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Curriculum and Lesson Plan

Grade 6

Intercultural Education Curriculum

PREFACE

Under the Project named “The Socio-community Empowerment through Education for Development and Sustainability (SEEDS), Interculture Education (ICE) was developed. It is educational management that reflects the concept of living together in peace, emphasizes contexts and local cultures of all students and can be integrated with all subject areas for students to learn about identities, beliefs as well as cultures, and then feel proud of themselves. At the same time, they are also ready to learn to respect, accept cultural diversity and able to communicate and describe themselves confidently and appropriately. Its teaching concept is based on setting educational goals and contents, which are the standards derived from the United Nations Convention on the Rights of the Child (UNCRC) (Part 2, Article 28, 29 and 30), along with the Sustainable Development Goals (SDGs) - No. 4.7 (SDG 4.7). These standards require that education shall be conducted in a way that promotes understanding of cultural diversity, peace, patience, and respect for cultural diversity, as well as children’s rights education, which covers essentials of access to quality education and builds cultural foundation for peace, non-violence, and living together peacefully.

In addition, the principles of learning management have been applied under this project through learner-centered approach and active learning management, including gender in curriculum design and development, for students to participate in activities and learning process, and then are able to create knowledge on their own, both individually and in groups. The role of a teacher is to facilitate students for their success by creating a productive learning environment both inside and outside the classroom. This allows students to construct an integrated knowledge base across multiple subject areas through various methods. Critical thinking skills in analyzing, synthesizing and summarizing knowledge on their own are emphasized. Students’ knowledge, morality, ethics, values and skills/processes are then developed, resulting in living together in peace.

This curriculum and lesson plan handbook has been designed with a variety of teaching techniques and methods. We hope that it would be useful to apply them in learning management suitable to students’ environment in the future.

Production & Development Team

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Lesson Plan

Step 1

Identity and belonging



Structure of Intercultural Learning Curriculum with KSA Pedagogy (for the Primary School Grade 6)

Level	Learning Unit	Concept	Indicators for Social Studies	Indicators for ICE + Gender	Subunits	Hours	K	S	A
I	Identity and belonging	Identity related to one's cultural identity and historical background starting at the level of an individual, community, ethnicity, sexuality as well as the culture of each school.	<p>Social Studies 4.1, P.6/1 Simply explain the importance of historical method in studying history.</p> <p>Social Studies 4.1, P.6/2 Present information from a wide range of evidence to understand the important stories in the past.</p>	<p>1. Briefly describe the steps to study one's own cultural identity and historical background (the culture of each school).</p> <p>2. Creatively present a draft idea on studying one's own cultural identity and historical background (the culture of each school) in brief.</p>	<p>1. To review the stages of cultural identity.</p> <p>2. To study cultural identity.</p> <p>3. The steps to study cultural identity.</p> <p>4. To present information on studying cultural identity creatively.</p>	7	Students gain knowledge and understanding of the steps to study their own cultural identity and historical background (the culture of each school).	Students are skilled at talking about the stages of their own cultural identity and historical background (the culture of each school) creatively (steps/timeline/ Snakes and Ladders/calendar/train).	Students are aware of and place importance on learning their own cultural identity and historical background (the culture of each school).

Unit 1

Identity and Belonging



7 hours

Indicators

1. Briefly describe the steps to study one's own cultural identity and historical background (the culture of each school).
2. Present a draft idea on studying one's own cultural identity and historical background creatively (the culture of each school).

Concept

Awareness of one's own cultural identity, historical background and taking pride in their cultural identity.

Contents

1. Studying cultural identity according to cultures.
2. Drafting ideas on studying cultural identity.

Intercultural competencies

1. Students gain knowledge and an understanding of the steps to study their own cultural identity and historical background (the culture of each school). (K)
2. Students are skilled at talking about the stages of their own cultural identity and historical background (culture issues of each school) creatively. (S)
3. Students are aware of and place importance on learning their own cultural identity and historical background (the culture of each school). (A)

Sub-Learning Unit 1.1

Reviewing Stages of Cultural Identity

Indicators:

Briefly describe stages of studying one's own cultural identity and historical background (the culture of each school).

2 hours

Contents:

To study cultural identity according to cultures.

Objectives:

1. To encourage students to review/think about themselves at different times in their lives, including their personalities, characteristics, and opinions.
2. To learn the steps to study cultural identity.

Lesson Planning:



Introduction

1. The teacher prepares leaves and unshapen wooden sticks and distributes them to all students.
2. The teacher instructs students to tear off the upper and lower tips of the leaves, then make a hole in the middle and put the stick in the hole.
3. The teacher asks students to move around in the area and make their leaves spin. Check whose leaves do not spin and make all of them spin.
4. The teacher asks students, "What do you call the thing that you have made?"
5. The teacher then ask students, "Before a propeller was made, what was it before (what was it made of)?"
6. The teacher explains to students by linking a propeller to the learning unit of finding an identity that before a propeller being made, it was a leave and stick. It is the same as us; before being ourselves today, where did we come from, who and what were we? Therefore, today we are going to review the historical background of each of our self-identity.

Sub-Learning Unit 1.1

Reviewing Stages of Cultural Identity



Teaching

1. The teacher explains about the steps to study cultural identity that students will review today using Knowledge Sheet 1.1 Steps to Study Cultural Identity.

2. The teacher asks students to find their comfort seats with feeling of safety and happiness (in an activity corner). Then, ask them to sit comfortably, relax, and close their eyes. Next, the teacher plays a soft and peaceful music to help students feel more relaxed and ready to review/think about their past.

3. The teacher leads students to do a self-review using messages to boost their feelings as follows:

“Please sit in the most relaxing position. Let go of the feeling, relax every part of your body. Feel relaxed and comfortable in your head, shoulders, arms, legs. Take a long, deep breath in and out. Everyone knows where we are now, who we are, what we are doing, what we are learning, and what is our goal in life. Take a deep breath, then breathe out. Take a deep breath, then breathe out. Take a deep breath, then breathe out. Let's go back to when you were kid with your family, in your community. Where were you? What did you do? Think of a symbol that represents yourself. Think about culture or activities that took place in the community where you enjoyed to visit and had the happiest time. How was that place? What was that activity? What was the name of the activity? What activity did you participate in? Who did it with you? What did adults do? What did children do? What did women do? What did men do? Try to think about it and keep the feeling of happiness with you. Who were with you? What did you do? Why were you there? Take a deep breath. During that time, slowly withdraw yourself from there. Now, everyone is back under the big tree where we are sitting. At this point, we are happy with every moment of life. Smile at our lives. Now, slowly open your eyes. Slowly and slowly.”

4. The teacher places colored pencils, felt-tip pens, colored paper, scissors, glue, and pencils in the middle of the classroom accessible for all.

5. The teacher asks students to do an exercise on Worksheet 1.1. Dream Scene. Students can use pencils and materials provided in the middle of the classroom. Then, draw or write a self-review as follows: 1. A symbol that represents your identity; 2. Culture or activity that takes place in a community where you like to visit and enjoy the most; 3. What is the place like? What is the activity? What is the name of it? 4. What are you involved in? Who do you do it with? What adults do, what children do, what women do and what men do.

6. The teacher asks students to pair up, share and discuss their self-review and then draw it on the worksheet. What is a symbol that represents yourself? The culture that you have joined in, with whom, what, and why you are happy. When all pairs have finished sharing, sit back in a large circle as before.

7. The teacher observes student behavior individually according to No. 6 above using a behavior observation form.

Sub-Learning Unit 1.1 Reviewing Stages of Cultural Identity



Conclusion

1. The teacher asks students for a volunteer to present their work to their peers in a large group. If there is none, the teacher randomly chooses 1-2 students.

2. The teacher summarizes the learning process and content. The process of studying cultural identity is to define identity to others and identity which is defined, such as thinking of oneself as a person who is determined, willing to learn or thinking of oneself as being sincere to others. Reviewing oneself through a dream scene activity allows students to reflect on themselves in the past, to know and better understand a symbol that represents oneself, as well as the steps to study one's own cultural identity.

3. The teacher explains the importance of self-identity using Knowledge Sheet 1.1 Steps to Study Cultural Identity to conclude the content for students once again.

Materials & Equipment:

- | | | |
|-------------------------|------------|-------------|
| 1. Paper | 2. Glue | 3. Scissors |
| 4. Colored pens/pencils | 5. Pencils | 6. Rope |

Learning materials:

1. Scene/Images of the Steps to Study Cultural Identity
2. Knowledge Sheet 1.1 Steps to Study Cultural Identity

Assignments:

Worksheet 1.1 Dream Scene

Sub-Learning Unit 1.1

Reviewing Stages of Cultural Identity

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass criteria
Worksheet 1.1 Dream Scene	Drawing of a dream scene	1. Ask students to share & discuss their answers with their partner. 2. Assess & mark students' worksheets.	Worksheet 1.1	Criteria: - Draw a picture that conveys meaning and fully explain the picture, scoring 3 points - Draw a picture that conveys meaning but partially explain the picture, scoring 2 points - Draw a picture that does not convey meaning and unable to explain the picture, 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	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

Sub-Learning Unit 1.1

Reviewing Stages of Cultural Identity

Behavior Observation Form

Instructions: The teacher observes student behavior during the lesson, and then tick ✓ in a box corresponding to the score level given.

Desirable characteristics	Evaluation details	Score level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.			
Enthusiastic to learn	Paying attention in studying.			
Committed to work	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..... Evaluator

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Scoring criteria

- Behavior patterns performed clearly and consistently = 3 points
- Behavior patterns performed clearly and frequently = 2 points
- Behavior patterns performed sometimes = 1 point

Sub-Learning Unit 1.1

Reviewing Stages of Cultural Identity

**Notes after teaching
Knowledge:**

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Student competencies:

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Desirable characteristics:

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Other aspects (dominant behaviors or problematic behaviors of each student (if any):

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Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:
Recommendations:

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Signature

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Position

Indicators

1 hour

Briefly describe the steps to study one's own cultural identity and historical background (the culture of each school).

Contents

Studying cultural identity according to cultures.

Objectives:

1. To study one's own cultural identity and historical background (the culture of each school).
2. To learn the importance of cultural identity according to the culture selected by their school.

Lesson Planning:



Introduction

1. The teacher asks students to stand in a circle, then explains the game called, "Who comes first, who comes later", where students standing in order by their birthday, who was born first and who was born later in front of the board.
2. Then, the teacher randomly asks students if they are doing it right. If not, ask them to rearrange the order with two times of correction.
3. Once their birthdays are in the correct order, the teacher asks students what they have learned from this activity.
4. The teacher links the activity to learning historical background according to the culture selected by the school using "Who comes first, who comes later" Game, which is putting their own birthday in order. Students will learn about each of their friend's birthday, leading to learning a timeline in the next step.



Teaching

1. The teacher divides students into groups by letting them count 1-2-3 (If number of students is small, put them in the same group), and ask those with the same number counted sitting in the same group.

2. The teacher asks students to study historical background according to the culture selected by each school as shown in the following table:

Historical background	Schools
Tena (Karen musical instrument)	Ban Huai Krathing School and Thanpuying Maneenutra Border Patrol Police School
Basketry & weaving	Ban Si Lung School, Ban Sam Muen School (Ban Huai Kanoon Branch) and Morning Glory School 2
Local plants/vegetables	Ban Mae Kued Sam Tha School and Ban Pa Rai Nueu School
Rope dance	Ban Pa Deh School
Traditional foods & desserts	Morning Glory School 1
Wisdom Room	Ban Tham Sua Border Patrol Police School
Hmong rice	Ruam Thai Phatthana School 3
Don dance, Bamboo dance and Hip Hop	Thoo Mweh Khee Learning Center

3. The teacher distributes materials to all groups (felt-tip pens, flipchart paper, colored pencils/pens, masking tape). The teacher, a knowledgeable person or teaching assistant gives advice and facilitates each group.

4. The teacher explains the definition and importance of a timeline and give students examples.

5. The teacher asks each group to bring back a memory of past events (According to the culture selected by each school). Then, ask them to think about the history of each culture selected. What happened and what are the positive or negative effects on the culture? What did the past culture look like? What does it look like today? If changed, when did it change? Who did play a role, and what roles of women, men, and other genders?

6. The teacher asks students to start drawing a straight line first and then let them write the year in B.E. such as 2500, 2520, 2540 and 2563, ascending approximately 20-year period between each year to calculate the year of the events happened. Then, let students in each group help each other writing their own cultural stories with a timeline (Title, event name, year, who played a role at that time e.g., women, men, other genders, family, society? What were the effects on themselves, family, community, and society?)

7. After finish writing, the teacher asks each group to send their representative to present the timeline that they have written (Title, event name, year, who played a role at that time: women, men, genders? What are the positive and negative effects on themselves, family, community, and society?)

8. The teacher records students' reflections individually according to No. 6 and No. 7 above using a behavior observation form.

9. After presenting their timelines, the teacher then asks students to draw them on their Worksheet 1.2 My Timeline.



Conclusion

The teacher summarizes the concept of learning process on studying cultural identity as follows:

1. The Timeline activity allows students to visualize events occurred in relation to cultural identity. The teacher gives students examples such as weaving; in the past, who inherited it, what the roles and duties of men and women in weaving, what the reasons leading weaving to decline, when that happened, what does weaving look like today, to let students see the clear picture.

2. Benefits of understanding cultural events of each area will allow students to understand and appreciate the importance of cultural identity as a means of accepting culture as their own identity.

Materials & Equipment:

1. Flipchart paper/A4 paper
pens/Marker pens

2. Masking tape

3. Colored

Learning materials:

Example of A Timeline

Assignments:

Worksheet 1.2 My Timeline

Additional suggestions

1. Every step shall be slowly conducted with the teacher's advice.
2. Participation of everyone in the activities shall be taken into account.
3. Presenting diverse and creative work that benefit the school shall be taken into account.

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass criteria
Worksheet 1.2 My Timeline	Answering questions	Ask students to share & discuss their written timeline.	Worksheet 1.2	<ul style="list-style-type: none"> - Arrange important events in chronological order correctly and completely, scoring 3 points. - Partially arrange important events in chronological order, scoring 2 points. - Incorrectly arrange important events in chronological order, scoring 1 point.
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	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

Behavior Observation Form

Instructions: The teacher observes student behavior during the lesson, and then tick \checkmark in a box corresponding to the score level given.

Desirable characteristics:	Evaluation details	Score level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.			
Enthusiastic to learn	Paying attention in studying.			
Committed to work	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.....Evaluator

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Scoring criteria

- Behavior patterns performed clearly and consistently = 3 points
- Behavior patterns performed clearly and frequently = 2 points
- Behavior patterns performed sometimes = 1 point

**Notes after teaching
Knowledge:**

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Student competencies:

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Desirable characteristics:

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**Other aspects (dominant behaviors or problematic behaviors of each student
(if any):**

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Problems/Obstacles:

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Solutions:

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**Opinions of the School Principal or a person in charge:
Recommendations:**

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Signature.....
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Position.....

Indicators

Briefly describe steps to study one's own cultural identity and historical background (the culture of each school).

2 hours

Contents

Studying cultural identity according to cultures.

Objectives:

To learn the steps to study cultural identity.

Lesson Planning:



Introduction

1. The teacher divides students into groups by counting numbers 1-3; students counting the same number are in the same group.
2. The teacher provides the pictures (convey meaning) such as Toyota, 7-11, Sam Mae Krua canned fish, school milk, Lay's potato chips (focusing on children's understanding) for students in each group.
3. Then, ask students to share and discuss what pictures they get and what they mean.
4. The teacher explains that everything has a symbolic meaning even us. Culture has values and today we will learn about self-identity.



Teaching

1. The teacher asks students stand in a circle, then ask everyone to sing a song called "Lom pay Lom Pat" (Thai song related to wind blowing) together. When the song stops, the teacher tells students who were born in the same month to be together in the same group. However, if the number in each group is not equal, the teacher can adjust them equally as appropriate.
2. The teacher distributes 1 piece of flipchart paper and 3 marker pens to students.
3. The teacher explains the objectives and contents of this activity to be learned to students using Knowledge Sheet 1.2 Historical Method.

4. The teacher teaches students about the steps to study identity; how many steps and what they are by having students write their content on the flipchart paper regarding the topics given in a mind map as follows:

4.1 Setting goals (e.g., weaving. What are our goals for weaving?)

4.2 Collecting data (How do we collect data/information about weaving so that we get complete information?)

4.3 Evaluating worthiness of evidence (How do we assess the worthiness of the things we learn?)

4.4 Interpretation of evidence (How do we verify the data/information collected?)

4.5 Analyzing, synthesizing, and categorizing data/information (Once the data/information is obtained, the teacher asks students to analyze and put it into categories.)

5. Once students finish writing a topic, let each group plan according to their topic given, and ask them to keep it to present in the next class.

6. The teacher asks students to do the exercise on Worksheet 1.3 Studying Cultural Identity. While students are working on it, the teacher observes students and gives them advice as appropriate.

7. The teacher records student behavior individually during the activity using a behavior observation form.



Conclusion

The teacher summarizes the steps to study cultural identity. The process of studying identity is a foundational activity. Before exploring cultures, students shall learn the following steps:

1. Setting goals to study on cultures

2. Collecting data/information needs to be studied

3. Evaluating worthiness of evidence

4. Interpretation of evidence

5. Analyzing, synthesizing, and categorizing data/information. These topics provide a framework for students to study cultural identity further.

Sub-Learning Unit 1.3

Steps to Study Cultural Identity

Materials & Equipment:

1. A4 paper & coloring supplies
2. Scissors
3. Crayons, colored chalks & other coloring supplies
4. Masking tape
5. Adhesive tape
6. Flipchart paper
7. Pencils/pens/marker pens

Learning materials:

Knowledge Sheet 1.2 Historical Method

Assignments:

Worksheet 1.3 Studying Cultural Identity

Additional suggestions

Facilitate all students to take part in learning activities.

Sub-Learning Unit 1.3 Steps to Study Cultural Identity

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 1.3 Studying Cultural Identity	Writing and answering questions.	Assess & mark students' worksheets.	Worksheet 1.3	<ul style="list-style-type: none"> - 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	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

Sub-Learning Unit 1.3 Steps of Studying Cultural Identity

Behavior Observation Form

Instructions: The teacher observes student behavior during the lesson, and then tick in a box corresponding to the score level given.

