preferences, and interests, while encourage them to choose a topic to learn, as: the making of Tae Na, the playing of Tae Na, the singing of songs with Tae Na played. The dividing of groups according to their interests shall be based on the learners' aptitude without discrimination on race, religion, sex, age, skin color, shape, physical appearance, and economic status.</p>	<p>Grade 4</p> <p>1. To carry-on the Knowledge sheet of Detective Conan on prejudice and stigmatization (K).</p> <p>2. To write a mind mapping of Tae Na making.</p> <p>3. To make self-behavioral observation form of the students (A).</p> <p>4. To observe the behavior of students individually by the instructor.</p>
The making of draft proposal;	1	<p>1. The students plan a group operation, with design of learning objectives, learning steps, equipment, dividing roles and responsibilities, by writing on flipped chart paper.</p> <p>2. The students presents the planning of operations in front of the class.</p>	
The action taken;	5	<p>1. To act on the selected topic.</p> <p>1.1 To make Tae Na:</p> <p>1.1.1 To learn about Tae Na production equipment.</p> <p>1.1.2 To select timber available in the community to produce Tae Na;</p> <p>1.1.3 To produce Tae Na, to make a Tae Na frame, to choose a Tae Na string, to stick a metal plate, to stretch a Tae Na string, to carve a pattern on the Tae Na according to the preferences of each learner.</p> <p>1.2 Playing Tae Na:</p> <p>1.2.1 To learn the elements of Tae Na.</p> <p>1.2.2 To learn about Tae Na's sounds or musical notes.</p> <p>1.2.3 To learn the position of hands-on Tae Na.</p> <p>1.2.4 To learn to tune strings.</p>	



## Sub-Learning Unit 4.3

To work with the others and without prejudices and stigmatization: to take actions by ourselves

		<p>1.2.5 To learn the basics of strumming.</p> <p>1.3 Singing for the theme of playing Tae Na: 1.3.1 To learn the types of music used to play Tae Na, with fast and slow songs, and each song used to play on any occasion. 1.3.2 To practice composing music for playing Tae Na. 1.3.3 To practice the singing.</p>	
The conclusion with You-We	1	<p>1. To have students present a mind map, as: the making of Tae Na, the playing of Tae Na, the singing of songs with Tae Na played, according to the issues selected by each group.</p> <p>2. The instructor summarizes the activities associated with the ICE content of each grade level.</p>	

## Sub-Learning Unit 4.3

To work with the others and without prejudices and stigmatization: to take actions by ourselves

### 2. Basketry/weaving

Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
The preparation with readiness and selection of learning issue(s);	1	<p>1. The instructor explains about project-based learning to learners and start to introduce topics in learning, as: (i) the basketry consists of basketry equipment/preparing equipment/steps in basketry/weaving patterns; and (ii) the weaving consists of equipment for weaving / prepare equipment / steps for weaving / patterns in weaving.</p> <p>2. To divide the groups according to the students' aptitudes, preferences, and interests, while encourage them to choose a topic to learn.</p>	<p>Grade 4</p> <p>1. To carry-on the Knowledge sheet of Detective Conan on prejudice and stigmatization (K).</p> <p>2. To write a mind mapping of basketry and weaving (S).</p> <p>3. To make self-behavioral observation form of the students (A).</p> <p>4. To observe the behavior of students individually by the instructor.</p>
The making of draft proposal;	1	<p>1. The students plan a group operation, with design of learning objectives, learning steps, equipment, dividing roles and responsibilities, by writing on flipped chart paper.</p> <p>2. The students presents the planning of operations in front of the class.</p>	
The action taken;	5	<p>1. Basketry:</p> <p>1.1 To learn the tools for basketry (knives/bamboo).</p> <p>1.2 To learn how to choose the right bamboo for basketry.</p> <p>1.3 To learn how to nail.</p> <p>1.4 To learn how to weave basic patterns.</p> <p>2. Weaving</p> <p>2.1 To learn the equipment for weaving.</p> <p>2.2 To learn how to dye and make thread colors, with plants giving color/natural color dying.</p> <p>2.3 To learn how to weave, with thread roll, frame, and weaving.</p> <p>2.4 To learn how to weave basic patterns.</p>	
The conclusion with You-We	1	<p>1. To have students present a mind map, basketry, and weaving, according to the issues selected by each group.</p> <p>2. The instructor summarizes the activities associated with the ICE content of each grade level.</p>	

## Sub-Learning Unit 4.3

To work with the others and without prejudices and stigmatization: to take actions by ourselves

### 3. Folk/indigenous vegetables

Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
The preparation with readiness and selection of learning issue(s);	1	<p>1. The instructor explains about project-based learning to learners and start to introduce topics in learning, as: types of local vegetables suitable for planting in each school area. The teacher must first study the types of local vegetables suitable for planting in each school.</p> <p>2. To divide the groups according to the students' aptitudes, preferences, and interests, while encourage them to choose a topic to learn. The instructor asks students in each group to choose 2-4 types of local vegetables, not to be repeated depending on the suitability of each area.</p>	<p>Grade 4</p> <p>1. To carry-on the Knowledge sheet of Detective Conan on prejudice and stigmatization (K).</p> <p>2. To write a mind mapping of folk/indigenous vegetables, with area selection, seed selection, and planting process (S).</p> <p>3. To make self-behavioral observation form of the students (A).</p> <p>4. To observe the behavior of students individually by the instructor.</p>
The making of draft proposal;	1	<p>1. The students plan a group operation, with design of learning objectives, learning steps, equipment, dividing roles and responsibilities, by writing on flipped chart paper.</p> <p>2. The students presents the planning of operations in front of the class.</p>	
The action taken;	5	<p>1. To act on the selected topic:</p> <p>1.1 Seed selection, with good seed characteristics and suitable for planting.</p> <p>1.2 Soil preparation, with choosing the area for planting, designing vegetable plots creatively and working on the plot as designed.</p> <p>1.3 Planting, with seedlings and planting spacing.</p>	
The conclusion with You-We	1	<p>1. To have students present a mind map, folk/indigenous vegetables, according to the issues selected by each group.</p> <p>2. The instructor summarizes the activities associated with the ICE content of each grade level.</p>	

## Sub-Learning Unit 4.3

To work with the others and without prejudices and stigmatization: to take actions by ourselves

### 4. Folk and indigenous foods and desserts

Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
The preparation with readiness and selection of learning issue(s);	1	<p>1. The instructor explains about project-based learning to learners and start to introduce topics in learning, as: folk and indigenous foods and desserts. The instructor must study the types of food and local snacks that exist in the community.</p> <p>2. To divide the groups according to the students' aptitudes, preferences, and interests, while encourage them to choose a topic to learn. The instructor asks students in each group to choose 4 local foods and desserts in each group, which shall be 2 foods and 2 traditional desserts, and do not duplicate.</p>	<p>Grade 4</p> <p>1. To carry-on the Knowledge sheet of Detective Conan on prejudice and stigmatization (K).</p> <p>2. To write a mind mapping of folk and indigenous foods and desserts (S).</p> <p>3. To make self-behavioral observation form of the students (A).</p> <p>4. To observe the behavior of students individually by the instructor.</p>
The making of draft proposal;	1	<p>1. The students plan a group operation, with design of learning objectives, learning steps, equipment, dividing roles and responsibilities, by writing on flipped chart paper.</p> <p>2. The students presents the planning of operations in front of the class.</p>	
The action taken;	5	<p>1. To act on the selected topic:</p> <p>1.1 four local foods:</p> <p>1.1.1 To learn the equipment and raw materials used in cooking local dishes.</p> <p>1.1.2 Method of cooking.</p> <p>1.1.3 Storage.</p> <p>1.2 four local desserts:</p> <p>1.2.1 To learn the equipment and raw materials used in making local sweets.</p> <p>1.2.2 Method of making local sweets.</p> <p>1.2.3 Storage;</p>	
The conclusion with You-We	1	<p>1. To have students present a mind map, folk and indigenous foods and desserts, according to the issues selected by each group.</p> <p>2. The instructor summarizes the activities associated with the ICE content of each grade level.</p>	

