



# Curriculum and Lesson Plan Grade 5

## 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 cultural pluralism 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 cultural pluralism, 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 instructors 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 5)

Level	Learning Unit	Conceptual framework	Indicators for Social Science	Indicators for ICE + Gender	Sub-Learning Units	Hours	K	S	A
I	Self-recognition and affiliation	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.	Grade 5  Sor 4.2 Por.5/1 describes the influence of Indian and Chinese civilizations in Thailand and Southeast Asia in a nutshell.  Sor 4.2 Por.5/2 briefly discusses the influence of foreign cultures on Thai society.	Grade 5  1. Explain the importance, influence of cultural identity, history, background, and sexuality that affect themselves (family, community, tribe, cultural issues of each school) in brief.  2. Discuss the influence of identity and cultural history affecting oneself (cultural issues of each school) in brief.	1. Influences that affect culture. 2. Chronology of influences that affect culture. 3. Review the influences that affect cultural identity.	7	Learners have knowledge and understanding about the importance of the influence of cultural and historical identity and sexuality that affect themselves (family, community, tribe, cultural issues of each school) in brief.	Learners are capacitated and skilled while discussing and connecting the influence of cultural and historical identities, background and gender that affect themselves (family, community, tribe, cultural issues of each school).	Learners understand and recognize the influence of cultural and historical identity and gender that affect themselves (family, community, tribe, cultural issues of each school).

# Learning Unit 1

## Identity and Belonging



### Indicators:

7 hours

1. Describe the importance, influence of cultural identity, history, background and sexuality that affect themselves (family, community, tribe, cultural issues of each school) in brief.
2. Discuss the influence of identity and cultural history affecting oneself (cultural issues of each school) in brief.

### Conceptual framework:

Awareness of cultural identity own history and pride in their own cultural identity.

### Main contents:

1. The importance of influence of cultural identity, history, background and sexuality.
2. The influence of identity and cultural history on oneself.

### Core competencies gained from the ICE:

1. Learners have knowledge and understanding about the importance of influences from cultural and historical identity and sexuality that affect themselves (family, community, tribe, cultural issues of each school).
2. Learners are capacitated and skilled in discussing and linking the influence of cultural and historical identity and sexuality that affect themselves (family, community, tribe, cultural issues of each school).
3. Learners understand and recognize the influence of cultural and historical identity and sexual orientation that affect themselves (family, community, tribe, cultural issues of each school).

**Indicator(s):**

**2 hours**

Explain the importance of the influence of cultural identity, history, background, and sexuality that affect oneself (family, community, tribe) in brief.

**Main contents:**

The importance of the influence of cultural identity, history, and sexuality.

**Objectives:**

To allow learners to review the influences that affect their identity, decision-making, as well as their own personality, characteristics, and opinions such as family, community, tribe.

**Learning process management**



**Introduction (1 hour 10 minutes)**

1. The teacher prepares the leaves and the skewers and cuts the pointed head out, then distributes leaves and skewers to all students.
2. The teacher instructs the students tear off the leaf at the tip of the top, bottom header and drill a hole in the middle and put the skewer given in the middle looks like a propeller (as in the picture).
3. The teacher assigns students to run in the area where the leaves are spinning, then checks who doesn't spin and do this until everyone spins.
4. The teacher asks the learner what the learner produces is called.
5. The teacher asks the students before it become a propeller, what was the name of these materials and what came before?
6. The teacher asks the students why the propeller is spinning. Then the teacher explains the rotation of the propeller that before becoming a propeller, it is a leaf and a skewer, and that wind causes the propeller to spin. It is like the influence of the surroundings that affects the rotation of the propeller, so today we will learn about the influence of cultural identity on oneself.



**Teaching**

1. The teacher instructs students to sit in a circle as they have been placed. Once everyone sits in a comfortable position, ask them to relax as much as possible and slowly close their eyes.
2. The teacher leads the students into the self-review. There may be a message that conveys feelings \*\*\* as follows \*\*\*  
"Let everyone sit in the most relaxed position. Let go of the feeling that it relaxes every part of your body, please feel relaxed and comfortable in your head, relax the shoulder, relax on the limbs, take a deep breath, and slowly exhale a long breath. Let everyone know where we are now, who we are, what we are doing. What are we studying and what are our goals in life? Take a deep breath, in and out.  
Let's go back to when we were kids and stayed with our family. Where are we in our community? What did we do then? Think about the culture or activities that you



and your community have chosen. What's your name what does it look like. How do we engage with this culture? Has there been a change from the original?

What the influences on cultural identity caused the change and affecting themselves, their families, their tribes are?

Try to review and keep the feeling of happiness, who participated in that cultural activity so what are we doing, why are we there? Take a deep breath, during that time slowly leaving that spot, backing away. Now everyone was back under the big tree where we sat. At this point we are enjoying every moment of life, smiling at our lives, slowly opening our eyes, slowly forgetting.”

3. During the eyes closed, the teacher arranges equipment, A4 paper, colored wood, magic colors, colored paper, scissors, glue, pencil, rope in the middle of the room for everyone.

4. The teacher explains to the students how to draw pictures or write what they have reviewed on A4 paper, divided as follows: First sheet, cultures that have participated, second sheet, who let us join? how to get them to join them, or what draws their attention to join the third panel: If participating in this activity, how will it affect one's life? If not participating, how will it affect your life? The teacher asks each student to pick up the equipment that has been prepared without having to talk.

5. Give students time to create scenes of the influence of cultural identity and write a caption under the picture for about 20 minutes.

6. Have students share a visual presentation of the influence they have on their identity by explaining who and what influenced their decision to participate in activities in their own community culture. Start exchanging in pairs from 2 people to 4 people to 8 people until a large group. It takes approximately 30 minutes in total (for 30 participants).

7. The teacher has the students to sit in a circle and then asks the learners to reflect on what they have learned by using the following guiding questions.

How do students feel from doing the activity?

7.1 How do the pictures that students draw represent themselves?

7.2 How proud students are in themselves, etc.

7.3 What makes them dress like this?

7.4 What is this dress for and why?

8. The instructor records the learners' reflections according to items 7.1, 7.2 and 7.3 individually by using the individual learner behavior observation record form.



### Conclusion

The teacher summarizes the concept of the learning process. The influence of cultural identity and sexuality as follows:

1. Influences on cultural identity scenes, it is one activity that reflects the learners can see. The influence of cultural identity by what influences them, as friends, beliefs, situations that make who they are. It made them to decide to do something like they do today.

2. The benefit of learning the influence that affects oneself is for learners to know, understand, and create awareness and saw the impact that happened, both positive and negative.

**Equipment:**

- |          |           |             |
|----------|-----------|-------------|
| 1. Paper | 2. Glue   | 3. Scissors |
| 4. Color | 5. Pencil | 6. Rope     |

**Learning material(s):**

1. Examples of cultural scenes
2. Knowledge sheet 1.1 Influence of cultural identity

**Workpiece(s):**

Worksheet 1.1 Image scene, the influence of cultural identity

**Suggested Topics**

What is reviewed must be appropriate to the context of the participant's characteristics.

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
Worksheet 1.1 Image scene, the influence of cultural identity	Drawing and explaining the drawn pictures	1. To have students draw pictures and exchange answers with their matched friends. 2. Check the worksheet.	Worksheet 1.1	Criterion - To draw a picture that conveys meaning and is able to describe the picture in its entirety, giving 3 points; - To draw a picture that conveys the meaning, but can explain it partially, 2 points; - To be able to draw a picture, but does not convey meaning and cannot explain, give 1 point.  (Quality level 2 passed)
To observe individual student behavior	Behavior of each student during the activity	To observe the behavior of participating in the class, to measure and take notes, learning setting, answering questions, cooperating with friends and teachers in activities	Individual learner behavior observation record form	Quality Level 2 passed the criteria (The criteria are in the individual behavior observation form).

**Worksheet for Behavioral Observation of Student**

**Instruction:** The instructor/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>	
3 marks	means: the behavioral manifestation with clarity and consistency;
2 marks	means: the behavioral manifestation with clarity and in frequency;
1 marks	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**

1. To describe the importance, influence of cultural identity, history, background, and sexuality that affect themselves (family, community, tribe, cultural issues of each school) in brief

2. To discuss the influence of identity and cultural history affecting oneself (Cultural issues of each school) in brief.

**Main contents:**

The importance of the influence of cultural identity, history, and sexuality.

**Objectives:**

1. To review self-identity.

2. To learn about the influence of cultural identity on one's own and sexual orientation (family, community, tribe, cultural issues of each school).

**Learning Process Management**



**Introduction**

1. The teacher divides students into groups by counting numbers 1-3. If they get the same number, they will be in the same group.

2. The teacher prepares symbols (with meanings) such as: Toyota and 7-11 (add culture) emphasizing children's understanding for each group of learners.

3. The teacher instructs students to exchange the symbols given to them by telling them what they are and what they mean.

4. The teacher explains everything with meaningful symbols, even ourselves culture that conveys values and today we will learn about the influence of identity and gender.

**(Note):** this shall be a lesson shared together with Grade 4, Grade 5 and Grade 6.



**Teaching**

1. The teacher has students to sit in a semicircle, then explains the steps of the activities and describes the activities to be learned using the knowledge sheet 1.2: the influence of cultural identity on sexuality.

2. The teacher then lets learners to find a sitting corner or any area in the room that organizes activities that they feel comfortable with.

3. The teacher asks students to close their eyes and be on their own, review or think based on the stories the teacher tells with various stories focusing on reviewing the identity individuality. What influences affect one's culture and gender?

4. The teacher poses a question for the participants to think about what is representative or image of a cultural identity, identity such as who we are, female, male, other gender? What culture do we have, family, community, society and influence of cultural identity? What affects oneself and gender (connected to the culture that the school has chosen) to think of one thing for each person?

5. During the closing of the self-review, the teacher provides tools for drawing, writing, clipping, etc. for the participants to express their identity.

6. After that, the teacher gives the learners time to be with themselves quietly for about 5 minutes, then slowly open their eyes and gives them the prepared equipment. It is the identity and cultural influence that affects oneself and sexuality without discussing it with a variety of methods according to their aptitude such as drawing, writing, clipping, etc. (please allow about 10 minutes for their own work).

7. The teacher asks students to discuss and exchange symbols of cultural influence that affect each other's gender. By using the process of presenting in pairs first from 2 people, then come to a large group. It takes approximately 30 minutes in total (for 20 participants).

8. The teacher tells the students to sit in a semicircle and creates an atmosphere for exchanging learning for them to reflect on their own feelings. What have they learned from the activity including the influence of cultural identity on one's own sexual orientation?

9. The teacher records the learners' reflections under Item 8 individually by using the individual learner behavior observation record form.



### Conclusion

The teacher summarizes the concept of the learning process. The influence of one's cultural identity and sexuality as follows:

1. "I" logo or my symbol: It indicates your identity with uniqueness. What or what made my mark in this form? For example, I am a guy with glasses who likes to take pictures, representing yourself with a picture of man hanging camera while travelling to find a beautiful place and record stories or events with photography. And friends often praise that they are beautiful photographers. From the beginning of recording, the story with this picture makes a person who likes to take pictures. Whenever I go anywhere, I always carry my camera with me. From what this example shows, the background and foreground that makes me have this kind of symbolism of mine. These are the influences of cultural identity on who we are and the gender we are today.

2. Benefits of understanding the influence of cultural identity that allows learners to develop greater self-awareness and a greater understanding of sexuality.

**Equipment:**

1. White and colored A4 paper
2. Scissors
3. Crayon, chalk, watercolor, or other colors
4. Glue
5. Masking tape
6. Proof paper
7. Pencil/Pen/Chemical Pen

**Learning material(s):**

1. Example of "I" Logo
2. Knowledge sheet 1.2 "I" Logo influence of self-cultural identity and sexual orientation

**Workpiece(s):**

Worksheet 1.2 Logo, the influence of one's cultural identity and sexuality

**Suggested Topics**

1. To pay attention to the management convenient for participants to have a method variety in presentation and the influence of cultural identity on self and gender, such as drawing, cutting, writing and pasting.
2. To facilitate participants to take part in discussion and exchange thoroughly.



**Monitoring, Measuring and Evaluation**

<b>Assignment</b>	<b>Sources of Information</b>	<b>Means</b>	<b>Tools</b>	<b>Criteria for Assessment</b>
Worksheet 1.2 Logo, the influence of one's cultural identity and sexuality	Drawing and explaining the drawn pictures	1. To have students to draw pictures and share them with friends. 2. To check the work sheet and logo.	Worksheet 1.2	Criterion - To draw a picture that conveys meaning and is able to describe the picture in its entirety, giving 3 points. - To draw a picture that conveys the meaning, but can explain it partially, 2 points. - To be able to draw a picture, but does not convey meaning and cannot explain, give 1 point.  (Quality level 2 passed)
To observe individual student behavior	Behavior of each student during the activity	To observe the behavior with participation in the class, then measure and take notes, learning setting, answering questions, cooperating with friends and teachers in activities.	Individual learner behavior observation record form.	Quality Level 2 Passed the criteria (The criteria are in the individual behavior observation form)

**Worksheet for Behavioral Observation of 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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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):**

**3 hours**

Discuss the influence of identity and cultural history affecting oneself (Cultural issues of each school) in brief.

**Main contents:**

The influence of identity and cultural history affecting oneself.

**Objectives:**

1. To enable learners to understand the influence of cultural identity.
2. To discuss cultural identities that affect the cultural issues of each school.

**Learning Process Management**



**Introduction**

1. To have students stand in a circle, then the teacher explains, "Who comes first, who comes after game? This game will let learners sort by their own birthday, who came first, who came after, by standing in order of the front of the board."
2. To have students follow the instruction of the teacher, then the instructor randomly asked if they were doing it right, if not, rearranged them with two chances to make amends.
3. Once the students have arranged the date of birth correctly, the teacher asks them what they have learned from the activity.
4. The teacher links to learning the history according to the issues chosen by the school by the game, who came first, who came after, is the order of their own birthday, learners know what day each person was born. This sequence will lead to learning the sequence of events in the next step.



**Teaching**

1. To have students join in counting 1-2 -3 to divide into groups. (If few students, put them in the same group) when finished counting, have the people counting the same numbers together.
2. The teacher has students study the history according to the issues selected by each school as the following table:

History	School
Tej- nah	Baan Huai Krathing School and Thanpuying Thawi Mani Nut Border School
Basketry-weaving	Baan Si Lang School, Baan Sam Muen School, Baan Huai Khanun Branch Classroom and Morning Glory 2
Local vegetables	Baan Mae Kut Sam Tha School and Baan Pa Rai Nuea School
Rope dance	Baan Phade School
Local food and desserts	Morning Glory 1
Wisdom room	Baan Tham Suea border crossing school
Hmong rice	Ruam Thai Phatthana School 3
Rumtong, hit bamboo and hip hop.	Sumakee Learning Center

**Note:** Any school that already has a sequence of events shall study and learn from the information. As for any school that doesn't have a place to study with knowledgeable people in the community or the internet.

3. The teacher distributes equipment to every group (magic pens, flipped chart paper, paint and sticky tape) (to teachers, knowledgeable teachers, or group assistants if any) to provide advice. If there is no teacher, the activity shall go slowly for the understanding of all students.

4. The teacher has each group look back. (According to the issue that each school has chosen) how the cultural story that the school and you have chosen has a history. What are the events that have happened and have a positive effect? negative effects on culture What are the past cultures like? What does it look like today? If change at what time. Who are the roles? What are the roles of women, men, and others?

5. The teacher asks learners to start writing from a straight line first, then write the year in B.E., for example, 2500; 2520; 2540 and 2560 is a period of approximately 20 years interval from ascending to greatest to calculate the year of the incident. Then the teacher asks each group to help each other write their own cultural story, what is the origin and end of the event (title, event name, year, who played a role at that time, how others were, cultural identity is how why is this how does it affect oneself, family, community, society?)

6. After writing, the teacher requests each group's representative to present the sequence of events they have written (title, event title, year, who played a role in that time, how others were, how the influence of cultural identity sent how it affects self, family, community, society with peer discussion, both positive and negative)

7. The teacher records individual learners' reflections using the individual learner behavior observation record form.



### Conclusion

The teacher summarizes the concept of the learning process. The influence of cultural identity on cultural issues as follows:

1. Chronology: It is one activity that reflects students to learn about important events that occur in relation to cultural issues that cause changes and affect themselves, their families, communities, and society.

2. The benefits of understanding the influences that affect us and that gender. It could make students understand their identity better and take pride with self-confidence in themselves.

**Equipment:**

1. Flipped chart paper / A4 paper
2. Sticky tape and glue
3. Paint/Chemical Pen

**Learning material(s):**

Knowledge sheet 1.3: Order of events

**Workpiece(s):**

Worksheet 1.3: Chronology of Influence on Cultural Issues

**Suggested Topics**

1. Every step shall be slow and there are supporters to give advice.
2. To take into account the participation of everyone in the activities.
3. To consider the diverse and creative presentations that are beneficial to the school.

**Monitoring, Measuring and Evaluation**

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
Worksheet 1.3 Chronology of Influence on Cultural Issues	Answering questions	1. To have students to write. 2. To check the worksheet.	Worksheet 1.3	Grade 5 Criteria: -3 points in order of important events correctly and completely and able to describe their influences; -Partially correct order of important events and be able to describe their own influence: 2 points -Incorrect order of important events describing the influence that affects oneself is given 1 point.
To observe individual student behavior	Behavior of each student during the activity	To observe the behavior of participating in the class, to measure and take notes Learning setting, answering questions, cooperating with friends and teachers in activities	Individual learner behavior observation record form	Quality Level 2 Passed the criteria (The criteria are in the individual behavior observation form)

**Worksheet for Behavioral Observation of 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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<b>Criteria for Scoring</b>	
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**NOTE FOR AFTER ACTION REVIEW (AAR)**

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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 .....  
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Position: .....

knowledge sheet  
**Step 1**  
Identity and belonging





### Knowledge sheet 1.1 Importance and influence of cultural identity

“Who we are and how we differ from others” is a cultural identity associated with power whether we are a large-minority groups that are superior, dominant, or inferior. Power is very important to identity and group, which can lead to humiliation, shame, confidence, pride, a sense of dignity.

1

Cultural identity is therefore the role of people at all levels and groups living together in society. Before we get into the understanding of cultural identity in relation to power and is one of the mechanisms for driving society which relates to all of us. One must go back to the matter of major and minority groups mentioned earlier, so that we can better understand the cultural identity associated with power.

2

The influence is therefore important to make the culture change from the original, such as the influence of religion, economic condition feelings or emotions interest groups, attitudes, or attitudes, a lack of cultural appreciation.

3

Understanding 'culture' and 'identity' can help us to understand cultural identities better. Because cultural identity is one of the mechanisms associated with all of our lives, both in person and the society in which we live. There are much of the conflict arises from identity and culture mechanisms.

4



#### Examples of cultural identity scenes

1. Culture that has participated



2. Who are you going with?

3. What do you do? What activities do women do? What do men do?



## Knowledge sheet 1.2 The influence of cultural identity

Influence affects cultural identity.