Desirable characteristics	Evaluation details	Score level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic to learn	Paying attention in studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to work	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature..... Evaluator

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Scoring criteria

Behavior patterns performed clearly and consistently = 3 points
 Behavior patterns performed clearly and frequently = 2 points
 Behavior patterns performed sometimes = 1 point

Notes after teaching
Knowledge:

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Student competencies:

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Desirable characteristics:

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Other aspects (dominant behaviors or problematic behaviors of each student
(if any):

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Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

Recommendations:

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Signature.....

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Position.....

Sub-Learning Unit 1.4 Presenting Information on Studying Cultural Identity Creatively

Indicators

2 hours

Briefly and creatively present a draft idea on studying one's own cultural identity and historical background (the culture of each school).

Contents

Presenting a draft idea on studying cultural identity.

Objectives:

To present a draft idea on studying cultural identity creatively.

Lesson Planning:



Introduction

1. The teacher asks students to stand in a circle, and then let them introduce their name and tribe.
2. The teacher asks students questions (What are the elements of yourself in brief?). For example, who are you? Your elements are having parents, siblings, and culture.
3. The teacher links the elements of students to the content to be learned. Thinking of culture is similar to the elements of each student which are important to us to be shaped into what we are today. (The same as Tena, a Karen musical instrument; it is made of several components before becoming a complete instrument with beautiful sound).



Teaching

1. The teacher keeps students in the same groups as they have worked together in the last hour.
2. The teacher asks each group to prepare their presentation on the steps to study cultural identity in different and creative ways based on the steps to study cultural identity that they have learned in the past hour.
3. After the preparation, the teacher asks students to send their group representative to draw lots. Any group that gets number 1 will have to present their work first.
4. At the end of the presentation, the teacher asks non-presenting groups to ask at least one question to practice asking/answering questions and to build understanding of the group presenting. (Do this for all groups)

Sub-Learning Unit 1.4 Presenting Information on Studying Cultural Identity Creatively

5. The teacher tells students to sit in a semicircle and creates an atmosphere for learning exchange so that students can reflect on their own feelings using the following questions:

5.1 What have you learned from this activity?

5.2 What are things that impress you?

5.3 How do you apply them to everyday life?

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



Conclusion

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

1. Idea Drafting activity demonstrates foresight and planning skills, as well as being creative in drafting a model for building culture in each school.

2. The benefit of learning to draft an idea is that it trains students to plan and design what they will do and to make them aware of the cultures in which they will learn, and it is also a guideline for learning culture.

Materials & Equipment:

1. A4 colored paper / flipchart paper
3. Glue

2. Pens/marker pens
4. Instrumental music

Additional suggestions

Questions for self-expression shall be considered appropriate to students' contexts and should be something that can be shared.

Sub-Learning Unit 1.4 Presenting Information on Studying Cultural Identity Creatively

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
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	2 points up considered as “passed” (The criteria are explained in the Behavior Observation Form).

Sub-Learning Unit 1.4 Presenting Information on Studying Cultural Identity Creatively

Behavior Observation Form

Instructions: The teacher observes student behavior during the lesson, and then tick ✓ in a box corresponding to the score level given.

Desirable characteristics	Evaluation details	Score level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.			
Enthusiastic to learn	Paying attention in studying.			
Committed to work	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.....Evaluator

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

Scoring criteria

Behavior patterns performed clearly and consistently = 3 points
 Behavior patterns performed clearly and frequently = 2 points
 Behavior patterns performed sometimes = 1 point

Sub-Learning Unit 1.4 Presenting Information on Studying Cultural Identity Creatively

Notes after teaching Knowledge:

Student competencies:

Desirable characteristics:

Other aspects (dominant behaviors or problematic behaviors of each student (If any):

**Sub-Learning Unit 1.4
Presenting Information on
Studying Cultural Identity
Creatively**

Problems/Obstacles:

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Solutions:

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**Opinions of the School Principal or a person in charge:
Recommendations:**

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Signature.....
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Position.....

knowledge sheet

Step 1

Identity and belonging



Knowledge Sheet 1.1
Steps to Study Cultural Identity



The steps to study cultural identity are divided into 3 parts as follows:

1. Explore and analyze information on a community's cultural beliefs from documents by collecting and analyzing historical data of background, beliefs, and contexts of the community both in the past and present.

2. Using a field study by the following means of collecting data:

In-depth interviews using structured questionnaires with key informant groups and cultural stakeholders, including teachers, knowledgeable persons, and students' parents in the community using purposive sampling.

3. Learning management in schools.

1) Learn the definition and importance of culture according to what being chosen by each school.

2) Learn the methods and stages of cultures.

3) Practice (Emphasis on participatory process).



Example of A Timeline

ลำดับเหตุการณ์สำคัญ บ้านห้วยกระทิง อำเภอแม่ระมาด จังหวัดตาก

2443 ก่อตั้งหมู่บ้าน

2509 ก่อตั้งหมู่บ้านอย่างเป็นทางการ (โดยทางราชการ)

2513 เริ่มมีการเผยแพร่ศาสนาคริสต์ โดยคณะฝรั่ง

2522 พี่ที่ในชุมชนประกาศเปลี่ยนที่ป่าสงวนโดยหน่วยงานรัฐ

2525 พระค่อมมิวนิสต์แห่งประเทศไทย มาเคลื่อนไหวอยู่ในพื้นที่และเขาในชุมชน เพื่อขอยารักษาโรค

2533 ก่อสร้างอนามัย

2534 ก่อสร้างโรงเรียนในชุมชน

2537 ก่อสร้างตึกเฒ่าชุมชน

2539 มีการก่อตั้งป่าชุมชน โดยชุมชนเป็นดูแล

2545 เจ้าเฒ่าที่ป่าไม้เข้ายึดไม่ทอนที่คนในชุมชนได้ตัดเก็บไว้

2547 เกิดอุทกภัยครั้งใหญ่ (น้ำท่วมเขตพื้นที่อำเภอแม่สอด และเขตพื้นที่อำเภอแม่ระมาด)

2548 พุทธศักราช (พ.ศ.)

2550-2552 มูลนิธิสิริกรรมธรรมชาติ มาบ่อเอื้อง เข้ามาแนะนำให้ชาวบ้านหันมาทำนาขั้นบันได

2553 ชุมชนได้รับการติดต่อจากโครงการพลังงานแสงอาทิตย์ โดยงบประมาณจากโครงการพลังงานแสงอาทิตย์

2556 ประกาศพื้นที่อุทยานแห่งชาติขุนพระวง

2557 วิทยาลัยโพธิวิชชาลัย มศว แม่สอด จังหวัดตาก เข้ามาร่วมทำกิจกรรมต่างๆ กับชุมชน

2559 ชาวบ้านถูกเจ้าเฒ่าที่อุทยานแห่งชาติขุนพระวง จับกุมในข้อหาขุดรุกรุกพื้นที่ป่า 1 คน

2560 ชาวบ้านถูกเจ้าเฒ่าที่อุทยานแห่งชาติขุนพระวง จับกุมในข้อหาขุดรุกรุกพื้นที่ป่า 1 คน

องค์กรสังคมพัฒนาสังคมนครสวรรค์ เข้ามาช่วยแก้ไขปัญหาระยะยาวของชาวบ้าน

ชุมชนร่วมกับสภาไตรศรจัดเก็บพิกัด GPS เพื่อแบ่งเขตพื้นที่ทำกินพร้อมกับทำโฉนดชุมชนอย่างชัดเจน

ประกาศเขตอนุรักษ์พันธุ์ปลา

มีโรงงานแปรรูปปุ๋ยอินทรีย์ทางการเกษตรจากป่าชุมชน

ราชชาว์ในชุมชนแตกดำ - ประกาศนโยบายป่าฉบับใหม่จากเจ้าเฒ่าที่ป่า

เจ้าเฒ่าที่ป่าไม้เข้ายึดไม่ทอนที่คนในชุมชนได้ตัดเก็บไว้

ชุมชนได้รับการติดต่อจากโครงการพลังงานแสงอาทิตย์ โดยงบประมาณจากโครงการพลังงานแสงอาทิตย์

มูลนิธิสิริกรรมธรรมชาติ มาบ่อเอื้อง เข้ามาแนะนำให้ชาวบ้านหันมาทำนาขั้นบันได

วิทยาลัยโพธิวิชชาลัย มศว แม่สอด จังหวัดตาก เข้ามาร่วมทำกิจกรรมต่างๆ กับชุมชน

ชาวบ้านถูกเจ้าเฒ่าที่อุทยานแห่งชาติขุนพระวง จับกุมในข้อหาขุดรุกรุกพื้นที่ป่า 1 คน

เจ้าเฒ่าที่ป่าไม้เข้ายึดไม่ทอนที่คนในชุมชนได้ตัดเก็บไว้

ชุมชนร่วมกับสภาไตรศรจัดเก็บพิกัด GPS เพื่อแบ่งเขตพื้นที่ทำกินพร้อมกับทำโฉนดชุมชนอย่างชัดเจน

ประกาศเขตอนุรักษ์พันธุ์ปลา

มีโรงงานแปรรูปปุ๋ยอินทรีย์ทางการเกษตรจากป่าชุมชน

ราชชาว์ในชุมชนแตกดำ - ประกาศนโยบายป่าฉบับใหม่จากเจ้าเฒ่าที่ป่า

เจ้าเฒ่าที่ป่าไม้เข้ายึดไม่ทอนที่คนในชุมชนได้ตัดเก็บไว้

มูลนิธิสิริกรรมธรรมชาติ มาบ่อเอื้อง เข้ามาแนะนำให้ชาวบ้านหันมาทำนาขั้นบันได

วิทยาลัยโพธิวิชชาลัย มศว แม่สอด จังหวัดตาก เข้ามาร่วมทำกิจกรรมต่างๆ กับชุมชน

ชาวบ้านถูกเจ้าเฒ่าที่อุทยานแห่งชาติขุนพระวง จับกุมในข้อหาขุดรุกรุกพื้นที่ป่า 1 คน

ผลิตโดย | โครงการพลังร่วมชุมชนในการจัดการศึกษาเพื่อการพัฒนาที่ยั่งยืน
มูลนิธิช่วยเหลือเด็กชายแดนจังหวัดตาก ติดต่อสอบถามเพิ่มเติม : 093-150-7294 , E-mail : Esdseeds@gmail.com



Knowledge Sheet 1.2 Historical Method

There are five steps of the historical method:

1. Identify a Topic

To study history, it should start with setting a goal in order to know the purpose of the study clearly, which we need to ask questions about what we want to study.

2. Gathering relevant materials/evidence

Gathering evidence to be studied. There are both written and unwritten evidence.

3. Evaluating worthiness of evidence

Before taking historical evidence to be studied, it is necessary to evaluate its worthiness and whether it is true or not. This evaluation may also be known as “Historical Criticism”, which can be divided into 2 methods:

- 1) External evaluation or external criticism e.g., evaluation of paper texture that can indicate where it comes from, etc.
- 2) Internal evaluation or internal criticism.

4. Analyzing, synthesizing, and categorizing data/information

After ensuring that the evidence is authentic and provides historically true information, students must consider further how complete the historical data is or what its primary purpose is. After that, all the information is categorized as appropriate to make it easier for the next step.

5. Compiling and presenting information

After completing the steps mentioned above, it ends with compilation or presentation which is the final step of the historical method. This step is very important as it is the one where all the information is gathered together and presented in line with the topic, as well as the discovery of new ideas derived from this study in order to remodel historical events to come back again. As for presentation process, students need to describe the events occurred in a logical, step-by-step manner together with credible supporting information and closing with recommendations guiding other interested parties to further study.

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 6)

Level	Learning Unit	Concept	Indicators for Social Studies	Indicators for ICE + Gender	Subunits	Hours	K	S	A
I- YOU	Similarities and Differences	Similarities and differences in cultural diversity convey self-identity & learn to understand and respect other people's identity.	Social Studies 4.1, P.6/4 Explain different cultural values between groups of people in Thai society. Social Studies 4.1, P.6/5 Follow the news and events in daily life, choose to receive and use information for learning appropriately.	1. Briefly explain the importance and values of other cultures and genders that are similar to one's own culture and gender. 2. Briefly explain the importance and values of other cultures and genders that differ from one's own culture and gender. 3. Briefly present types/forms of communication of at least one other culture with an example.	1. Importance and values of similar and different cultures. 2. Ethnic similarities and differences. 3. Types/forms of communication in different cultures. 4. Similarities and differences of cultures.	6	Students gain knowledge and an understanding of the importance and values of other cultures and genders that are similar to their own culture and gender.	Students are skilled at communicating and presenting information on cultural values of other cultures and genders that differ from their own culture and gender.	Students accept other cultures and genders that differ from their own culture and gender.

Indicators

6 hours

1. Briefly explain the importance and values of other cultures and genders similar to one's own culture and gender.
2. Briefly explain the importance and values of cultures and genders that differ from one's own culture and gender.
3. Present types/forms of communication of at least one other culture with an example.

Concept

Students gain knowledge and an understanding of similarities and differences in cultural diversity. They can talk about their own identity and learn to understand and respect other people's identity.

Contents

1. Importance and values of other cultures and genders that are similar to one's own culture and gender.
2. Importance and values of other cultures and genders that differ from one's own culture and gender.
3. Present types/forms of communication of at least one other culture with an example.

Intercultural Competencies

1. Students gain knowledge and an understanding of the importance and values of other cultures and genders that are similar to one's own culture and gender. (K)
2. Students are skilled at communicating and presenting information on cultural values of other cultures and genders that differ from their own culture and gender. (S)
3. Students accept other cultures and genders that differ from their own culture and gender. (A)

Sub-Learning Unit 2.1 Importance and Values of Similar and Different Cultures

Indicators

2 hours

1. Briefly explain the importance and values of other cultures and genders similar to one's own culture and gender.
2. Briefly explain the importance and values of cultures and genders that differ from one's own culture and gender.

Contents

Importance and values of similar and different cultures and genders.

Objectives:

1. To see similarities and differences of every individual.
2. The Importance and values of similar and different cultures.

Lesson Planning:



Introduction (10 minutes)

1. The teacher asks students to stand in a circle in the class.
2. The teacher hands out paper to students to write what they like according to the content selected by each school, such as my favorite musical instrument: 1 type per person. After finish writing, ask students to roll the paper written and give it to the teacher.
3. The teacher picks up a piece of paper that students write and reads it out. Whoever writes that paper must tell the class why he/she likes it. Do this until everyone gets their turn to talk.
4. The teacher asks students what things that we like in common and link it to the learning activity using Knowledge Sheet 2.1 Importance and Values of Cultures. The teacher gives students an example that even though you, as a student, live in the same village, same ethnicity but preferences or beliefs of each person can be similar or different, corresponding to what we will learn today: The importance and values of similar cultures.

Sub-Learning Unit 2.1 Importance and Values of Similar and Different Cultures



Teaching 40 minutes

1. The teacher takes students to learn under a tree or at the schoolyard, and then ask students to sit in a circle. Next, the teacher explains the learning process and the content to be learned using Knowledge Sheet 2. 1 Importance and Values of cultures. The teacher then creates learning atmosphere by playing soft music along the lesson.

2. Students should follow the teacher's instructions to form a group. The instructions are divided into 3 levels, namely daily life, preferences, and beliefs. Here are some examples of the instructions:

2.1 Born in the same month will be in the same group.

2.2 Like the same food will be in the same group.

2.3 Like the same sports will be in the same group.

2.4 "Pink is the color of women"; who believe in this will be in the same group,

and who do not believe in this will be in the same group.

2.5 Believe that football is a sport for men, who believe in this will be in the same

group,

2.6 "Culture brings about unity and harmony", Is this true?

2.7 Do you believe that culture is a tool for creating social order or not?

2.8 Do you think that culture is an expression of ethnic identity?

2.9 Do you think that cultures shape our personality?

2.10 Do you think that culture makes the nation's economy self-reliant?

2.11 Do you think it is necessary to learn about cultures?

3. After getting together in groups, the teacher asks students why they like the same food and why they believe that pink is the color of women and why do you think that way, etc.

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

4.1 How do you feel after doing the activity?

Sub-Learning Unit 2.1 Importance and Values of Similar and Different Cultures

4.2 How do the activity that you have learned demonstrate similarities of each individual according to sexuality?

4.3 Give examples of individual differences.

5. The teacher records students' reflections individually according to the questions 4.1, 4.2, 4.3 using a behavior observation form.

6. The teacher gives students Worksheet 2.1 Importance and Values of Similar and Different Cultures, and then explains how to do it. During the exercise, the teacher walks around and gives students advice when they are in doubt.

7. Once students complete the exercise, the teacher asks them to pair up with their peers, then share & discuss their written answers with each other without revising their work.



Conclusion

The teacher summarizes the concept of learning process on the importance and values of similar and different cultures.

1. The Importance and Values of Similar and Different Cultures activity is an activity that enable students to see the importance and values of cultures that are similar and different. The teacher gives students an example of dress/costume that expresses an identity of each group of people with sentimental value inside. Dresses of ethnic groups will be similar or different depending on the area and context of each group.

2. Benefits of understanding the importance and values of similar and different cultures will enable students to see the importance cultural values and to be more open-minded to learn from each other, leading to working with others.

Materials & Equipment:

Music

Learning materials:

Knowledge Sheet 2.1 Importance and values of Cultures

Assignments:

Worksheet 2.1 Importance and Values of Similar and Different Cultures

Sub-Learning Unit 2.1 Importance and Values of Similar and Different Cultures

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 2.1 Importance and Values of Similar and Different Cultures	Answering questions	1. Ask students to share & discuss their answers with friends. 2. Assess & mark students' worksheets.	Worksheet 2.1	- 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	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

Sub-Learning Unit 2.1

Importance and Values of Similar and Different Cultures

Behavior Observation Form

Instructions: The teacher observes student behavior during the lesson, and then tick ✓ in a box corresponding to the score level given

Desirable characteristics	Evaluation details	Score level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.			
Enthusiastic to learn	Paying attention in studying.			
Committed to work	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.....Evaluator

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Scoring criteria

- Behavior patterns performed clearly and consistently = 3 points
- Behavior patterns performed clearly and frequently = 2 points
- Behavior patterns performed sometimes = 1 point

Sub-Learning Unit 2.1 Importance and Values of Similar and Different Cultures

Notes after teaching
Knowledge:

Student competencies:

Desirable characteristics:

Other aspects (dominant behaviors or problematic behaviors of each student
(if any):

Sub-Learning Unit 2.1 Importance and Values of Similar and Different Cultures

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

Recommendations:

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Signature.....