## Sub-Learning Unit 4.3

To work with the others and without prejudices and stigmatization: to take actions by ourselves

### 5. Robe dance

Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
The preparation with readiness and selection of learning issue(s);	1	<ol style="list-style-type: none"> <li>The instructor explains about project-based learning to learners and start to introduce topics in learning, as: robe dance and singing with music playing for robe dance.</li> <li>To divide the groups according to the students' aptitudes, preferences, and interests, while encourage them to choose a topic to learn.</li> </ol>	Grade 4 1. To carry-on the Knowledge sheet of Detective Conan on prejudice and stigmatization (K). 2. To write a mind mapping of robe dance and singing with music playing for robe dance (S). 3. To make self-behavioral observation form of the students (A). 4. To observe the behavior of students individually by the instructor.
The making of draft proposal;	1	<ol style="list-style-type: none"> <li>The students plan a group operation, with design of learning objectives, learning steps, equipment, dividing roles and responsibilities, by writing on flipped chart paper.</li> <li>The students presents the planning of operations in front of the class.</li> </ol>	
The action taken;	5	<ol style="list-style-type: none"> <li>Act on the selected topic:               <ol style="list-style-type: none"> <li>Robe dance:                   <ol style="list-style-type: none"> <li>To learn the elements of stranded rope dance such as number of players, background music, background music and dress.</li> <li>To learn about equipment in the strand dances such as ropes, poles, musical instruments, costumes.</li> <li>To practice tying a rope or cloth into a twine and prepare a training site.</li> <li>To practice the basic strand rope dance.</li> </ol> </li> <li>Singing and music for the Robe dance:                   <ol style="list-style-type: none"> <li>To learn the elements of stranded rope dance such as number of players, background music, background music and dress.</li> <li>To learn about equipment in the strand dances such as ropes, poles, musical instruments and costumes.</li> <li>To learn about songs and music for basic strands dancing.</li> <li>To practice singing and music for basic strands dancing;</li> </ol> </li> </ol> </li> </ol>	
The conclusion with You-We	1	<ol style="list-style-type: none"> <li>To have students present a mind map, robe dance and singing with music playing for robe dance, according to the issues selected by each group.</li> <li>The instructor summarizes the activities associated with the ICE content of each grade level.</li> </ol>	

## Sub-Learning Unit 4.3

To work with the others and without prejudices and stigmatization: to take actions by ourselves

### 6. Wisdom rooms and exhibitions

Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
The preparation with readiness and selection of learning issue(s);	1	<p>1. The instructor explains about project-based learning to learners and start to introduce topics in learning, as: (i) The history and background of the community consists of Pga K'nyau history; the Baan Tham Suea community history; the community map; and the community migration map; (ii) the clothing category; (iii) the household items; (iv) the animal traps category; (v) the musical instrument category; (vi) the plays category; (vii) the language and folk tales category; and (viii) the community traditions and culture.</p> <p>2. To divide the groups according to the students' aptitudes, preferences and interests, while encourage them to choose a topic to learn, as: (i) The history and background of the community consists of Pga K'nyau history; the Baan Tham Suea community history; the community map; and the community migration map; (ii) the clothing category; (iii) the household items; (iv) the animal traps category; (v) the musical instrument category; (vi) the plays category; (vii) the language and folk tales category; and (viii) the community traditions and culture.</p>	<p>Grade 4</p> <ol style="list-style-type: none"> <li>To carry-on the Knowledge sheet of Detective Conan on prejudice and stigmatization (K).</li> <li>To write a mind mapping of wisdom rooms and exhibitions.</li> <li>To make self-behavioral observation form of the students (A).</li> <li>To observe the behavior of students individually by the instructor.</li> </ol>
The making of draft proposal;	1	<ol style="list-style-type: none"> <li>The students plan a group operation, with design of learning objectives, learning steps, equipment, dividing roles and responsibilities, by writing on flipped chart paper.</li> <li>The students presents the planning of operations in front of the class.</li> </ol>	
The action taken;	5	<ol style="list-style-type: none"> <li>History and origin of the community:               <ol style="list-style-type: none"> <li>Summary of the history and background of the community.</li> <li>Producing media and procuring installation equipment.</li> </ol> </li> <li>Clothing category:               <ol style="list-style-type: none"> <li>Summary of costume information.</li> <li>Producing media and procuring installation equipment.</li> </ol> </li> <li>Household items.               <ol style="list-style-type: none"> <li>Summary of household items.</li> </ol> </li> </ol>	

## Sub-Learning Unit 4.3

To work with the others and without prejudices and stigmatization: to take actions by ourselves

		<p>3.2 Producing media and procuring installation equipment’.</p> <p>4. Animal Traps category: 4.1 Summary of animal traps. 4.2 Producing media and procuring installation equipment.</p> <p>5. Musical instrument category: 5.1 Summary of instrument information. 5.2 Producing media and procuring installation equipment.</p> <p>6. Plays category: 6.1 Summary of game information. 6.2 Producing media and procuring installation equipment.</p> <p>7. Language and folk tales’ category: 7.1 Summary of language and folk tales. 7.2 Producing media and procuring installation equipment.</p> <p>8. Community traditions and culture: 8.1 Summary of community traditions and culture. 8.2 Media production and installation equipment;</p>	
The conclusion with You-We	1	<p>1. To have students present a mind map, as: (i) The history and background of the community consists of Pga K’nyau history; the Baan Tham Suea community history; the community map; and the community migration map; (ii) the clothing category; (iii) the household items; (iv) the animal traps category; (v) the musical instrument category; (vi) the plays category; (vii) the language and folk tales category; and (viii) the community traditions and culture, according to the issues selected by each group;</p> <p>2. The instructor summarizes the activities associated with the ICE content of each grade level.</p>	

## Sub-Learning Unit 4.3

To work with the others and without prejudices and stigmatization: to take actions by ourselves

### 7. Hmong rice

Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
The preparation with readiness and selection of learning issue(s);	1	<p>1. The instructor explains about project-based learning to learners and start to introduce topics in learning, as: the type of rice suitable for planting in the area of each school; the area selection; the selection of seeds, planting, caring, harvesting and collecting of seeds; the rice transforming with creativity; I the creative rice processing packaging design and the distribution channels.</p> <p>2. To divide the groups according to the students' aptitudes, preferences, and interests, while encourage them to choose a topic to learn.</p>	<p>Grade 4</p> <p>1. To carry-on the Knowledge sheet of Detective Conan on prejudice and stigmatization (K).</p> <p>2. To write a mind mapping of Dong dance, Bamboo dance and Hip-Hop dance (S);</p> <p>3. To make self-behavioral observation form of the students (A).</p> <p>4. To observe the behavior of students individually by the instructor.</p>
The making of draft proposal;	1	<p>1. The students plan a group operation, with design of learning objectives, learning steps, equipment, dividing roles and responsibilities, by writing on flipped chart paper.</p> <p>2. The students presents the planning of operations in front of the class.</p>	
The action taken;	5	<p>1. The rice processing with creativity:</p> <p>1.1 To design and develop rice processing with creativity, one kind per group.</p> <p>1.2 To transform rice into products with creativity, as: soap, rice milk, Hmong rice cookies and rice vermicelli.</p>	
The conclusion with You-We	1	<p>1. To have students present a mind map, the rice transformation with creativity, according to the issues selected by each group.</p> <p>2. The instructor summarizes the activities associated with the ICE content of each grade level.</p>	



## Sub-Learning Unit 4.3

To work with the others and without prejudices and stigmatization: to take actions by ourselves