### Influences that support culture

1. The Consistency with existing behavior.
2. Religious influence, most of the people are Buddhists, therefore Buddhism has a great influence on Thai people. If most people see that doing it and benefiting, people will maintain and follow that culture.
3. Interest groups: it is a group that must maintain their culture. These people see that Thai culture is good. So, they try to promote and oppose any change that destroys the culture that they think is good and will support and promote changes that make the culture they promote better.
4. Representative of culture.
5. Economic conditions: If the economy is prosperous and there is no shortage, people will have peace of mind, happiness will occur. People will either stay calm or try to live better by which good things are usually accepted the culture can survive and there may be a new and better

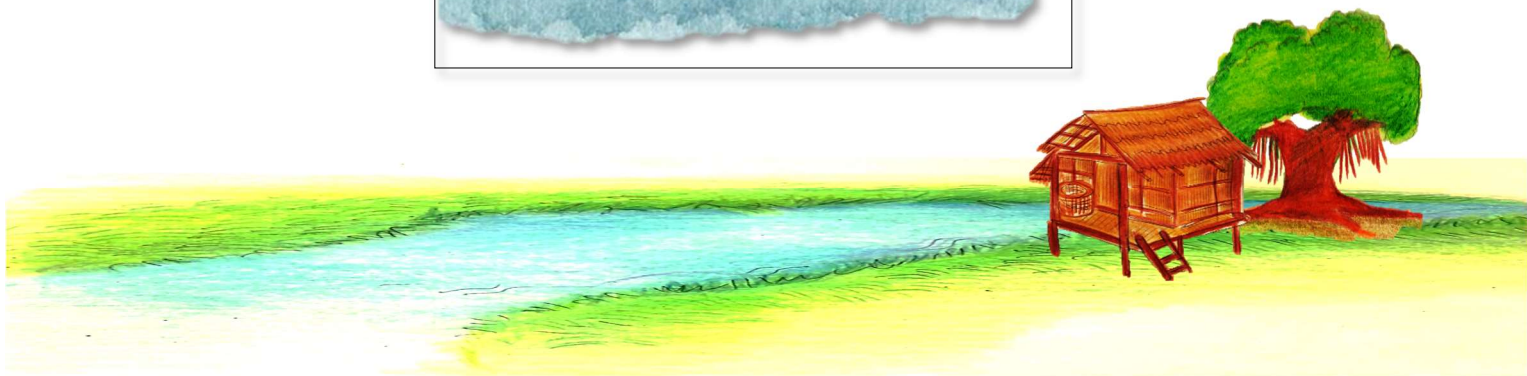
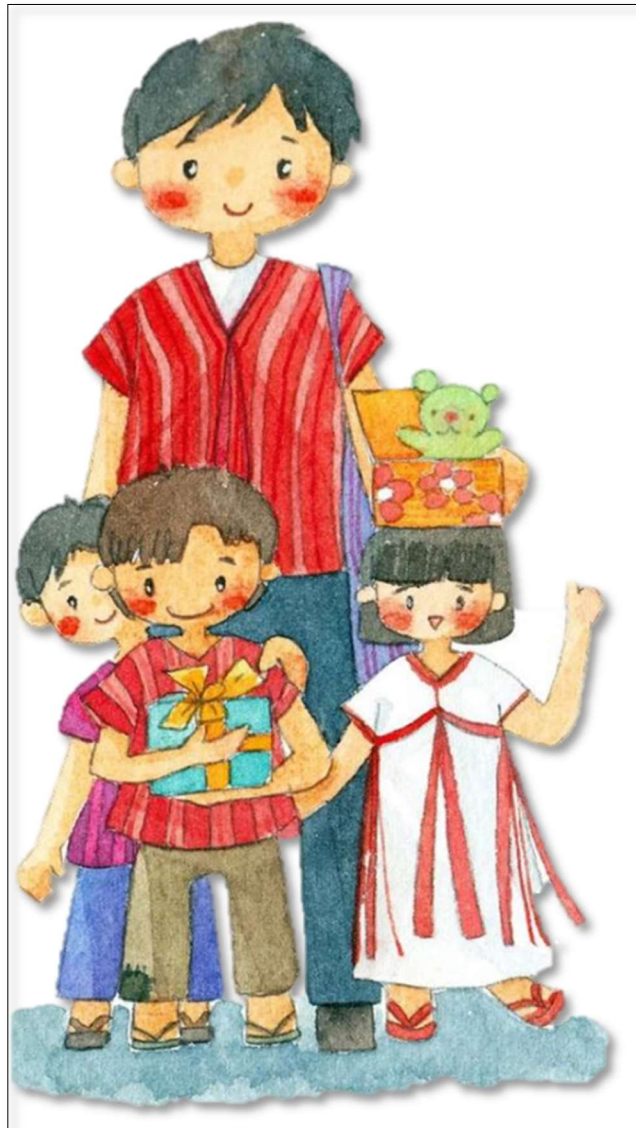
1

### Influences that undermine culture

1. Feeling or emotion: It is a feeling of being connected with old things or familiarity.
2. Interest groups: It is a group that opposes any culture that deprives them of their interests.
3. Attitudes: even if the culture is good but was reluctant to accept it because it was difficult or unfamiliar.
4. Not seeing the merits of culture because I didn't see results immediately.
5. Advances in Technology.
6. Economic conditions Poverty creates moral deterioration.

2

Example: I LOGO Cultural identity



Knowledge sheet 1.3  
culture identifies



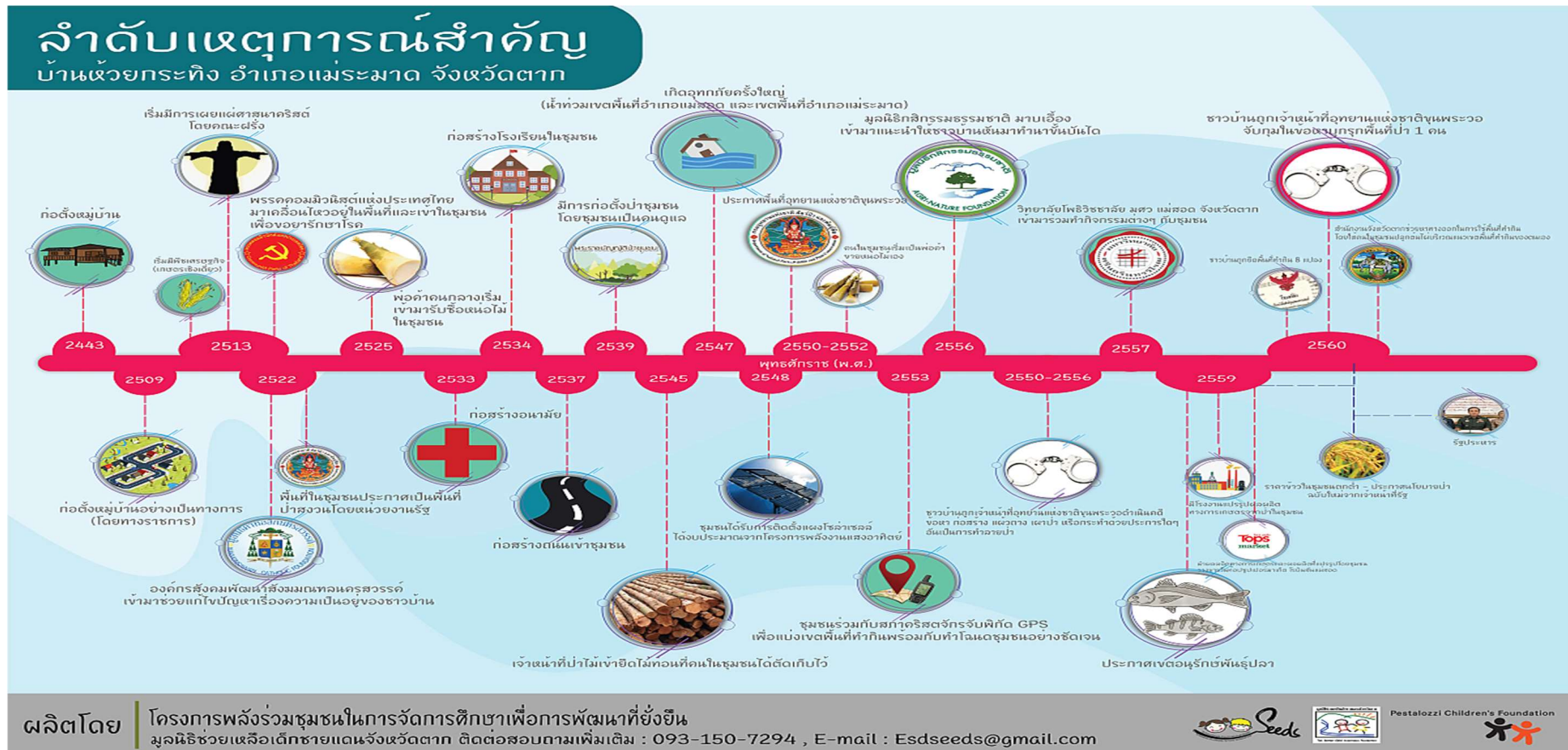
Hi all, today we are going to learn about the cultural identity.

**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 anyone’s 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.



Knowledge sheet 1.4 Order of events



# 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 5)

Level	Learning Unit	Conceptual framework	Indicators for Social Science	Indicators for ICE + Gender	Sub-Learning Units	Hours	K	S	A
I-YOU	Commonality and Differentiation	To have broad understandings on commonality and differentiation of cultural pluralism and to communicate self-identity and have more understandings with respect to the others' identities.		Grade 5 1. To briefly describe the similarities of one's own race and sex with other races and sexes in the learner's social context. 2. To briefly describe the differences of one's own race and sex with other races and sexes in the learner's social context area. 3. To briefly describe communication styles in one's own culture and groups of people in one's own culture.	1. To describe your ethnicity and gender similarities. 2. To describe one's own and another gender identity in the context of the area. 3. To describe the communication style.	6	Learners have knowledge and understanding of similarities, differences of one's ethnicity and other races and genders including differences in communication styles in the learner's social context and can take an example.	Learners are capacitated and skilled in communicating in their own individual culture and groups in their own culture.	Open-minded learners listen to the same differences of one's ethnicity with other races and genders and patterns of communication in one's own culture and groups in one's own culture.

# Learning Unit 2

## Commonality and Differentiation



### Indicators:

6 hours

1. To briefly describe the similarities and differences of one's own race and genders with other races in the learner's social context area.
2. To briefly describe communication styles in one's own culture and groups in one's own culture, along with examples.

### Conceptual framework:

Learners have knowledge and understandings on similarities and differences in cultural diversity, can communicate their own identity and learn to understand and respect the identity of others.

### Main contents:

1. Similarities and differences between one's own race with other races and genders
2. Communication styles in one's own culture and group of people in one's own culture with examples.

### Core competencies gained from the ICE:

1. Learners have knowledge and understanding of similarities and differences of one's ethnicity with other races and genders including differences in communication styles in the learner's social context and can clearly illustrate (K).
2. Learners have communication skills in their own individual culture and groups in their own culture (S).
3. Open-minded learners listen to the same differences of one's ethnicity with other races and genders and patterns of communication in one's individual and group cultures (A).

## Sub-Learning Unit 2.1

### Review the similarities and differences of one's ethnic and gender identity

#### Indicator(s):

1. To briefly describe the similarities and differences of one's own race with other races and genders in the learner's social context area.

#### Main contents:

1. Similarities and differences between one's own race with other races and genders.

#### Objectives:

1. To see and understand the difference of each person.
2. To understand the similarities and differences of one's race and genders.



#### Introduction (10 minutes)

1. The teacher has the learners sit in a circle, then count 1-3 to divide the groups.
2. The teacher has the people who counted the same number be in the same group to distribute the Snake Ladder Game – illustration of ethnicity of Tak province.
3. The teacher instructs each group to play rock-paper-scissors, the winner has to start playing first, then let the loser play next and follow the rules that have been set and to continually play until there is only one winner existed in each group. The winner of each group competes together again.
4. The teacher summarizes and connects to the learning unit that will be learned about the similarities and differences. The teacher asks the students how many ethnicities they have and what their distinctive cultures are. Culture, what women do, what men do. From the activities, it can be seen that in Tak Province, there are many ethnic groups, each with similarities and differences, including language, dress, culture, etc.



#### Teaching (40 minutes)

1. Teacher takes students to learn under trees or lawns in the school grounds, then has them sit in a divided circle and explains the steps of learning and the subjects to be learnt by using the Knowledge Sheet No. 2.1, the similarities and differences of one's race and gender. The teacher creates a learning atmosphere by playing soft music for the learners.
2. Learners shall follow the instruction of the teacher by grouping according to his/her instructions, such as people of the same gender, like the same instrument, same tribe, dress in the same color with tribal outfit, and like the cultural process of each school of the same school, etc., which the statement may contain 7-10 items (considering the content, cultural issues, cultural issues of each area).

3. When there are grouped together, the teacher asks the students for reasons such as wearing the same color tribal clothing, why this color? Can a woman wear it? Can a man wear it? Why is the same sex dress different? The teacher shall have a method to throw a ball and play a song when the music stops where a ball goes to which group shall present. The teacher repeatedly does this until everyone asks 3 groups of questions and in appropriateness for the number of students.

4. The teacher has the learners sit in a circle and then ask the learners to reflect on what they have learned by using the following conversational question lines.

4.1 How do learners feel from doing the activity?

4.2 What kind of activities do students learn about the similarities and differences of their own race and gender?

4.3 Give examples of individual differences.

Try to involve the learners in all activities with voluntary basis, as the game of handing over a ball, to have everyone sit in a circle, then the teacher turns on the music and the learners pass the ball in a circle when the music stops, the ball goes to whoever must present.

5. The instructor recorded the learners' reflections under item 4.1 4.2 4.3 individually by using the individual learner behavior observation record form.

6. The teacher distributes worksheets are similar and different from their own ethnicity and gender to students and then explain how to do it. During the exercise, the instructor walks and advises the learners when in doubt.

Once the learners have finished, match them up and share with their friends the answers they have written without editing.



### Conclusion

The teacher summarizes the concept of the learning process and reviews the similarities and differences of one's ethnicity and gender as follows:

1. Finding each other is an activity that reflects the learners to see the similarities and differences of their own race and sex by giving an example (two the Nah instruments). Similarities and differences are in themselves. The similarity is that it is a musical instrument made of wood. It is a musical instrument that belongs to Pga K'nyau, the difference is that the two have different sounds and different wood colors etc.

2. The benefits of understanding the similarities and differences of one's own race and gender. This will lead to a greater understanding and awareness of one's own culture and gender.

## Sub-Learning Unit 2.1

### Review the similarities and differences of one's ethnic and gender identity

#### Equipment:

music

#### Learning material(s):

1. Knowledge sheet
2. Set of questions

#### Workpiece(s):

Worksheet 2.1 Similarities and differences of race and gender

#### Suggested Topics

Teacher shall not use sensitive orders that may cause divisions or class distinctions, such as grouping by religion, by job position. etc.

## Sub-Learning Unit 2.1

Review the similarities and differences of one's ethnic and gender identity

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
Worksheet 2.1 The similarities and differences of one's race and sex	Answering questions	1. To have students exchange answers with friends. 2. To check the worksheet	Worksheet 2.1	Criterion - To write clearly and straight to the point, 3 points - To write exactly what is set for 2 points - To write inconsistently and unorganized, 1 point (Quality level 2 passed)
Observe individual student behavior	Behavior of each student during the activity	To observe the behavior of participating in the class; to measure and take notes, learning setting, answering questions, cooperating with friends and teachers in activities	Individual learner behavior observation record form	Quality Level 2 Passed the criteria (The criteria are in the individual behavior observation form)

**Worksheet for Behavioral Observation of Student**

**Instruction:** The 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>	
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:

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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):**

To briefly describe the similarities and differences of one's own race and genders with other races and genders in the learner's social context area.

**Main contents:**

1. Similarities and differences between one's own race and gender with other races and genders

**Objectives:**

1. To see the similarities and differences in the daily use of each person.
2. To know the reason for the difference in daily use.
3. To understand the similarities and differences of other races and genders.

**Introduction**

1. To have the learners sit in a circle, then count, match, and then agree on who will be A and who will be B.
2. Let the learners share their identity, such as name, house, and what they like to do, what they don't like, and why, by having A tell them first, then let B listen carefully without asking. When finished, switch between them.
3. The teacher asks the learners to alternate pairs to find a new partner at least 3 times.
4. The teacher summarizes the activities and connects them to the content of ethnic and gender similarities and differences. By asking the students how they felt from listening to their friends. So how do we think we are similar and different from our friends? (Ask at least 3 people randomly). When finished, stand in a circle.

**Teaching**

1. The teacher has the learners sit in a circle, then count 1-3 to divide the groups. The teacher has the people who counted the same number be in the same group.
2. The teacher distributes equipment to each group of students consisting of Snake and Ladder game sheet, with presentation of ethnicity of Tak province, dice and A4 paper.
3. The teacher has the students fold an A4 paper. It can be any image that conveys oneself along with explaining how to play to learners.
4. The teacher instructs each group to play rock-paper-scissors to start playing first, then let the loser play next and follow the rules that have been set and play until there is a winner of each group. Then they would compete each other again until there is only one winner.
5. When the game is finished, the teacher has everyone sit in a circle. The students are then asked using a random approach with the following questions: What did the students see from the activities? How many ethnicities are there in Tak province? How are each race similar and different? And from the activities, students think that people have similarities and differences between other races and genders.

6. The teacher records the learners' reflections according to the individual activities by using an individual learner behavior observation record form.

7. The teacher distributes worksheet 2.2 to the students on the similarities and differences of ethnicity and gender, and then explains how to do it. During the exercise, the instructor walks and advises the learners when in doubt.



### Conclusion

The teacher summarizes the concept of the learning process. The similarities and differences of other races and genders are as follows:

1. Snake and Ladder Game (ethnicity of Tak province) is an activity that reflects learners to see the similarities and differences of other races and genders by giving an example (Teh Na culture) of Pgaknyau ethnic group, but if they are in different areas, the shape of Teh Na and the way they play may be similar and different depending on the context of that community.

2. The benefits of understanding the similarities and differences of other races and genders will lead to greater understanding and respect.

### Learning material(s):

1. Knowledge sheet No. 2.2 The similarities and differences of other races and genders.
2. Set of questions.

### Workpiece(s):

Worksheet 2.2 Similarities and differences between other races and genders.

### Suggested Topics

1. Questions shall be appropriate to the context of the participants.
2. During the discussion session, only questions that the participant is comfortable with shall be responded.
3. Don't let large groups criticize their friends' routines that are different.
4. The teacher emphasizes on bringing the stories of the participants in the activity not to continue talking or mocking.

**Monitoring, Measuring and Evaluation**

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
Worksheet 2.2 similarities and differences between other races and genders	Answering questions	1. Have students exchange answers with friends. 2. Check the worksheet.	Worksheet 2.1	Criterion - To write clearly and straight to the point, 3 points; - To write exactly what is set for 2 points; - To write inconsistently unorganized 1 point; (Quality level 2 passed)
Observe individual student behavior	Behavior of each student during the activity	To observe the behavior of participating in the class, to measure and take notes, learning setting, answering questions, cooperating with friends and teachers in activities.	Individual learner behavior observation record form	Quality Level 2 passed the criteria (The criteria are in the individual behavior observation form)

Worksheet for Behavioral Observation of Student

**Instruction:** The 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;
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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: .....

**Indicator(s):**

To briefly describe communication styles in one's individual and group cultures with examples.

**Main contents:**

Communication styles in one's own culture and groups in one's own culture with examples.

**Objectives:**

1. Let the participants know each other better.
2. Have participants practice good speaker and listener skills.
3. Learn to communicate in their own cultures.



**Introduction**

1. Let learners divide into groups according to the appropriate number (3-4 students).
2. The teacher has one representative of the group come out and sit behind the board. The rest of them sat facing the board.
3. The teacher puts the animal picture card on the board.
4. Have each group of learners help each other, hint at words, show gestures, but not say those words.
5. Group representatives answer questions from hints. If answered correctly, give 1 score, collecting points based on time, which group has the most wins.
6. The teacher links the learning unit on the communication style. The teacher asks the students what forms of communication they saw from the activities. Let students answer and communicate with words (or non-verbal communication). It can be seen that there are many forms of communication.



**Teaching**

1. The teacher has the learners sit in groups that have been divided. Once they sit in a circle, let facing each other.
2. The teacher explains the methods and objectives of the learning activities by using the knowledge sheet No. 2.3, communication styles.
3. The teacher distributes flipped chart paper and chemistry pens to each group of students.
4. The teacher asks each group of students to try to write a communication style in their own culture that the students know how many methods and each method is, with example gestures.
5. The instructor has each group present a written communication style, with examples of gestures creatively.
6. The teacher allows learners to share their feelings and what they have learned from the activity by using the following questions:
  - 6.1 How do learners feel about doing the activity?
  - 6.2 Things learned from the activity

6.3 How does good communication benefit ourselves and others?

7. The teacher records the learners' reflections under item 5.1 5.2 5.3 individually by using the individual learner behavior observation record form.

8. The teacher distributes worksheets 2.3 communication styles to students, then explains how to do it during the exercise. The teacher walks and advises the students when in doubt.



### Conclusion

The teacher summarizes the concept of the learning process with communication styles in their own culture as follows:

Activities to learn communication styles in their own culture: It is an activity that allows students to learn various communication styles. The teacher gives an example of a communication channel in their own culture that there are two types, as: (1) Direct communication: it emphasizes on concise, to-the-point, focus on needs or goals; and (2) Indirect communication: it usually begins with a greeting, talking about general things, then gradually lean towards the issue that needs to be communicated. Both of these types are beneficial for learners to live in a multicultural society.

#### Equipment:

1. Chair
2. Proof paper
3. Chemical pen

#### Learning material(s):

Knowledge sheet 2.3 Communication styles in one's own culture.

#### Workpiece(s):

Worksheet 2.3 Communication styles in one's own culture.

#### Suggested Topics

1. The questions shall not be too sensitive, and the age of the participants shall be taken into account.
2. Maintaining time to exchange talks.
3. Remind the rule that when one person speaks to another, only talk questions to break the lesson.

## Sub-Learning Unit 2.3

### Forms and Means of Communications made in Their Culture

#### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
Worksheet 2.3 communication styles in one's own culture	Drawing, communication style	1. Have students exchange pictures of communication styles. 2. Check the worksheet	Worksheet 1.2	Criterion - To draw a picture that conveys meaning and is able to describe the picture in its entirety, giving 3 points; - To draw a picture that conveys the meaning, but can explain it partially, 2 points; - To be able to draw a picture, but does not convey meaning and cannot explain, give 1 point (Quality level 2 passed.
Observe individual student behavior	Behavior of each student during the activity	Observe the behavior of participating in the class, to measure and take notes, learning setting, answering questions, cooperating with friends and teachers in activities.	Individual learner behavior observation record form	criteria) Quality Level 2 Passed the criteria. The criteria are in the individual behavior observation form.