(.....)

Position.....

Indicators

2 hours

1. Briefly explain the importance and values of other cultures and genders similar to one's own culture and gender.
2. Briefly explain the importance and values of cultures and genders that differ from one's own culture and gender.

Contents

Importance and values of similarities and differences of other cultures and genders.

Objectives:

To understand the importance and values of similarities and differences of other cultures and genders.

Lesson Planning:



Introduction

1. Get students to pair up and decide who will be A and who will be B.
2. Let students share their identity, such as their name, house, what they like to do, what they don't like, and why, by having A be the first to tell and B to listen carefully without asking questions. Once one is done, let the other one takes turn to talk.
3. The teacher asks students switch pairs to find a new partner at least 3 times.
4. The teacher summarizes the activity and links it to the content of similarities and differences of ethnicities and genders using Knowledge Sheet 2.2 Ethnic Similarities and Differences. The teacher then asks students how they feel after listening to their friends' talk. How are you similar to and different from your friends? The teacher randomly asks at least 3 students.



Teaching

1. The teacher divides students into groups by counting numbers 1-3; students counting the same number are in the same group.
2. The teacher distributes materials to each group: Snakes and ladders game (Ethnic Groups in Tak Province), A4 paper and a book with page numbers on (instead of a dice).
3. The teacher tells students to fold an A4 paper to be any image that expresses their self-identity and explains how to play the game.
 - 3.1 How to play Snakes and Ladders:
 - 3.1.1 Players roll a dice or open a book with page numbers on.
 - 3.1.2 Players move to a spot/square according to the points on a dice or any page number they get.
 - 3.1.3 If players land on a spot/square with numbers on but no instructions, the players pick a cultural learning card and read it to their friends in the group.
 - 3.1.4 If players land on a spot/square with instructions and pictures but no numbers on, players must follow what have been written there. Take turns doing this until players reach the finish line. This is what living together peacefully in cultural diversity is.
4. The teacher has each group play Rock Paper Scissors, the winner must start playing first, then let the loser play in the next game, and follow the set rules. (Play until there is a winner). After getting the winner of each group, the winner of each group will compete each other until getting the winner of all groups.
5. After finishing the game, the teacher has everyone sit in a circle. Then, randomly ask them with the following questions: What do you see from the activity? How many ethnic groups are there in Tak Province? What are similarities and differences of each ethnic group? Based on the activity, what are the similarities and differences between you and your classmates?
6. The teacher records students' reflections based on the activity done individually by using a behavior observation form.
7. The teacher gives students Worksheet 2.2 Ethnic Similarities and Differences, and then explains how to do it. During the exercise, the teacher walks around and gives students advice when they are in doubt.



Conclusion

The teacher summarizes the learning process on the importance and values of similar and different cultures as follows: Snakes and Ladders Game (Ethnic groups in Tak Province) is an activity that shows the similarities and differences. As for similarities, each ethnic group coexists in Tak Province or in the same multicultural society. They live with human dignity and have the same citizenship rights in Thailand. As for differences, each ethnic group has different cultural identity in terms of dress, traditions, rituals, food, and way of life.

Learning materials:

Knowledge Sheet 2.2 Ethnic Similarities and Differences

Assignments:

Worksheet 2.2 Ethnic Similarities and Differences

Additional suggestions

1. Questions should be appropriate to the contexts of students.
2. Questions during discussion session should not be sensitive to students' feelings.

Sub-Learning Unit 2.2 Ethnic Similarities and Differences

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 2.2 Ethnic Similarities and Differences	Drawing Answering questions	1. Ask students to draw a picture. 2. Share & discuss answers.	Worksheet 2.2	- Draw a symbolic image but does not convey meaning, scoring 1 point. - Draw a symbolic image that conveys meaning and write a description under the picture but does not convey meaning, scoring 2 points. - Draw a symbolic image that conveys meaning and write a clear description under the picture, scoring 3 points.
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	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

Sub-Learning Unit 2.2 Ethnic Similarities and Differences

Behavior Observation Form

Instructions: The teacher observes student behavior during the lesson, and then tick in a box corresponding to the score level given.

Desirable characteristics	Evaluation details	Score level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic to learn	Paying attention in studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to work	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature..... Evaluator

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

Scoring criteria

Behavior patterns performed clearly and consistently = 3 points
 Behavior patterns performed clearly and frequently = 2 points
 Behavior patterns performed sometimes = 1 point

Notes after teaching
Knowledge:

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Student competencies:

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Desirable characteristics:

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Other aspects (dominant behaviors or problematic behaviors of each student (if any):

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Sub-Learning Unit 2.2 Ethnic Similarities and Differences

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge: Recommendations:

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Signature.....

(.....)

Position.....

Sub-Learning Unit 2.3

Types/Forms of Communication in Different Cultures

Indicators

2 hours

Briefly present types/forms of communication of at least one other culture with an example.

Contents

Present types/forms of communication of at least one other culture.

Objectives:

1. Students get to know each other better.
2. Students are able to practice being a good speaker and listener.
3. To learn about communication in different cultures.

Lesson Planning:



Introduction

1. The teacher divide students into groups of 3-4 students as appropriate.
2. The teacher asks one representative of the group to sit with their backs against the board and the rest of them sit facing the board.
3. The teacher puts animal cards on the board.
4. Let students in each group give clues/hints for guessing the words (Charades), use body language, but do not say those words.
5. A group representative guesses the words from the clues given. If he/she answers correctly, 1 point is given; collecting points based on time. Any group that gets the highest points wins.
6. The teacher links the activity to the learning unit about types/forms of communication by asking students; what types/forms of communication they use in order to make their peers understand.



Teaching

1. The teacher asks students to sit in a circle in their group and face each other.
2. The teacher explains about different types/forms of communication using Knowledge Sheet 2.3 Intercultural Communication.

Sub-Learning Unit 2.3

Types/Forms of Communication in Different Cultures

3. The teacher distributes flipchart paper and marker pens to students in each group.
4. The teacher asks students in each group to write types/forms of communication. For example, if they want others to know their own culture, how do they communicate?
5. The teacher has each group present types/forms of communication written. (Demonstrate with examples of gestures or body language creatively)
6. After their friends have finished doing a presentation, let non-presenting groups ask questions or discuss/share at least one point that their friends present.
7. The teacher asks students to share their feelings and what they have learned from the activity using the following questions:
 - 7.1 How do you feel after doing the activity?
 - 7.2 What have you learned from the activity?
 - 7.3 How does good communication benefit yourself and others?
8. The teacher records students' reflections individually according to the questions 7.1, 7.2, 7.3 using a behavior observation form.
9. The teacher gives students Worksheet 2 . 3 Intercultural Communication, and then explains how to do it. During the exercise, the teacher walks around and gives students advice when they are in doubt.



Conclusion

Learning types/forms of communication in other people's cultures allows students to learn various forms/types of communication so that others can learn about their culture. Intercultural communication plays a role in reducing misunderstandings in communication and is important in helping humans understand different behaviors of people whom we communicate with.

Materials & Equipment:

1. Flipchart paper
2. Marker pens

Learning materials:

Knowledge Sheet 2.3 Intercultural Communication

Assignments:

Worksheet 2.3 Intercultural Communication

Sub-Learning Unit 2.3 Types/Forms of Communication in Different Cultures

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 2.3 Intercultural Communication	Answering questions	1. Ask students to share & discuss their answers with friends. 2. Assess & mark students' worksheets.	Worksheet 2.3	- 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, 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 Observatio n Form	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

Sub-Learning Unit 2.3 Types/Forms of Communication in Different Cultures

Behavior Observation Form

Instructions: The teacher observes student behavior during the lesson, and then tick in a box corresponding to the score level given.

Desirable characteristics	Evaluation details	Score level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic to learn	Paying attention in studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to work	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature.....Evaluator

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Scoring criteria

Behavior patterns performed clearly and consistently = 3 points
 Behavior patterns performed clearly and frequently = 2 points
 Behavior patterns performed sometimes = 1 point

Sub-Learning Unit 2.3 Types/Forms of Communication in Different Cultures

**Notes after teaching
Knowledge:**

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Student competencies:

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Desirable characteristics:

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**Other aspects (dominant behaviors or problematic behaviors of each student
(if any):**

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Sub-Learning Unit 2.3 Types/Forms of Communication in Different Cultures

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge: Recommendations:

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Signature.....

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Position.....

Sub-Learning Unit 2.4 Cultural Similarities and Differences

Indicators

2 hours

1. Briefly explain the importance and values of other cultures and genders similar to one's own culture and gender.
2. Briefly explain the importance and values of other cultures and genders that differ from one's own culture and gender.

Contents

Similarities and differences of cultures in students' social context/area in brief.

Objectives:

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

Lesson Planning:



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 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 Cultural Similarities and Differences

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"> 1. Materials & equipment for making Tena 2. Shapes of Tena 3. How to play it 4. Sounds 5. When to use it
Ban Pa Rai Nueu School Ban Mae Kued Sam Tha School	Local plants/vegetables	<ol style="list-style-type: none"> 1. Seeds 2. How to plant them 3. How to take care of them 4. Harvesting 5. How to store them
Ban Si Lung School Ban Sam Muen School (Ban Huai Kanoon Branch) Morning Glory School 2	Basketry & weaving	<ol style="list-style-type: none"> 1. Materials & equipment for weaving and basketry 2. How to weave / basket weaving 3. Fabric Patterns /designs 4. How to store them 5. When to use them
Ban Pa Deh School	Rope Dance	<ol style="list-style-type: none"> 1. Materials & equipment 2. Background music 3. choreography 4. Costumes 5. When to perform
Ruam Thai Phatthana School 3	Hmong rice	<ol style="list-style-type: none"> 1. Rice seeds 2. Planting area 3. How to plant them 4. Harvesting 5. New Rice Festival (eating new rice ritual)
Morning Glory School1	Traditional foods & desserts	<ol style="list-style-type: none"> 1. Ingredients 2. Utensils & equipment 3. Recipe & cooking methods 4. Shapes/colors/tastes 5. When to cook them
Thoo Mweh Khee Learning Center	Don dance, Bamboo dance and Hip Hop	<ol style="list-style-type: none"> 1. Materials & equipment 2. Costumes 3. Choreography 4. Background music 5. When to perform
Ban Tham Sua Border Patrol Police School	Wisdom Room	<ol style="list-style-type: none"> 1. Materials & equipment displayed 2. Arrangement & layout 3. Learning materials for a wisdom room 4. Learning activities 5. When to use this room for learning

Sub-Learning Unit 2.4 Cultural Similarities and Differences

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 basketry/weaving, fabric patterns/designs, how to take care and when to use them may vary depending on the areas and community contexts.

Equipment & Materials:

1. Flipchart paper

2. Masking tape

3. Marker pens

Learning materials:

Knowledge Sheet 2.4 Similarities and differences

Assignments:

Worksheet 2.4 Cultural Similarities and differences

Additional suggestions

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

Sub-Learning Unit 2.4 Cultural Similarities and Differences

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 2.4 Cultural Similarities and differences	Answering questions	1. Share & discuss answers with friends. 2. Assess & mark students' worksheets.	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 Observatio n Form	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

Sub-Learning Unit 2.4 Cultural Similarities and Differences

Behavior Observation Form

Instructions: The teacher observes student behavior during the lesson, and then tick \checkmark in a box corresponding to the score level given.

Desirable characteristics	Evaluation details	Score level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.			
Enthusiastic to learn	Paying attention in studying.			
Committed to work	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.....Evaluator

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Scoring criteria

Behavior patterns performed clearly and consistently = 3 points
 Behavior patterns performed clearly and frequently = 2 points
 Behavior patterns performed sometimes = 1 point

Sub-Learning Unit 2.4 Cultural Similarities and Differences

**Notes after teaching
Knowledge:**

Student competencies:

Desirable characteristics:

**Other aspects (dominant behaviors or problematic behaviors of each student
(if any):**

Sub-Learning Unit 2.4 Cultural Similarities and Differences

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge: Recommendations:

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Signature.....

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Position.....

knowledge sheet

Step I-You

Similarities and differences



Knowledge Sheet 2.1

Importance and Values of Cultures

Culture is people's way of life in each community as an inheritance. Everyone in their locality takes pride in being a shared owner (Bringing love and cherish), where the local arts and cultures are indicators of the importance of people in society which have been passed down for a long time.

Importance and Values of Cultures

1. Being a tool that creates love, unity and understanding, and combines the powers to create something together by local people.
2. Reflect a way of life of different people according to different environments, with local arts and culture as a determinant.
3. Entertain people in society such as listening to music, singing, theatrical performances, as well as rituals and traditions on various festivals.
4. Being a tool that creates love, unity, and understanding. and combines the powers to create something together by local people.
5. Reflect a way of life of different people according to different environments, with local arts and culture as a determinant.
6. Entertain people in society such as listening to music, singing, theatrical performances, as well as rituals and traditions on various festivals.



Knowledge Sheet 2.2

Ethnic Similarities and Differences



Ethnic Similarities and Differences. Cultural and ethnic diffusion has resulted in interethnic interactions. When ethnic groups have lived close to each other's neighborhoods, mutual acceptance can result in cultural borrowing and ethnic and cultural assimilation. Therefore, mutual understanding between ethnic groups can foster good relations. The causes of ethnic discrimination between ethnic groups can be summarized into 5 characteristics.

1. Class discrimination

In some societies, there is a social stratification (a caste system) and the ones in the lowest class are considered to be those outside that social system, such as Chandalas/untouchables in India, etc. Even though India has already abolished the practice of untouchability, but in practice it still exists. This ethnic difference within the same ethnic group is one form of ethnic differences.

2. Geographical separation

People who are ethnically different from the majority and who settle in remote areas such as hill tribes are often cut off from the lowland (plains) society. They do not regularly receive information from lowland people.

3. Annexation

Annexation of a country's territory by acquisition of one state's territory may be achieved through treaty agreements following the war. An example of a treaty agreement is when the United States purchases territories, which are now some of the southeastern states, causing ethnic differences.

4. Migration

It maybe because some people migrate into other societies in which they are culturally different from those in the society they migrate to.

Knowledge Sheet 2.3 Intercultural Communication

Intercultural Communication

Intercultural Communication is a form of communication that is important in today's world without borders. Intercultural communication is a face-to-face interaction that takes place among people from different cultures, beliefs, values, perceptions, emotions, and expressions, which are in both verbal and non-verbal interactions.



Benefits of Intercultural Communication

Intercultural communication plays a role in reducing misunderstanding in communication and is important in helping humans understand behavioral differences of people whom we communicate with.



Lesson Plan

Step You

Human rights and responsibilities



**Structure of Intercultural Learning Curriculum with KSA Pedagogy
(for the Primary School Grade 6)**

Level I	Learning Unit	Concept	Indicators for Social Studies	Indicators for ICE + Gender	Subunits	Hours	K	S	A
YOU	Human Rights and Responsibilities	The rights and duties of the Declaration of Human Rights and the Convention on the Rights of the Child can be applied by considering the rights and responsibilities of one's own roles and respecting others.	Social Studies 4.1, P.6/1 Follow the laws related to everyday life of a family and community.	1. Propose ways to protect children from violations of children's rights and gender equality at the school level. 2. Analyze one's own potential (knowledge, ability, aptitude according to sexuality) in working with others. (Based on the culture of each school) 3. Give examples and follow the laws related to everyday life of a family and community.	1. How to protect children in school. 2. Find your potential. 3. Follow the laws related to everyday life.	7	1. Students gain knowledge and an understanding of how to protect children from violations of children's rights and gender equality. 2. Students gain knowledge and an understanding of the importance of children's rights and can propose the ways to protect children from violations of children's rights at the community level.	1. Students are able to analyze their own potential (knowledge, ability, aptitude according to sexuality). 2. Students are skilled at using their own and others' potential (knowledge, ability, aptitude according to sexuality) in working with others (based on the culture of each school).	Students are confident in their own and others' potential and are ready to build engagement in learning and development tailored to each individual's diverse potential.

Unit 3

Human Rights and Responsibilities



Indicators

7 hours

1. Able to propose the ways to protect children from violations of children's rights and gender equality at the school level.
2. Analyze one's own potential (knowledge, ability, aptitude according to sexuality) in working with others. (Based on the culture of each school)
3. Give examples and follow the laws related to everyday life of a family and community.

Concept

The rights and duties of the Declaration of Human Rights and the Convention on the Rights of the Child can be applied by considering the rights and responsibilities of one's own roles and respecting others.

Intercultural Competencies

1. Students gain knowledge and an understanding of how to protect children from violations of children's rights and gender equality; and gain knowledge and an understanding of the importance of children's rights and can propose the ways to protect children from violations of children's rights at the community level. (K)
2. Students are able to analyze their own potential (knowledge, ability, aptitude according to sexuality); and students are skilled at using their own and others' potential (knowledge, ability, aptitude according to sexuality) in working with others (based on the culture of each school). (S)
3. Students are confident in their own and others' potential and are ready to build engagement in learning and development tailored to each individual's diverse potential. (A)

Indicators

Able to propose the ways to protect children from violations of children's rights and gender equality at the school level.

3 hours

Objectives:

1. To learn how to protect children at the school level (children's rights and gender equality).
2. To propose the ways to protect children at the school level through the culture of each school.

Lesson Planning:



Introduction

1. The teacher places Knowledge Card 3.1 Children's Rights in the middle of the room, divided into 2 sets or as appropriate. One set contains the knowledge cards on the rights of the child in 4 areas: the right to survival, the right to development, the right to protection, the right to participation.

2. The teacher divides students into 2 groups based on the knowledge cards and asks each group to put the knowledge cards into the same group or think that the cards must be in the same group. Everyone in the group shall participate in grouping them.

3. Each group presents its own card grouping results. Let the groups that have not yet presented their results share and discuss whether the knowledge card grouping is correct, or whether some knowledge cards may belong to multiple groups. The teacher helps them check if they are correct. Do alternately until both groups finish or as appropriate.