### 8. Dong dance, bamboo dance and Hip-Hop dance

Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
The preparation with readiness and selection of learning issue(s);	1	<ol style="list-style-type: none"> <li>The instructor explains about project-based learning to learners and start to introduce topics in learning (Dong dance, Bamboo dance, Hip Hop dance).</li> <li>To divide the groups according to the students' aptitudes, preferences, and interests, while encourage them to choose a topic to learn.</li> </ol>	Grade 4 <ol style="list-style-type: none"> <li>To carry-on the Knowledge sheet of Detective Conan on prejudice and stigmatization (K).</li> <li>To write a mind mapping of Dong dance, Bamboo dance and Hip-Hop dance (S).</li> <li>To make self-behavioral observation form of the students (A).</li> <li>To observe the behavior of students individually by the instructor.</li> </ol>
The making of draft proposal;	1	<ol style="list-style-type: none"> <li>The students plan a group operation, with design of learning objectives, learning steps, equipment, dividing roles and responsibilities, by writing on flipped chart paper.</li> <li>The students presents the planning of operations in front of the class.</li> </ol>	
The action taken;	5	<ol style="list-style-type: none"> <li>Dong dance:               <ol style="list-style-type: none"> <li>To learn the elements and equipment of Dong dance such as number of players, background music, musical instruments, and dress.</li> <li>To learn basic Dong dance poses, rhythms, songs, and music accompanying the Dong dance.</li> <li>To practice basic Dong dance.</li> </ol> </li> <li>Bamboo dance:               <ol style="list-style-type: none"> <li>To learn the elements and equipment of bamboo percussion dance, such as number of players, background music, musical instruments, and dress.</li> <li>To learn basic bamboo dance, rhythms, songs, and music accompanying the bamboo dance.</li> <li>To practice basic bamboo dance.</li> </ol> </li> <li>Hip-hop dance:               <ol style="list-style-type: none"> <li>To learn the elements and equipment of hip hop dance such as number of players, background music and costumes.</li> <li>To learn basic hip-hop dance moves with background music.</li> <li>To practice basic hip-hop dance.</li> </ol> </li> </ol>	
The conclusion with You-We	1	<ol style="list-style-type: none"> <li>To have students present a mind map, Dong dance, bamboo dance and hip-hop dancing, according to the issues selected by each group.</li> <li>The instructor summarizes the activities associated with the ICE content of each grade level.</li> </ol>	

## Sub-Learning Unit 4.3

To work with the others and without prejudices and stigmatization: to take actions by ourselves

### Roles of instructor:

1. The instructor prepares materials and tools for learners thoroughly, in equality and without discrimination based on race, religion, sex, age, skin color, body shape, physical appearance and economic status.
2. The instructor is the facilitator in the learning process for the learners.
3. Each week with learning and practice, the instructor summarizes the activities at the end of the session, such as what has been learned this week; the reflection with impression; and what could be further developed in the next session?



### Conclusion

1. The instructor asks the students about their feelings with participation to learning and activity undertaken, what do they learn in acting or working with the others? Is there anything that they want to learn but haven't learned? If applicable, to verify whether there is any discriminatory action made or existed.
2. The instructor asks the students "during the implementation, does each group have bias and stigma? and how?".
3. The instructor asks questions to all students by spreading the questions from items 1-2 without repeating people.
4. The instructor summarizes the meaning and characteristics of bias and stigma again (this can be learned and acquired more in the Knowledge Sheet at 4.2, Bias and Stigmatization).
5. The instructor summarizes for learners to understand that the process and activities used this time are called "take action with our two hands". These aim to (i) have the skills to communicate with others on equality and gender equality; and (ii) have an awareness of working with others without prejudice and stigmatization on equality with race, religion, sex, age, skin color, body shape, physical appearance, and economic status. But for the further learning process conducted, future activities could be adjusted. Please answer the objectives of this learning management process.

**Equipment:** upon issues of cultures selected by each school.

**Learning material(s):** upon issues of cultures selected by each school.

## Sub-Learning Unit 4.3

To work with the others and without prejudices and stigmatization: to take actions by ourselves

**Work piece(s):** upon issues of cultures selected by each school.

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
The Knowledge sheet No.4.3, with mission of Konan, a detective	Written explanation in a knowledge sheet	1.To examine a knowledge sheet;	Knowledge sheet No.4.3	<b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria, stipulated in a knowledge sheet).
Mind mapping	Drawing with written explanation for learning process on culture within the flipped chart	1.To examine a learning process on culture; and 2. To present work and assignment of the group;	Piece(s) of presentation with group work, expressed through a mind mapping with learning process on culture	1. To be able to write and explain the steps completely, scoring 3 marks. 2. To be able to write and explain the process partially, scoring 2 marks. 3. To be unable to write steps, but be able to explain, scoring 0 marks.  <b>Scoring 2 marks upwards would be considered as “passed”.</b>
To make observations towards each individual student;	The actions and behaviors made and expressed w of each individual student during activity partaking;	To make behavioral observation with classroom participation and recording with willingness and attention to make answers and collaborate with other classmate and teacher(s);	Knowledge sheet for behavioral observation of each individual student.	<b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).
To make observations towards each group work of individual students, by the instructor;	The actions and behaviors made and expressed w of each individual student during activity partaking with group work;	To make behavioral observation with group work participation of each individual student;	Knowledge sheet for behavioral observation of each individual student.	<b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student in group work).

## Sub-Learning Unit 4.3

To work with the others and without prejudices and stigmatization: to take actions by ourselves

### NOTE FOR AFTER ACTION REVIEW (AAR)

In the matters of knowledge made and gained:

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

In the matters of competency and proficiency of a student:

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

In the matters of expected behavior(s):

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

In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

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

Obstacle(s)/challenge(s):

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

Solution(s) found and made:

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

Opinion(s) of the School Principal or person(s) in charge:

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

Recommendation(s):

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

Signature .....  
(.....)

Position: .....

# knowledge sheet

# Step You-We

Discrimination  
and equality



### Knowledge Sheet No. 4.1 Prejudice and stigma

#### What is Bias?

The term bias in the sense of the Office of the Royal Thai Society is “the way that should not be taken, bias”, in which bias is often based on stereotypes rather than acceptance of differences or the context of the situation, bad or good. Bias is a shortcut to impetuous decision-making or lack of proper analysis.

The five prejudices which we can face or experience on every day, as:

1. Similarity Bias: the people tend to like things that are more similar to themselves than they are different. And of course, these influences in deciding who to hire, who will be promoted? or who will be responsible for any project.
2. Expedience Bias: when the speed is a matter of competition, many decisions are made without good contemplation. Sometimes the evaluation towards employees would be relying on one side of information or listening to only one group of advice. This shall be insufficient. Many times, decisions are made that are quick but full of mistakes.
3. Distance Bias: the people tend to like things that are closer to each other, in metaphor not long-distance love. This bias reflects the priorities of intimacy, be it physically, space, time, etc.
4. Experience Bias: because human beings always assume that their perceptions are true, hence they make our identity the hero in their own lives. But in other lives, other people's worlds are not the same. There are many different experiences in this world and the mistake made by forgetting this fact is the prejudice that arises from experience. Since the only one point of view cannot respond to the whole reality
5. Safety Bias: we tend to protect losses rather than scramble to find something new. This behavior is fundamental to human beings, a defense mechanism against loss. Like the feeling of not wanting to spend money is stronger than the feeling of making money. Safety bias is what slows things down. It also makes taking risks that are considered safe can be problematic, thus the spacing of yourself with the decisions that need to be made can solve these problems as well.

#### What is the stigma?

The stigma is society's disagreement with the character of a person or beliefs of a person or group of people that are contrary to generally accepted cultures or stereotypes. The social stigma also leads to being overlooked or discriminated against. This means that the characteristics or beliefs of a person or group cause them to be separated or excluded from a large group of people in society or given unequal opportunities for education, health service or having to live in an unlivable community, etc.