**Worksheet for Behavioral Observation of Student**

**Instruction:** The 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		
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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

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Criteria for Scoring, with behavioral observation, as follows:

<b>Criteria for Scoring</b>	
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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):**

To briefly describe the similarities and differences of ethnicities, gender of self and others in the student's social context.

**Main contents:**

To briefly the similarities and differences of ethnicities in the student's social context.

**Objectives:**

1. To see cultural similarities and differences.
2. To know the reasons of cultural differences.



**Introduction**

1. Then teacher asks students to stand in a circle. The teacher puts cultural pictures such as Tena (Karen musical instrument), basketry, weaving, Don dance, Rope dance, etc., in the middle of the students' circle.

2. Then, ask each student to pick one picture, and ask them the following questions:

2.1 What is this picture?

2.2 Do you get the picture that is in your own culture? If so, how is it similar to or different from yours?

2.3 2.3 What are the cultural values in the picture?

3. The teacher explains to students that this links to what they will learn today: Cultural Similarities and Differences.



**Teaching**

1. The teacher divides students into groups of 3-4 students as appropriate for each school, in which the group must have both males and females.

2. The teacher distributes flipchart paper and marker pens to each group.

3. The teacher gives each group a problem to think and write about the similarities and differences of cultures given as follows:

**Sub-Learning Unit 2.4**  
**Similarities and differences**  
**of cultural issues**

Schools	Cultures	Similarities and differences
Ban Huai Krathing School Thanpuying Maneenutra Border Patrol Police School	Tena (Karen musical instrument)	<ol style="list-style-type: none"> <li>1. Materials &amp; equipment for making Tena</li> <li>2. Shapes of Tena</li> <li>3. How to play it</li> <li>4. Sounds</li> <li>5. When to use it</li> </ol>
Ban Pa Rai Nueu School Ban Mae Kued Sam Tha School	Indigenous plants/vegetables	<ol style="list-style-type: none"> <li>1. Seeds</li> <li>2. How to plant them</li> <li>3. How to take care of them</li> <li>4. Harvesting</li> <li>5. How to store them</li> </ol>
Ban Si Lung School Ban Sam Muen School (Ban Huai Kanoon Branch) Morning Glory School 2	Basketry & weaving	<ol style="list-style-type: none"> <li>1. Materials &amp; equipment for weaving and basketry</li> <li>2. How to weave / basket weaving</li> <li>3. Fabric Patterns /designs</li> <li>4. How to store them</li> <li>5. When to use them</li> </ol>
Ban Pa Deh School	Rope Dance	<ol style="list-style-type: none"> <li>1. Materials &amp; equipment</li> <li>2. Background music</li> <li>3. choreography</li> <li>4. Costumes</li> <li>5. When to perform</li> </ol>
Ruam Thai Phatthana School 3	Hmong rice	<ol style="list-style-type: none"> <li>1. Rice seeds</li> <li>2. Planting area</li> <li>3. How to plant them</li> <li>4. Harvesting</li> <li>5. New Rice Festival (eating new rice ritual)</li> </ol>
Morning Glory School1	Indigenous foods	<ol style="list-style-type: none"> <li>1. Ingredients</li> <li>2. Utensils &amp; equipment</li> <li>3. Recipe &amp; cooking methods</li> <li>4. Shapes/colors/tastes</li> <li>5. When to cook them</li> </ol>

## Sub-Learning Unit 2.4

### Similarities and differences of cultural issues

Thoo Mweh Khee Learning Center	Don dance, Bamboo dance and Hip Hop	<ol style="list-style-type: none"> <li>1. Materials &amp; equipment</li> <li>2. Costumes</li> <li>3. Choreography</li> <li>4. Background music</li> <li>5. When to perform</li> </ol>
Ban Tham Sua Border Patrol Police School	Wisdom Room	<ol style="list-style-type: none"> <li>1. Materials &amp; equipment displayed</li> <li>2. Arrangement &amp; layout</li> <li>3. Learning materials for a wisdom room</li> <li>4. Learning activities</li> <li>5. When to use this room for learning</li> </ol>

4. The teacher asks students to send their group representative to present the similarities and differences of the selected culture on how it is similar to and different from that of other areas.

5. The teacher asks students to sit in a circle and let them reflect on what they have learned by using the following conversation questions:

5.1 How do you feel after doing the activity?

5.2 How do the activity that you have learned show the similarities and differences in the cultures?

5.3 Give examples of similarities and differences of your own culture.

6. The teacher records students' reflections individually according to the questions 5.1, 5.2, 5.3 using a behavior observation form.

7. The teacher gives students Worksheet 2.4 Cultural Similarities and differences. During the exercise, the teacher walks around and gives students advice when they are in doubt.



### Conclusion

The teacher summarizes the learning process of cultural similarities and differences as follows:

The process of learning cultural similarities and differences is an activity that allows students to better understand the similarities and differences of their own cultures and other cultures. The teacher gives students an example of basketry & weaving, that is even though people are in the same ethnic groups, their equipment or materials, methods of basket-weaving/weaving, fabric patterns/designs, how to take care and when to use them may vary depending on the areas and community contexts.

## Sub-Learning Unit 2.4

### Similarities and differences of cultural issues

#### Equipment:

1. Flipchart paper
2. Masking tape
3. Chemical pen

#### Learning material(s):

Similarities and differences

#### Workpiece(s):

Worksheet 2.4 Cultural Similarities and differences

#### Suggested Topics

Cultural similarities and differences that are sensitive and affect feelings should not be used.

**Sub-Learning Unit 2.4**  
**Similarities and differences**  
**of cultural issues**

**Monitoring, Measuring and Evaluation**

<b>Assignment</b>	<b>Sources of Information</b>	<b>Means</b>	<b>Tools</b>	<b>Criteria for Assessment</b>
Worksheet 2.4 Cultural Similarities and differences	Answering questions	1. Share & discuss answers with friends. 2. Assess & mark students' assignments.	Worksheet 2.4	- Write clearly and to the point, scoring 3 points. - Write to the point of what is given, scoring 2 points. - Write not exactly to the point and not organized, scoring 1 point. (2 points up considered as "passed")
Behavior Observation Form	Behaviors of each student during taking part in the activities.	Observe student behavior to measure in- class participation and record their attention in studying, answering questions and collaboration with their classmates and teachers.	Behavior Observation Form	criterion) Quality Level 2 Passed the criteria. The criteria are in the individual behavior observation form.

**Worksheet for Behavioral Observation of Student**

**Instruction:** The 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;	Paying attention in studying.			
Being committed with work assigned;	1) Committed and make efforts to the work assigned. 2) Being patient and not being discouraged by difficulties and obstacles to get the job done.;			

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: .....

# knowledge sheet

# Step I-You

Similarities and differences



## Knowledge sheet 2.1

### Similarities and differences of cultural



### Similarities and differences of cultural

The expansion of culture and ethnic has resulted in inter-ethnic interactions. When ethnic groups grew into each other's neighborhood's mutual acceptance can lead to cultural borrowing, and cultural assimilation. Therefore, mutual understanding and between ethnic groups will foster a good relationship. The reasons for the discrimination between ethnic groups can be summarized as 4 characteristics.

#### 1. Caused by segregation according to culture, class

In some societies there is a class division, and those in the lowest class will be considered a group outside the social system such as outcasts in India etc. Now, the whole of India has passed a law abolishing the outcast class, but in practice there is still the exclusion of differences within the same ethnic group. This example is one of ethnic differences.

#### 2. caused by separation from geographical characteristics

A group of people who are ethnically different from the majority and settled in remote areas. For example, hill tribes are often cut off from the low-lying society, without receiving regular news from the central

#### 3. caused by the annexation of the territory

expanding the territory of a particular country by annexing more territories. This may be due to the agreement of the treaty, after winning the war an example of a treaty agreement is in the case of the United States buying territory which is now a state in the southeast. Some states therefore cause ethnic differences.

#### 4. caused by migration

Ethnic differences. This may be due to the number of people migrating. Migrate into another society by this group. There are cultural characteristics that are different from the people in the society they move into.

Knowledge sheet 2.2 Intercultural communication



Intercultural communication is a form of communication that is important in the world today that is known as the world without borders. Intercultural communication is the face-to-face interaction that takes place between people from different cultures, beliefs, values, emotional perception, and expressive processes which behaviors in interactions, both verbal and non-verbal information transmission and reception between people with different cultural backgrounds.



### Knowledge sheet 2.3 Communication styles

#### **Types of communication:**

When two or more people are together, we humans need communication for mutual understanding which can be divided into two main types of communication, as:

1. Direct Communication emphasizes concise, to-the-point speech, focusing on needs or goals.
2. Indirect Communication usually begins with a greeting, talking about general things first, then gradually lean 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 will be more communication methods and forms of communication. Factors affecting differences in communication styles. It may depend on the situation or the circumstance of each person's personality or a background of different cultures and languages, including the intention of that communication as well such as wanting to communicate to get what they want, to create understanding, to build relationships or communicate to express power, etc.

In summary, there are 9 main issues solved and discussed, as:

- 1. Self-approving and self-confidence:** It is the personality of a person who has high self-confidence in their own knowledge and abilities. He is a decision-maker who likes to be a leader and speaks 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 and sometimes it's an aggressive expression when dissatisfied or think that their own ideas are inferior and want to overcome and unable to control their emotions.
- 3. Talkative-Dramatic:** This is a person who uses words to communicate mainly or is talkative with words or maybe it's so annoying that other people are annoyed, but if they are speaking without emotion, it will be the person who communicates indirectly and can build relationships with others.
- 4. Helping:** It's the type that treats your opponent first by volunteering to help to cooperate with others. This type of person is always affectionate anyone who wants to associate.

**5. Altruistic:** This type of person mainly listens to the opinions and needs of others and have a high sacrifice in society, but sometimes it may be a person who is not assertive and may be taken advantage of because he keeps giving in to others.

**6. Needy-dependent up to others:** This is indecisive and no self-confidence. He has high fears and needs to consult and seek opinions from others all the time.

**7. Assertive - Controlling steadfast - likes to give orders:** There are people who have a firm mind but likes to give orders to others leadership. And if it's too much, it will become a power maniac. These persons want to communicate in order to achieve their own objectives or desires.

**8. Distance:** It must research information before communicating with others. This is someone who 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 or body language:** The body expression or body language can be communicated in many forms, including emotion, and feeling, such as smiling, laughing, or clapping when liking or agreeing or express dissatisfaction by doing symbolic gestures such as raising fists, hand gestures to cover the neck or raising the middle finger like a westerner including the silence of the interlocutor It is also considered a kind of communication.

However, people may have many different communication personalities in the same person 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 and time.

# 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 5)

Level	Learning Unit	Conceptual framework	Indicators for Social Science	Indicators for ICE + Gender	Sub-Learning Units	Hours	K	S	A
YOU	Human rights and obligations	Rights and duties, stipulated under the Universal Declaration on the Human Rights, the Convention on the Rights of the Children (CRC), could be applied with accountability and responsibility of themselves with respect to the others.	Grade 5 Sor 4.1, Grade 5/1, to give an example and act according to the situation, roles, rights, liberties, and duties as a good citizen Sor 4.1 Grade.5/2 to suggest ways to protect themselves or others from the violation of children's rights.	Grade 5 1. To propose a way to protect yourself or others from violations of the rights of children and gender diversity. 2. To analyze one's own potential (knowledge, competence, aptitude according to gender) in working with others. (Based on cultural issues of each school). 3. To set an example and act according to the situation Roles, rights, liberties, and duties as a good citizen.	1. To protect self or others. 2. To analyze their own potential. 3. Roles, rights and liberties and duties as a good citizen.	7	1. Learners have knowledge understanding of meaning and principles of child rights and gender diversity rights with examples. 2. Learners have knowledge and understanding of self-efficacy analysis tools (knowledge, competence, aptitude, gender) in working with others, based on cultural issues of each school.	1. Learners have the skills to offer ways to protect themselves or others from violations of the rights of children and gender diversity. 2. Learners are skilled in explaining their own and others' potential (knowledge, competence, aptitude, gender) in working with others, based on the cultural issues of each school.	Open-minded learners are acknowledging the potential of self and others and ready to act according to the situation the role of liberty, gender diversity rights and duty as good citizens.



# Learning Unit 3

## Human Rights and Responsibilities



### Indicators:

7 hours

1. To propose ways to protect self or others from violations of the rights of children and gender diversity.
2. To analyze one's own potential (knowledge, competence, aptitude according to gender) in working with others (based on cultural issues of each school).
3. To give examples and act according to the situation roles, rights, liberties, and duties as a good citizen.

### Conceptual framework:

Self-identity related to one's cultural identity and history from the individual level, community, ethnicity, sexual orientation, as well as cultural issues of each school

### Main contents:

1. Protection from abuse of children's rights.
2. Performance of the roles of rights and liberties as a good citizen.

### Core competencies gained from the ICE:

1. Learners have knowledge understanding of meaning and principles of child rights and gender diversity rights, with examples and understanding of tools for analyzing one's own potential (knowledge, competence, aptitude, gender) in working with others (based on cultural issues of each school).
2. Learners are capacitated and skilled at suggesting ways to protect themselves or others from violations of the rights of children and LGBTI rights and are skilled in explaining their own and others' potential (knowledge, competence, aptitude, sexual orientation, and gender identity). They are able to work with others (based on cultural issues of each school).
3. Open-minded learners are acknowledging the potential of themselves and others and ready to act according to the situation the role of liberty, gender diversity rights and duty as good citizens.

**Indicator(s):**

**3 hours**

To propose ways to protect yourself or others from violations of the rights of children and gender diversity.

**Main contents:**

Learners have knowledge understanding of meaning and importance of principles of child rights and gender diversity rights, with examples and understanding of tools for analyzing one's own potential (knowledge, competence, aptitude, gender) in working with others (based on cultural issues of each school).

**Objectives:**

1. To learn the importance and principles of the rights of the child and the rights of gender diversity.
2. To propose ways to protect yourself or others.



**Introduction**

1. The teacher puts the knowledge card on the principles of child rights in the middle of the room divided into 2 sets or as appropriate, which 1 set will contain the knowledge card on the rights of the child in 4 areas: the child rights knowledge card survival, development, protection, and participation.

2. The teacher divides the learners into 2 groups based on 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 that everyone in the group must have. participate in the placement.

3. Each group presents its own card grouping results, with the unrepresented group sharing that Is the knowledge card grouping correct or some knowledge cards may belong to multiple groups? Instructors help verify correctness. Do alternating until both groups are complete, or as appropriate.



**Teaching**

1. The teacher distributes a red card. The situation of infringement of rights is given to each group one card by the group representative to choose.

2. Have learners read and understand the situation in the permission cards that each group selects.

3. Learners shall relate to the cultural issues of each school whether there are violations as in the situation on the card or not.

4. Have each group perform a role-playing role based on the situation in the rights card or cultural issues that are perceived to be infringing on rights. Additional information can be obtained from those in the know, where everyone in the group must have a role in that story, such as being a character, being an MC, or setting up a place as a researcher and so on as appropriate.

5. Each group plays a play for their friends to see and can show what kind of rights violations that occur in that show. Friends can reflect their opinions.

6. Friends have the right to suspend and show the right card to explain what rights violations occurred and at what stage of the story.

7. Friends watch the show can come out and change the story of the drama in order to participate and protect the rights to the characters that have been infringed and do alternating until all done.

8. Have the learners sit in the same group and the teacher shares the exchange with the point that the learners, says if learners were to propose to protect children's rights in the classroom, what rights would they offer? (i.e., survival, developing, protecting and participation) and then presented in large groups so that everyone can decide on what and how many protections to protect children's rights.

9. Students are encouraged to bring their joint proposals to the front of the class for fellow teachers to comment or suggest solutions.



### Conclusion

1. The teacher summarizes the situation in each group again and points out where the infringement occurred during the performance and which of the rights were violated.

2. Teach the actors how they feel when they are treated and how they feel when they are protected.

3. How will learners be able to protect the stories of our community culture?

4. In our classroom, how can children's rights be created?

#### Equipment:

1. A4 paper;

2. Pen/pencil.

3. Questions/issues that need to be noticed.

#### Workpiece(s):

Worksheet 1 on protecting oneself or others

#### Suggested Topics

1. The rules and terms of play should be clearly explained.

2. Should take the time to express opinions as appropriate as possible.

3. Facilitating Participants to participate in a thorough discussion.

**Monitoring, Measuring and Evaluation**

<b>Assignment</b>	<b>Sources of Information</b>	<b>Means</b>	<b>Tools</b>	<b>Criteria for Assessment</b>
Worksheet 1 on protecting yourself or others	Answering questions and presenting	1. To have students write a proposal for protection methods. 2. To present 3. To heck the worksheet	Worksheet 1	-To explain and tell the way to protect and give 3 points. -To describe the nature of the violation is given 2 points. -To tell the meaning and importance of protection, give 1 point.  Quality Level 2 Passed the criteria
To observe individual student behavior	Behavior of each student during the activity	To observe the behavior of participating in the class, to measure and take notes, learning setting, answering questions, cooperating with friends and teachers in activities	Individual learner behavior observation record form	Quality Level 2 Passed the criteria

**Worksheet for Behavioral Observation of Student**

**Instruction:** The 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;
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**NOTE FOR AFTER ACTION REVIEW (AAR)**

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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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.....  
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Signature .....

(.....)

Position: .....

#### Indicator(s):

2 hours

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

#### Main contents:

Work potential.

#### Objectives:

To analyze the potential of learners (abilities, aptitudes, ideas, working with others).



### Introduction

The teacher explains the cultural issue chosen by the school, its origin and importance, why the school chose that cultural issue, why it was chosen, and who is involved. Who will be involved in learning or transferring knowledge by inviting people who know about cultural issues selected by the school to share their knowledge? Tell the students the cultural story and the teacher asks the students the following questions:

1. Aptitude for cultural issues in each school, Knowledge sheet No. 1:  
Aptitude and preference.

2. Preference for cultural issues in each school, Knowledge sheet No. 1  
Aptitude.

So today we're going to learn our potential with learning the culture that schools choose who have talent, aptitude, or preference and how to carry on the culture so that it does not disappear, learn, do, transfer, and preserve.



### Teaching

1. To divide students into groups of equal numbers using their favorite color games.

1.1 Teacher assigns colors and sets points of each color for learners to stand according to their favorite colors such as red, green, white, black and pink.

1.2 Let learners choose their favorite color, who likes what color and go to group together.

1.3 The teacher asks the students why they like the chosen color and why.

1.4 The teacher shall observe whether the number of each group is appropriate or not, if the number is too much or too little, the teacher shall average the number of each group equally or close.

2. The teacher distributes worksheets with colors to each group (red, green, blue, white).

3. The teacher explains the process of drawing balloons and the meaning of each color (see: Table of cultural issues).

1. Red - Planner.

2. Green- Team Builder.

3. Blue – Practitioner

4. White – Recreationalist

4. To have learners color the balloons according to their own aptitude, each side has the most aptitude, paint that color balloon larger than the others, respectively. If learners have little aptitudes or skills, paint that color as small as possible.

5. Learner's exchange within the group because the color balloon has to be the largest and the remaining colors smaller in order to the smallest balloon, with everyone in the group having to exchange until everyone completes.

6. Have 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 teacher summarizes and relates to the objectives and activities.