Teaching

The teacher explains to students the learning process and asks them to do as follows:

1. The teacher asks students to pair up with peers, and then choose who will be a roly-poly doll and who will be a receiver.

2. The receiver must step forward with their dominant leg and establish a firm footing with their hands in preparation, ready to receive (the doll).

3. The doll stands with cross one's arm, legs closed, and turn back against the receiver about a step away and wait for the receiver's signal.

4. The receiver gives the signal by touching the doll's shoulder twice.

5. The doll drops its weight all over its body like a piece of wood, leaning back. Do this about 3 times.

6. Switch roles as a receiver and a doll.

Then, the teacher asks students to get into groups of 3 students and explains them the following steps:

1. In each group, 1 person as a doll and 2 persons as receivers. Two receivers stand facing each other. The doll stands in the middle, standing one step apart from each other.

2. The receivers must step forward with their dominant leg and establish a firm footing with their hands in preparation, ready to receive (the doll).

3. The doll stands with crossed arms, legs closed, and turn back against the receiver about a step away and wait for the receiver's (the one behind the doll) signal.

4. The receiver gives the signal by touching the doll's shoulder twice.

5. The doll drops its weight all over its body like a piece of wood, leaning back towards the receiver. The receiver receives the doll and then pushes the doll forward to the receiver in front, pushing back and forth about 3 times.

6. Switch roles as a receiver and a doll (a roly-poly doll). (May group up to 5, 7, 9 students and proceed with the above steps)

The teacher leads the discussion by using the following conversation questions:

1. How do you feel,

- 1.1 when you are a doll?

- 1.2 when you are a receiver?

2. What roles do you feel confident or insecure, and why?

3. What have you learned from this activity?

4. If you compare things to be protected as the culture of each school, how will you protect them?

5. The teacher asks students to sit in the same group as playing a roly-poly doll, and then asks them to share their opinions if they have to propose to protect children's rights in schools, what rights to be proposed (The right to survival, the right to development, the right to protection, the right to participation), and then present them to all groups so that everyone can share their opinions on what aspects of protection of children's rights to be proposed and how many items to be proposed.

6. The teacher asks students to bring their joint proposals to present in front of the school flagpole for the school principal and teachers to comment or suggest solutions further.

7. The teacher asks students to complete Worksheet 3.1 Proposals to Protect Children's Rights at the School Level.



Conclusion

1. The teacher talks about how trust is important to coexistence?
2. Protecting anything is important and being protected also makes a person appreciate themselves.
3. Therefore, in our school, our culture needs protection. We must come together to create a means of protection and that must be recognized by participating in the process of proposing the protection of children's rights within the school by all parties including students, teachers, the school principal/management team, community, and parents.

Materials & Equipment (To summarize a discussion):

1. Flipchart paper
2. Marker pens
3. Knowledge Card Children's Rights

Assignments:

Worksheet 3.1 Proposals to Protect Children's Rights at the School Level

Additional suggestions

1. The teacher emphasizes that when doing the activity, students shall not tease their peers. Don't let their peers fall.
2. Group assistants shall closely supervise and advise students.
3. The teacher encourages students that everyone can do it.
4. Demonstration of this activity must be clearly step-by-step with confidence to empower students.

Sub-Learning Unit 3.1

How to Protect Children in Schools

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 3.1 Proposals to Protect Children's rights at the school level	Children's Rights Knowledge Cards	Share ideas & think about proposals to protect children at the school level.	Worksheet 3.1	<ul style="list-style-type: none"> - Students write a complete and correct proposal on child protection and present them in front of the flagpole, scoring 3 points. - Students write a complete and correct proposal on child protection, scoring 2 points. - Students write partial child protection proposal, 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	2 points up considered as "passed"

Sub-Learning Unit 3.1 How to Protect Children in Schools

Behavior Observation Form

Instructions: The teacher observes student behavior during the lesson, and then tick in a box corresponding to the score level given.

Desirable characteristics	Evaluation details	Score level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic to learn	Paying attention in studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to work	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature.....Evaluator

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Scoring criteria

Behavior patterns performed clearly and consistently = 3 points
 Behavior patterns performed clearly and frequently = 2 points
 Behavior patterns performed sometimes = 1 point

Sub-Learning Unit 3.1

How to Protect Children in Schools

Notes after teaching
Knowledge:

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Student competencies:

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Desirable characteristics:

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**Other aspects (dominant behaviors or problematic behaviors of each student
(if any):**

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Sub-Learning Unit 3.1

How to Protect Children in Schools

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge: Recommendations:

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Signature.....

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Position.....

Indicators

2 hours

Able to analyze one's own potential (knowledge, ability, aptitude, working with others according to sexuality) in working with others. (Based on the culture of each school)

Contents

Analyzing one's own potential in order to work with others in cultural and sexual diversity.

Objectives:

To analyze students' potential (ability, aptitude, idea, working with others).

Lesson Planning:



Introduction

The teacher explains to students about the culture selected by the school, its background, and the importance of why it is selected, and who are involved, who will be involved in learning or giving knowledge? The teacher will invite people who know about the culture selected by the school to come and tell students about that culture. Then, the teacher asks students as follows:

1. Aptitudes in the culture of each school (What is an aptitude?)

Knowledge Sheet 3.2 Aptitudes and Preferences

2. Preferences in the culture of each school (What is preference?)

Knowledge Sheet 3.2 Aptitudes and Preferences

Therefore, today we are going to learn about our potential and the culture that the school chooses to see what your abilities, aptitudes or preferences are in order to pass on that culture so that it is not going to disappear? Learn, do, pass on and preserve.



Teaching

1. The teacher divides students into groups of equal numbers using a favorite color game.
 - 1.1 The teacher sets the colors and the spot of each color for students to stand according to their favorite color such as red, green, white, black, pink, etc.
 - 1.2 Let students choose their favorite color, who likes the same color get into the same group.
 - 1.3 The teacher asks students why they like the color they choose.
 - 1.4 The teacher shall observe whether the number of each group is appropriate or not. If the number is too large or too small, the teacher shall make the number of each group equally or close to each other.
2. The teacher distributes Worksheet 3.2 Your Potential with coloring supplies to each group (red, green, blue, white).
3. The teacher explains the process of drawing balloons and the meaning of each color. (Table of cultures)
 1. Red: Planner
 2. Green: Team Builder
 3. Blue: Practitioner
 4. White: Recreationalist
4. The teacher asks students to color the balloons according to their own aptitude for each area; color the bigger balloon with the area they are best at and smaller balloons with the area they are less good at respectively according to their abilities and aptitudes. As for the least aptitude, students color in with the smallest balloon.
5. Students discuss in their group why the balloon color has to be the biggest and the rest of the colors has to be smaller respectively until to the smallest one. Everyone in the group has to share their ideas.
6. The teacher asks a group representative to present in front of the large group telling other students which color of their biggest balloon and which one is the smallest one, and why.
7. The teacher summarizes the activity learned and links it to the objectives and activities for students to find their abilities and aptitudes that are naturally in them, and then use those to create stories of the culture selected by the school.

The culture selected by each school

Cultures	Schools	Analysis of one's own potential
Tena (Karen musical instrument)	Ban Huai Krathing School Thanpuying Maneenutra Border Patrol School	Planners are students who have an aptitude for planning operations, designing Tena (Karen musical instrument), and songwriting. Team builders are students who have an aptitude for gathering friends to work together. They are coordinators. Practitioners are students who have an aptitude for playing music, following the instructions given by a group leader to make Tena. Recreationalists are students who have an aptitude for singing and entertaining people in their group.
Basketry & weaving	Ban Si Lung School Ban Sam Muen School (Ban Huai Kanoon Branch) Morning Glory School 2	Planners are students who have an aptitude for planning operations and basketry & weaving designing. Team builders are students who have an aptitude for gathering friends to work together. They are coordinators. Practitioners are weavers who follow the steps of weaving given by the teacher or a knowledgeable person and friends; basketry makers follow the steps of basketry given by the teacher or a knowledgeable person and friends. Recreationalists are people who keep entertaining people in their group.
Local plants/vegetables	Ban Mae Kued Sam Tha School Ban Pa Rai Nueu School	Planners make an operation plan, design vegetable plots appropriate to the contexts and areas. Team builders coordinate with friends and gather them together to carry out an operation. Practitioners follow the instructions given (seed sorting, planting, caring, harvesting, and selling). Recreationalists are responsible for creating an atmosphere for learning, entertain friends, are good at inviting or getting people's attention.
	Ban Pa Deh School	Planners make an operation plan (number of equipment/materials/props, number of dancers, choreography, dress design, compose lyrics). Team builders coordinate with friends, musicians, dancers, singers. Practitioners follow the instructions given (singer, dancer, music background player). Recreationalists are people who keep creating an atmosphere of fun and enjoyment to entertain people.

Sub-Learning Unit 3.2 Finding Your Potential

Rope Dance		
Traditional foods & desserts	Morning glory 1	<p>Planners make an operation plan, design food menu, information about food ingredients.</p> <p>Team builders are people who keeps gathering friends together to do activities, coordinate, look for people who know about the foods.</p> <p>Practitioners act according to the plan; cook foods according to the menu planned.</p> <p>Recreationalists keep motivating/encouraging friends to be confident, bringing smiles and joy to people, finding activities to help learning.</p>
Wisdom Room	Ban Tham Sua Border Patrol Police School	<p>Planners make an operation plan, design layout a wisdom room and list of items to be displayed.</p> <p>Team builders are people who keep gathering friends and knowledgeable persons to participate in the planned activities, and coordinate with friends.</p> <p>Practitioners are people who follow the set plan, organize, or create a wisdom room and place items in the wisdom room.</p> <p>Recreationalists are people who create a fun learning atmosphere, and welcome visitors to the Wisdom Room.</p>
Hmong rice	Ruam Thai Phatthana School 3	<p>Planners make an operation plan, design rice fields, define areas, place various components related to rice or Hmong rice fields, think of Karen poem or a song about upland rice.</p> <p>Team builders are people who encourage friends, coordinate, or gather friends together to do the activities.</p> <p>Practitioners are people who follow the set plan, put it into practice by following the steps learned about Hmong rice.</p> <p>Recreationalists are people who keep making people smile and laugh, as a leader in singing the Karen poem or song about Hmong rice and providing knowledge of the event to visitors.</p>
Don dance, Bamboo dance and Hip Hop	Thoo Mweh Khee Learning Center	<p>Planners are people who make an activity plan, think of choreography, look for background music or compose music, design how many bamboos will be needed, how many people are there in the show or activity?</p> <p>Team builders are people who coordinate and find the right persons for the activity planned.</p> <p>Practitioners are people who perform according to the plan for each performance as a singer or a dancer.</p> <p>Recreationalists are people who invite people to participate in the event to come and see the show, bring smile, and joy to people, and entertain outsiders.</p>

Finding Your Potential



Conclusion

The teacher share and exchange ideas with students using the following questions:

1. In your opinions, how will you use your aptitudes to benefit the culture selected for the school and the community?
2. How do you make the smallest balloon getting bigger in order to develop or increase your potential? Everyone has different aptitudes, preferences, and abilities. Therefore, people's potential in our society are not the same. No one is skilled in every field, but if people with many aptitudes come to strengthen the team, they can successfully follow the goals set and become stronger. Therefore, we have to find our own potential in order to learn the culture that the school chooses for everyone to participate in, to empower our culture to move forward along with learning in the 21st century.

Learning materials & equipment:

1. Worksheets
2. Red, green, blue, white
3. Knowledge Sheet 3.2 Aptitudes and Preferences

Assignments:

Worksheet 3.2 Your Potential (The biggest, The smallest) with Reasons

Additional suggestions

1. Rules and topics should be clearly explained.
2. Facilitate all students to participate in discussions.

Sub-Learning Unit 3.2 Finding Your Potential

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 3.2 Your Potential	Learning activities	Ask students to explain about their aptitudes in the worksheet.	Worksheet 3.2	<ul style="list-style-type: none"> - Students explain that they can use their aptitudes to work with others, scoring 3 points. - Student can explain which color balloons represent which aptitude, scoring 2 points. - Students can tell which balloon is the biggest and which one is the smallest, 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	2 points up considered as “passed”

Sub-Learning Unit 3.2 Finding Your Potential

Behavior Observation Form

Instructions: The teacher observes student behavior during the lesson, and then tick in a box corresponding to the score level given.

Desirable characteristics	Evaluation details	Score level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic to learn	Paying attention in studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to work	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature.....Evaluator

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Scoring criteria

Behavior patterns performed clearly and consistently = 3 points
 Behavior patterns performed clearly and frequently = 2 points
 Behavior patterns performed sometimes = 1 point

**Notes after teaching
Knowledge:**

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Student competencies:

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Desirable characteristics:

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Other aspects (dominant behaviors or problematic behaviors of each student (if any):

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Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

Recommendations:

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Signature.....

(.....)

Position.....

Sub-Learning Unit 3.3

Follow the Laws Related to Everyday Life

Indicators:

2 hours

Give examples and follow the laws related to everyday life of a family and community.

Contents:

Students are confident in their own potential and ready to build engagement in following the laws related to everyday life of a family and appropriate development tailored to each individual's diverse potential.

Objectives:

To gain knowledge and an understanding of the laws related to everyday life of a family and community.

Lesson Planning:



Introduction

1. The teacher asks students to pair up with their peers according to their age range or grade level. Their partner can be either female or male, no gender discrimination.
2. Then, let students choose who will be a mirror and who will be looking in the mirror. The person who acts as a mirror must act/make posture according to whatever the person looking in the mirror does, including gestures and smiles until the teacher tells them to stop.
3. Next, switch roles and then get a new partner and do the same thing as before.
4. The teacher summarizes the activities as follows:
A person who looks in the mirror is like a civil law that is required to be followed. Just like the role of a person acting as a mirror. When the person looking in the mirror makes any gestures, the mirror person has to follow. The same as when the laws are prescribed, people have to follow them. Therefore, today we will learn about the laws that are related to our lives.

Sub-Learning Unit 3.3

Follow the Laws Related to Everyday Life



Teaching

1. The teacher divides students into groups as appropriate, and then asks them to study the laws on the Knowledge Sheet 3.3 Basic Laws Related to Everyday Life.
2. Next, ask each group to briefly present what laws that are relevant to our lives based on what they have studied.
3. The teacher gives students the following examples when children's right or the laws in everyday life being violated:
 - 3.1 Parents don't let their children go to school when they reach school age but have children to help them with work at home.
 - 3.2 Driving without a license and being fined.
 - 3.3 Online abuse by presenting false information of others
 - 3.4 Teachers punish students by ordering them to run around the field in the hot sun.
 - 3.5 Child labor found in a corn processing factory.
4. The teacher asks students what the law is each situation violated. If we encounter any of such situations, what will we do? Then, the teacher assigns activities for students to work together to show everyone's potential in school and to make them gain more confidence in working in groups.
5. The teacher explains to students about planning the work within their group. Everyone will be responsible for their roles, including being planners, team builders, practitioners, and recreationalists. Students exchange their ideas and understanding and use their skills/aptitudes in planning their work on the culture selected by the school.
6. Students present their work plan with the role of each group member and other groups give feedbacks/suggestions to them such as which part of the plan needs to be adjusted or added.
7. The teacher gives feedbacks regarding the presentation of their work plans for all groups without judging them as right or wrong as this collaborative learning to empower students a group work, and then bring in their set plans for the activities in ICE learning process at the next YOU – WE step.

Sub-Learning Unit 3.3

Follow the Laws Related to Everyday Life



Conclusion

1. The teacher asks students to review the Knowledge Sheet 3.3 Basic Laws Related to Everyday Life again together, and then compare it with their roles and duties at present.

2. A good leader or person who passes on cultures helps maintain the cultures but if the leader or the one who passes on cultures wrongly, cultural misunderstandings can occur as well.

3. The teacher summarizes the lesson by comparing a civic duty with a civic duty in schools and communities or the culture of each school that the roles and duties of every place are important. If there are good citizens, a country will be well developed, and people will have equal rights and liberties.

Learning materials/equipment:

Knowledge Sheet 3.3 Basic Laws Related to Everyday Life

Assignments:

A work plan and learning about the culture selected by the school.

Additional suggestions

Encourage all groups to include both boys and girls in their group to promote equality in the classroom or culture.

Sub-Learning Unit 3.3 Follow the Laws Related to Everyday Life

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
A work plan and learning about the culture selected by the school	Answering questions	Ask students to draw a picture and write a description of their role in participating in the activity.	A work plan and learning about the culture selected by the school	<ul style="list-style-type: none"> - Students can write a description of their work plan that is related to the culture and present it in front of the class, scoring 3 points. - Students can describe their duties in the activity, scoring 2 points. - Students are involved in thinking and planning the activity, 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	(2 points up considered as "passed")

Sub-Learning Unit 3.3 Follow the Laws Related to Everyday Life

Behavior Observation Form

Instructions: The teacher observes student behavior during the lesson, and then tick in a box corresponding to the score level given.

Desirable characteristics	Evaluation details	Score level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic to learn	Paying attention in studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to work	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature..... Evaluator

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

Scoring criteria

Behavior patterns performed clearly and consistently = 3 points
 Behavior patterns performed clearly and frequently = 2 points
 Behavior patterns performed sometimes = 1 point

Sub-Learning Unit 3.3
Follow the Laws Related
to Everyday Life

Notes after teaching
Knowledge:

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Student competencies:

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Desirable characteristics:

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Other aspects (dominant behaviors or problematic behaviors of each student
(if any):

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**Sub-Learning Unit 3.3
Follow the Laws Related
to Everyday Life**

Problems/Obstacles:

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Solutions:

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**Opinions of the School Principal or a person in charge:
Recommendations:**

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Signature.....
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Position.....

knowledge sheet

Step You

**Human rights
and responsibilities**





Breastfeeding





Eat nutritious food from all 5 food groups.