## Sub-Learning Unit 4.2

To work with the others and without prejudices and stigmatization: to understand the others and understand oneself

The stigma refers to thoughts and beliefs linked to physical problems such as those with HIV and AIDS and connecting to negative behaviors or groups of people, for example, HIV is often linked to having multiple sex partners, prostitution or drug use using a syringe.

**There are 4 types of stigmatizations, as:**

1. The stigmatization due to visible symptoms of disease or disability, such as being too thin, too fat, leprosy, or wheelchair-bound disability, including those infected who began to show symptoms.
2. The stigmatization due to the characteristics or behavior of people that most society does not accept, such as being a criminal, sex worker, homosexual, transgender, or drug addicts.
3. The stigmatization of having a race, nationality, or religion that is different from the majority of the population in society.
4. The self-stigmatization raised from the fact that some of the above three groups separate themselves from their way of life. This is generally because they stigmatize themselves for fear of negative social reactions to certain aspects of one's character, such as being heterosexual.

# Lesson Plan

## Step We

### Peace and conflict





## Structure and Outline of Curriculum for Intercultural Education with K-S-A Pedagogy (for the Primary School Grade 4)

Level	Learning Unit	Conceptual framework	Indicators for Social Science	Indicators for ICE + Gender	Sub-Learning Units	Hours	K	S	A
WE	Peace and Conflict	The own potential with being able to work peacefully with others on a multicultural basis.	Grade 4: S 2.1 Grade. 4/2: To be a good leader and follower. S 2.1 Grade 4/5: To propose ways to coexist peacefully in everyday life.	Grade 4 1. To learn to work in groups. 2. To be responsible for roles and duties assigned to work in groups. 3. To be able to communicate their needs constructively based on cultural and sexual diversity in a peaceful manner.	1. The communicating to create learning and collaborating creatively with others: missions beyond the clouds. 2. To build a tower for 30 minutes. 3. To make joint power mission, our power.	10	The students shall have knowledge and understandings about communication tools to create learning and collaborate creatively with others on cultural and sexual diversity in a peaceful manner.	The students shall have the skills to use communication tools to create a peaceful learning and co-operation with others on cultural and sexual diversity.	The students pride themselves on using communication tools to create peaceful learning and coordinate creative collaboration with others on cultural and sexual diversity.

# Learning Unit 5

## Peace and Conflict



### Indicators

10 hours

1. To learn to work in groups.
2. To be responsible for roles and duties assigned to work in groups.
3. To be able to communicate their needs constructively based on cultural and sexual diversity in a peaceful manner.

### Conceptual framework

The own potential with being able to work peacefully with others on a multicultural basis.

### Core competencies gained from the ICE

1. The learners shall have knowledge and understandings about communication tools, to create learning and co-operate creatively with others on cultural and sexual diversity in a peaceful way (K).
2. The learners shall have the skills to use communication tools to create a peaceful learning and coordinate constructive collaboration with others on cultural and sexual diversity (S).
3. The learners shall have pride in using communication tools to create peaceful learning and coordinate creative collaboration with others on cultural and sexual diversity (A).

# Sub-Learning Unit 5.1

## Our missions

### Objectives:

6 hours

1. To learn to work in groups.
2. To be responsible for roles and duties assigned to work in groups
3. To be able to communicate their needs constructively based on cultural and sexual diversity in a peaceful manner.



### Introduction

1. The instructor has the students join in groups of 3 people each with two people holding hands, facing each other, left hand holding right hand, and one person would be in-between the people holding hands, if possible, there must be both males and females in the group.

2. The instructor explains that the persons holding hands is a hive (bee), and a person in-between them is a bee. There will be an order for learners to participate in the activities as follows: Beehive, hive crack, bomb hive.

If the game leader orders that the bee breaks the hive, the person who is the bee must leave the arms of his hive to find a new hive. As for the hive, they don't have to do anything to hold their arms together to hold the bees from the other hive.

If the instructor orders that the hive is broken, the hive must hold hands to hang the bees of another hive. The bees don't have to go anywhere, let the bees stand still, waiting for the hive to wrap himself up.

And if the instructor orders that the hive dissolved, switch them all over again. Hive turns into bees; a bee turns into a hive. If it is a hive, it must shake hands with the person who is the hive but not the original hive. This shall be renamed from bee to something else according to the context of the area.

3. The instructor tests their understandings by letting learners play first round, after learners understand the rules, start playing as appropriate as the instructor sees (catch the wrong person or the person who is late for activities).

4. The instructor asks the students whether they have ever seen a honeycomb and asks if they could do it alone or not. And from this session we will learn how bees work by learning and acting on cultural issues.



### Teaching

### Teaching:

1. To learn and act on cultural issues chosen by each school, upon details in the following table:

# Sub-Learning Unit 5.1

## Our missions

Schedule on the Learning and Implementing, upon the Cultural Issues chosen by each School.

### 1. Tae Na – Karen musical instrument

Cultural Issue(s)	Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
Tae Na	Action taken	6	1. To take action on the selected topic. 1.1 To practice the production of Tae Na, as: to make a Tae Na frame; to choose a Tae Na string; to attach the metal plate; to stretch the Tae Na string; and to carve a pattern on the Tae Na according to each learner's preference. 1.2 To practice playing Tae Na (to learn to strum a song). 1.3 To practice singing songs for playing Tae Na (to practice singing the Tae Na theme song).	A knowledge sheet on Tae Na's journey

### 1. Basketry/weaving

Cultural Issue(s)	Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
Basketry/weaving	Action taken	6	1. To take action on the selected topic. 1.1 Basketry, as: to continuously practice basic basketry patterns; to creatively design wicker products/basket weave, one piece per person. 1.2 Weaving, as: to continuously practice weaving basic patterns; to creatively design weaving products, one piece per person	A knowledge sheet on folk basketry and weaving

## Sub-Learning Unit 5.1

### Our missions

#### 3. Folk and indigenous vegetables

Cultural Issue(s)	Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
Folk and indigenous vegetables	Action taken	6	1. To take action on the selected topic. 1.1 The maintenance: biological fertilizer; weed and pest removal; and watering; 1.2 The harvest: time for harvesting; time for seed to breed. 1.3 The product processing, such as bringing vegetables to cook by the menu must be creative, dried vegetables, etc. 1.4 The creative local vegetable packaging design. 1.5 The distribution (channel/method).	A knowledge sheet on vegetable beds with explanation made by an instructor

#### 4. Folk and indigenous foods and desserts

Cultural Issue(s)	Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
Folk and indigenous foods and desserts	Action taken	6	1. To take action on the selected topic. 1.1 To creatively design local food menus, one per group 1.1.1 To learn the equipment and raw materials used in cooking local dishes. 1.1.2 Method of cooking 1.1.3 Creative design of local food packaging. 1.1.4 Distribution (channel/method)  1.2 To creatively design local dessert menu, 1 item per group 1.2.1 To learn the equipment and raw materials used in making local sweets 1.2.2 Method of making local sweets; 1.2.3 Creative packaging design for local snacks; 1.2.4 Distribution (channel/method).	A knowledge sheet on folk and indigenous foods and desserts menu designed in creativity with explanation made by an instructor

## Sub-Learning Unit 5.1

### Our missions

#### 5. Robe dance

Cultural Issue(s)	Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
Robe dance	Action taken	6	<p>1. To take action on the selected topic</p> <p>1.1 Robe dance:</p> <p>1.1.1 To make creative choreography that is unique to the school.</p> <p>1.1.2 To creatively practice the unique school choreography.</p> <p>1.1.3 To practice dancing with music and background music.</p> <p>1.2 To sing and play music for the Robe Dance:</p> <p>1.1.1 To creatively design songs and music that are unique to the school.</p> <p>1.1.2 To creatively practice with singing that is unique to the school.</p> <p>1.1.3 To practice singing and playing music with choreography.</p>	A knowledge sheet on robe dance examination with assessment made by an instructor