- In order 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 issues of each school

Cultural issues	School	Analysis of one's own potential
Teh Na	Baan Huai Krathing School and Thanpuying Thawi Maneenut Border School	<p><b>Planning thinkers</b> are learners who have an aptitude for planning operations, musical instrument design -Teh Na and composes music.</p> <p><b>Team builders</b> are students who have an aptitude for grouping together friends to be able to work together and be a coordinator.</p> <p><b>Practitioners</b> are learners who have an aptitude for playing music to follow the instructions given by the group leader and making musical instruments.</p> <p><b>Recreationalists</b> are learners who have an aptitude for singing and creating fun for the people in the group.</p>
Basketry-weaving	Four houses school Baan Sam Muen School, Baan Huai Khanun Branch Classroom and Morning Glory 2	<p><b>Planning Thinkers</b> are learners who have an aptitude for planning operations and weaving design.</p> <p><b>Team builders</b> are students who have an aptitude for grouping together friends to be able to work together and be coordinators.</p> <p><b>Practitioner</b> are weaver following the weaving process taught by a teacher or a knowledgeable teacher and friends. A wicker follows the weaving process taught by a teacher or a knowledgeable teacher and friends.</p> <p><b>Recreational person</b> is someone who creates fun with creativity.</p>



Local vegetables	Baan Mae Kut Sam Tha School and Ban Pa Rai Nuea School	<p><b>A planner</b> is an action planner and designs vegetable plots to suit the context and space.</p> <p><b>A team builder</b> is coordinating with friends with engagement of friends in the activity.</p> <p><b>Practitioner</b> is to carry out assigned orders (sorting seeds, planting, taking care and harvesting, selling).</p> <p><b>Recreation</b> is responsible for creating an atmosphere for learning and makes fun with friends. He/she has the ability to invite or attract good attention.</p>
Rope dance	Baan Phade School	<p><b>A planner</b> is a plan of action with number of equipment, number of players, choreography dress design composes lyrics.</p> <p><b>Team builder</b> is coordinating with friends, musicians, dancers, singers.</p> <p><b>Practitioner</b> is to follow the given instructions. (Singer, dancer music player)</p> <p><b>A recreational person</b> is someone who creates an atmosphere of fun and enjoyment.</p>
Local food and desserts	Morning Glory 1	<p><b>A planner</b> is someone who plans an action plan, food menu design and makes information about ingredients or ingredients of food.</p> <p><b>A team builder</b> is someone who keeps a group of friends together, doing activities, coordinating, finding people who know about food and snacks.</p> <p><b>Practitioner</b> is to act according to the plan, cook food and snacks according to the menu.</p> <p><b>A recreational person</b> is to motivate and build confidence in friends, create smiles, have fun, and find activities to help with learning.</p>
Wisdom room	Baan Tham Suea border crossing school	<p><b>A planner</b> is an action planner, wisdom room layout design, room layout list of items to be displayed.</p> <p><b>A team builder</b> is someone who keeps a group of friends, knowledgeable people, to participate in planned activities. He/she coordinates with friends.</p>

		<p><b>A practitioner</b> is someone who follows a plan, organizes, or creates a wisdom room and places things in the wisdom room.</p> <p><b>A recreational person</b> is someone who creates a fun learning environment and welcoming visitors to the Wisdom Room.</p>
Hmong rice	Ruam Thai Phatthana School 3	<p><b>A planner</b> is 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><b>A team builder</b> is someone who motivates friends, coordinates, or bridges a group of friends in activities.</p> <p><b>A practitioner</b> is a person who follows a planned action plan to follow the steps to learn about Hmong rice.</p> <p><b>A recreational person</b> is a person who creates smiles, laughs, and leads the way or a song about Hmong rice, keeping knowledge of the event visitors.</p>
Rumtong, hit bamboo and hip hop	Sumakee Learning Center	<p><b>A planner</b> is someone who thinks and plans the implementation of an activity and choreography, searches for background music or compose music and designs how many bamboos will be needed and how many people are there in the show or activity?</p> <p><b>A team builder</b> is someone who coordinates and finds the right person for the activity you have put in place.</p> <p><b>Practitioner</b> is a person who performs according to the plan for each performance, sings and dances.</p> <p><b>A recreational person</b> is someone who invites people to an event to come and see a performance, to bring smiles and fun to outsiders.</p>



### Conclusion

Teachers shares students with the following questions:

1. Students think they will use their aptitudes to benefit the cultural issues of the school. How is the community?
2. How do learners make the smallest balloons become bigger to develop or increase their potential?

Everyone has different aptitudes, preferences, and abilities. There are differences, thus making the potential of people work in our society. There are no people who have all kinds of aptitudes, but if people with many aptitudes come to help strengthen and empower the team to follow the goals that placed successfully and so strong That is why we have to find our own potential in order to learn the culture that the school chooses for everyone to participate in, empowering our culture to move forward with learning in the 21<sup>st</sup> Century.

#### Equipment:

1. Worksheets;
2. Red, green, blue, white.

#### Workpiece(s):

Worksheet 2 on your own potential (largest, smallest) with reasons

#### Suggested Topics

1. Rules and topics should be clearly explained.
2. Facilitating students to participate in discussion and exchange thoroughly.

**Monitoring, Measuring and Evaluation**

<b>Assignment</b>	<b>Sources of Information</b>	<b>Means</b>	<b>Tools</b>	<b>Criteria for Assessment</b>
Worksheet 2 on self-potential	from learning activities	1. To have students describe their aptitude in the worksheet. 2. To check the worksheet	Worksheet 2	-Learners explain and use their aptitude to work with others, 3 points -The learner explains which color balloons represent which aptitude gives 2 points. - Learners can tell which color balloon is the largest and which is the smallest, give 1 point. Quality Level 2 Passed the criteria
Observe individual student behavior	Behavior of each student during the activity	Observe the behavior of participating in the class, to measure and take notes, learning setting, answering questions, cooperating with friends and teachers in activities	Individual learner behavior observation record form	Quality Level 2 Passed the criteria

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Signature ....., the evaluator

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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 give examples and act according to the situation, roles, rights, liberties, and duties as a good citizen.

**Main contents with expectation:**

Open-minded learners are acknowledging the potential of self and others and ready to act according to the situation, role of liberty, gender diversity, rights, and duty as good citizens.

**Objectives:**

1. To learn the roles and rights of oneself and others.
2. To act according to the characteristics of a good leader and follower.



**Introduction**

The teacher asks the students questions. What is the good citizen? Who is the good citizen? How to behave and being ready to give an example. The teacher uses the activity walk along in order to learn about the roles and duties of being a good citizen by placing the leaflets in different areas in the classroom, the steps are as follows.

1. Participants match 2 people according to their age range or grade level.
2. Let choose who will be the leader and the follower.
3. The leader will pose and walk around the room/field and change poses constantly, with the follower having to imitate the leader's every move. Then the teacher orders them to stop when they walk to the point where the certificates are placed.
4. Learners stop at any knowledge sheet and have their followers read it to their peers for 1 round.
5. To switch roles until all knowledge sheets are complete.

**Exchange discussion:**

1. The feeling of a leader-follower in each activity.
2. How and what they can learn from the activity and apply them with daily life?



**Teaching**

1. To have the learners' group as appropriate by using a game of collecting coins, women are worth 1 baht, men are worth 2 baht, the values of the coins may be swapped for equality between women and men.
2. To ask the learners to collect money in the amount specified by the instructor. In order for the learners to join the group, there must be both males and females, and must have people who specialize in planners, team builders, practitioners and recreational workers within the group.
3. Once the group has been given, the teacher 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 understanding How do you use your aptitude to plan work on cultural issues chosen by the school?

4. Learners present their own plans along with the roles and duties of each, ready for other groups of peers to reflect on the plans of the proposed groups, where needs to be added or adjusted.

5. Instructors reflect the presentation of action plans of all groups by empowering learners to work in groups without cutting off teaching that they are wrong or right activities. It is considered a joint learning and takes the plans that learners have planned to do. Activities to learn ICE in the next stage of YOU – WE



### **Conclusion**

1. 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 learners at present.

2. If a culture has good leaders or messengers, it will survive. But if the leader or the broadcaster is wrong, there will be a misunderstanding of other cultures as well.

The teacher summarizes the body of knowledge by comparing the general civic duties with the civic duties within the schools and communities or cultural issues of each school that the roles and duties in every place are important. good have equal rights and liberties

#### **Workpiece(s):**

Action plan for learning the culture chosen by the school

#### **Suggested Topics**

Endeavor for all groups to be both male and female in order to achieve equal learning within the classroom or culture.



Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
Action plan with learning the culture chosen by the school	answering questions	1. To draw a picture and write a description of their duties and participation in the activity. 2. To check the worksheet	Action plan with learning the culture chosen by the school	-The learner writes a description of the work plan that is related to cultural issues and can present it in front of the class. 3 points -Learners describe their duties and what they do in that activity, give 2 points. - Learners are involved in thinking about activities or plans, giving 1 point. Quality Level 2 Passed the criteria
Observe individual student behavior	Behavior of each student during the activity	To observe the behavior of participating in the class and to measure and take notes, learning setting, answering questions, cooperating with friends and teachers in activities	Individual learner behavior observation record form	Quality Level 2 Passed the criteria

**Worksheet for Behavioral Observation of Student**

**Instruction:** The instructor/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.



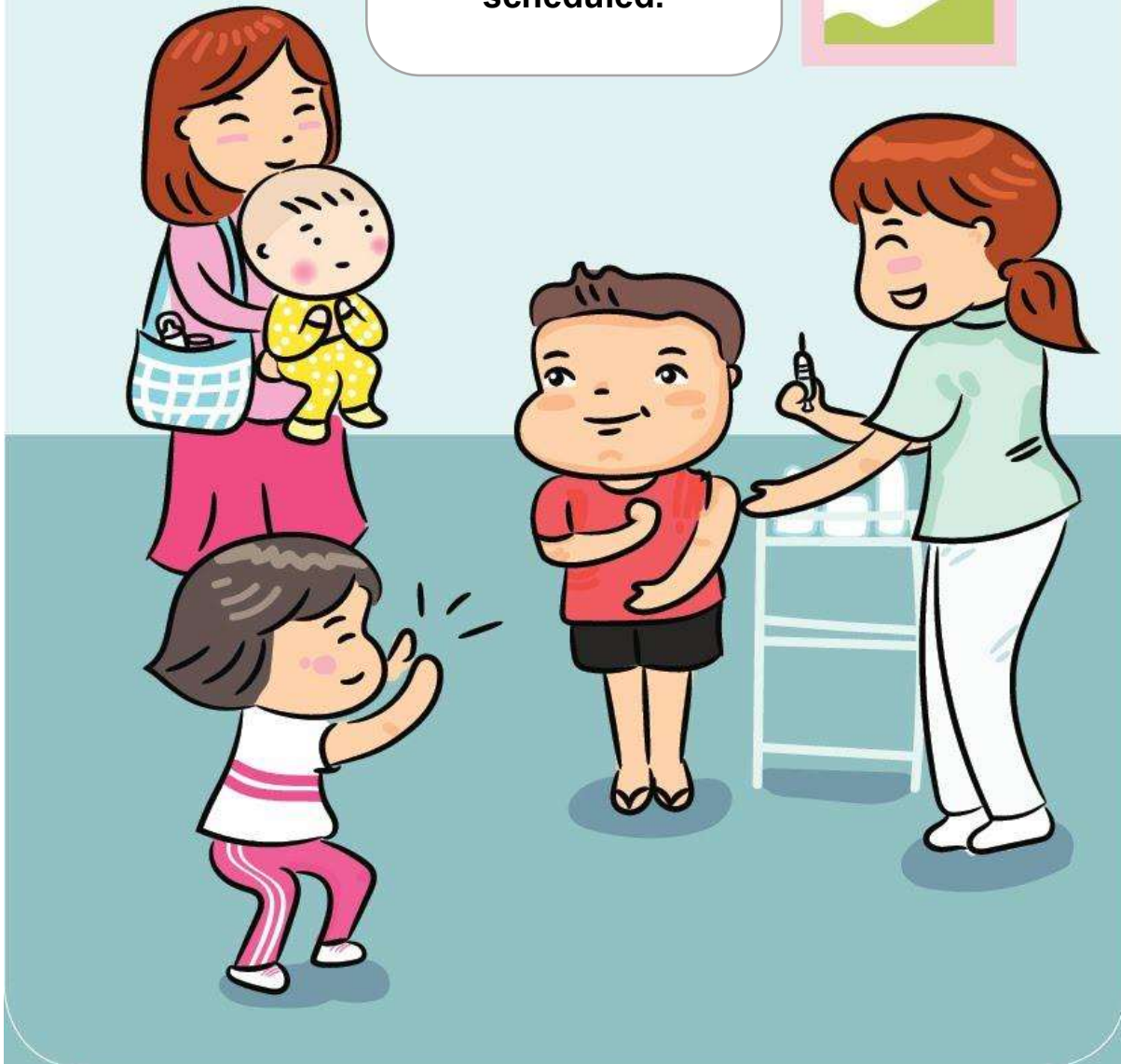


## Vaccine

Vaccination  
room



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





## Clothing

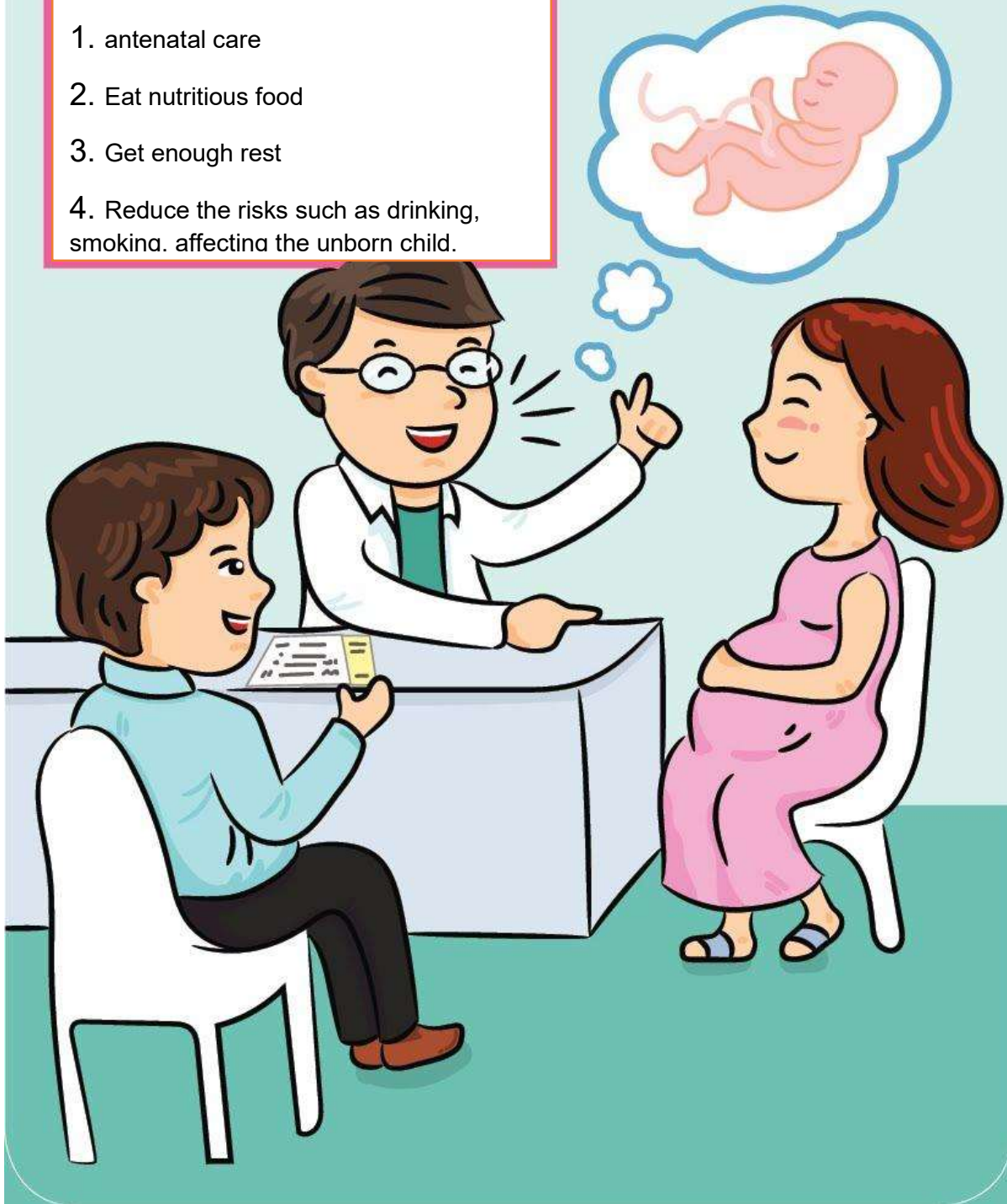




## Antenatal care

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.





Living with parents



# 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



Home





## Hospital

### Community Hospital





Birth certificate



Registration Department

Right to develop



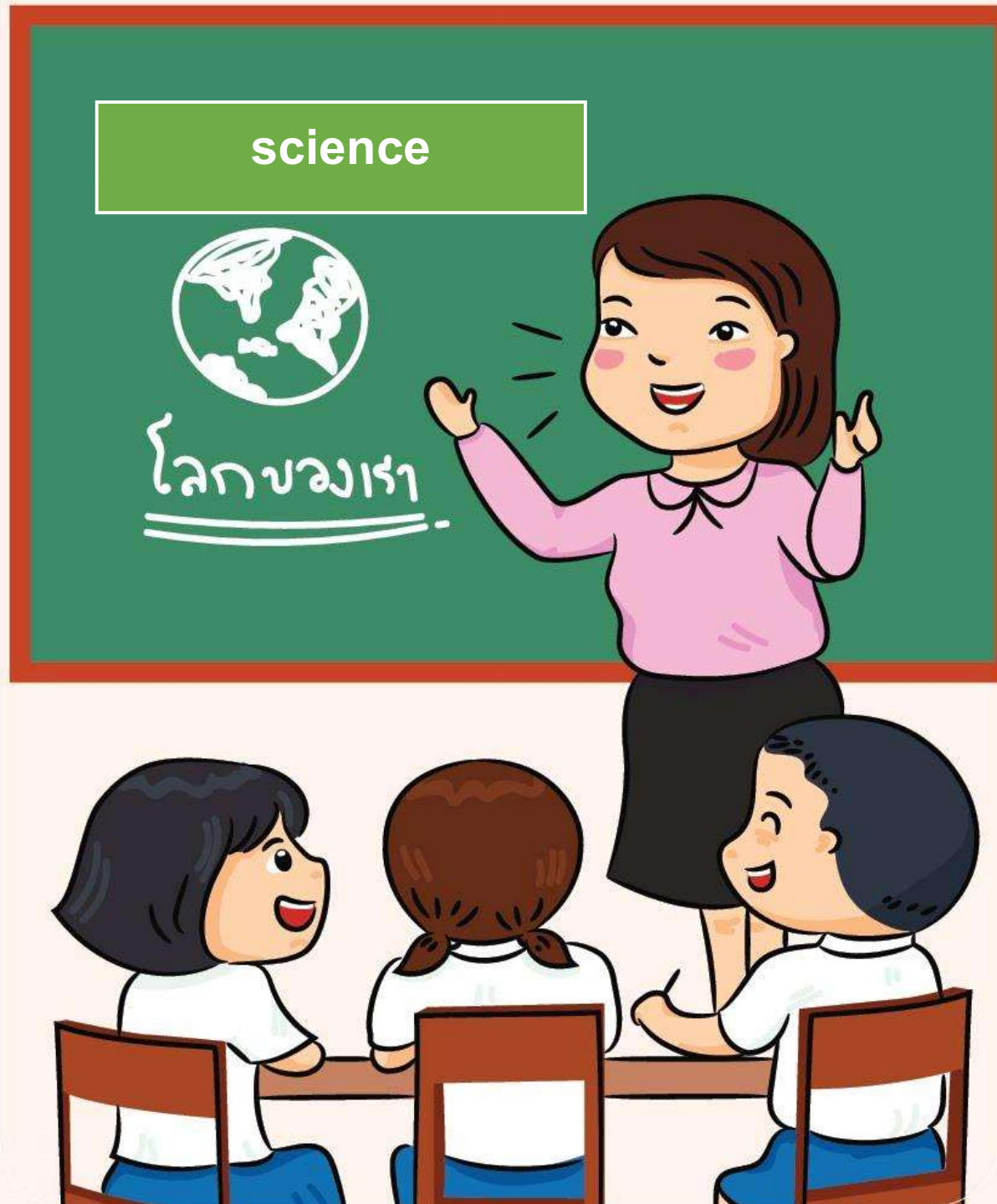
School



5



Teacher





Singing and dancing to develop the body  
and brain





### Suitable place for children

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



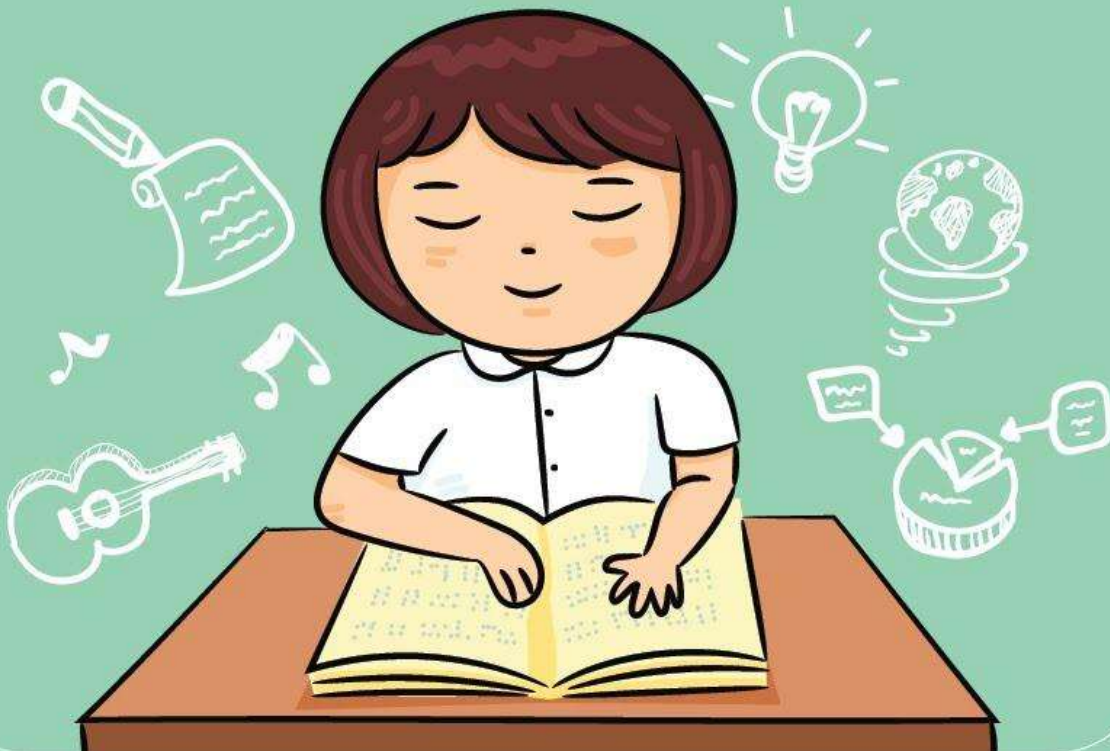


Children disabilities have the opportunity  
to study

raise your hand  
vertically parallel  
Then pull both hands  
apart.