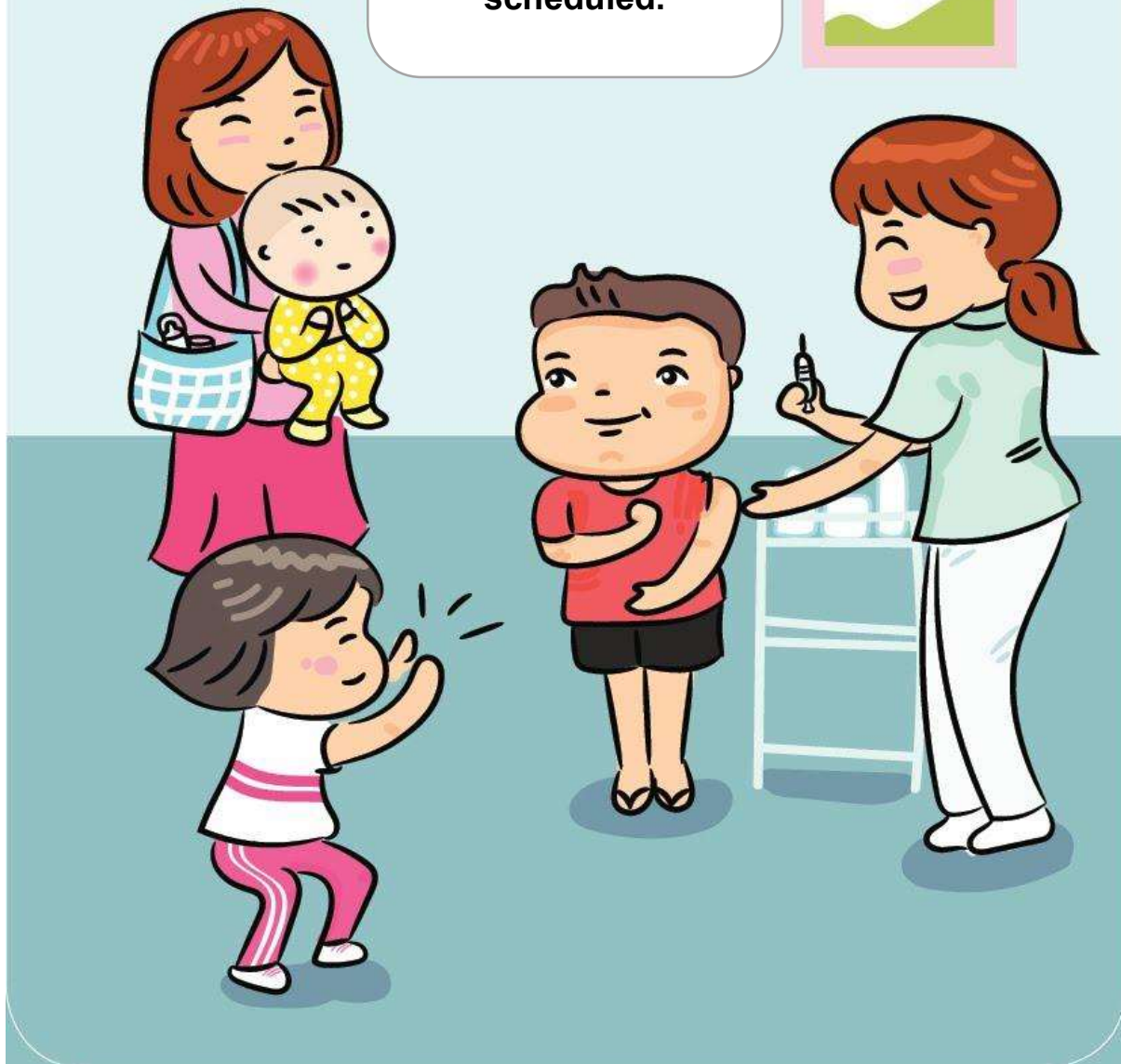


Vaccine

Vaccination
room



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





Clothing

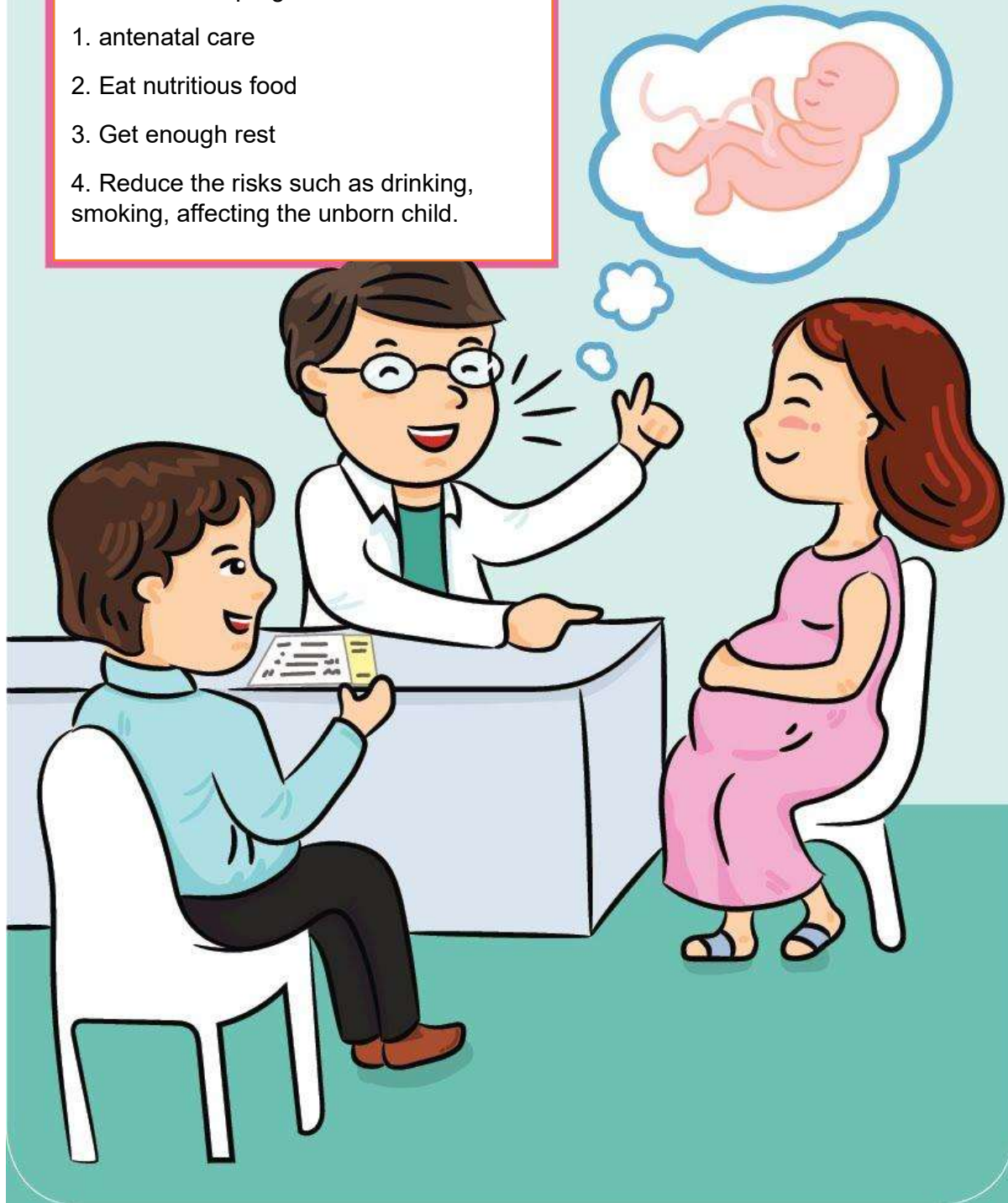




Antenatal care

What should a pregnant woman do?

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





Sub-Learning Unit 3.1

The fundamental rights of the child



Orphans can have a foster family.





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



Sub-Learning Unit 3.1

The fundamental rights of the child



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





Medicine

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







Sub-Learning Unit 3.1

The fundamental rights of the child



Home





Hospital

Community Hospital





Birth certificate



Registration Department

Right to develop



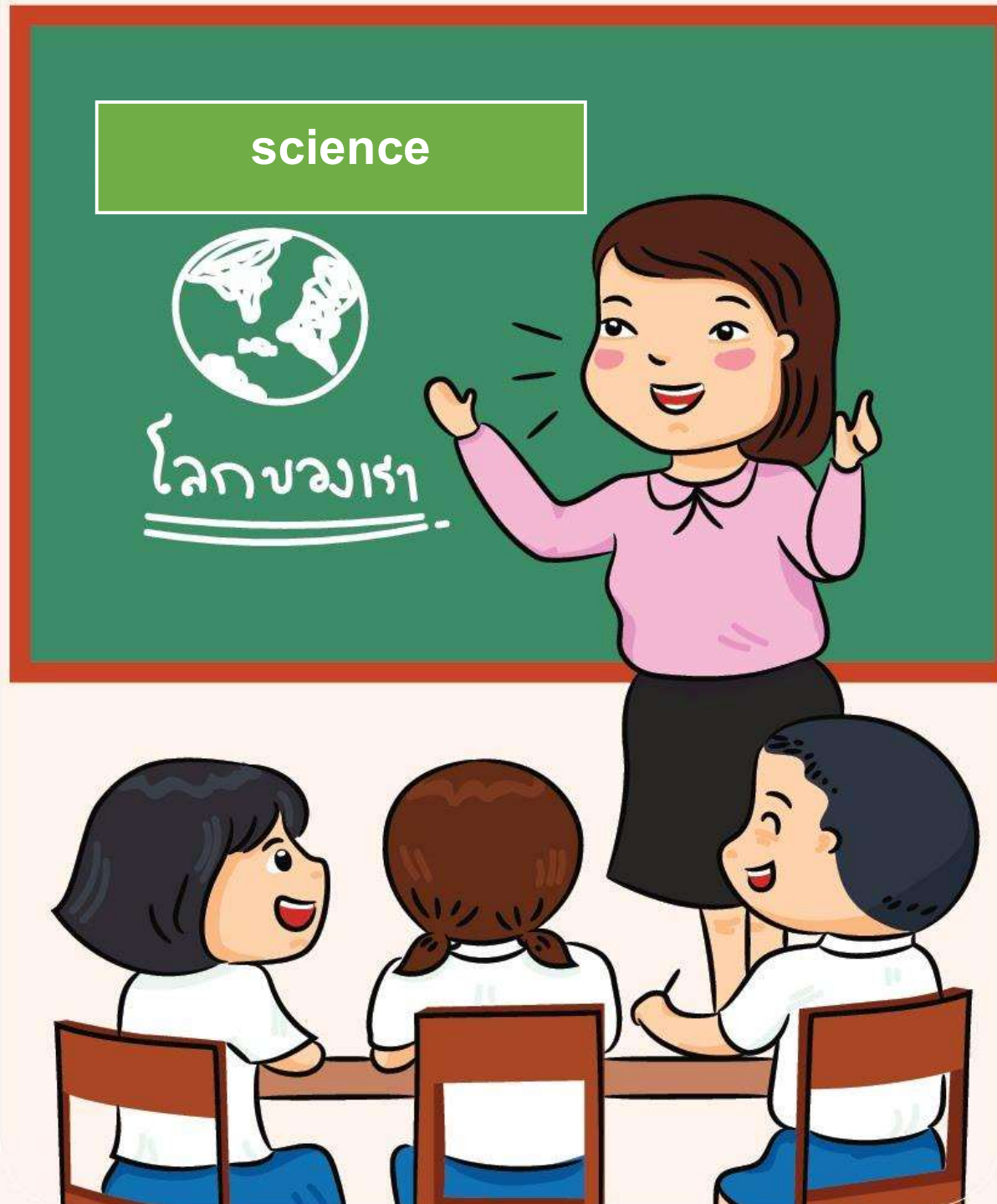
School



5



Teacher





Singing and dancing to develop the body
and brain





Suitable place for children

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



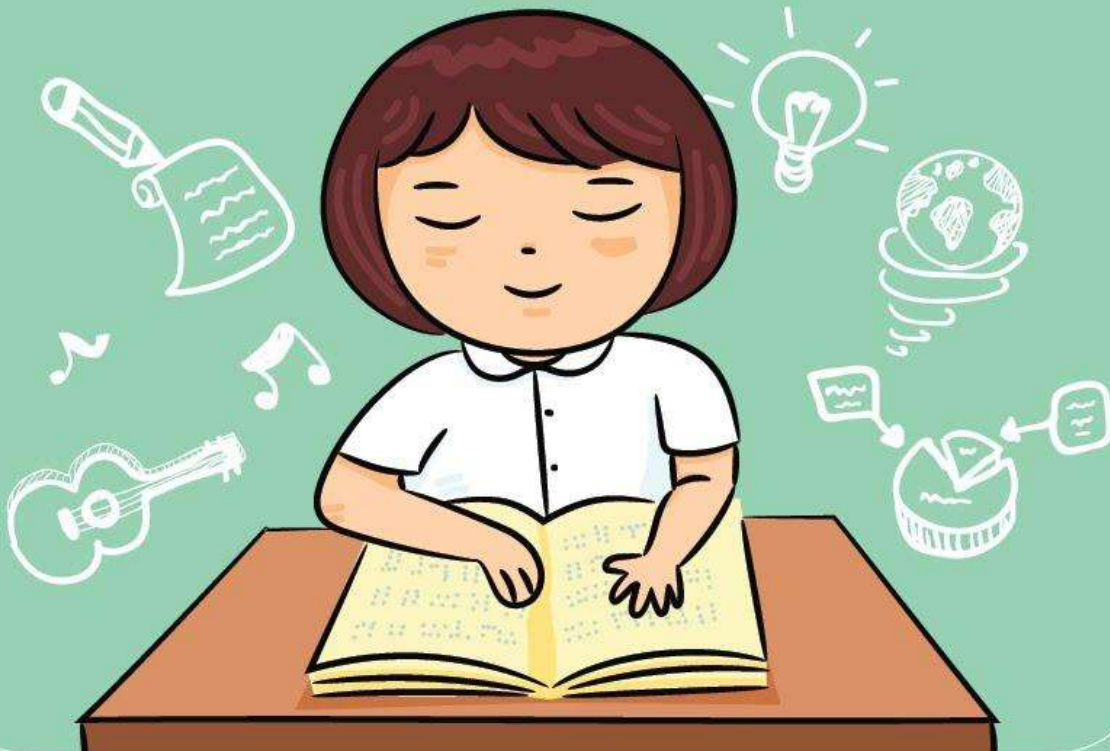


Children disabilities have the opportunity
to study

raise your hand
vertically parallel
Then pull both hands
apart.



means
“Thank you”