#### 6. Wisdom rooms and exhibitions

Cultural Issue(s)	Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
Wisdom rooms and exhibitions	Action taken	6	<p>1. The history and origin of the community:</p> <p>1.1 To study the composition of the layout;</p> <p>1.2 To make Layout design;</p> <p>1.3 To do placement;</p> <p>2. The clothing category:</p> <p>2.1 To study the composition of the layout;</p> <p>2.2 To make layout design;</p> <p>2.3 To do placement;</p> <p>3. The household items:</p>	A knowledge sheet on compositions of lay-out of wisdom room and exhibition

# Sub-Learning Unit 5.1

## Our missions

			<p>3.1 To study the composition of the layout; 3.2 To make layout design; 3.3 To do placement;</p> <p>4. The animal traps category: 4.1 To study the composition of the layout; 4.2 To make layout design; 4.3 To do placement;</p> <p>5. The musical instrument category: 5.1 To study the composition of the layout; 5.2 To make layout design; 5.3 To do placement;</p> <p>6. The plays category: 6.1 To study the composition of the layout; 6.2 To make layout design; 6.3 To do placement;</p> <p>7. The language and folk tales' category. 7.1 To study the composition of the layout; 7.2 To make layout design; 7.3 To do placement;</p> <p>8. The community traditions and culture: 8.1 To study the composition of the layout; 8.2 To make layout design; 8.3 To do placement;</p>	
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# Sub-Learning Unit 5.1

## Our missions

### 7. Hmong rice

Cultural Issue(s)	Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
Hmong rice	Action taken	6	1.To design packaging and distribution channels: 1.1 To make creative packaging design. 1.2 To make creative distribution (channel/method).	A knowledge sheet on simple packaging design examination with assessment made by an instructor

### 8. Dong dance, bamboo dance and Hip-Hop dance

Cultural Issue(s)	Learning step(s)	Hour(s)	Contents of Learning	Piece(s)/Assignment(s)
Dong dance, bamboo dance and Hip-Hop dance	Action taken	6	1. To take action on the selected topic. 1.1 The Dong dance: 1.1.1 To make creative choreography that is unique to the school. 1.1.2 To creatively practice dancing with singing and music that is unique to the school 1.1.3 To present all 3 performances harmonized with creativity.  1.2 The bamboo dance: 1.2.1 To make creative choreography that is unique to the school. 1.2.2 To creatively practice dancing with singing and music that is unique to the school 1.2.3 To present all 3 performances harmonized with creativity.  1.3 The hip-hop dance: 1.3.1 To make creative choreography that is unique to the school; 1.3.2 To creatively practice dancing with singing and music that is unique to the school; 1.3.3 To present all 3 performances harmonized with creativity;	A knowledge sheet on dancing and singing examination with assessment made by an instructor



## Sub-Learning Unit 5.1

### Our missions

#### Roles of instructor:

1. The instructor prepares materials and tools for learners thoroughly, in equality and without discrimination based on race, religion, sex, age, skin color, body shape, physical appearance and economic status.
2. The instructor is the facilitator in the learning process for the learners.
3. Each week with learning and practice, the instructor summarizes the activities at the end of the session, such as what has been learned this week; the reflection with impression; and what could be further developed in the next session?



#### Conclusion

1. The instructor has learners to participate in discussion and exchange in the 6<sup>th</sup> hour by teaching students to summarize what they have learned from the practice using body maps, which has the following methods:

1.1. The instructor has each group of students sit in a circle according to their own group. The instructor then distributes flipped chart paper, markers - chemical pens and color pens, evenly divided among each group, without any discrimination based on race, religion, sex, age, skin color, body shape, physical condition, and economic status.

1.2. The instructor assigns each group to choose 1 representative of the group to lie down on the flipped chart paper that has been spread, then some members use chemical pens to draw the shape of a friend lying on the flipped chart paper with all the body compositions: head, torso, arms, legs, and feet.

1.3. The instructor assign each group to brainstorm what they have learned from the implementation of the following issues: (i) the head is what was learned from the practice; (ii) the left arm is the learning process; (iii) the right arm is the division of roles, duties and responsibilities within the group; (iv) the abdomen is a tool for action; (v) the left leg is a problem and an obstacle (vi) the right leg is a solution; (vii) the foot is something that can be applied in daily life; (viii) mouth is a means of communication within a group that makes group work successful; and (viii) heart, sense of learning. The instructor should set the time as appropriateness.

2. The instructor has each group presenting the results of the brainstorming of them. The instructor is responsible for making notes on the paper.

3. The instructor summarizes the overall performance again, pointing out the advantages of working in a group and how group work is what makes the group successful and how to communicate that makes the members feel good. The instructor shall summarize the objectives of this learning unit as follows: (i) the subject of learning to work in groups; (ii) the matter of taking responsibility for the role assigned to work in groups, and (iii) the issue of constructive communication of their own needs based on cultural diversity and sexuality peacefully.

## Sub-Learning Unit 5.1 Our missions

**Materials:** upon issues of each area.

**Equipment for conclusion in the 6<sup>th</sup> hour:** flipped chart paper, markers - chemical pens and color pens

**Learning material(s):** upon issues of each area.

### Suggested Topics

The instructor shall always consider equality without any discrimination based on race, religion, sex, age, skin color, body shape, physical physique, and economic status in learning.

# Sub-Learning Unit 5.1

## Our missions

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
A knowledge sheet on Tae Na's journey	Drawing with written explanation in a knowledge sheet	1.To examine a knowledge sheet;	Knowledge sheet	<b>Scoring 2 marks upwards would be considered as "passed"</b> (detailed criteria, stipulated in a knowledge sheet).
A knowledge sheet on folk basketry and weaving	Drawing with written explanation in a knowledge sheet	1.To examine a knowledge sheet;	Knowledge sheet	<b>Scoring 2 marks upwards would be considered as "passed"</b> (detailed criteria, stipulated in a knowledge sheet).
A knowledge sheet on vegetable beds with explanation made by an instructor	Presenting with actions and behavior of learners	To fill-in evaluation forms;	A knowledge sheet on vegetable beds with explanation made by an instructor	<b>Scoring 2 marks upwards would be considered as "passed"</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).
A knowledge sheet on folk and indigenous foods and desserts menu designed in creativity with explanation made by an instructor	Presenting with actions and behavior of learners	To make observatory examination towards behaviors of learners;	A knowledge sheet on folk and indigenous foods and desserts menu designed in creativity with explanation made by an instructor	<b>Scoring 2 marks upwards would be considered as "passed"</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).
A knowledge sheet on robe dance examination with assessment made by an instructor	Presenting with actions and behavior of learners	To make observatory examination towards behaviors of learners;	A knowledge sheet on robe dance examination with assessment made by an instructor	<b>Scoring 2 marks upwards would be considered as "passed"</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).
A knowledge sheet on compositions of lay-out of wisdom room and exhibition	Drawing with written explanation in a knowledge sheet	1.To examine a knowledge sheet;	Knowledge sheet	<b>Scoring 2 marks upwards would be considered as "passed"</b> (detailed criteria, stipulated in a knowledge sheet).
A knowledge sheet on simple packaging design examination with assessment made by an instructor	Presenting with actions and behavior of learners	To make observatory examination towards behaviors of learners;	A knowledge sheet on simple packaging design examination with assessment made by an instructor	<b>Scoring 2 marks upwards would be considered as "passed"</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).
A knowledge sheet on dancing and singing examination with assessment made by an instructor	Presenting with actions and behavior of learners	To make observatory examination towards behaviors of learners;	A knowledge sheet on dancing and singing examination with assessment made by an instructor	<b>Scoring 2 marks upwards would be considered as "passed"</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).