means  
“Thank you”





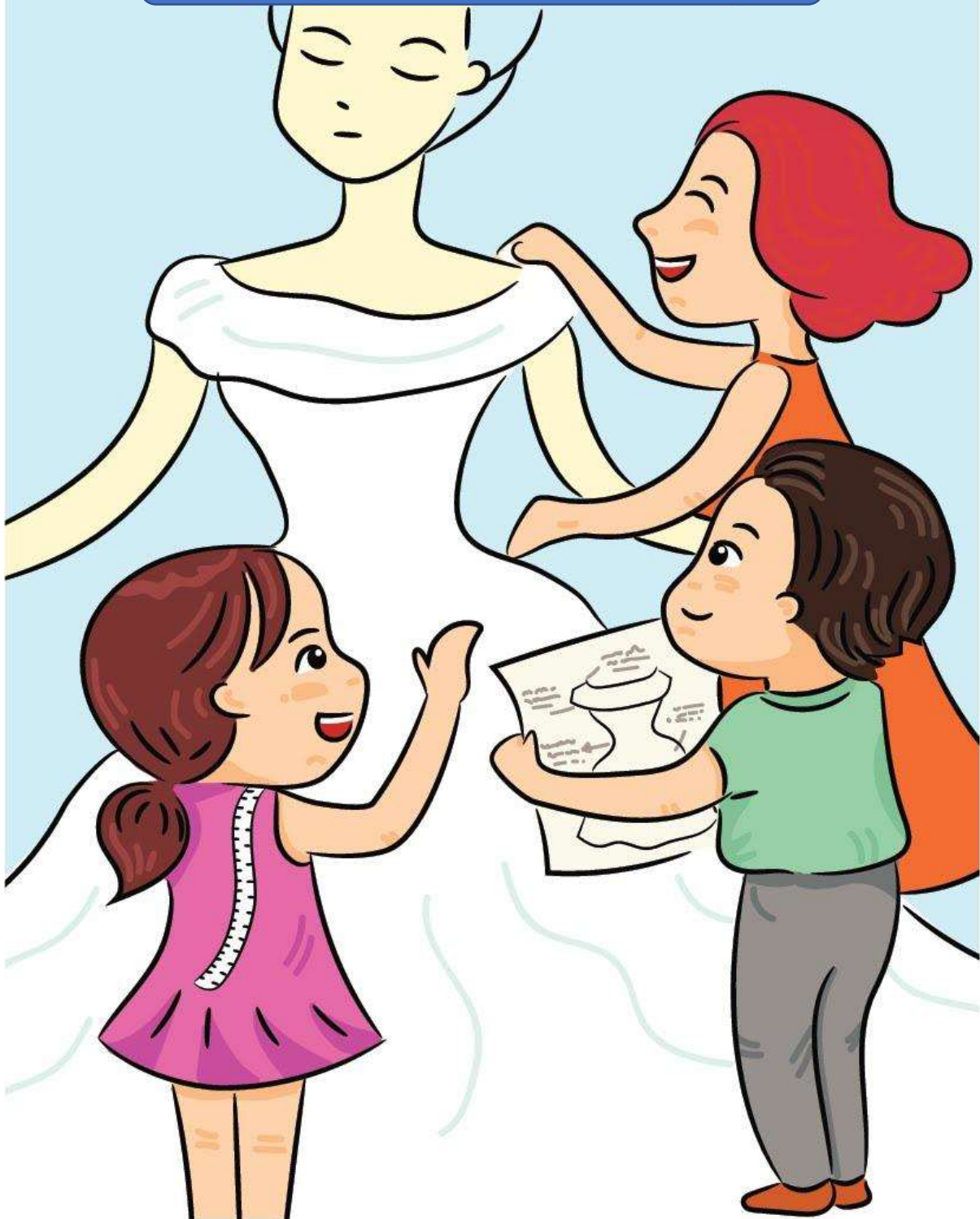


Safe transportation to school





Vocational Training for Children and Youth





Playground





learning materials



# Sub-Learning Unit 3.1

## The fundamental rights of the child



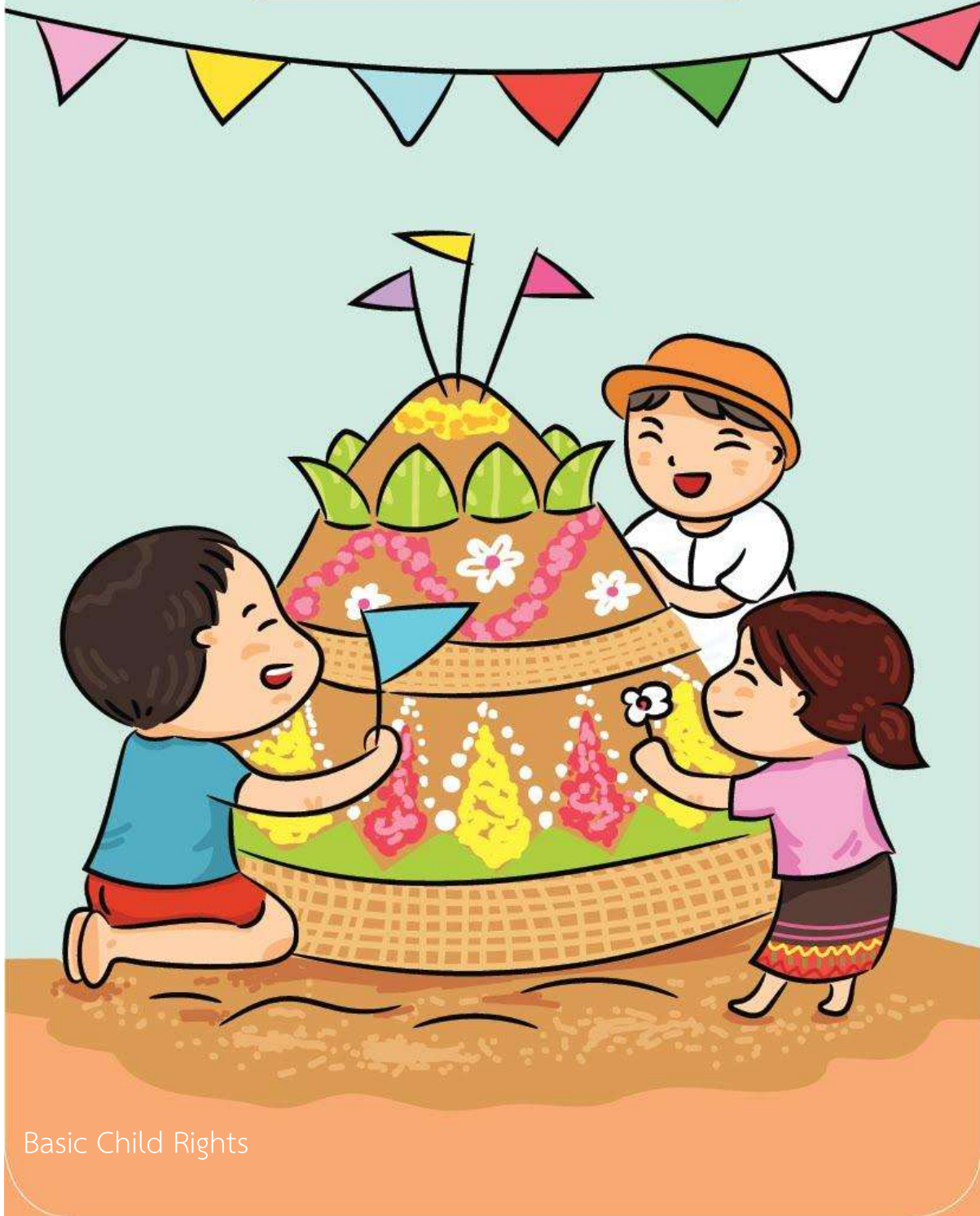


## Informal education





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



# Sub-Learning Unit 3.1

## The fundamental rights of the child



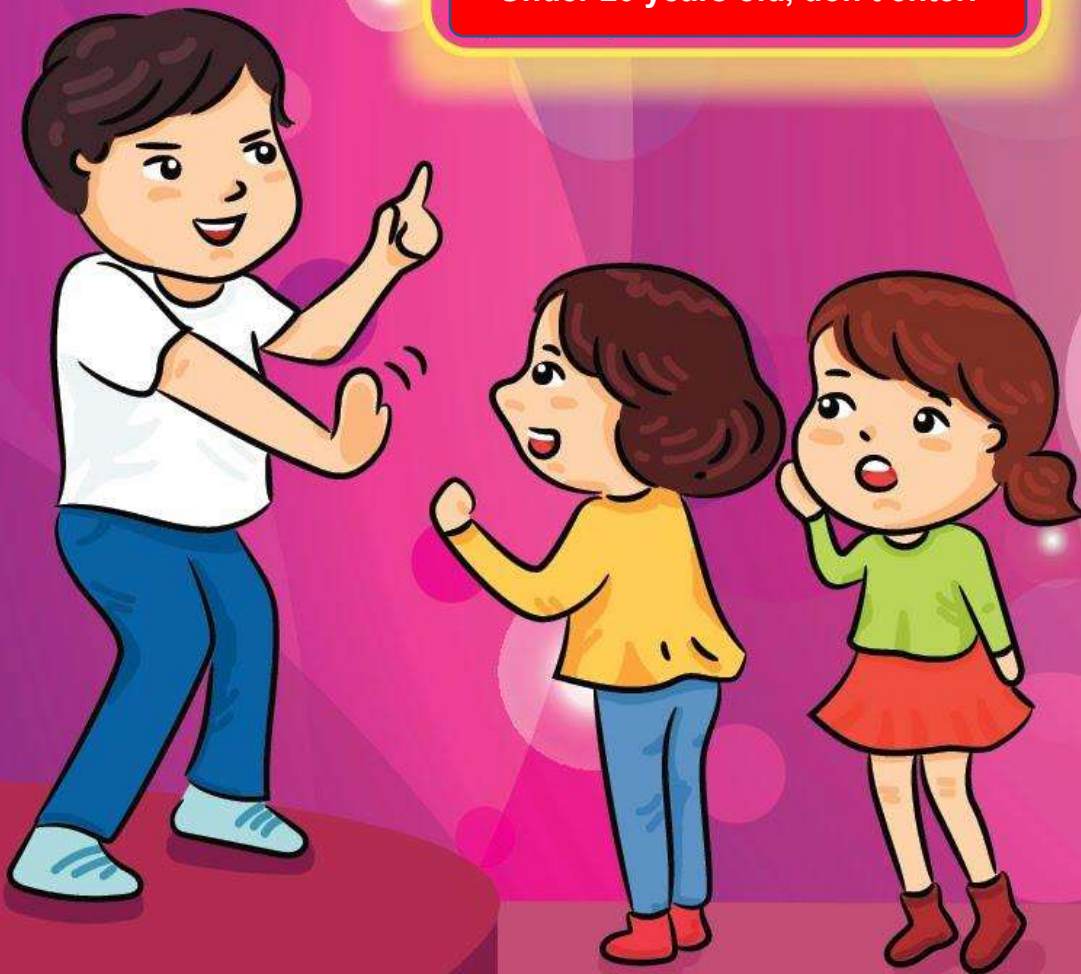
Preventing children from going to inappropriate places

Ex. Pub, bar, casino, liquor store



OPEN

Under 20 years old, don't enter.







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







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



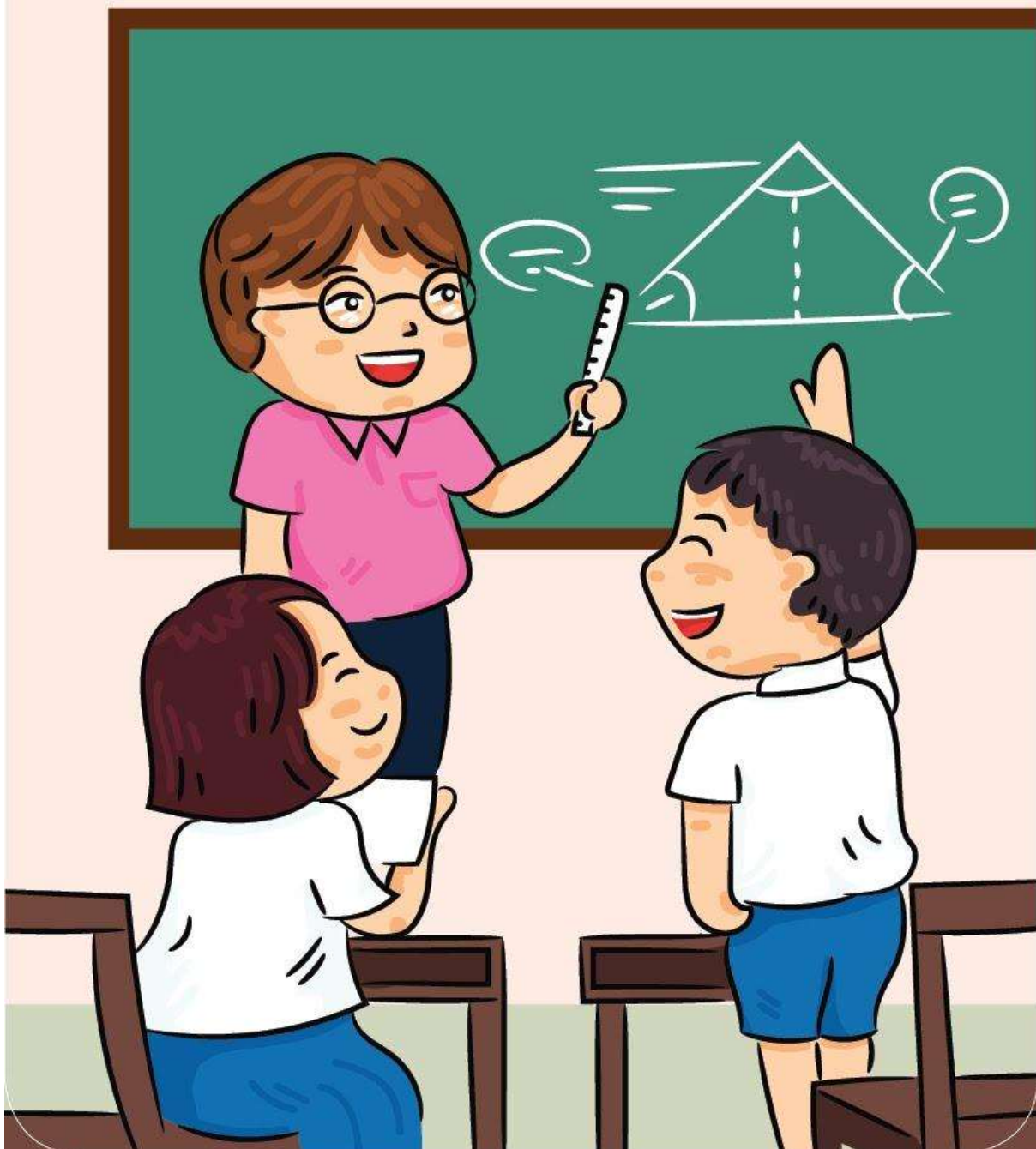


Student president election





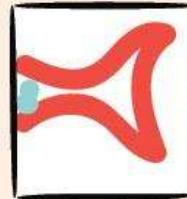
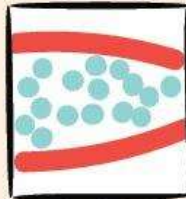
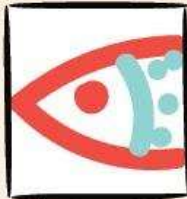
Asking questions or doubts in the  
classroom



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





Sub-Learning Unit 3.1  
The fundamental rights  
of the child



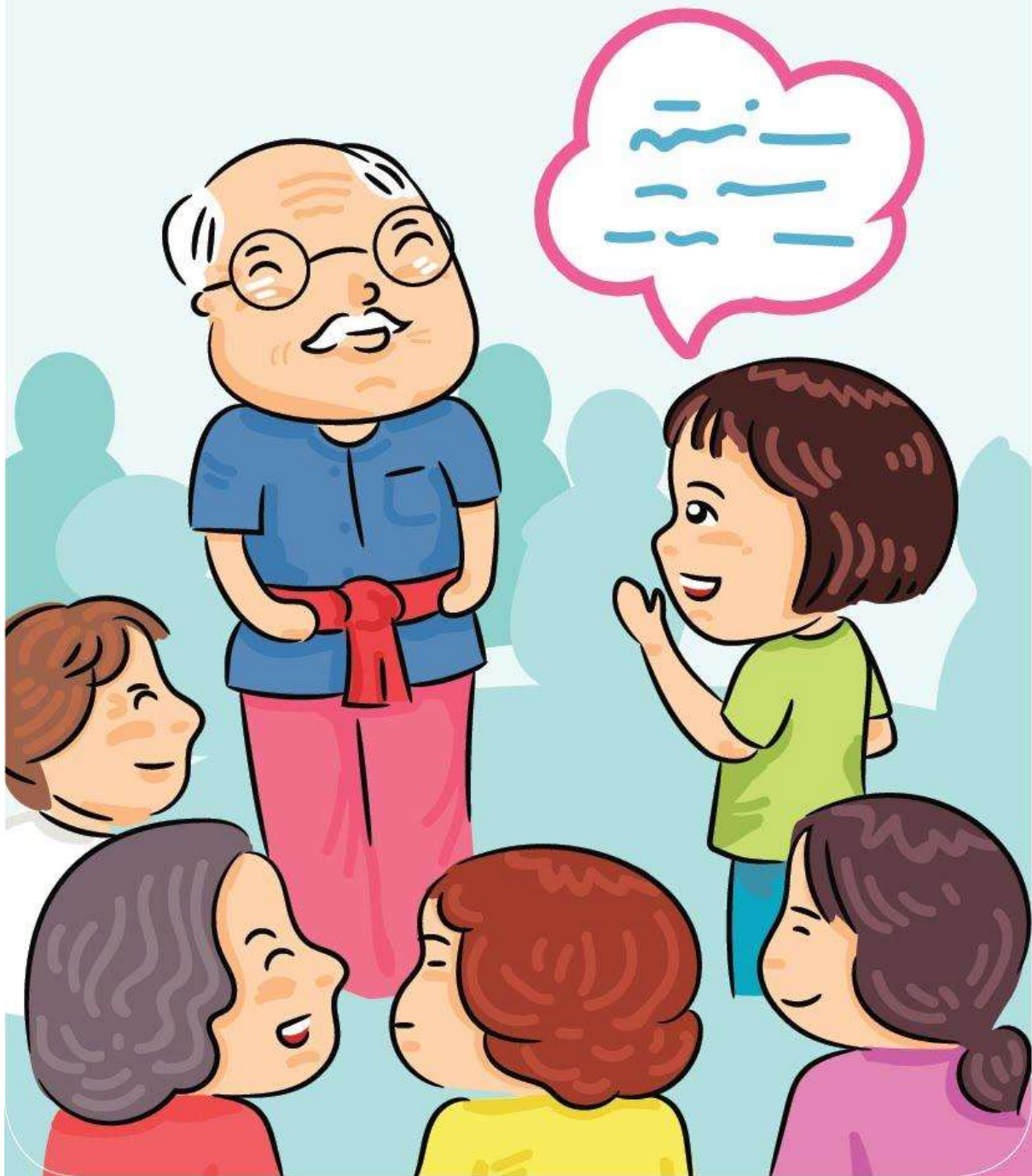
Assembly of the Council of  
Children and Youth





Offer opinions on matters related to children.