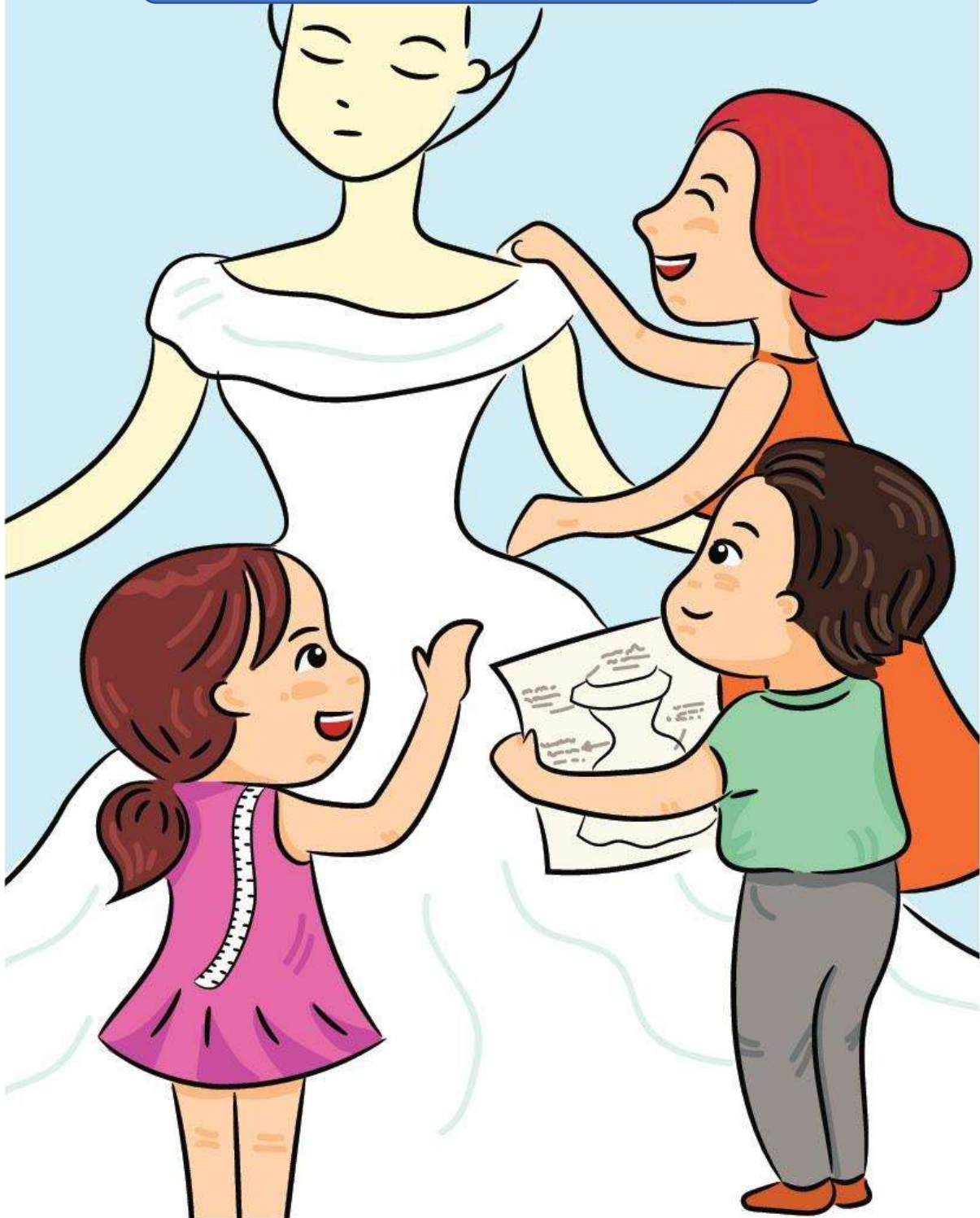


Safe transportation to school





Vocational Training for Children and Youth





Playground





learning materials



Sub-Learning Unit 3.1

The fundamental rights of the child



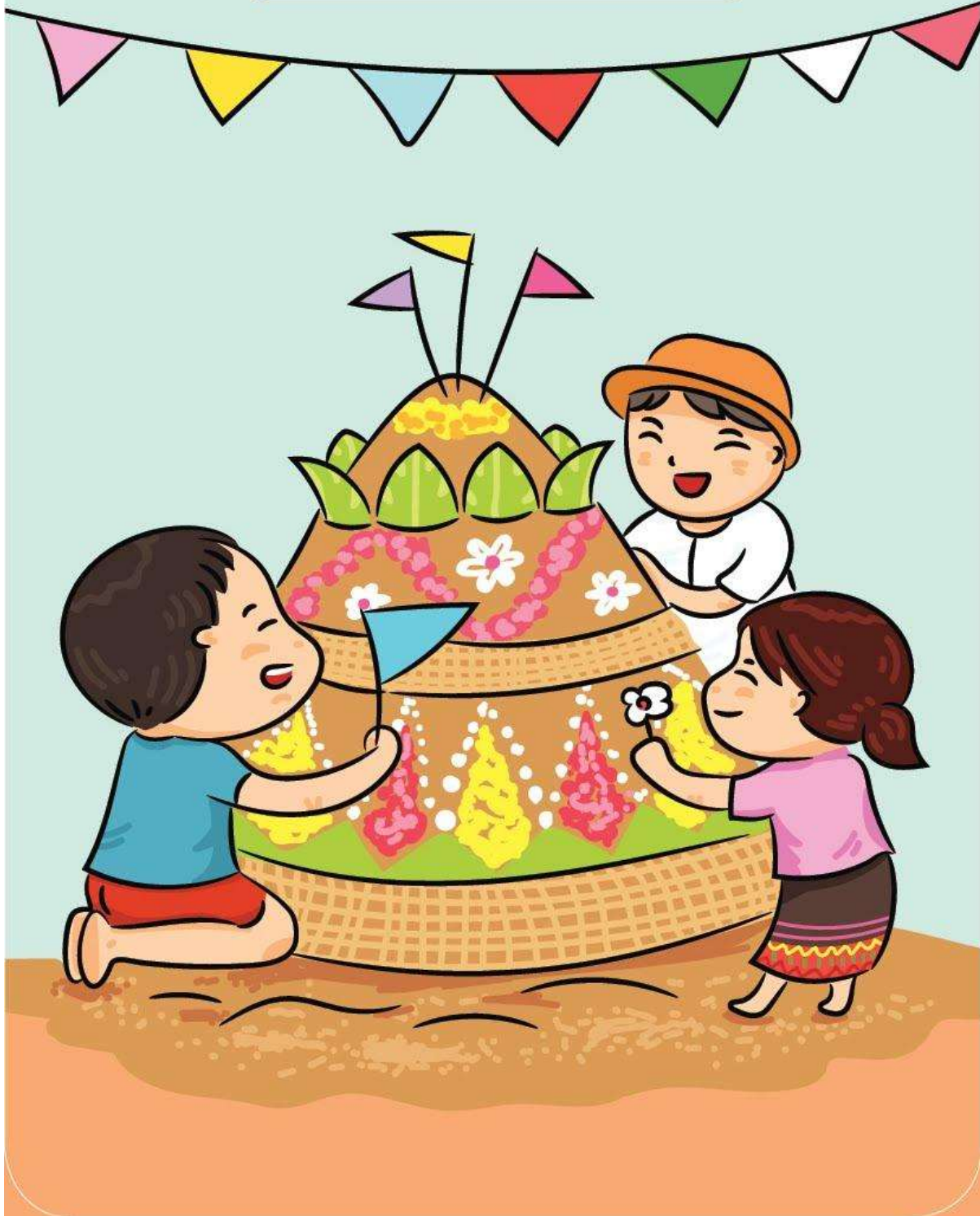


Informal education





Learning about cultural and traditions





Religion





Friend





TV. useful media viewing



Right to protection



Sexual harassment



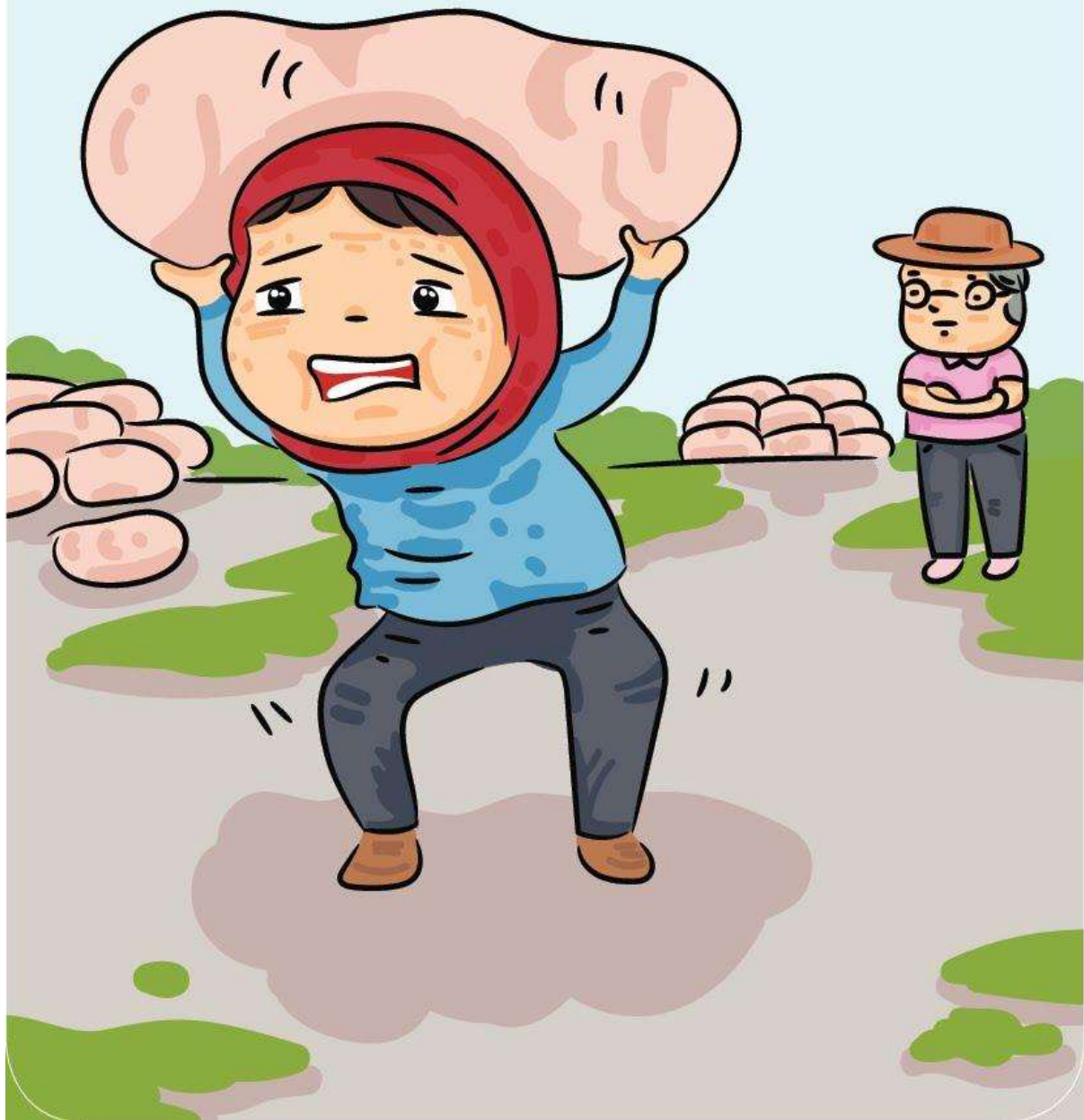


let the children go begging





Child labor





Bully





Letting children do illegal things

Ex. Stealing, drug delivery, robbery





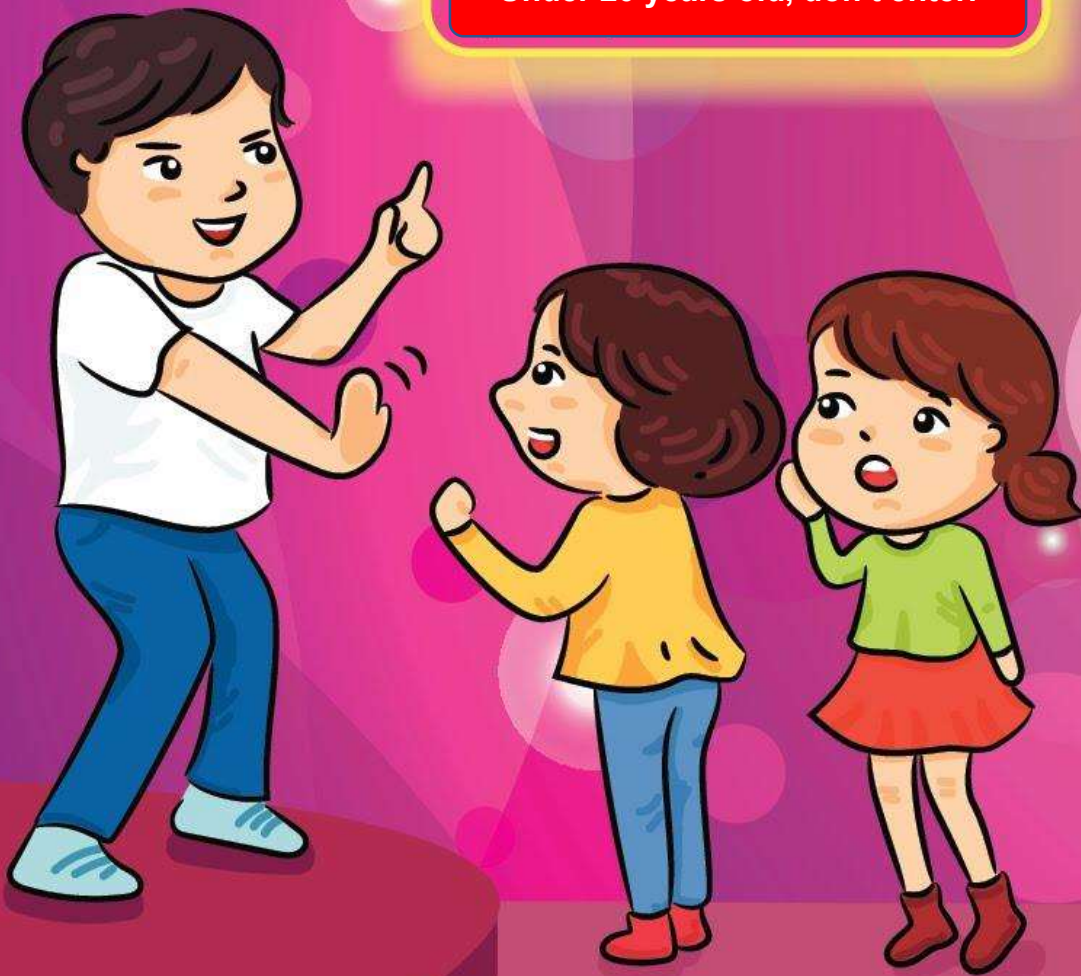
Preventing children from going to inappropriate places

Ex. Pub, bar, casino, liquor store



OPEN

Under 20 years old, don't enter.





Drug addicted children need to be rehabilitation.





Battering





Discrimination (inequality)





Humiliate





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



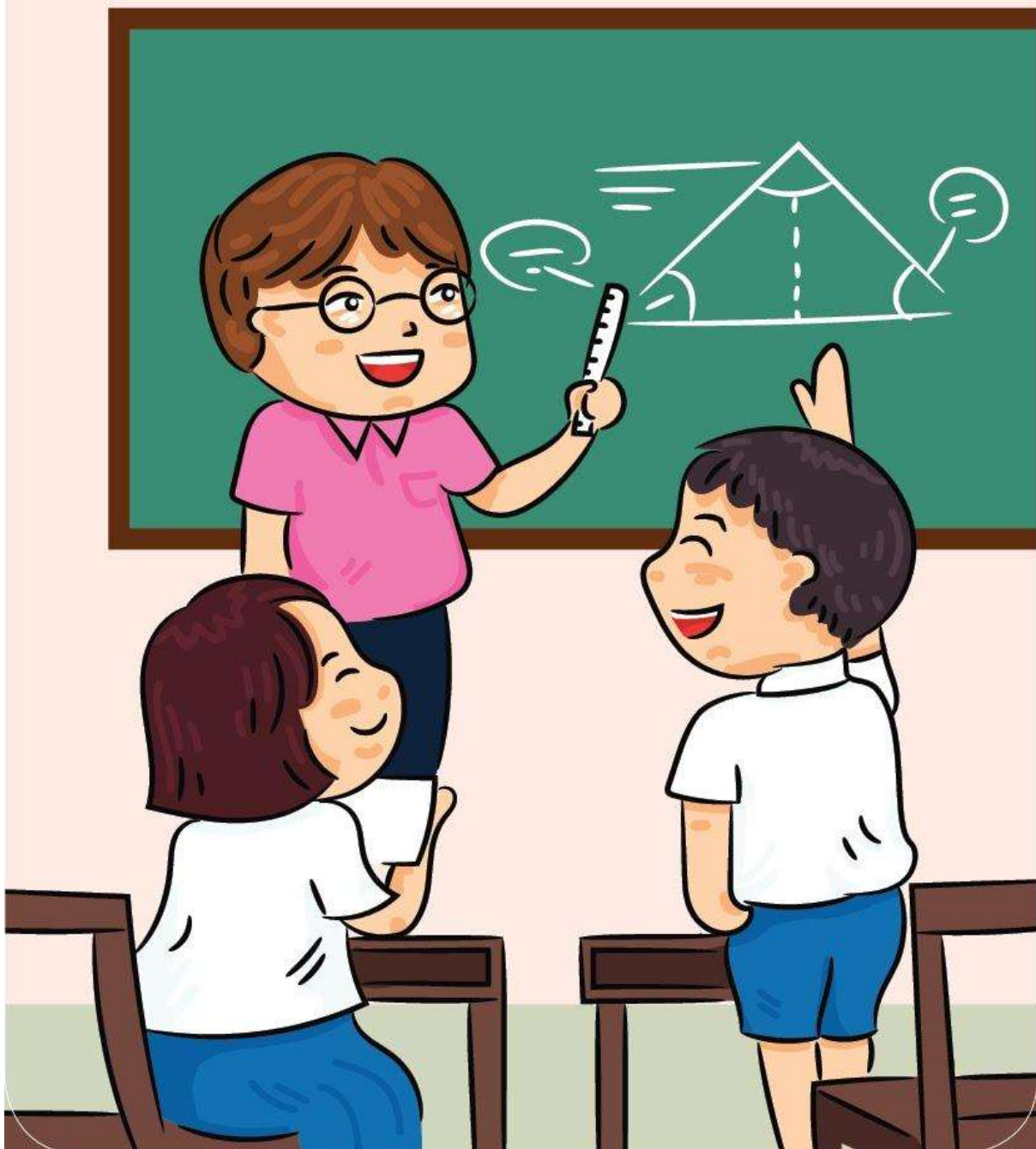


Student president election





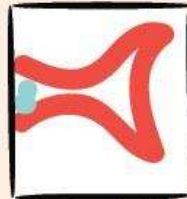
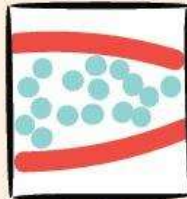
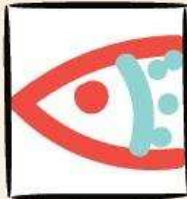
Asking questions or doubts in the
classroom



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





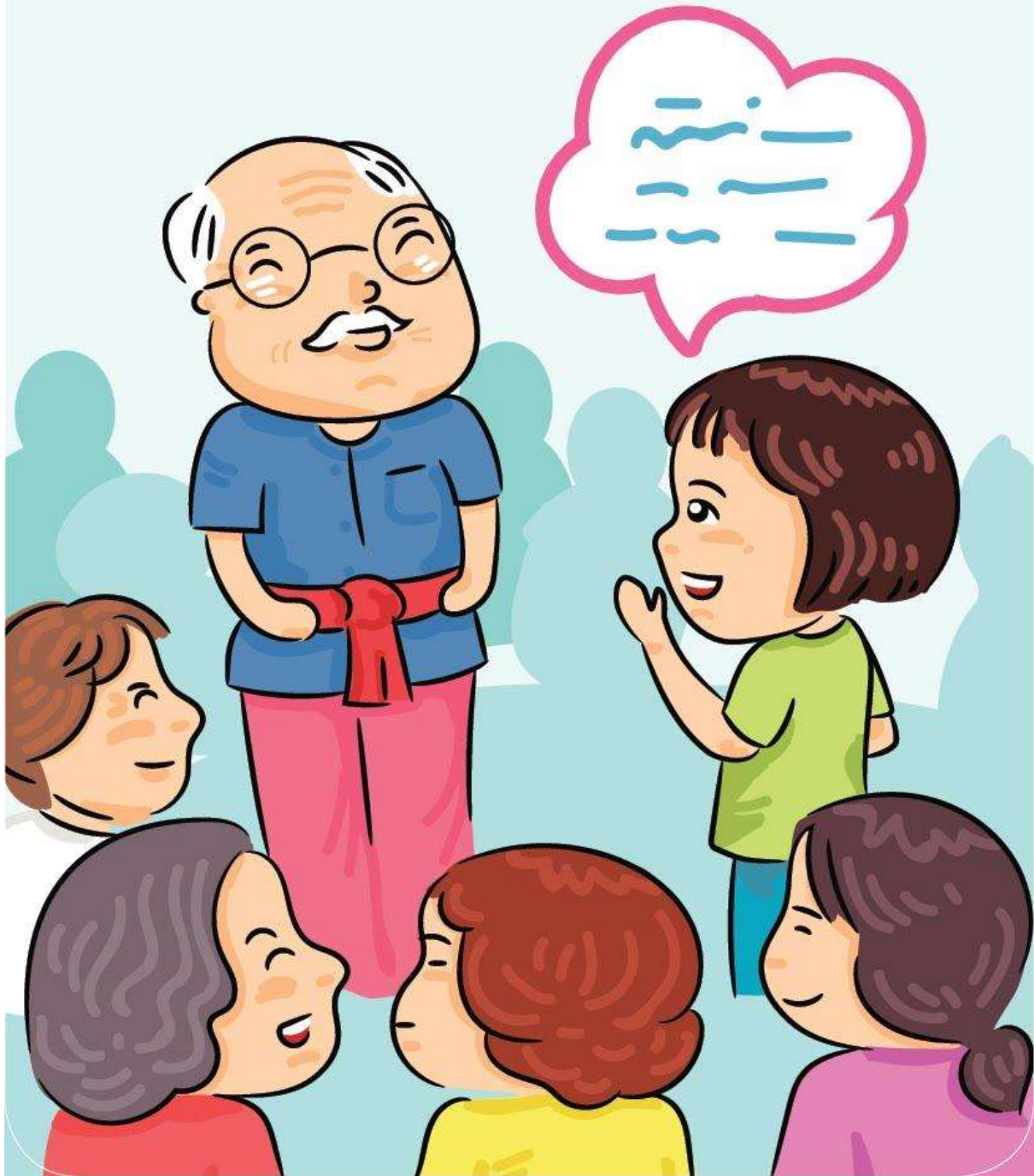
Assembly of the Council of
Children and Youth





Offer opinions on matters related to children.