## Sub-Learning Unit 5.1 Our missions

### Evaluate of the students in group (Local Vegetables)

**Instruction:** The evaluator(s) shall assess the vegetable bed of each group of students, with details as follows:

**Group:** .....; 2-4 types of vegetable, as: .....

Group Members

1.....No. ....; Class: .....  
 2.....No. ....; Class: .....  
 3.....No. ....; Class: .....  
 4.....No. ....; Class: .....  
 5.....No. ....; Class: .....

No.	Detail	Scoring		
		3	2	1
1.	Take Care after planting			
1.1	making bio-fertilizers			
1.2	weeding and pest control			
1.3	watering			
2.	harvesting			
2.1	harvesting			
2.2	Products that can be the seeds			
3	The division of roles in take care and harvesting			
4	intragroup communication			
5	presentation			

## Sub-Learning Unit 5.1 Our missions

### Criteria for scoring

No.	Detail	Scoring		
		3	2	1
<b>1</b>	<b>Take Care after planting</b>			
1.1	making bio-fertilizers	Explain how to make bio-fertilizer and how to use it correctly.	Explain some process of making bio-fertilizers and how to use them correctly.	Explain how to make biofertilizer and how to use it incorrectly.
1.2	weeding and pest control	Don't have weeds and pests in the vegetable plot	Vegetable plots have some weeds and pests.	The plot is full of weeds and pests.
1.3	watering	Students regularly water their vegetable plots.	Sometimes the students watered the vegetable plot.	Students do not water the vegetable plot.
<b>2.</b>	<b>harvesting</b>			
2.1	harvesting	Learners can explain the harvesting of each type of produce correctly.	Learners can partially describe the harvesting of each type of produce.	The learners were unable to explain the harvesting of each type of produce.
2.2	Products that can be the seeds	Learners can accurately describe the produce that is used as a seed.	Learners can partially describe the produce that is used as a seed.	The learners were unable to describe the produce that was used as a seed.
3.	The division of roles in take care and harvesting	The roles and duties can be divided according to the potential of the members within the group.	Some roles and duties can be divided according to the potential of the members within the group.	The roles and duties of the members within the group are not divided according to the potential of the members.
4.	intragroup communication	Able to communicate clearly within the group	Able to communicate within groups, but sometimes misunderstandings	Able to communicate within the group without understanding each other
5.	presentation	There are presentations that are new and attentive to the work, there is a way to make the work come out well.	Present as suggested and practice as usual.	Does not present/does not have an idea of his own.

## Sub-Learning Unit 5.1 Our missions

### Evaluate of the students in group (local food and desserts)

**Instruction:** Let the teachers evaluate the students' creative designs for local food menus and desserts. The details are as follows.

Group Members

1..... No. ....; Class: .....  
 2..... No. ....; Class: .....  
 3..... No. ....; Class: .....  
 4..... No. ....; Class: .....  
 5..... No. ....; Class: .....

No.	Detail	Scoring		
		3	2	1
1.	Creative design of local food menus and desserts			
2.	food ingredients			
3.	cooking steps			
4.	problem solving			
5.	The division of roles according to the aptitudes and abilities of the members within the group.			
6.	presentations			

### Criteria for scoring

No.	Detail	Scoring		
		3	2	1
1.	Creative design of local food menus and desserts	Attractive, interesting, and feasible.	Attractive, interesting, but not feasible	no attraction There is no interest and there is no possibility.
2.	food ingredients	Choose the right ingredients for cooking	Can choose some ingredients for cooking	Inability to select ingredients for cooking properly
3.	cooking steps	There are procedures for preparing food that are hygienic and safe for consumers.	There are procedures for preparing food that are hygienic but not safe for consumers.	There are procedures for cooking food that are unsanitary and unsafe for consumers.
4.	problem solving	Two methods of solving the problem were thought of in the given time.	Just had to figure out how to fix the problem. 1 way at the specified time	Couldn't think of a solution to the problem in the allotted time.

## Sub-Learning Unit 5.1

### Our missions

5.	The division of roles according to the aptitudes and abilities of the members within the group.	The roles and duties can be divided according to the aptitudes and abilities of the members within the group.	Partial division of roles according to the aptitudes and abilities of the members within the group	The roles and duties cannot be divided according to the aptitudes and abilities of the members within the group.
6.	presentations	There are presentations that are new and attentive to the work, there is a way to make the work come out well.	Present as suggested and practice as usual.	Does not present/does not have an idea of his own.

# Sub-Learning Unit 5.1

## Our missions

### Evaluate of the students in group (Rope Dance)

**Instructor:** to ask the teacher to evaluate the work of the students in group as their interested in the issue of rope dance by these details.

The group of practicing dance

Group Members

- 1..... No ..... Class .....
- 2..... No ..... Class .....
- 3..... No ..... Class .....
- 4..... No ..... Class .....
- 5..... No ..... Class .....

No	Details	Score level		
		3	2	1
1.	Dance match with the melody			
2.	Correct choreography			
3.	The student able to dance with the easy song			
4.	The students have confident to dance			
5.	Division of the roles and responsibility as the preference and ability of the group member.			

### Criteria scoring

No	Details	Score level		
		3	2	1
1.	Dance match with the melody	The students able to dance with the melody correctly.	The students able to dance with the melody in some part.	The student unable to dance with the melody incorrect.
2.	Correct choreography	The students perform the choreography correctly.	The students able perform the choreography in some part.	The students perform the incorrect choreography with the melody.
3.	The student able to dance with the easy song	The students able to dance with the easy song correctly.	The students able to dance with the easy song in some part.	The students unable to dance with easy song incorrectly.
4.	The students have confident to dance	The students able to dance with fully confident and don't afraid of the mistake.	The student able to dance but don't have confident.	The student unable to dance and don't have confident.
5.	Division of the roles and responsibility as the preference and ability of the group member.	Able to divide the roles and responsibility as the preferences of the group members.	Able to divide the roles and responsibility as the preferences of the group members in some part.	Unable to divide the role and responsibility as the preferences of the group members in.



# Sub-Learning Unit 5.1

## Our missions

### The group of the singing rope dance song

Group Members

- 1..... No ..... Class .....
- 2..... No ..... Class .....
- 3..... No ..... Class .....
- 4..... No ..... Class .....
- 5..... No ..... Class .....

No	Detail	Score level		
		3	2	1
1.	The student able to sing as the melody of the song correctly			
2.	The student has divided the verse of the song.			
3.	The student can sing the song as well as the lyrics of the song.			
4.	The student has confident in singing the rope dance song.			
5.	The division of the role and responsibility as the preferences of the group member.			

### Criteria scoring

No	Details	Score level		
		3	2	1
1.	The student able to sing as the melody of the song correctly	The student able to sing as the melody of the song correctly.	The students able to sing song but not match with the melody.	The student's sing song does not match with the song and not match with the melody.
2.	The student has divided the verse of the song.	The student has the division of the verse and lyric correctly.	The students able to divide the verse and lyric in some part.	The students divide the verse and lyric incorrectly.
3.	The student can sing the song as well as the lyrics of the song.	The student can sing the song as well as the lyric of the song.	The student can sing the song as well as the lyric of the song in some part.	The student sings the song as well as the lyric of the song incorrectly.
4.	The student has confident in singing the rope dance song.	The student has confident in singing the rope dance song.	The student can sing the rope dance song but don't have confident.	The student can't sing and don't have confident.
5.	The division of the role and responsibility as the preferences of the group member.	Able to divide the role and responsibility as the preference of the group member.	Able to divide the role and responsibility as the preferences of the group member in some part.	Unable to divide the role and responsibility as the preferences of the group member.

# Sub-Learning Unit 5.1

## Our missions

### Evaluator sheet of the students' group (Hmong rice)

**Instruction:** to ask the teacher to evaluate of the sheet of the design packaging as easy ways of the students by these details.

Group Members

- 1..... No ..... Class .....
- 2..... No ..... Class .....
- 3..... No ..... Class .....
- 4..... No ..... Class .....
- 5..... No ..... Class .....