Ex. Commenting on building a playground





There is information exchange,  
communication with friends.



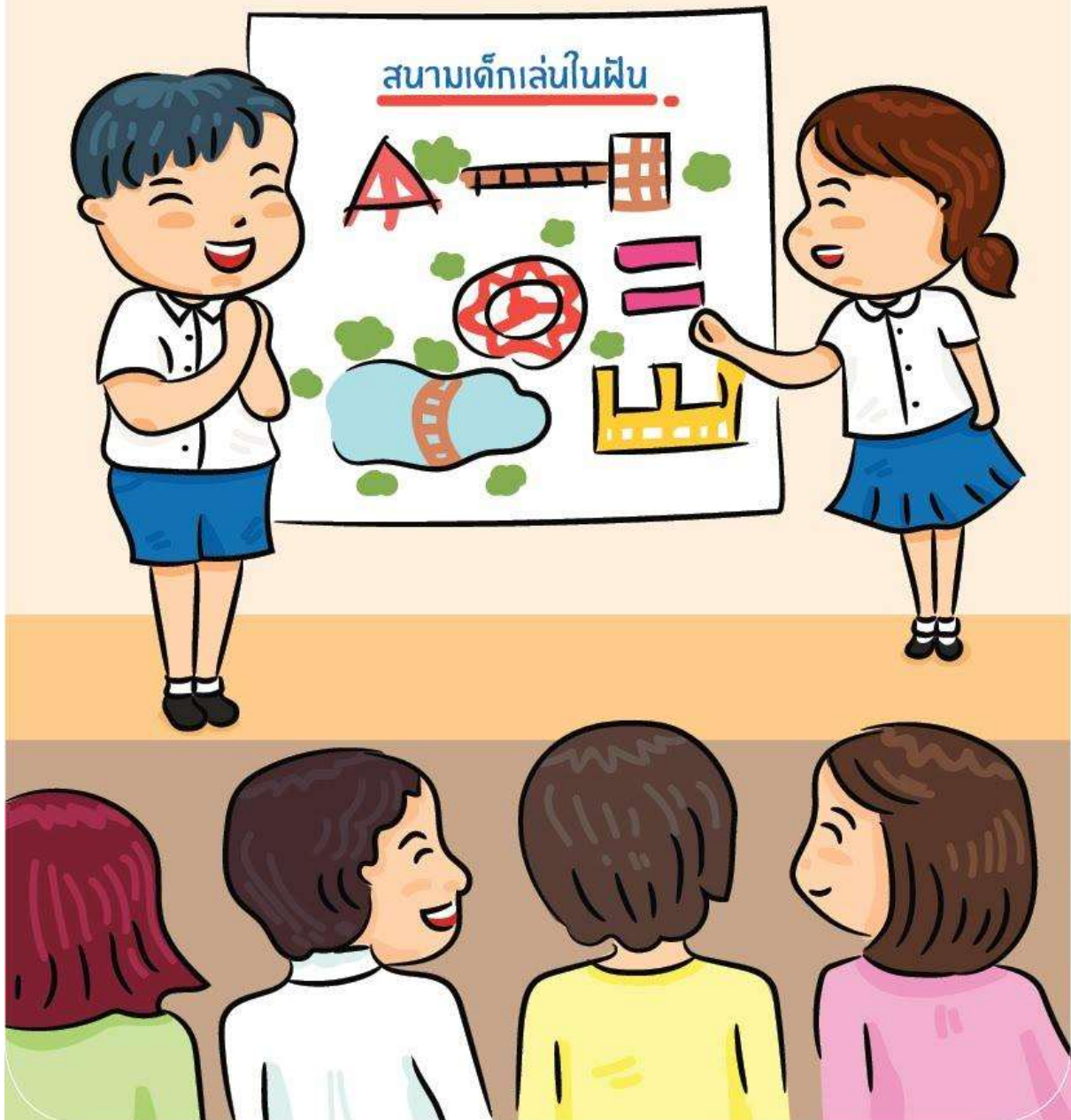


Participate in training activities with  
various agencies





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 Sheet 3.3 A Good Citizen**

**A good citizen** is a person who properly fulfils their roles and duties in accordance with the established moral principles, cultures, and traditions, who is eager to participate in solving problems and who does not violate the rights and freedoms of others. Citizens are regarded as an important part of society. Every society needs good citizens for social and national development.

**1. Characteristics of a good citizen:**

1.1 Having basic qualities including patience, diligence, honesty, responsibility and putting the common good before self-interest.

1.2 Having specific qualities including being able to behave in the way that society wants, listening to others' opinions and being reasonable.

**2. Being a good citizen in democratic way:**

2.1 Social aspect. A good citizen must express their opinions appropriately and reasonably, listen to other people's opinions, follow society's rules, take part in social development, self-sacrifice for the common good.

2.2 Economic aspect. A good citizen must be frugal in spending, save for tomorrow, be honest, spend their free time wisely to benefit themselves and others, and live their life according to the philosophy of sufficiency economy.

2.3 Political aspect. A good citizen must respect the law, be honest, unselfish, and does not violate the rights and freedoms of others.

**3. Duties of a good citizen include:**

3.1 Putting the common good before self-interest.

3.2 Being disciplined, to be able to live together in society in an orderly manner.

3.3 Taking responsibility on the duties performed in order to deliver a good job.

3.4 Being patient, able to control emotions well even when experiencing the situations that cause dissatisfaction.

3.5 Being frugal in spending, saving for tomorrow, not being extravagant, spending when necessary, living a self-sufficiency life.

3.6 Exhibiting sportsmanship, forgiveness, helping each other, mainly placing importance on the common good.

3.7 Being honest and straightforward.

3.8 Respecting the law and following society's rules.

3.9 Participating in solving problems and supporting solutions by peaceful means.

Every society needs good citizens which will bring in the steady progress to a society and nation. We then should start by teaching children about the duties of a good citizen through modelling by adults acting as role models. When children grow up, they will become good citizens that everyone in society desires.

# 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 5)

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 equality including race, religion, sex, age, skin color, body shape, physical appearance, and economic status.		Grade 5 1. To explain the meaning and characteristics of stereotypes and discrimination in a nutshell. 2. To give an example of a story stereotypes and discrimination clearly culturally and sexually. 3. To work with others on equality and equality.	1. Do you really know? (Perception) 2. Awareness of stereotypes and discrimination in working with others: our hearts. 3. Working with others without stereotypes and discrimination: Acting with our own two hands.	10	To give knowledge to learners with understandings on stereotypes and discrimination culturally and sexually.	1. Learners are skilled in explaining the nature of stereotypes and discrimination culturally and sexually, with clear examples. 2. Learners have the skills to work with others on equality and gender equality.	Learners are aware of working with others without stereotypes and discrimination based on equality and equality based on race, religion, sex, age, color, body shape, and economic status.

# Learning Unit 4

## Discrimination and Equity



### Indicators:

10 hours

1. To explain the meaning and characteristics of stereotypes and discrimination in a nutshell.
2. To give an example of a story stereotypes and discrimination clearly culturally and sexually.
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 equality including race, religion, sex, age, skin color, body shape, physical appearance, and economic status.

### Main contents:

1. Meaning and characteristics of stereotypes and discrimination.
2. Working with others on equality and equality.

### Core competencies gained from the ICE:

1. Learners knows and understands on stereotypes and discrimination culturally and sexually.
2. Learners are skilled in explaining the nature of stereotypes and discrimination culturally and sexually, with clear examples.
3. Learners have the skills to work with others on gender equality and equality.
4. Learners are aware of working with others without stereotypes and discrimination on equality and equality based on race, religion, sex, age, color, body shape, and economic status.

## Sub-Learning Unit 4.1

You should not judge others by your own thoughts: Do you really know? (Perception)

**Indicator(s):**

**1 hours**

1. To explain the meaning and characteristics of stereotypes and discrimination in a nutshell.
2. To give an example of a story stereotypes and discrimination clearly culturally and sexually.

**Main contents:**

To realize that no one shall judge others only from own thoughts but shall listen and learn from what they are 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 others only from own thoughts but shall listen and learn from what they are through the exchange of communication.



### Introduction

1. Before the students enter the class, the teacher 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 teacher asks the learners to sit in the area and the posture that the learners feel comfortable and relaxed, then lets them close their eyes slowly and think about where they are currently sitting and what things are around them. At the same time, the teacher turns on the music with comfortable rhythm, then has all the students tell each other about the objects in the surrounding area. Allow 5 minutes for the learner to speak as much as possible. As the learner speaks, the teacher takes notes of everything that the learner has said.
3. When the learners tell the answer for 5 minutes, then have the students gradually slowly open their eyes and stretch while sitting or standing.
4. After the learner's finish stretching, the teacher has the students observe the surroundings again. Is there anything that hasn't been said? Have 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. Learning to recognize is important."
6. The teacher 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)"



#### Teaching

1. The teacher distributes 1 sheet of paper and 1 pen to all students.
2. To have students 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. To have each learner use their eyes to observe their friend or partner in detail for 2 minutes. Do not talk or ask questions. can only be used by the eyes
4. Then to have students sit with their backs facing each other. without talking
5. To have the learners pick up the paper and pen that the teacher has given out according to item 1 to prepare for writing the answer that the teacher is about to ask. Before asking a question, the teacher must verify that all students are in a state of being ready to write their answers on paper.
6. The teacher begins to ask questions one by one and let learners write the answers one by one on the worksheet 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 does your partner 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 ethnicities who dress differently speak different languages? And 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 correct answer and mark (×) in the wrong answer. The teacher then has each person add their own scores for how many questions they answered correctly and write the total score in the total score box.
8. The teacher asks the learner to assess which pair or who has answered all 12 questions correctly, raise their hand, followed by the person who answered 11 correct questions, raise their hand, followed by the person who answered correctly 10, 9, 8, 7..... and so on. The person who answered incorrectly.

## Sub-Learning Unit 4.1

You should not judge others by your own thoughts: Do you really know? (Perception)

9. The teacher asks the learners 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 learners have finished discussing, exchanging, and modifying their answers and ask the teacher 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 knowing the facts of that friend.

11. Ask the teacher who pairs are all wrong. If any of the learners make all the wrong answers, present them to their classmates. Why are all the questions answered incorrectly? what the cause is

12. The teacher asks the students which question is the easiest to answer and why. (The teacher may ask students to answer 3-5 people, trying to choose those who do not dare to express themselves to give them a chance to answer.)

13. The teacher asks the students which question is the most difficult to answer and why. (Teacher 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 (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 verses 11-12)



### Conclusion

1. The teacher summarizes this activity reflecting the observations and anticipating the feelings and identity of others to realize that our thoughts, guess what we see with our eyes and our original experience. They may 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. Communication and education are ones of the ways in which we can get answers that are as close to reality as possible. Likewise, the activities, the post will notice that the answers are not true. As we get more information, we can change the information, giving us new and more truthful answers.

3. The teacher asks the students to remove the lessons after learning from the activities according to the following points. How do you feel more things I learned from myself and from friends? and from this learning process by using the worksheet that 4.2 remove with lessons-learned gained from activities.

4. The teacher summarizes for the learners to understand that the processes and activities used this time are called do you really know. The goal is to practice observation and anticipate the feelings and identity of your co-workers and realize that should not judge others only from your own thoughts, but should listen and learn from

## Sub-Learning Unit 4.1

You should not judge others by your own thoughts: Do you really know? (Perception)

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.

### Equipment:

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

### Learning material(s):

Music (relaxation rhythm)

### Workpiece(s):

Worksheet 4.1 Do you really know. (Perception)  
Worksheet 4.2 Removing lessons

### Suggested Topics

1. Teachers shall have questions that are appropriate for the age and culture of the learners.
2. Teachers shall prepare 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

You should not judge others by your own thoughts: Do you really know? (Perception)

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
Worksheet 4.1 Do you really know. (Perception)	Answering questions	1. To have students exchange answers with their matched friends. 2. To check the worksheet	Worksheet 4.1	Quality Level 2 Passed the criteria (criterion is in the worksheet)
Worksheet 4.2 Removing lessons	Answering questions	1. To have students exchange answers with their matched friends. 2. To check the worksheet	Worksheet 4.2	Quality Level 2 Passed the criteria (criterion is in the worksheet)
To observe individual student behavior	Behavior of each student during the activity	To observe the behavior of participating in the class and to measure and take notes, learning setting, answering questions, cooperating with friends and teachers in activities	Individual learner behavior observation record form	Quality Level 2 Passed the criteria (The criteria are in the individual student behavior observation form)

## Sub-Learning Unit 4.1

You should not judge others by your own thoughts: Do you really know? (Perception)

### Worksheet for Behavioral Observation of Student

**Instruction:** The instructor/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;
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## Sub-Learning Unit 4.1

You should not judge others by your own thoughts: Do you really know? (Perception)

### 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: .....

## Sub-Learning Unit 4.2

### Awareness of stereotypes and discrimination in working with others: our hearts

#### Indicator(s):

1 hour

1. To explain the meaning and characteristics of stereotypes and discrimination in a nutshell.
2. To give an example of a story stereotypes and discrimination clearly culturally and sexually.

#### Main contents:

To learn and understand the meaning and nature of stereotypes and discrimination and to raise awareness of reducing stereotypes and discrimination in working with others.

#### Objectives:

1. To learn and understand the meaning and nature of stereotypes and discrimination.
2. To be aware of stereotypes and discrimination in working with others.



### Introduction

1. To divide students into 2 groups of equal numbers to compete in asking questions from a tree by the teacher having a picture of a tree or having the learner observe the tree in the school. Then have the students compete with each other to ask questions from a tree. Give them 5 minutes. The group with the most questions and writing the letters correctly is considered the winner.
2. The teacher introduces the students to the “This activity made us know what we thought and raised questions. It’s the memory in our brains. which arises from the experiences of both the good and the bad of each person.”
3. The teacher introduces that “So this hour we will learn about the meaning of stereotypes and discrimination to raise awareness of reducing bias and stigma. in working with others through the activities of our hearts.”



### Teaching

1. To have learners write a call on behalf of a person with their identities of race, color, belief, gender, and social status on a piece of paper, one identity per sheet. For example, for participants such as black people, Chinese tourists. muslim woman, political prisoners, Burmese workers, handsome gay men, widows, pregnant before marriage, and to think and write their words without being seen by other participants.
2. Learners pair up and use masking tape to paste the words they wrote. Stick it on your friend's forehead. The person who has been pasted must not see what the word has on their forehead. and attach the worksheet at 4.3, the feeling paper behind everyone.

## Sub-Learning Unit 4.2

### Awareness of stereotypes and discrimination in working with others: our hearts

3. Each person walks to greet each other as if we meet someone according to the written word and without saying the words pasted on your friend's forehead and try to guess in your mind who we are playing the role by observing the words or attitudes that friends treat us, give us 5 minutes.

4. To have each learner walk to express their feelings and opinions on the role-play that each friend has received by writing on the back of each friend. Give 15 minutes.

5. To have the learners divide the group into 3 equal groups (according to the appropriate number of participants), then remove the paper attached to the back and the paper pasted on the forehead. The paper that friends wrote to express their feelings is considered as a worksheet. 4.3 Feeling paper.

6. To have students 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 The first person we greeted, and we saw those words on his forehead. how do we feel (Examples of feelings: liking, laughing, shocked, surprised, disgusted, wondering, 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 (eg 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? (eg direct experience, meet, watch movies, read in books, they tell each other)



### Conclusion

1. The teacher asks the students if, in real life, have we ever used words, attitudes, or discriminated against someone because of their skin color, race, religion, beliefs, values, or social status? For example, 1-2 cases.

2. When the students complete the example, the teacher went on to say that our attitude or use of words discrimination against anyone is the beginning of stereotypes and discrimination. The teacher then explains the meaning and nature of stereotypes and discrimination end the activity for further explanation, see leaflet 4.2, stereotypes and discrimination.

3. The teacher summarizes for the learners to understand that the processes and activities used this time are called do you really know. The goal is to learn and understand the meaning and nature of bias, stigma, and awareness to reduce bias and stigma in working with others. But in organizing the next learning process, future activities can be adjusted. Please answer the objectives of this learning management process.

## Sub-Learning Unit 4.2

### Awareness of stereotypes and discrimination in working with others: our hearts

#### Equipment:

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

#### Learning material(s):

Leaflet 4.1, stereotypes, and discrimination

#### Workpiece(s):

Worksheet 4.3 Paper expressing feelings (by taking it from the paper that a friend wrote during the process as a piece of work).

#### Suggested Topics

The role played on the forehead should not match the participant's real life. because it is a sensitive matter. It will aggravate his real life and give him a bad idea leading to the deterioration of the value and human dignity of the legs.

## Sub-Learning Unit 4.2

### Awareness of stereotypes and discrimination in working with others: our hearts

#### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
Worksheet 4.3 Paper expressing feelings	The paper your friend wrote during the process.	1. To check the worksheet	Worksheet 4.3 Paper expressing feelings	Quality Level 2 Passed the criteria (criterion is in the worksheet) Write a complete answer and describe how you feel and what you have learned, 3 points. Write a complete answer and explain how you feel or what you have learned. Scored 2 points. Write a complete answer, but unable to explain feelings or what you have learned: 1 point Incomplete responses and unable to explain feelings or things learned, 0 points
Observe individual student behavior	Behavior of each student during the activity	To observe the behavior of participating in the class. to measure and take notes Learning setting, answering questions, cooperating with friends and teachers in activities	Individual learner behavior observation record form	Quality Level 2 Passed the criteria (The criteria are in the individual student behavior observation form)

## Sub-Learning Unit 4.2

### Awareness of stereotypes and discrimination in working with others: our hearts

#### Worksheet for Behavioral Observation of Student

**Instruction:** The instructor/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:

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.....

In the matters of expected behavior(s):

.....  
.....

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:

.....  
.....

Recommendation(s):

.....  
.....

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

## Sub-Learning Unit 4.3

### Working with Others Without Stereotypes and Discrimination: Acting with Our Two Hands

#### Indicator (s):

To work with others on equality and equity.

8 hours

#### 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 stereotypes and discrimination based on equality and equality of race, religion, sex, age, skin color, appearance, physical and economic status.



### Introduction

1. The teacher divides the students into 2 equal groups, then gives each group an equal number of unused A4 paper or any other paper - approximately 50 per group or more. The teacher explains the rules of play, that is, let each group do whatever it takes to keep the paper on the body of the learners in the group as much as possible and when finished, lets the learner hold that position. The teacher counts on timer for 3 minutes. After 3 minutes, he/she will count the number of papers on the student's body in each group. The group that can place a lot of paper is considered the winner. Summary of this activity Teamwork must be planned. It requires cooperation from everyone in the group to accomplish the goals that have been set in if everyone in the group does not cooperate. The goals set will not be achieved.

2. The teacher explains how to organize the following 8-hour learning activities. Project based learning is a learning management that encourages students to practice and study on their own which can be divided into 6 steps, with the first 3 steps being the preparation stage, defining and selecting a topic. The process of writing an outline procedure. It is in the You-We are learning stage and the latter 3 are the practice stage. presentation stage and the evaluation stage. We are in the learning stage by the 1<sup>st</sup> hour as preparation. Defining and selecting topics, hours 2 - writing an outline, hours 3-7 - hands-on. And the 8<sup>th</sup> hour summarizes the overview of intercultural learning at the YOU-WE stage.

3. Then the teacher explains further, "While the learners learn according to the issues of each school for each learner observe your group work process and how stereotypes and discrimination occur during the activity, then record it on the worksheet 4.4 Detective Conan's mission."



### Teaching

Learn and act on cultural issues chosen by each school. The details are in the following table.