Ex. Commenting on building a playground





There is information exchange,
communication with friends.



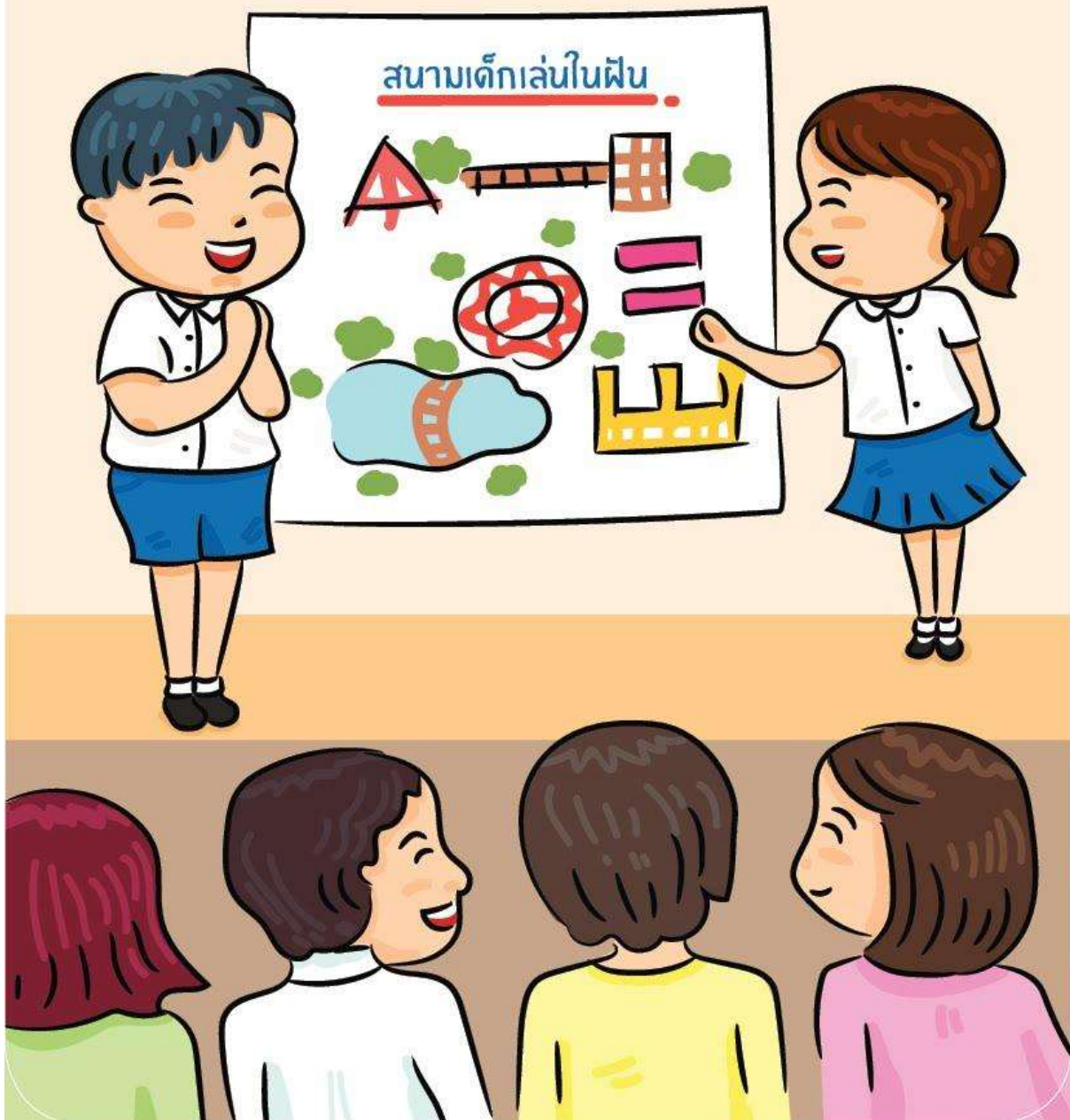


Participate in training activities with
various agencies





Have the chance to present their work by themselves.





Encourage children to show their abilities

ประกาศรื่องเพลง
ซึ่งฉันมีใจรัก





Expressing your own culture with your
friends in the school.

Ex. dress up tribal and speaking tribal language





Expressing your own culture with
your school peers.

Such as wearing tribal costumes and speaking a tribal language



Knowledge Sheet 3.2

Aptitudes and Preferences

Aptitudes

An aptitude is what we do well. It is a skill that can be developed by practice and learning. It is the differential potential of a person that makes the practice or fully learning possible of that person's ability, and it is also any cognitive ability that might predict the ability to learn for possible future success. "To emphasize the point, an aptitude has to be what we do well whether we may or may not like."

Preferences

Preference is a feeling of liking. We may just like something. It is what we do and then makes us happy. It is something we are interested in whether we are good at or not, but we are happy to do it even if we do not have an aptitude for. Nonetheless, if it is something that we like, it will drive us to learn and practice willingly, such as singing. It doesn't mean that we will sing beautifully. Therefore, what it is not or what we don't like may result in what we are not being good at.

Knowledge Sheet 3.3

Basic Laws Related to Everyday Life

1. The Meaning and Importance of Law

A law is a rule made by the state to administer and enforce individuals to comply with. The law applies to all persons within a country and is applicable at anytime and anywhere, with clear punishment. Laws are important to society in many aspects as follows:

1.1 To maintain social order. When there is no law, society will be disorganized. For example, if drivers do not follow traffic rules, an accident may take place.

1.2 To have social control on actions of individuals in a society to be in the common good order. For example, people shall speak politely. Do not scold others by using swear words which is considered defamation.

1.3 To keep the country clean. For example, solid waste must be put in the right waste containers. If people throw the solid waste into rivers and canals, they shall be fined according to the prescribed law.

1.4 To protect life and property of the people. For example, a person cannot physically harm others or take possession of other people's property.

1.5 To protect the environment. Deforestation and sewage discharged into rivers and canals as example. If people can cut down trees as they like, formerly forested areas would become drier and cause a drought, and lead to personal use without consideration of the public interest.

2. Important Laws Related to Everyday Life

Laws are rules that everyone in society must follow in order to maintain social order and to bring peace in society. Compliance with the law is therefore a duty of every everyone in society.

2.1 Traffic laws

Currently, the traffic law using in Thailand is the Land Traffic Act B.E. 2522 (1979). The promulgation of this Act is to reduce accidents road accidents causing danger to life and property.

Here are some examples of traffic laws that everyone should follow are as follows:

1) A motorcyclist shall wear a helmet and a driver must wear a seat belt while driving.

2) A motorcyclist and a driver shall not drive while intoxicated or has an amount of alcohol in the blood that exceeds the legal alcohol limit.

Sub-Learning Unit 3.3

Follow the Laws Related to Everyday Life

3) Drivers and riders shall strictly follow traffic lights and traffic signs. For example, if they see a red light, they shall stop the vehicle behind the stop line.

4) Drivers and riders shall be careful not to hit other vehicles or people and shall give warnings to pedestrians.

5) Drivers and riders shall not use a mobile phone while driving and shall not exceed the speed limit as prescribed by law.

2.2 Civil Registration Law

The civil registration law is the law that is related to birth registration, death registration, and house registration. The civil registration law related to ways of life includes:

1) A notification of birth. When a child is born, the law stipulates that their birth shall be reported as follows: when a child is born, his/her birth shall be reported to the local registrar within 15 days from the date of birth. After the registrar receives the notification of birth, a birth certificate will be issued a birth certificate or birth certificate as evidence

2) A notification of death. When a person dies, the law stipulates that their birth shall be reported as follows: when a person dies or when a dead body is found, the local registrar must be notified within 24 hours from the time of death or the time when the body is found. When the registrar receives the notification of death, the death certificate will be issued as evidence.

3) Relocation. There are two types of relocation:

- Moving in is when a person moves into a house. The householder shall report the moving-in to the registrar within 15 days from the date of moving in.

- Moving out is when a person moves out of a house. The householder shall report the moving out to the registrar within 15 days from the date of moving out.

4) Obtaining a Thai Identification Card. Thai people shall have an identification card to prove that they are Thai as well as for other benefits such as studying, working, exercising the right to vote.

+ Safety First +

Before crossing a road, always look right, look left, and then look right again to make sure that there are no cars coming and then walk across the road quickly. Do not cross a road by coming out of an alley, or out of the back of parked vehicles as drivers may not see you and may cause danger. It is safest to cross at a zebra crossing or using a footbridge.

Sub-Learning Unit 3.3

Follow the Laws Related to Everyday Life

2.3 The Laws related to an identification card are as follows:

- 1) A Thai who has attained 7 years of age but not over 30 years and whose name is listed in a house registration shall have an identification card.
- 2) The card is valid for 8 years. Once the card expires, the cardholder shall have a new card by submitting an application to the competent official within 60 days of the date the card expires.

2.4 Narcotics laws

Narcotics are any substances that are taken into the body whether by eating, inhaling, smoking, injecting, or by any other means, and then cause harmful effects on the body and mind, such as need of taking them all the time, having the need to increase the dosage intake. In general, a person's health will be deteriorated, and that person will need them constantly.

According to the Narcotic Act, B.E. 2522 (1979), narcotics are classified into 5 categories as follows:

- 1) Category 1 consists of dangerous narcotics such as heroin and methamphetamine.
- 2) Category 2 consists of ordinary narcotics such as coca leaves, cocaine, methadone, morphine, and opium.
- 3) Category 3 consists of narcotics which are in the form of medicinal formula and contain narcotics of category 2 as ingredients such as cough syrup mixed with heroin.
- 4) Category 4 consists of chemicals used for producing narcotics of category 1 or category 2.
- 5) Category 5 consists of narcotics which are not included in category 1 to category 4 such as marijuana and kratom.

Any person who is involved in narcotics, whether they are manufacturers/producers, distributors, addicts, or those who have/possess/own them shall be punished as required by law, such as imprisonment, being fined & arrested, getting death penalty, etc.

2.5 Local laws

There are 4 types of local government organizations in Thailand, namely municipalities, provincial administrative organizations, subdistrict administrative organizations and special forms of local administrative organizations, such as Bangkok and Pattaya. Local government organizations have the authority to enact laws to use in their own local administration.

A law or decree by a municipality is called an ordinance.

A law or decree by the Provincial Administrative Organizations, Subdistrict Administrative Organizations, Bangkok and Pattaya is called a local ordinance/code of law.

Sub-Learning Unit 3.3

Follow the Laws Related to Everyday Life

An ordinance or a local ordinance/code of law that every local government organization shall make is the one on a local government organization budget. Generally, an ordinance or code of law is issued in accordance with the duties of each local government organization.

An ordinance is a law that is issued by the municipal executives committee and municipal council to administer and develop their own locality in accordance with the powers and duties specified in the Constitution regarding local government. The executives committee and municipal council are directly elected by the local people in order to allow the people to participate in self-government according to the will of the local people.

The ordinances issued by a municipality enforced in its locality are as follows:

- 1) An annual municipal budget.
- 2) Collecting local taxes that a municipality is responsible for.
- 3) Controlling advertisements using sound amplifiers.
- 4) Pet animal care and control.
- 5) Controlling business activities that have a detrimental effect upon health.
- 6) Disposal of sewage and solid waste
- 7) Controlling mosquito breeding sites

An ordinance of the Subdistrict Administrative Organization (SAO) is a law that an executive committee or president of Subdistrict Administrative Organization and subdistrict Organization Council enact the law for local administration and development that they are responsible for according to the powers and duties specified in the Constitution regarding local government without contradicting or contrary to the law.

The ordinances of a subdistrict administrative organization are as follows:

- 1) An annual budget of a subdistrict administrative organization.
- 2) Disposal of sewage and solid waste
- 3) Selling goods in public space
- 4) Controlling mosquito breeding sites

Sub-Learning Unit 3.3

Follow the Laws Related to Everyday Life

Ordinances of Provincial Administrative Organizations (PAO)

An ordinance of Provincial Administrative Organization (PAO) is a law that the executive committee or chief executive/President of Provincial Administration and Provincial Administrative Organization Council enacts the law for local administration and development that they are responsible for according to the powers specified in the constitution regarding local government without contradicting or contrary to the law. Ordinances that the Provincial Administrative Organization (PAO) issued as laws be used in their locality are as follows:

- 1) An annual budget of a Provincial Administrative Organization.
- 2) Collecting local taxes for the Provincial Administrative Organization from retail establishments in the province.
- 3) Collect fees from beneficiaries of public administrations held in that province.

3. Advantages of following the law

Following the law provides society with many benefits as follows:

- 1) Creating a peaceful and safe society.
- 2) People in a country live together in peace and with happiness.
- 3) Strengthening discipline in a society.
- 4) Keep a country clean, without sewage and solid waste
- 5) No taking advantage in a society because the law applies equally to all members of society.
- 6) People know their rights and freedoms and exercise their rights and freedoms properly without violating the rights and freedoms of others or not contrary to good morals.
- 7) Making the public administration run smoothly.

Source: Social Studies, Religion and Culture textbook for Primary 6 according to the Basic Education Core Curriculum. B.E. 2551 (2008).

Lesson Plan

Step You-We

Discrimination
and equality



**Structure of Intercultural Learning Curriculum with KSA Pedagogy
(for the Primary School Grade 6)**

Level	Learning Unit	Concept	Indicators for Social Studies	Indicators for ICE + Gender	Subunits	Hours	K	S	A
YOU-WE	Discrimination and Equality	Effects of discrimination & seeking ways to work with others based on equity and equality in terms of race, religion, gender, age, skin colour, physical appearance and economic status.		1. Briefly describe the effects of prejudice, stigma, stereotype and discrimination against cultures and genders. 2. Briefly present the sources, causes and effects of prejudice, stigma, stereotype, and discrimination. 3. Working with others based on equity and equality.	1. Should not judge others with your own thoughts; Do you really know them? (Perception) 2. Causes and effects of prejudice, stigma, stereotype and discrimination against cultures and genders: Putting yourself in someone else's shoes 3. Working with others without prejudice, stigma, stereotype, and discrimination: Doing it with our own two hands.	10	Students gain knowledge and an understanding of the causes and effects of prejudice, stigma, stereotype and discrimination against cultures and genders.	Students are skilled at communicating and working with others without prejudice, stigma, stereotype, and discrimination based on gender equity and equality.	Students have leadership qualities with no prejudice, stigma, stereotype, and discrimination based on equality and equality in terms of race, religion, gender, age, skin colour, physical appearance and economic status.

Unit 4

Discrimination and Equality

Indicators

10 hours

1. Briefly describe the effects of prejudice, stigma, stereotype and discrimination on cultures and genders.
2. Briefly present the sources, causes and effects of prejudice, stigma, stereotype and discrimination.
3. Working with others based on equity and equality.

Concept

The effects of discrimination & seeking ways to work with others based on equity and equality in terms of race, religion, gender, age, colour, physical appearance and economic status.

Contents

The effects of prejudice, stigma, stereotype and discrimination on cultures and genders.

Intercultural competencies

1. Students gain knowledge and an understanding of the causes and effects of prejudice, stigma, stereotype and discrimination on cultures and genders.
2. Students are skilled at communicating and working with others without prejudice, stigma, stereotype and discrimination based on gender equity and equality.
3. Students have leadership qualities with no prejudice, stigma, stereotype and discrimination based on equality and equality in terms of race, religion, gender, age, colour, physical appearance and economic status.

Sub-Learning Unit 4.1

Should not Judge Others with Your Own Thoughts: Do You Really Know Them? (Perception)

Indicators:

1 hour

1. Briefly describe the effects of prejudice, stigma, stereotype and discrimination on cultures and genders.
2. Briefly present the sources, causes and effects of prejudice, stigma, stereotype and discrimination.

Contents:

Realizing that one should not only judge others by their own opinions but rather listen and learn from who they are through communication.

Objectives:

1. To practice observing and guessing/predicting the feelings and identity of your friends while doing activities.
2. To realize that one should not judge others by their own opinions, but rather listen and learn from who they are through communication.

Lesson Planning:



Introduction

1. Before students enter the classroom, the teacher place two devices in the classroom, one is placed openly, and the other one is hidden in any corner of the room.

2. The teacher asks students to sit in an area with a posture that they feel comfortable and relaxed, and then asks them to close their eyes slowly and think about where they are sitting now and what things are around. At the same time, the teacher plays the music (easy music) along, and then asks all students to tell the things that are in the surrounding area (inside the room or outside the room). Give them 5 minutes. The teacher encourages students to talk as much as possible. The teacher shall take notes of everything the students say.

3. After students have given their answer in 5 minutes, the teacher asks students to slowly open their eyes and stretch their body by sitting or standing.

4. After stretching, the teacher asks students to observe things around again. Let students think if there is anything they did not tell and why not being told? Were those items already there or were just added today?