No	Details	Score levels		
		3	2	1
1.	The materials of the design should relate to Hmong rice completely.			
2.	The design of the materials that can create the unique and increase the price in appropriate to the environment.			
3.	The shape of the products is nice and appropriate.			
4.	Divide the members role and responsible as they prefer.			
5.	presentation			

### Criteria scoring

No	Details	Score levels		
		3	2	1
1.	The materials can be related to Hmong rice completely.	The materials can be related to Hmong rice completely.	The materials can be related in sometimes in Hmong rice.	The materials can't mean to be the unique of the products.
2.	Materials that can create the unique and increase the price in appropriate way.	Materials that can create the unique and increase the price in appropriate way.	Materials that can create the unique in some part to increase the price in appropriate way.	Materials can't create the unique in the product and can't increase the price.
3.	The shape of the products is nice and appropriate	The shape of the products is nice and appropriate.	Can divide the members in roles and responsibility in some part.	Can't devide the roles and responsibilities in the group members as they prefer.
4.	Divide the members role and responsible as they prefer.	Divide the members role and responsible as they prefer.	Can divide the members in roles and responsibility in some part.	Can't divide the roles and responsibly in the group members as they prefer.
5.	presentation	Explain the step of the methods and design completely and share the creative way in the presentation.	Explain the step of the methods and design in some part and use the suggestion but explain the same things as before.	Can't explain the methods and design of the products. Don't have own ideas.

# Sub-Learning Unit 5.1

## Our missions

**Evaluator sheet of the students' group (Dong dance, Bamboo dance, Hip hop)**  
**Instruction: to ask the teacher to evaluate the work of the students as they interest to the issue by these details.**

### Dong dance group

Group Members

- 1..... No ..... Class .....
- 2..... No ..... Class .....
- 3..... No ..... Class .....
- 4..... No ..... Class .....
- 5..... No ..... Class .....

No	Details	Sore levels		
		3	2	1
1.	Dance match with the melody			
2.	Correct choreography			
3.	The students can dance with the easy song			
4.	The students have confidant to dance			
5.	To divide the roles and responsibilities with the preference of group.			

### Bamboo dance group

Group Members

- 1..... No ..... Class .....
- 2..... No ..... Class .....
- 3..... No ..... Class .....
- 4..... No ..... Class .....
- 5..... No ..... Class .....

No	Details	Score level		
		3	2	1
1.	Dance match with the melody			
2.	Correct choreography			
3.	The students can dance with the easy song			
4.	The students have confidant to dance			
5.	To divide the roles and responsibilities with the prefer of group			

# Sub-Learning Unit 5.1

## Our missions

### Hip Hop group

Group Members

- 1..... No ..... Class .....
- 2..... No ..... Class .....
- 3..... No ..... Class .....
- 4..... No ..... Class .....
- 5..... No ..... Class .....

No	Details	Score levels		
		3	2	1
1.	Dance match with the melody			
2.	Correct choreography			
3.	The students can dance with the easy song			
4.	The students have confidant to dance			
5.	To divide the roles and responsibilities with the prefer of group.			

### Criteria scoring

No	Details	score		
		3	2	1
1.	Dance match with the melody	Dance match with the melody	Students can dance with the melody in some part.	Students can't dance with the melody.
2.	Correct choreography	Choreography correctly	The students show the choreography correct in some part.	The students show the choreography incorrect.
3.	The students can dance with the easy song	The students can dance with the easy song	The students can dance with the easy song in some part.	The students dance with the easy song does not correct.
4.	The students have confidant to dance	The students have confidant to dance	The students can dance but don't have confidant.	The students can't dance and don't have confidant.
5.	To divide the roles and responsibilities with the preference of group members.	Can divide the roles and responsibilities with the preference of group members.	Can divide the roles and responsibilities with the preference of group in some part.	Can't divide the roles and responsibilities with the preference of group.

**NOTE FOR AFTER ACTION REVIEW (AAR)**

In the matters of knowledge made and gained:

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In the matters of competency and proficiency of a student:

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In the matters of expected behavior(s):

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In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

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Obstacle(s)/challenge(s):

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Solution(s) found and made:

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Opinion(s) of the School Principal or person(s) in charge:

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Recommendation(s):

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Signature .....  
(.....)  
Position: .....

### Indicator(s)

2 hours

1. To learn to work in groups.
2. To be responsible for roles and duties assigned to work in groups.
3. To be able to communicate their needs constructively based on cultural and sexual diversity in a peaceful manner.



### Introduction

1. The instructor divides the students into 2 groups with equal numbers and with both women and men without discrimination based on race, religion, sex, age, skin color, body shape, physical physique and economic status are always in learning.
2. The instructor explains the rules of playing the game to the learners as follows: (i) have each group brainstorm ideas of connecting objects as long as possible using objects within the members of the group; (ii) have each group join the objects inside them, friends to extend the length to the longest and the instructor will determine the time as appropriate; and (iii) after the time ended, the instructor measures the length of both groups to see which group is the longest. The group with the longest should win.
3. The instructor asks the winning group how they plan to make the group win, together with a group that loses for something needed to be fixed if they get the chance again.
4. The instructor concludes that from the game, do you know how important planning is and how to plan to be successful. Therefore, the good planning shall come from the good preparation, thought carefully for our good works, like this session that requires planning for good and successful results.



### Teaching

1. The instructor explains that this session is the preparation for the presentation. It would allow students to prepare presentations in the next session.
2. The instructor has students to prepare a presentation of learning from the practice of cultural issues chosen by each school.
3. The instructor prepares students to present their learning experiences in a creative way. The topics that learners must present are as follows: (i) learning process; (ii) learning equipment; (iii) division of roles and responsibilities within the group; (iv) problems and obstacles that arise during practice; (v) solutions to problems and obstacles that arise; and (vi) things learned from the practice according to the issues of each school.
4. The learners prepare media for presentations, where the instructor will give advice and facilitate the preparation of supporting materials for making presentations and observe the preparation of the learners by the instructor to do behavior observation form of group students go along to give scoring to the learners.



#### Conclusion

1. The instructor has students sit in a circle with comfortable position and close their eyes gently, then asks them to review the preparation process to present their learning experiences creatively, with comprehensiveness of the topics and issues, what additional items they need to have and prepare all the media that must be presented.
2. Then the instructor has the learners sit in groups according to their learning points and give reflection that during closing their eyes, what they reviewed while closing their eyes and what needs to be added in the preparation of presenting the learning experience and how creativity in which the teacher must require all learners to talk and exchange. But if there are a large number of learners, the instructor may be able to represent.
3. The instructor asks students to nominate a group representative to present the results of the exchange within the group, what the group has prepared and what additional needs to be done, and how the presentation is presented.

**Equipment:** designed upon issues concerned and incurred in each area.

**Learning material(s):** this shall be contextualized to the real learning materials based on school issues.

#### Suggested Topics

The instructor always bears in mind with consideration on the equality made without discriminatory practices on race, religion, sex, age, skin color, body shape, physical physique, and economic status, with in the course exercise.

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
To make observations towards each individual student;	The actions and behaviors made and expressed w of each individual student during activity partaking;	To make behavioral observation with classroom participation and recording with willingness and attention to make answers and collaborate with other classmate and teacher(s);	Knowledge sheet for behavioral observation of each individual student.	<b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).



**NOTE FOR AFTER ACTION REVIEW (AAR)**

In the matters of knowledge made and gained:

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In the matters of competency and proficiency of a student:

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In the matters of expected behavior(s):

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In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

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Obstacle(s)/challenge(s):

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Solution(s) found and made:

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Opinion(s) of the School Principal or person(s) in charge:

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Recommendation(s):

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Signature .....

(.....)

Position: .....

### Objectives:

2 hours

1. To learn to work in groups.
2. To be responsible for roles and duties assigned to work in groups.
3. To be able to communicate their needs constructively based on cultural and sexual diversity in a peaceful manner.