## Sub-Learning Unit 4.3

### Working with Others Without Stereotypes and Discrimination: Acting with Our Two Hands

#### Learning schedules and implementing cultural issues chosen by each school

##### 1. Teh Na

Step in learning	Hour	Learning content	Work piece/workload
Preparation and selection of topics to learn	1	<ol style="list-style-type: none"> <li>1. Teacher introduces topics in learning. (Teh Na production /Teh Na play / Teh Na performance singing)</li> <li>2. To divide the groups according to the students' aptitudes, preferences and interests and be ready to choose a topic to learn (Teh Na production/play/performance singing) by grouping according to their interests according to learners' aptitude without discrimination on race, religion, sex, age, skin color, shape, physical appearance, and economic status.</li> </ol>	<ol style="list-style-type: none"> <li>1. To complete the Detective Conan worksheet on stereotypes and discrimination (K).</li> <li>2. The picture book of the production process of Teh Na Playing and Singing for the Teh Na Ready to explain (S)</li> <li>3. Student self-behavioral observation form (A)</li> </ol>
Writing an outline	1	<ol style="list-style-type: none"> <li>1. Learners plan a group operation (learning objectives/learning steps/equipment/dividing roles, duties, and responsibilities) on fripped chart paper.</li> <li>2. Presenting the planning of operations in front of the class.</li> </ol>	
Action	5	<ol style="list-style-type: none"> <li>1. To act on the selected topic and have students draw pictures Teh Na production process Playing and singing the accompaniment of the Teh Na then make a picture book               <ol style="list-style-type: none"> <li>1.1 Teh Na production.                   <ol style="list-style-type: none"> <li>1.1.1 Learn about Teh Na production equipment.</li> <li>1.1.2 Selection of timber available in the community to produce Teh Na.</li> <li>1.1.3 Production of Teh Na (Making a Teh Na Frame/Choose a Teh Na String/Stick a Metal Plate/Stretch a Teh Na String/Carve a pattern on the Teh Na according to the preferences of each learner)</li> </ol> </li> <li>1.2 Playing Teh Na:                   <ol style="list-style-type: none"> <li>1.2.1 Learn the elements of Teh Na.</li> <li>1.2.2 Learn about Teh Na 's sounds or musical notes.</li> <li>1.2.3 Learn the position of hands on Teh Na.</li> <li>1.2.4 Learn to tether.</li> <li>1.2.5 Learn the basics of strumming.</li> </ol> </li> </ol> </li> </ol>	

## Sub-Learning Unit 4.3

### Working with Others Without Stereotypes and Discrimination: Acting with Our Two Hands

		<p>1.3 Singing for the theme of playing Teh Na.</p> <p>1.3.1 Learn the types of music used to play Teh Na (fast song/slow song) and each song used to play on any occasion.</p> <p>1.3.2 Practice composing music for playing Teh Na.</p> <p>1.3.3 Singing practice.</p>	
Summary of You-we steps	1	<p>1. To have students present a picture book. Teh Na production process, playing and singing for the Teh Na according to the issues selected by each group.</p> <p>2. The instructor summarizes the activities linked to the ICE content of each grade level.</p>	

**2. Basketry/weaving**

Step in learning	Hour	Learning content	Work piece/workload
Preparation and selection of topics to learn	1	1. The teacher explains about project-based learning to learners and introductory topics in learning (1. Basketry consists of equipment for basketry / prepare equipment / steps for basketry / pattern for basketry. 2. Weaving consists of equipment for weaving / prepare equipment / steps in weaving/pattern in weaving). 3. To divide the groups according to the students' aptitudes, preferences, and interests and to be ready to choose a topic to learn (Weaving and weaving).	Grade 5 1. To complete the Detective Conan worksheet on stereotypes and discrimination (K). 2. A picture book on the process of weaving/weaving. Ready to explain (S) 3. Student self-behavioral observation form (A)
To make an outline	1	1. Learners plan a group operation (learning objectives/learning steps/equipment/dividing roles, duties, and responsibilities) by writing them on a frchart paper. 2. To present the planning of operations in front of the class.	
Action	5	1. Basketry 1.1 To learn the tools for basketry (knives/bamboo); 1.2 To learn how to choose the right bamboo for basketry. 1.3 To learn how to nail. 1.4 To learn how to weave basic patterns. 2. Weaving 2.1 To learn the equipment for weaving. 1.2 To learn how to accept thread colors (Plants give color / give natural color). 1.3 To learn how to weave (Thread roll/frame/weaving). 1.4 To learn how to weave basic patterns.	
Summary of You-we steps	1	1. To have students present a picture book with weaving/weaving process according to the issues selected by each group 2. The instructor summarizes the activities linked to the ICE content of each grade level.	

#### 3. Local vegetables

Step in learning	Hour	Learning content	Work piece/workload
Preparation and selection of topics to learn	1	<ol style="list-style-type: none"> <li>The teacher explains about project-based learning to learners. and introductory topics in learning (Types of local vegetables suitable for planting around each school) by which the teacher must study the types of local vegetables suitable for planting in the area of each school before</li> <li>To divide the groups according to the students' aptitudes, preferences, and interests and to be ready to choose a topic to learn. (Allow students in each group to select 2-4 types of local vegetables, not to be repeated depending on the suitability of each area.)</li> </ol>	<ol style="list-style-type: none"> <li>To complete the Detective Conan worksheet on stereotypes and discrimination (K).</li> <li>Picture book on the process of growing local vegetables Ready to explain (S).</li> <li>To check the vegetable plot and explain</li> <li>Student self-behavioral observation form (A)</li> </ol>
Writing an outline	1	<ol style="list-style-type: none"> <li>Learners plan a group operation (learning objectives/learning steps/equipment/dividing roles, duties, and responsibilities) by writing them on a flipped chart paper.</li> <li>Presenting the planning of operations in front of the class</li> </ol>	
Action	5	<ol style="list-style-type: none"> <li>To take action on the selected topic.               <ol style="list-style-type: none"> <li>Seed selection (Good seed characteristics, suitable for planting).</li> <li>Soil preparation (Choosing an area for planting / designing vegetable plots creatively and working on the plot as designed);</li> <li>Planting (seeding seedlings/planting spacing);</li> </ol> </li> </ol>	
Summary of You-we steps	1	<ol style="list-style-type: none"> <li>To have students present a picture book, the process of growing local vegetables according to the issues selected by each group</li> <li>The instructor summarizes the activities linked to the ICE content of each grade level.</li> </ol>	

## Sub-Learning Unit 4.3

### Working with Others Without Stereotypes and Discrimination: Acting with Our Two Hands

#### 4. Local food and desserts

Step in learning	Hour	Learning content	Work piece/workload
Preparation and selection of topics to learn	1	1. The teacher explains about project-based learning to learners. and introductory topics in learning (local food and desserts) by the instructor must study the types of food and traditional desserts that exist in the community. 2. To divide the groups according to the students' aptitudes, preferences, and interests and to be ready to choose a topic to learn. (Let the learners in each group choose 4 local foods and desserts in each group, which must be 2 foods and 2 traditional desserts. Do not duplicate.)	Grade 5 1. To complete the Detective Conan worksheet on stereotypes and discrimination (K). 2. Picture book, cooking process and local desserts with explanation (S) 3. Student self-behavioral observation form (A)
Writing an outline	1	1. Learners plan a group operation (learning objectives/learning steps/equipment/dividing roles, duties, and responsibilities) by writing them on a flipped chart paper. 2. Presenting the planning of operations in front of the class.	
Action	5	1. To take action on the selected topic. 1.1 local food. 1.1.1 To learn about the equipment and raw materials used in cooking local dishes. 1.1.2 Method of cooking. 1.1.3 Storage.  1.2 Local desserts. 1.2.1 To learn the equipment and raw materials used in making local sweets. 1.2.2 Method of making local desserts. 1.2.3 Storage;	
Summary of You-we steps	1	1. To have students present a picture book, cooking process and local desserts according to the issues selected by each group. 2. The instructor summarizes the activities linked to the ICE content of each grade level.	

## Sub-Learning Unit 4.3

### Working with Others Without Stereotypes and Discrimination: Acting with Our Two Hands

#### 5. Rope dance

step in learning	hour	learning content	Work piece/workload
Preparation and selection of topics to learn	1	<ol style="list-style-type: none"> <li>The teacher explains about project-based learning to learners. and introductory topics in learning (The String Dance/Singing and Music for the Strand Dance)</li> <li>Divide the groups according to the students' aptitudes, preferences, and interests. Ready to choose a topic to learn. (The String Dance/Singing and Music for the Strand Dance)</li> </ol>	Grade 5 <ol style="list-style-type: none"> <li>Complete the Detective Conan worksheet on stereotypes and discrimination (K).</li> <li>An illustrated book of strands dancing steps/singing and music accompanying the strands with explanations (S)</li> <li>Student self-behavioral observation form (A)</li> </ol>
writing an outline	1	<ol style="list-style-type: none"> <li>Learners plan a group operation. (Learning objectives/learning steps/equipment/dividing roles, duties, and responsibilities) by writing them on a frchart paper.</li> <li>Presenting the planning of operations in front of the class</li> </ol>	
action	5	<ol style="list-style-type: none"> <li>Take action on the selected topic.               <ol style="list-style-type: none"> <li>String dance                   <ol style="list-style-type: none"> <li>Learn the elements of stranded rope dance, such as number of players, background music, music story. dress</li> <li>Learn about Equipment in the strand dances such as ropes, poles, musical instruments, costumes.</li> <li>Practice tying a rope or cloth into a twine and prepare a training site.</li> <li>Practice the basic strand rope dance.</li> </ol> </li> <li>Singing and music for the Spiral Dance                   <ol style="list-style-type: none"> <li>Learn the elements of stranded rope dance such as number of players, background music, background music. dress</li> <li>Learn about Equipment in the strand dances such as ropes, poles, musical instruments, costumes.</li> <li>Learn about songs and music for basic strands dancing.</li> <li>Practice singing and music for basic strands dancing</li> </ol> </li> </ol> </li> </ol>	
Summary of You-we steps	1	<ol style="list-style-type: none"> <li>Have students present a picture book. String Dance Process/Singing and Music for String Dance according to the issues selected by each group</li> <li>The instructor summarizes the activities linked to the ICE content of each grade level.</li> </ol>	



## Sub-Learning Unit 4.3

### Working with Others Without Stereotypes and Discrimination: Acting with Our Two Hands

#### 6. Wisdom room

step in learning	hour	learning content	Work piece/workload
Preparation and selection of topics to learn	1	1. The teacher explains about project-based learning to learners. and introductory topics in learning (1. The history and background of the community consists of Pga K'nyau history. Ban Tham Suea community history, community map, community migration map 2. Clothing category 3. Household items 4. Animal Traps category 5. Musical instruments category 6. Plays category 7. Language and folk tales' category 8. Community traditions and culture) 2. Divide the groups according to the students' aptitudes, preferences, and interests. Ready to choose a topic to learn (1. The history and background of the community consists of Pga K'nyau history. Ban Tham Suea community history, community map, community migration map 2. Clothing category 3. Household items 4. Animal Traps category 5. Musical instruments category 6. Plays category 7. Language and folk tales' category 8. Community traditions and culture)	Grade 5 1. Complete the Detective Conan worksheet on stereotypes and discrimination (K). 2. A picture book of wisdom room with explanation (S) 3. Student self-behavioral observation form (A)
writing an outline	1	1. Learners plan a group operation. (Learning objectives/learning steps/equipment/dividing roles, duties, and responsibilities) by writing them on a frchart paper. 2. Presenting the planning of operations in front of the class	
action	5	1. History and origin of the community 1.1 Summary of the history and background of the community 1.2 Producing media and procuring installation equipment 2. Clothing category 2.1 Summary of costume information 2.2 Producing media and procuring installation equipment 3. Household items 3.1 Summary of household items 3.2 Producing media and procuring installation equipment	

		<p>4. Animal Traps category          4.1 Summary of animal traps          4.2 Producing media and procuring installation equipment          5. Musical instruments category          5.1 Summary of instrument information          5.2 Producing media and procuring installation equipment          6. Plays category          6.1 Summary of game information          6.2 Producing media and procuring installation equipment          7. Language and folk tales' category          7.1 Summary of language and folk tales          7.2 Producing media and procuring installation equipment          8. Community traditions and culture          8.1 Summary of community traditions and culture          8.2 Media production and installation equipment</p>	
Summary of You-we steps	1	<p>1. Have students present a picture book in the Wisdom Room. (1. The history and background of the community 2. Clothing category 3. Household items 4. Animal Traps category 5. Musical instrument category 6. Plays category 7. Language and folk tales' category 8. Community traditions and culture) according to the issues selected by each group.          2. The instructor summarizes the activities linked to the ICE content of each grade level.</p>	

## Sub-Learning Unit 4.3

### Working with Others Without Stereotypes and Discrimination: Acting with Our Two Hands

#### 7. hmong rice

step in learning	hour	learning content	Work piece/workload
Preparation and selection of topics to learn	1	<p>1. The teacher explains about project-based learning to learners. and introductory topics in learning (The type of rice suitable for planting in the area of each school area selection Selection of seeds, planting, care, harvesting and collecting of seeds. creative rice processing packaging design and distribution channels)</p> <p>2. Divide the groups according to the students' aptitudes, preferences, and interests. Ready to choose a topic to learn</p>	<p>Grade 5</p> <p>1. Complete the Detective Conan worksheet on stereotypes and discrimination (K).</p> <p>2. A picture book on the creative process of rice processing. Ready to explain (S)</p> <p>3. Student self-behavioral observation form (A)</p>
writing an outline	1	<p>1. Learners plan a group operation. (Learning objectives/learning steps/equipment/dividing roles, duties, and responsibilities) by writing them on a flipchart paper.</p> <p>2. Presenting the planning of operations in front of the class</p>	
action	5	<p>1. Creative rice processing</p> <p>1.1 Creative design and development of rice processing, one per group</p> <p>1.2 Creatively transformed into products such as soap, rice milk, Hmong rice cookies, rice vermicelli</p>	
Summary of You-we steps	1	<p>1. Have students present a picture book creatively processing rice. according to the issues selected by each group</p> <p>2. The instructor summarizes the activities linked to the ICE content of each grade level.</p>	

## Sub-Learning Unit 4.3

### Working with Others Without Stereotypes and Discrimination: Acting with Our Two Hands

#### 8. Performances: Tong dance, bamboo hit dance, hip hop dance

step in learning	hour	learning content	Work piece/workload
Preparation and selection of topics to learn	1	<ol style="list-style-type: none"> <li>The teacher explains about project-based learning to learners. and introductory topics in learning (Thong dance, bamboo hit dance, hip hop dance)</li> <li>Divide the groups according to the students' aptitudes, preferences, and interests. Ready to choose a topic to learn.</li> </ol>	Grade 5 1. Complete the Detective Conan worksheet on stereotypes and discrimination (K). 2. A picture book of the dance steps bamboo dance Hip-hop dance with explanatory (S) 3. Student self-behavioral observation form (A)
writing an outline	1	<ol style="list-style-type: none"> <li>Learners plan a group operation. (Learning objectives/learning steps/equipment/dividing roles, duties, and responsibilities) by writing them on a frchart paper.</li> <li>Presenting the planning of operations in front of the class</li> </ol>	
action	5	<ol style="list-style-type: none"> <li>Rumthong               <ol style="list-style-type: none"> <li>Learn the elements and equipment of ramtong such as number of players, background music, and musical instruments. dress</li> <li>Learn basic dance poses, rhythms, songs, and music accompanying the dance.</li> <li>Basic dance practice</li> </ol> </li> <li>Bamboo dance               <ol style="list-style-type: none"> <li>Learn the elements and equipment of bamboo percussion dance, such as number of players, background music, musical instruments. dress</li> <li>Learn basic bamboo impact dance moves bamboo rhythm Music and music for the bamboo dance</li> <li>Practicing basic bamboo percussion dance</li> </ol> </li> <li>Dance hip-hop               <ol style="list-style-type: none"> <li>Learn the elements and equipment of hip hop dance such as number of players, background music, costumes.</li> <li>Learn basic hip-hop dance moves with background music</li> <li>Practice basic hip-hop dance</li> </ol> </li> </ol>	
Summary of You-we steps	1	<ol style="list-style-type: none"> <li>Have students present a picture book of Rumthong. Bamboo hit dance and hop hop according to the theme selected by each group.</li> <li>The instructor summarizes the activities linked to the ICE content of each grade level.</li> </ol>	

## Sub-Learning Unit 4.3

### Working with Others Without Stereotypes and Discrimination: Acting with Our Two Hands

#### Roles and Duties of Instructor

1. The teacher prepares materials and tools for learners thoroughly. equality without discrimination based on race, religion, sex, age, skin color, body shape, physical appearance, and economic status.

2. The teacher is the facilitator in the learning process for the learners.

3. Each week with learning and doing, have the teacher summarize the activities at the end of every hour, such as what has been learned this week. impressive thing What could be further developed in the next hour? using a body map. There are methods as follows:

(1) The teacher gave each group a free chart paper, then have one student representative lie down on a piece of paper and the rest of the friends to help draw a line according to the outline of the friend lying on the paper

(2) To have the learners brainstorm their opinions on the issue and write them on the flipped paper. The header is what has been learned, the heart is what is impressed, and the arms are what can be further developed in the next hour.

#### Conclusion:

(Hour 8 will summarize all activities)

1. The teacher asks the students about the participants' feelings from learning and doing it. What have you learned in taking action or working with others? Is there something you want to learn but haven't learned? If there is, then discrimination exists.

2. The teacher asks the students "During the implementation Does each group have stereotypes and discrimination happening and how?"

3. The teacher asks questions to all students by spreading the questions from items 1-2 without repeating people.

4. The teacher summarizes the meaning and characteristics of stereotypes and discrimination again (can learn more information in the knowledge sheet stereotypes and discrimination)

5. The teacher summarizes for the learners to understand that the processes and activities used this time are called take action with our two hands. It aims to (1) have communication skills to work with others on equality and gender equality; and (2) be aware of working with others without stereotypes and discrimination on equality and equality based on race, religion, sex, age, skin color, body shape, physical appearance, and economic status but in organizing the next learning process, future activities can be adjusted. Please answer the objectives of this learning management process.

**Equipment:** It depends on the school that chooses the cultural issue.

**Learning material(s):** It depends on the school that chooses the cultural issue.

**Workpiece(s):** It depends on the school that chooses the cultural issue.

## Sub-Learning Unit 4.3

### Working with Others Without Stereotypes and Discrimination: Acting with Our Two Hands

#### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
Worksheet 4.4 Detective Conan Mission	Writing a description in a worksheet	1. To check the worksheet	Worksheet 4.3	Quality Level 2 Passed the criteria (criterion is in the worksheet) Write a complete answer and be able to explain it, 3 points. Not able to write the answer completely but able to explain it, 2 points Incomplete answers, but unable to explain, give 1 point. No answer is given 0 points.
Picture book	To accurately interpreting the drawing according to the steps and explaining the steps.	To accurately interpret the drawing according to the steps and explaining the steps.	Group presentations through the picture book tool. cultural learning process	Criterion 1. To be able to draw a picture that conveys the meaning correctly according to the steps and can explain the process completely, giving 3 points 2. To draw a picture that conveys the meaning is not complete according to the steps and can explain partially, give 2 points 3. To draw a picture that does not convey the meaning of the steps, but can explain the steps in some steps, giving 1 point <u>Quality Level 2 Passed the criteria</u>
Observe the students' self-behavior.	Self-expression of learners	Self-observation form of learners	Self-observation form of learners	Quality Level 2 Passed the criteria (The criteria are in the self-observation form of the learners)
Observe the behavior of working in groups individually by the instructor.	Behavior of each student in group work during the activity	To observe the behavior of each learner's group work.	Individual learner behavior observation record form	Quality Level 2 Passed the criteria (The criteria are in the individual group work behavior observation form)

## Sub-Learning Unit 4.3

### Working with Others Without Stereotypes and Discrimination: Acting with Our Two Hands

#### Worksheet for Behavioral Observation of Student

**Instruction:** The instructor/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:

.....  
.....

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 You-We

Discrimination  
and equality



#### Knowledge 4.1 Stereotypes and Discrimination

##### Stereotype

Stereotypes are attitudes based on experience which one group has towards another, such as race, religion, politics, gender, to sub-culture preferences of society until it becomes the standard for judgment and believe that they are all the same even though I don't really know myself. It can be both good and bad, but most stereotypical ideas come with bias until it became a stereotype. That's not fair to some people who aren't always like that.

In addition to the stereotype, social psychologists also say that prejudice that creates stereotypes. There is a thing called 'prejudice' with 'discrimination', which ultimately leads to discrimination, conflict, and hate.

##### Common stereotypes that are often seen

We often see stereotypes common in society, but 'race' is the most obvious. For example, the 'Corona Virus' (COVID-19) originated from the People's Republic of China which is in Asia. It turns out that almost all Asians or anyone with an Asian face will be stereotyped as a person who has spread all the COVID-19. It then becomes more severe to the point of being physically abused like Singaporean students studying in London abused after racial discrimination and COVID-19 transmission.

##### Example of a stereotype:

People who wear glasses tend to be nerdy/good at studying.

People with tattoos are often scary/aggressive.

Men tend to drive better than women.

The new generation does not work patiently, does not fight work.

White Tee is rich, black is poor because they work hard in the sun.

White people, Muay are beautiful people, dark skinned people are unattractive.

Out-of-towners are less knowledgeable. big city people

Try to open your mind and be open-minded. and sit and think with us

Out-of-town people you meet some people are better than you, some people are inferior to you. Is it true that the southern people you meet are all the blunts? Some people are neat. There's a lot to talk about northern people do not speak sweet and soft at all. Northeastern people don't sit in fermented fish as you all assume. They eat the same food that you guys eat, don't they?

##### Reduce stereotypes, but understand yourself

“Do not judge a book by its cover” – Don't judge one another just by looking at the outer shell. This expression is the best solution to reducing stereotypes that occur in society with a prejudice stop and think and get to know each other's identity without first judging who is who review more to reduce conflicts and put an end to stereotypes  
Discrimination.