### Introduction

1. The instructor explains the presentation of work with creativity to the learners which would be main content for this session.
2. The instructor asks students to stand with their eyes closed and meditate around 1 minute before the presentation started, then lets the learners join forces by bringing their hands together until everyone is full, then lets them shout the name of their school or use whatever word is appropriate.



### Teaching

1. The instructor asks students to present their learning from practices with action taken on cultural issues chosen by each school.
2. The instructor allows students to present their learning experiences in a creative way, through topics designed as follows: (i) learning process; (ii) learning equipment; (iii) division of roles and responsibilities within the group; (iv) problems and obstacles that arise during practice; (v) solutions to problems and obstacles that arise; (vi) things learned from the practice according to the issues of each school in the presentation format provided. The instructor observes and reflects the results of the presentation;
3. After the presentation is finished, the instructor advises the learners by giving advice that must be positive words or appraisal with empowerment and what is further developed.



### Conclusion

1. The instructor summarizes to the students that this learning process is Intercultural learning (ICE), consisting of a variety of activities that focusing on learning, starting with the self-learning (I Step) leading to the others learning (You Step) and learning in coexistence together (We Step), having shared goals and working as a team, hence this process is not only a team building activity but to internalize all in depth. and is the process of raising awareness that in our society there is a multicultural diversity beyond the costumes, languages, customs, cultural traditions, rituals, ideas, notions, beliefs, and experiences that shape a person and in living together in society and they must learn from each other on how to behave and practice to coexist peacefully and happily on diversity.

## Sub-Learning Unit 5.3 Presentation and Evaluation

2. The instructor asks the students how they feel after the presentation and then asks them to carry on the satisfaction assessment form and deliver it to the instructor within a course duration.

**Equipment:** designed upon issues concerned and incurred in each area.

**Learning material(s):** this shall be contextualized to the real learning materials based on school issues.

### Suggested Topics

The instructor always bears in mind with consideration on the equality made without discriminatory practices on race, religion, sex, age, skin color, body shape, physical physique, and economic status, with in the course exercise.

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
The satisfaction assessment form of the student;	The actions and behaviors made and expressed w of each individual student during activity partaking;	To make behavioral observation with classroom participation and recording with willingness and attention to make answers and collaborate with other classmate and teacher(s);	The satisfaction assessment form of the student;	<b>Scoring 2 marks upwards would be considered as “passed”</b> (detailed criteria for scoring is explained in the knowledge sheet for behavioral observation of each individual student).

**NOTE FOR AFTER ACTION REVIEW (AAR)**

In the matters of knowledge made and gained:

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In the matters of competency and proficiency of a student:

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.....

In the matters of expected behavior(s):

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In other aspect(s) with dominant or challenging behavior(s) of each individual student (if any):

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Obstacle(s)/challenge(s):

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Solution(s) found and made:

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Opinion(s) of the School Principal or person(s) in charge:

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Recommendation(s):

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Signature .....

(.....)

Position: .....

knowledge sheet  
**Step We**  
Peace and conflict



**Knowledge sheet no 5.1 late elementary school creative media**

**(Creative Thinking)**

Creative thinking is a brain process thinking that talent of new difference thinking by applies the theory or principles has been around the edges and have the corrects things to introduce the ideas and create the rare artifact. More than that all these creative critical thinking skills and still have able to see many creative things such as the part of the process of too much thinking in words of thinking by able to use the creative thinking in so many styles of the wider dimension. Creative thinking skill work, study or activities that need to use the creative skill such as the science test or play the sports in the creative style that not like others and use the skills that the rivals don't get it. For these, show the creative skills through the people can contact it in their daily life and use it. All the things that we talk about are we can see it in the basic core course in Thai year 2551 have limited the basic of daily well. Such as a group of the learning work and technology in so many ways in the critical thinking way should be in 3 processes. As the following

1. New things (new, original) new thought/critical thinking that break out the old thoughts that never have before and don't copy anyone thoughts even own ideas as before.

2. (workable) this is a thought that cause by the deep creative thinking and more than that using the imagination can be developed to be real and use the benefits in appropriate and able to respond to the materials of thinking

3. Appropriate to reflect to the reason that appropriate and valuable under the basic that admit by many people.

**The forms of creative thinking**

The forms of the creative thinking in (Divergent Thinking) is thinking in so many ways, think a lot as much as possible to be seems the problems in the broad like the sunlight around people who have critical thinking will have:

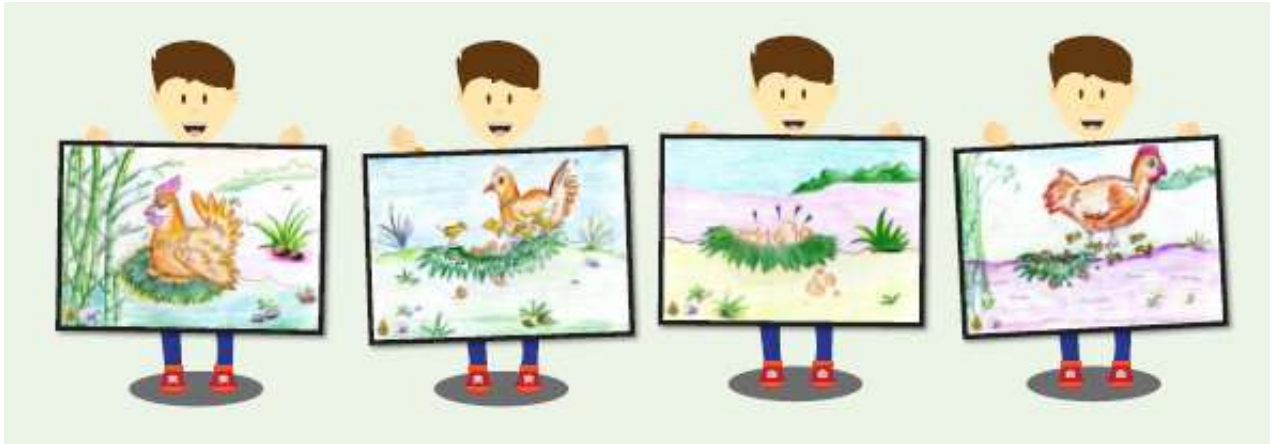
1. (Originality) is a creative thinking that new and different with simple thinking.
2. (Flexibility) is a talents or skills to answer the questions in so many ways.
3. (Fluency) can answer the questions quickly and in short times and right.
4. (Elaboration) is thinking in detail for make more or edit the main thought to make it more perfect.

**Late elementary creative media**

**1. Picture book or story picture**

Picture book or story picture is a book that use the picture for the represent the words. So, it's only pictures and no words. It suitable with children's that can't read, write for prepare to read and write for the future. Picture book will be the picture that reflects to the life and culture of children or it's the experience about the children's that

close to them. This is about the children like. (These will have 4-6 scene and can take out it in pieces). As the picture below



By the method of presentation is to ask the students selects the picture step by step in study and the title of the pictures including all group members will have to explain the story that relate to the picture.

### 2. Big book

Big book is a book for read and the size of the book is A3 and up size. The big book has words and picture in big size that we can see in classroom. It has the story and the picture. it has colorful and beautiful to make us want to read to persuade the children's and an understand the story to the picture. With the words that have more beautiful meaning, appropriate to read and easy to understand in the study by using the big book can ask the project officers again.



### 3. Small book

Small book is a small story book, and the size of the book is (A5). The color of the picture will be black and white in the sheets with the story to help students make sense in the story picture. The picture able to make sense like the story blow the picture, that's mean even we don't write the story, sentences but the students can guess by the picture. we can use small books in activity or reading in group or reading activity or individual reding.



### 4. Culture scene or big scene

Culture scene or big scene is a big size of the picture that have pictures to explain the all the direction or every step in one picture. Most of the picture size is 1\*1 M and ask the students to explain the steps in the picture.