Discrimination means any act or omission that separates, excludes, or restricts any right or benefit, directly or indirectly.

Unfair discrimination is considering that any action is unfair or not. There are three criteria that should be considered, as:

## Sub-Learning Unit 4.2

### Awareness of stereotypes and discrimination in working with others: our hearts

1. Are there different practices? This includes acts in the form of exclusion, discrimination, limitation, or greater benefit between two people or two groups or groups.

2. There are situations that are the same or similar. It must be treated differently under the same or similar circumstances to be unfair discrimination. If it is to treat different people in different circumstances, it is not unfair discrimination. The same treatment of people in different circumstances can also be considered unfair discrimination. This may be called indirect discrimination, for example, all job applicants are scheduled to be interviewed on the third floor of a building with no elevators or accessibility for the disabled. As a result, people with disabilities are unable to attend job interviews even though they are treated differently. But when the practice affects a specific group of individuals (In this example, people with disabilities) give them an unfair disadvantage. It can be considered a discrimination.

3. Different treatments against persons in the same or similar circumstances are considered unfair discrimination only when it is proved that the discrimination is objectively unreasonable, reasonable justification, inconsistent with the legitimate aim, and inconsistent with proportionality, which must be considered on a case-by-case basis.

# 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 5)

Level	Learning Unit	Conceptual framework	Indicators for Social Science	Indicators for ICE + Gender	Sub-Learning Units	Hours	K	S	A
WE	Peace and conflict	To be aware with their potential and be able to work peacefully with others on multicultural ways.	Grade 5 Sor 2.1 Grade 5/4 to participate in the conservation and dissemination of local wisdom in the community.	Grade 5 1. To be able to work together in group planning 2. To be able to peacefully present creative performance on cultural and gender diversity.	1. Communicating to create learning and collaborating with others creatively : missions above the clouds. 2. Build a tower for 30 minutes; and 3. Joint power mission, our power.	10	Learners have knowledge and understanding of the process of planning for peaceful group work based on cultural and sexual diversity.	Learners have the skills to plan peaceful group work based on cultural and gender diversity. through conservation activities and disseminating local wisdom in the community	Learners are aware Appreciating the value and importance of the local wisdom of their own community.

# Learning Unit 5

## Step We – peace and conflict



### Indicators:

10 hours

1. To be able to work together in group planning.
2. To be able to peacefully present creative performance on cultural and gender diversity.

### Conceptual framework:

There is own potential with ability to work peacefully with others on multicultural.

### Core competencies gained from the ICE

1. Learners have knowledge and understanding about the process of planning for peaceful group work based on cultural and gender diversity (K).
2. Learners have the skills to plan peaceful group work based on cultural and gender diversity. through conservation activities and disseminating local wisdom in the community (S).
3. Learners are aware Appreciation and importance of local wisdom of their own community (A).

#### Objectives:

6 hours

1. To be able to work together in group planning.
2. To be able to peacefully present creative performance on cultural and gender diversity.



#### Introduction

1. The teacher has the students join in groups of 3 persons each with two people holding hands, facing each other left hand holding right hand, with the other between the people holding hands. There shall be both males and females in the group.

2. The teacher explains that the person holding hands is a beehive, and between them is a bee. There will be an order for learners to participate in the following activities: burst the hive then the hive is burst. And if the game leader orders that the bee has broken the hive. 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 teacher orders that the hive is broken, the hive shall hold hands to connect 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. If the teacher orders that the hive dissolved, switch all over again. Hive turns into bees and a bee turns into a hive. If it is a hive, it must shake hands with the person who was the hive but not the original hive. Creatively, this can be renamed from bee and hive to something else according to the context of the area.

3. Teacher tests their understanding by having students play 1 round. After the learners understand the rules, start playing as appropriate as the teacher sees. Teacher catches the person who is late for activities.

4. The teacher asks the students to have you ever seen a honeycomb or hive and asks if he can do it alone or not. And from this hour we will learn how bees work by learning and taking action on cultural issues.



#### Teaching

Learn and act on cultural issues chosen by each school. The details are in the following table.

# Sub-Learning Unit 5.1

## Communicating to create learning and collaborating with others in a creative

### Learning schedules and implementing cultural issues chosen by each school

#### 1. Teh Na

Cultural issues	Step in learning	Hour	Learning Content	Work piece / workload
Teh Na	Action	6	1. To take action on the selected topic: 1.1 To practice the production of Teh Na (to make a Teh Na frame / choose a Teh Na string / attach a metal plate / stretch a Teh Na string / carve a pattern on the Teh Na according to each learner's preference.). 1.2 To practice playing Teh Na (Learn to strum a song). 1.3 To practice singing songs for playing Teh Na (Practice singing the theme song Teh Na)	1. Worksheet explaining Teh Na's travel process.

#### 2. Basketry/weaving

Cultural issues	Step in learning	Hour	Learning content	Work piece/workload
<b>basketry/ weaving</b>	action	6	1. To take action on the selected topic. 1.1 Basketry (continuous practice of basic basketry patterns/creative design of wicker products/ 1 basket weave per person) 1.2 Weaving (continuous practice of weaving basic patterns / creative design of weaving products / one piece per person)	Worksheet explaining the wisdom machine process



## Sub-Learning Unit 5.1

Communicating to create learning and collaborating with others in a creative way

### 3. Local vegetables

Cultural issues	Step in learning	Hour	Learning content	Work piece/workload
local vegetables	action	6	<ol style="list-style-type: none"><li>1. To take action on the selected topic.<ol style="list-style-type: none"><li>1.1 Maintenance (biological fertilizer/weed and pest removal/watering)</li><li>1.2 Harvest (Time for harvesting/time for seed to breed)</li><li>1.3 Product processing, such as bringing vegetables to cook by the menu must be creative, dried vegetables, etc.</li><li>1.4 Creative local vegetable packaging design</li><li>1.5 Distribution (distribution channels/distribution methods)</li></ol></li></ol>	Assessment form for individual learners Packaging pieces by the instructor

## Sub-Learning Unit 5.1

### Communicating to create learning and collaborating with others in a creative way

#### 4. Local food and desserts

Cultural issues	Step in learning	Hour	Learning content	Work piece/workload
Local food and desserts	action	6	<ul style="list-style-type: none"><li>1. To take action on the selected topic.<ul style="list-style-type: none"><li>1.1 To creatively design local food menus, one per group.<ul style="list-style-type: none"><li>1.1.1 To learn the equipment and raw materials used in cooking local food.</li><li>1.1.2 Method of cooking</li><li>1.1.3 Creative design of local food packaging</li><li>1.1.4 Distribution (distribution channel/distribution method)</li></ul></li><li>1.2 Creative design of local dessert menu, 1 item per group<ul style="list-style-type: none"><li>1.2.1 To learn the equipment and raw materials used in making local sweets.</li><li>1.2.2 Method of making local desserts</li><li>1.2.3 Creative packaging design for local snacks</li><li>1.2.4 Distribution (distribution channel/distribution method)</li></ul></li></ul></li></ul>	Assessment form for individual learners Packaging pieces by the instructor

## Sub-Learning Unit 5.1

Communicating to create learning and collaborating with others in a creative way

### 5. Rope dance

Cultural issues	Step in learning	Hour	Learning content	Work piece/workload
<b>Rope dance</b>	Action	6	1. To take action on the selected topic. 1.1 String dance 1.1.1 Creative choreography that is unique to the school 1.1.2 To creatively practice the unique school choreography. 1.1.3 Practice dancing with music and background music. 1.2 Singing and music for the Spiral Dance 1.1.1 To creatively design songs and music that are unique to the school 1.1.2 To creatively practice singing and singing that is unique to the school. 1.1.3 Practice singing and playing music with choreography	Assessment form for individual learners Practice dancing and singing to the music by an instructor

## Sub-Learning Unit 5.1

### Communicating to create learning and collaborating with others in a creative way

#### 6. Wisdom room

cultural issues	Step in learning	Hour	Learning content	Work piece/workload
Wisdom room	action	6	1. History and origin of the community 1.1 Study the composition of the layout 1.2 Layout design 1.3 Placement 2. Clothing category 2.1 Study the composition of the layout 2.2 Layout design 2.3 Arrange 3. Household items 3.1 Study the composition of the layout 3.2 Layout design 3.3 Arrange 4. Animal Traps category 4.1 Study the composition of the layout 4.2 Layout design 4.3 Arrange 5. Musical instruments category 5.1 Study the composition of the layout 5.2 Layout design 5.3 Arrange 6. Plays category 6.1 Study the composition of the layout 6.2 Layout design 6.3 Arrange 7. Language and folk tales' category 7.1 Study the composition of the layout 7.2 Layout design 7.3 Arrange 8. Community traditions and culture 8.1 Study the composition of the layout 8.2 Layout design 8.3 Arrange	1. Assessment form for individual learners Wisdom room layout design by teachers

## Sub-Learning Unit 5.1

### Communicating to create learning and collaborating with others in a creative way

#### 7. Hmong rice

Cultural issues	Step in learning	Hour	Learning content	Work piece/workload
Hmong rice	action	6	1.Design packaging and distribution channels 1.1 Creative packaging design 1.2 Creative distribution (Distribution channel/Distribution method)	1. Assessment form for individual learners Simple packaging by an instructor

## Sub-Learning Unit 5.1

Communicating to create learning and collaborating with others in a creative way

### 8. Rumthong, bamboo hit dance, hip hop dance

Cultural issues	Step in learning	Hour	Learning content	Work piece/workload
Rumthong, bamboo hit dance, hip hop dance	action	6	<ul style="list-style-type: none"><li>1. To take action on the selected topic.<ul style="list-style-type: none"><li>1.1 Dance<ul style="list-style-type: none"><li>1.1.1 Creative choreography that is unique to the school</li><li>1.1.2 To creatively practice dancing with singing and accompanying music that is unique to the school.</li><li>1.1.3 Bringing all 3 performances together creatively</li></ul></li><li>1.2 Bamboo dance<ul style="list-style-type: none"><li>1.2.1 To creatively design the unique dance moves of the school.</li><li>1.2.2 To creatively practice dancing with singing and music that is unique to the school.</li><li>1.2.3 Bringing all 3 performances together creatively</li></ul></li><li>1.3 Hip-hop dance<ul style="list-style-type: none"><li>1.3.1 Creative choreography that is unique to the school</li><li>1.3.2 To creatively practice dancing with singing and music that is unique to the school.</li><li>1.3.3 To combine all 3 performances creatively</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>1. Assessment form for individual learners</li><li>Practice dancing and singing to the music by an instructor</li></ul>

**Roles and Duties of Instructor**

1. Teacher prepares materials and tools for learners thoroughly with equality and without discrimination based on race, religion, sex, age, skin color, body shape, physical appearance, and economic status
2. Teacher is the facilitator in the learning process for the learners.
3. Each week with learning and doing, have the teacher summarize the activities at the end of every hour, such as what has been learned this week. impressive thing What could be further developed in the next hour?

**Conclusion**

1. Teacher has students participating in the discussion and exchange in the 6<sup>th</sup> hour where the teacher asks the learners to summarize what they have learned from the practice using body maps which has the following methods

1.1. Teacher has each group of learners sit in a circle according to their own group. The teacher then distributes flipped chart paper, chemical pens, and paint, 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. Teacher lets each group choose one representative from the group and lie down on the spreadsheets, then has their friends use a chemistry pen to draw the shape of a friend lying on flipped chart paper. They shall have the following body compositions: head, body, arms, legs, and feet.

1.3. Teacher asks each group to brainstorm what they have learned from the implementation of the following issues: 1) The head is what has been learned from the practice; 2) The left arm is the learning process; 3) The right arm is the role division, duties and responsibilities within the group; 3) The abdomen is a tool for action; 4) The left leg is a problem and an obstacle; 5) The right leg is a solution; 6) The foot is something that can be applied in daily life; 7) Mouth is a mean of communication within a group that makes group work successful; 8) Heart, sense of learning. The teachers can set the time as appropriate.

2. Teacher has each group present the results of the brainstorming of each group. Teacher has the duty to record the presentation on a paper.

3. Teacher summarizes the overall performance to point out the advantages of group work and how group work can be successful in the group and how to communicate that makes the group members feel good. The teacher shall summarize the objectives of this learning unit as follows: The subject of learning to work in groups in planning group work and the ability to peacefully deliver creative performance on cultural and gender diversity.

## Sub-Learning Unit 5.1

### Communicating to create learning and collaborating with others in a creative way

#### **Equipment:**

According to the issues of each area, the equipment for summarizing in the 6<sup>th</sup> hour is as follows: Flipped chart paper and chemical pens and paints.

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

Use real learning materials based on school issues.

#### **Suggested Topics**

Teachers 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

Communicating to create learning and collaborating with others in a creative way

### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
Worksheet explaining Teh Na's travel process, to write a description on the worksheet (criterion is in the worksheet)	writing a description in a worksheet	1. Check the worksheet	worksheet	Quality Level 2 Passed the criteria (criterion is in the worksheet)
Worksheet explaining the wisdom machine process	writing a description in a worksheet	1. Check the worksheet	worksheet	Quality Level 2 Passed the criteria (criterion is in the worksheet)
Evaluation form for individual learners Packaging	self-expression of learners	Evaluate the students' performance in a group. Packaging	Evaluation form for individual learners Packaging	Quality Level 2 Passed the criteria (The criteria are in the self-observation form of the learners)
Evaluation form for individual learners Practice dancing and singing to the music	self-expression of learners	Check the assessment form for individual learners. Practice dancing and singing to the music	Evaluation form for individual learners Practice dancing and singing to the music	Quality Level 2 Passed the criteria (The criteria are in the self-observation form of the learners)
Evaluation form for individual learners Wisdom room layout design	self-expression of learners	Check the assessment form for individual learners. Wisdom room layout design	Evaluation form for individual learners Wisdom room layout design	Quality Level 2 Passed the criteria (The criteria are in the self-observation form of the learners)
Evaluation form for individual learners simple packaging	self-expression of learners	Check the assessment form for individual learners. simple packaging	Evaluation form for individual learners Wisdom room layout design	Quality Level 2 Passed the criteria (The criteria are in the self-observation form of the learners)
Evaluation form for individual learners Practice dancing and singing to the music	self-expression of learners	Check the assessment form for individual learners. Practice dancing and singing to the music	Evaluation form for individual learners Practice dancing and singing to the music	Quality Level 2 Passed the criteria (The criteria are in the self-observation form of the learners)

**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 be able to work together in group planning.
2. To be able to peacefully present creative performance on cultural and gender diversity.



### Introduction

1. The teacher divides the students into 2 groups with equal numbers. 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 teacher explains the rules of playing the game to the learners as follows: 1) to have each group brainstorm ideas of connecting objects as long as possible using objects within the members of the group; 2) to have each group join the objects inside them, friends to extend the length as long as the instructor determines the time as appropriate; and 3) after the time limit set, the teacher measures the length of both groups to see which is the longest. The group with the longest group wins.

3. The teacher asks the winning group how they plan to make the group win and a group that loses something that needs to be improved if given the chance again.

4. The teacher asks that from the game, do they know how important planning is? and how to plan to be successful. Therefore, good planning shall have good preparation, thought carefully for our good works, like this hour that requires planning for good and successful results.



### Teaching

1. Teacher explains that this hour is the hour of preparation for the presentation. This will allow students to prepare presentations in the next hour.

2. Teacher has students prepare a presentation of learning from the practice of cultural issues chosen by each school.

3. Teacher prepares students to present their learning experiences in a creative way. The topics that learners presenting are as follows: 1) learning process; 2) learning equipment; 3) division of roles and responsibilities within the group; 4) problems and obstacles that arise during practice; 5) solutions to problems and obstacles that arise; 6) things learned from the practice according to the issues of each school.

4. Students prepare media for presentations, where the teacher will act to give advice and facilitate the preparation of supporting materials for making presentations and observe the preparation of the learners by the instructors to do behavior observation form of group students go along to rate the learners.



#### Conclusion

1. Teacher has students sit in a circle, in a comfortable position and close their eyes slowly. He/she then teaches students to review the preparation process to present their learning experiences creatively whether all the topics been covered or not? What additional items do they need? and prepare all the media that shall be presented or not.

2. Then the teacher has the learners to sit in groups according to the learners' learning points and then review while closing their eyes and what needs to be added to prepare for the presentation of the learning experience. How creativity in which the teacher shall require all learners to talk and exchange, if there is a large number of learners, the teacher shall be able to represent them.

3. Teacher has students to send 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:** according to the issues of each area

**Learning material(s):** Use real learning materials based on school issues.

#### Suggested Topics

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

**Monitoring, Measuring and Evaluation**

<b>Assignment</b>	<b>Sources of Information</b>	<b>Means</b>	<b>Tools</b>	<b>Criteria for Assessment</b>
To observe the behavior of working in groups individually by the teacher.	Behavior of each student in group work during the activity	To observe the behavior of each learner's group work.	Individual learner behavior observation record form	Quality Level 2 Passed the criteria (The criteria are in the individual group work behavior observation form)

**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 be able to work together in group planning.
2. To be able to peacefully present creative performance on cultural and gender diversity.



### Introduction

1. Teacher explains the creative presentation of the work to the learners and this hour is the presentation of the practice results.

2. Teacher instructs students to stand with their eyes closed and to meditate for 1 minute before the presentation, then lets the learners open their eyes slowly. The Teacher then encourages the learners to join forces by bringing their hands together until everyone is full, then let the learners shout, name of their school or use whatever word is appropriate.



### Teaching

1. Teacher has students present learning from the practice of cultural issues chosen by each school.

2. Teacher allows students to present their learning experiences in a creative way. The topics that learners shall present are as follows: 1) learning process; 2) learning equipment; 3) division of roles and responsibilities within the group; 4) problems and obstacles that arise during practice; 5) Solutions to problems and obstacles that arise; and 6) Things learned from the practice according to the issues of each school in the presentation format provided the teacher will be the one who sees the results of the presentation.

3. After the presentation is finished, the teacher advises the learners by giving advice that shall be positive words or reinforced criticism and what is further developed.



### Conclusion

Teacher asks the learners how they feel after the presentation and after that let the learners do the student satisfaction assessment form and deliver it to the teacher within an hour.

## Sub-Learning Unit 5.3

### Presentation and evaluation

**Equipment:** according to the issues of each area.

**Learning material(s):** Use real learning materials based on school issues.

#### Suggested Topics

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

#### Monitoring, Measuring and Evaluation

Assignment	Sources of Information	Means	Tools	Criteria for Assessment
Student satisfaction assessment form	self-expression of learners	Self-observation form of learners	Student satisfaction assessment form	Quality Level 2 Passed the criteria (The criteria are in the self-observation form of the learners)



**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 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**

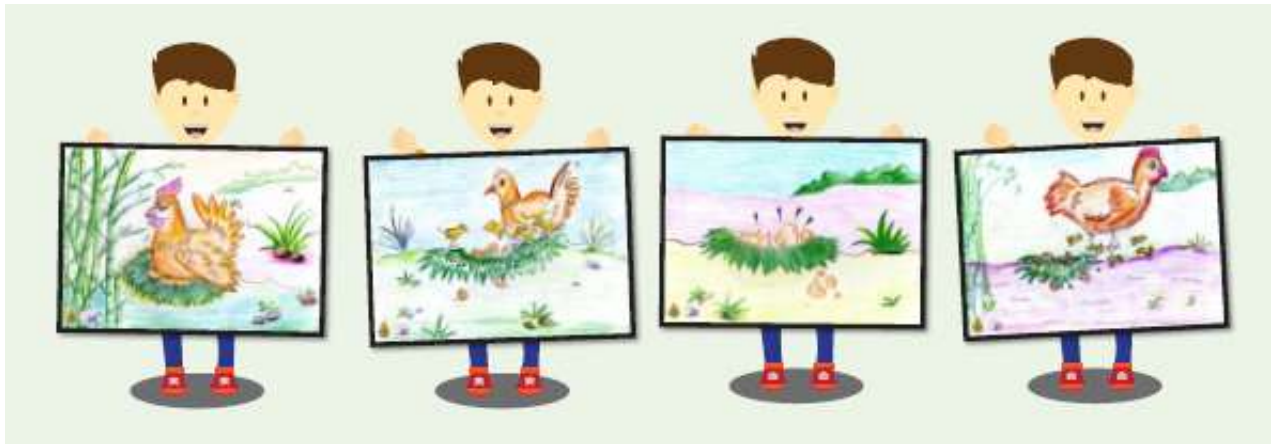
##### **1. Picture book or story picture**

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

# Sub-Learning Unit 5.2

## Presentation preparation

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.



พืชพันธุ์พื้นบ้านของฉัน  
တၢ်သုၣ်တၢ်ဖျးလၢအံၤလၢပျၢၤ

### 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.





# Curriculum and Lesson plan (Interculture Education: ICE)

## Grade 5



Pestalozzi Children's Foundation