Sub-Learning Unit 4.1

Should not Judge Others with Your Own Thoughts: Do You Really Know Them? (Perception)

5. The teacher tells students that “This activity lets us know for what we know very well, we may not know all of them. Perceptual learning is important.”

6. The teacher introduces that “So, we are now going to learn about observing our own feelings and our perception of other people or cultures to determine if each of us really knows them (Perception)”



Teaching

1. The teacher distributes each student a sheet of paper and a pen.
2. The teacher asks students pair up with their friend who is not their close friend and sit facing each other. Each pair sits approximately 1 meter apart.
3. The teacher asks each student to carefully observe their friend or partner for 2 minutes. Talking or asking questions is not allowed. They can only use their eyes.
4. Then, the teacher asks students to sit with their back against each other without talking.
5. The teacher asks students to get the paper and pen as given to prepare for writing their answers that the teacher is about to ask. Before asking the questions, the teacher shall check if all students are ready to write their answers on the paper.
6. The teacher starts asking questions one by one and asks them to write their answers one by one on Worksheet 4.1 Do You Really Know Them? (Perception) in the Pre box without asking each other or copying each other and not talking to each other. This will start from the general question level and goes deep into the opinion level followed by the attitude and belief level with the following questions:
 - 6.1 What shirt color does your partner wear?
 - 6.2 What sock color does your partner wear?
 - 6.3 What is your partner’s haircut or hairstyle?
 - 6.4 How tall is your partner?
 - 6.5 How much does your partner weigh?
 - 6.6 What is your partner’s shoe size?
 - 6.7 What dressing style does your partner like?
 - 6.8 What sport would your partner like?

Sub-Learning Unit 4.1

Should not Judge Others with Your Own Thoughts: Do You Really Know Them? (Perception)

- 6.9 What type of food does your partner like (sour, sweet, oily, salty, bland)?
- 6.10 When your partner meets friends from different ethnicities who dress differently and speak different languages, what do you think your partner will react?
- 6.11 Does your partner believe that men deserve to weave or embroider?
- 6.12 Ask your partner a question about gender connecting it to the cultural content of each school (music, indigenous plants/vegetables, plays/games, handicrafts)

7. After students have answered all the questions, they are allowed to face each other. Then, the teacher asks each pair to discuss and check their answers by ticking (✓) on the correct answer and ticking (✗) on the wrong answer. Then, each person sums up their own scores for correct answers they have made and write their total score in the total box.

8. The teacher asks students which pairs or who answer all 12 questions correctly, raise their hands, followed by those who answer 11 questions correctly, raise their hands, and then 10, 9, 8, 7 questions correctly until the ones who answer all questions incorrectly. The teacher lets students answer the same questions again with the same partner but write their answers to in the Post box. They can ask their partner questions. The teacher gives students 12 minutes to do so.

9. After students finish discussing and correcting the answers with their partner, teacher asks them which pairs answer all the questions correctly. If any of the students answers all of them correctly, the teacher asks that student to present their classmates why they answer all the questions correctly. The answers are from guessing or knowing the facts of that friend.

10. The teacher asks students which pairs have got all wrong answers. If any of the students have got all incorrect answers, the teacher asks that student to present to their classmates why they answer all the questions correctly. why they answered all of them incorrectly. what is the cause of that?

11. The teacher asks students which question is the easiest to answer and why. (The teacher may ask 3-5 students to answer that and try to choose those who are non-assertive to give them a chance to answer.)

12. The teacher asks students which question is the most difficult to answer and why. (The teacher may ask 3-5 students to answer that and try to choose those who are non-assertive to give them a chance to answer. It should not be the same the persons who answered the question in No. 11) Which question has an unexpected answer or beyond expectations? (The teacher may ask 3-5 students to answer that and try to choose those who are non-assertive to have a chance to answer. It should not be the same persons who answered the question in No. 11-12).

Sub-Learning Unit 4.1

Should not Judge Others with Your Own Thoughts: Do You Really Know Them? (Perception)



Conclusion

1. The teacher summarizes this activity regarding observations and guessing other people's feelings and identities making us realize that our thoughts, our guess, what we see with our eyes, and our past experiences may not be able to judge or answer all the questions about others. Therefore, we should not judge what others are too quickly if we have not listened to or learned about them from the information around first.

2. Talking & Communicating. Education is one of the ways in which we can get answers that are as close to reality as possible, like the activities we do in the Post section. We will that the answers are not true. When we get more information, we can change the information, giving us new answers that are more realistic.

3. The teacher asks students what lessons learned from the activities they have done according to the following issues: How do you feel? What additional things that you have learned from yourself, and friends based on this learning process using Worksheet 4.2 Lessons Learned from the Activity.

4. The teacher concludes the lesson to have students understand that the process and activities used this time, known as Do You Really Know Them? are intended to practice observations, guessing other classmates' feelings and identities, and make students realize that they should not judge others by their own thoughts but rather listen and learn from who they are through communication. However, in the next lesson planning, activities can be adjusted. Please make sure they meet the objectives of this lesson planning.

Materials & Equipment:

1. A4 white paper
2. Pens
3. proof paper
4. Marker pens

Assignments:

- Worksheet 4.1 Do You Really Know Them. (Perception)
- Worksheet 4.2 Lessons Learned from the Activity

Additional suggestions

Asking questions should be appropriate for students' age and culture. Facilitators should set up a place where there is a distance between each pair so that their conversations and discussions do not interfere each other.

Sub-Learning Unit 4.1

Should not Judge Others with Your Own Thoughts: Do You Really Know Them? (Perception)

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 4.1 Do You Really Know Them. (Perception)	Answering questions	1. Ask students to share and discuss their answers with their partner 2. Assess & mark students' worksheets	Worksheet 4.1	2 points up considered as "passed" (The criteria are explained in the worksheet.)
Worksheet 4.2 Lessons Learned from the Activity	Answering questions	1. Ask students to share and discuss their answers with their partner 2. Assess & mark students' worksheets	Worksheet 4.2	2 points up considered as "passed" (The criteria are explained in the worksheet.)
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	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

Sub-Learning Unit 4.1

Should not Judge Others with Your Own Thoughts: Do You Really Know Them? (Perception)

Behavior Observation Form for Grade.....

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

No.	Name	Scoring Criteria			Total (12)	Quality Level
		Paying attention in studying (4)	Answering questions (4)	Collaboration with their classmates and teachers (4)		
1						
2						
3						
4						
5						
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7						
8						
9						
10						

Signature.....Evaluator

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Scoring criteria are shown in the attached table.

Evaluation criteria on learning behavior are as follows:

Score Range	Quality Level
14-16	Very good
11-13	Good
8-10	Fair
0-7	Poor

Criteria for summarizing assessment results
 Students who achieve a fair level or higher are considered as passed.

Sub-Learning Unit 4.1

Should not Judge Others with Your Own Thoughts: Do You Really Know Them? (Perception)

Criteria for measuring and evaluating student behavior in learning (Rubric)

Evaluation Details	Scoring Criteria			
	Very good (4)	Good (3)	Fair (2)	Poor (1)
1. Paying attention in studying	- Interested in learning. - Do not talk or play with others while studying.	- Interested in learning. - Talk with others a little bit while studying.	- Interested in learning. - Occasionally talk and play with others while studying.	Not interested in studying & talk and play with others while studying.
2. Answering questions	Participate in answering the questions asked by the teacher and answer all of the questions correctly.	Participate in answering the questions asked by the teacher and answer most of the questions correctly.	Occasionally participate in the questions asked by the teacher and answer the questions correctly sometimes.	Do not answer the questions.
3. Participation in activities	Cooperate with friends and teachers in doing activities.	Mostly cooperate with friends and teachers in doing activities.	Occasionally cooperate with friends and teachers in doing activities.	No cooperation with friends and teachers while doing activities.

Sub-Learning Unit 4.1

Should not Judge Others with Your Own Thoughts: Do You Really Know Them? (Perception)

Notes after teaching Knowledge:

Student competencies:

Desirable characteristics:

Other aspects (dominant behaviors or problematic behaviors of each learner (if any):

Sub-Learning Unit 4.1

Should not Judge Others with Your Own
Thoughts: Do You Really Know Them?
(Perception)

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge: Recommendations:

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Signature.....

(.....)

Position.....

Sub-Learning Unit 4.2

Causes and Effects of Prejudice, Stigma, Stereotype and Discrimination against Cultures and Genders: Putting Yourself in Someone Else's Shoes

Indicators:

1 hour

1. Briefly describe the effects of prejudice, stigma, stereotype and discrimination against cultures and genders.
2. Briefly present the sources, causes and effects of prejudice, stigma, stereotype and discrimination.

Contents:

Learn and understand about the sources, causes and effects of prejudice, stigma, stereotype and discrimination against cultures and genders.

Objectives:

1. To learn and understand about the sources, causes and effects of prejudice, stigma, stereotype and discrimination against cultures and genders.
2. To present the sources, causes and effects of prejudice, stigma, stereotype, and discrimination.

Lesson Planning:



Introduction

1. The teacher divides students into 2 groups equally and asks them to compete each other by asking questions about a leaf. The teacher can use a picture of leaves or asks students to observe the leaves in the school, and then asks the students to make questions out of a leaf. Give students 5 minutes. The group with the greatest number of questions made and correctly written is considered the winner.

2. The teacher tells students with, "This activity allows us to know that what we think and then ask questions is a memory stored in our brain from both good and bad experiences of each person."

3. The teacher then says, "Therefore, today we are going to learn about the sources, effects of prejudice, stigma, stereotype and discrimination against cultures and genders through Putting Yourself In Someone Else's Shoes Activity."

Sub-Learning Unit 4.2

Causes and Effects of Prejudice, Stigma, Stereotype and Discrimination against Cultures and Genders: Putting Yourself in Someone Else's Shoes



Teaching

1. The teacher asks each student to write the words that represent a person with their identity regarding race, skin color, belief, gender, social status on a piece of paper, one identity per sheet. The teacher gives students examples such as black people, Chinese tourists, Muslim women, political prisoners, Burmese workers, good looking gays, widows, pregnant before marriage, men weaving, and asks them to think and write the words down without letting other students see them.

2. Students get into pairs and then use a masking tape to stick the words that they have written on their partner's forehead. The person with the word sticking on their forehead shall not be able to see what the words are, and everyone should have Worksheet 4.3 The Paper That Expresses Feelings stick on their back.

3. The teacher gives students 5 minutes to walk and greet each other acting according to the written words without saying the words on their friend's forehead and try to guess in your head what role is given to you by observing the words said or reactions/attitudes made by their friend towards them.

4. The teacher gives students 15 minutes to walk to each of their friends and express their feelings and opinions towards the role-playing each friend is given by writing them on their back.

5. The teacher asks students to get into 3 groups equally (according to the number of students as appropriate), and then let them remove the paper from the back and from the forehead.

6. The teacher asks students to share their thoughts within the group for approximately 10 minutes, and then each group sends a representative to do a 3-minute presentation using the following discussion questions:

6.1 Thinking about the first person you greet, and you see the words on their forehead. How do you feel (e.g., like, amuse, shock, surprise, disgust, wonder, fear) and what do you say or how do you react towards them (e.g., tease, scold, give compliments, talk to, run away, provide comfort to)?

6.2 How do your friends talk to you or show you their reactions/attitudes towards you (e.g., tease, pity, disgust, scold, admire, walk away, sympathize, wonder, fear) and how does this make you feel?

6.3 As for what you feel, think, or believe that a person must be like this or like that, where does this thought come from? (e.g., direct experience, having seen it before, watching movies, reading books, being told by others)

6.4 How would you feel if you were discriminated against by other people because of your skin color, race, religion, belief, culture, gender, etc.? (e.g., how would you feel if you were on a trip to another province and police searched your bags and accused you of stealing because you were ethnic minorities? How would you feel if the bank staff did not serve you because you were ethnic minorities?)

Sub-Learning Unit 4.2

Causes and Effects of Prejudice, Stigma, Stereotype and Discrimination against Cultures and Genders: Putting Yourself in Someone Else's Shoes



Conclusion

1. The teacher asks students if in real life why we prejudice, stigmatize, stereotype, and discriminate against others because of their skin color, race, religion, belief, gender, values, or social status. What are the causes and how do they affect others? The teacher asks each group to discuss about this in their group for 3 minutes, then have each group present in front of the class.

2. When each group finishes their presentation, the teacher says that our reactions/attitudes or words that discriminate against others are the beginnings of prejudice, stigma, stereotype, and discrimination against others. Then, the teacher describes the sources, causes and effects of prejudice, stigma, stereotype and discrimination against cultures and genders at the end of the activity. For further explanation, see Knowledge Sheet 4.2 Causes and Effects of Prejudice, Stigma, Stereotype and Discrimination.

3. The teacher concludes the lesson to have students understand that the process and activities used this time, known as Putting Yourself in Someone Else's Shoes, are intended to address the causes and effects of prejudice, stigma, stereotype and discrimination against cultures and genders. However, in the next lesson planning, activities can be adjusted. Please make sure they meet the objectives of this lesson planning.

Materials & Equipment:

1. A4 Paper

2. Masking tape

3. Pencils or pens

Learning materials:

Knowledge Sheet 4.2 Stereotype and Discrimination

Assignments:

Worksheet 4.3 The Paper That Expresses Feelings (Taking from the paper that students' friends have written during the learning process to be an assignment)

Additional suggestions

The role-playing written on students' foreheads should not be the same as their real life as this is a sensitive issue that will worsen their real life and will also give them a bad impression, leading to undermine their human value and dignity.

Sub-Learning Unit 4.2

Causes and Effects of Prejudice, Stigma, Stereotype and Discrimination against Cultures and Genders: Putting Yourself in Someone Else's Shoes

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 4.2 The Paper That Expresses Feelings	the paper that students' friends have written during the learning process	Assess & mark students' worksheets	Worksheet 4.1. The Paper That Expresses Feelings	2 points up considered as "passed" (The criteria are explained in the worksheet.)
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	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

Sub-Learning Unit 4.2

Causes and Effects of Prejudice, Stigma, Stereotype and Discrimination against Cultures and Genders: Putting Yourself in Someone Else's Shoes

Behavior Observation Form for Grade.....

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

No.	Name	Scoring Criteria			Total (12)	Quality Level
		Paying attention in studying (4)	Answering questions (4)	Collaboration with their classmates and teachers (4)		
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2						
3						
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8						
9						
10						

Signature.....Evaluator

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Scoring criteria are shown in the attached table.

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11-13	Good
8-10	Fair
0-7	Poor

Criteria for summarizing assessment results:

Students who achieve a fair level or higher are considered as **passed**.

Sub-Learning Unit 4.2

Causes and Effects of Prejudice, Stigma, **Stereotype** and Discrimination against Cultures and Genders:
Putting Yourself in Someone Else's Shoes

Criteria for measuring and evaluating student behavior in learning (Rubric)

Evaluation Details	Scoring Criteria			
	Very good (4)	Good (3)	Fair (2)	Poor (1)
1. Paying attention in studying	- Interested in learning. - Do not talk or play with others while studying.	-Interested in learning. - Talk with others a little bit while studying.	- Interested in learning. - Occasionally talk and play with others while studying.	Not interested in studying & talk and play with others while studying.
2. Answering questions	Participate in answering the questions asked by the teacher and answer all of the questions correctly.	Participate in answering the questions asked by the teacher and answer most of the questions correctly.	Occasionally participate in the questions asked by the teacher and answer the questions correctly sometimes.	Do not answer the questions.
3. Participation in activities	Cooperate with friends and teachers in doing activities.	Mostly cooperate with friends and teachers in doing activities.	Occasionally cooperate with friends and teachers in doing activities.	No cooperation with friends and teachers while doing activities.

Sub-Learning Unit 4.2

Causes and Effects of Prejudice, Stigma, Stereotype and Discrimination against Cultures and Genders:
Putting Yourself in Someone Else's Shoes

Notes after teaching

Knowledge:

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Student competencies:

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Desirable characteristics:

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Other aspects (dominant behaviors or problematic behaviors of each learner (if any):

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Sub-Learning Unit 4.2

Causes and Effects of Prejudice, Stigma, Stereotype
and Discrimination against Cultures and Genders:
Putting Yourself in Someone Else's Shoes

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge: Recommendations:

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Signature.....

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Position.....

Sub-Learning Unit 4.3

Working with Others Without Prejudice,
Stigma, Stereotype and Discrimination: Doing
it with Our Own Two Hands

Indicators:

Work with others based on equity and equality.

8 hours

Contents:

Communication skills for working with others without prejudice, stigma, stereotype and discrimination based on gender equity and equality in terms of race, religion, gender, age, skin colour, physical appearance and economic status.

Objectives:

1. To have communication skills for working with others based on gender equity and equality.
2. To gain awareness of working with others without prejudice, stigma, stereotype and discrimination based on equity and equality in terms of race, religion, gender, age, skin color, physical appearance and economic status.

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma, Stereotype and Discrimination: Doing it with Our Own Two Hands

Lesson Planning:



Introduction

1. The teacher divides students into 2 groups equally, and then distributes A4 paper or unused paper to each group (approximately 50 pieces or more per group). The teacher explains the rules of play to students that is asking each group to do whatever it takes to keep the paper on a body of the student in their group as much as possible. Once this has been done, the students must hold that position and the teacher will set a 3-minute timer. After 3 minutes, the teacher will count pieces of paper on the student's body of each group. The group that can place a lot of paper on the body is considered the winner.

The teacher makes a conclusion based on this activity that teamwork needs to have a plan and cooperation of everyone to achieve the goals that have been set. 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 activity: Project-Based Learning. It is learning management that encourages students to practice and study on their own. This can be divided into 6 steps. The first 3 steps include preparation step: identifying and selecting topics; writing an outline step and practice step. They are in the You-We are learning step. The latter 3 steps are practice step, presentation step and evaluation step. They are in the WE are learning step. The 1st hour will be preparing, identifying, and selecting topics; the 2nd hour will be writing an outline; the 3rd-7th hour will be hands-on activities and the 8th hour will be summarizing an overview of intercultural learning at the YOU-WE step.

3. Then, the teacher explains to students further, "While you are learning according to the culture of each school, each of you should observe your group work to see if prejudice, stigma, stereotype, and discrimination occur during the activity and how, then write it down on Knowledge Sheet 4.4 Detective Conan's Mission."



Teaching

Learn and take action according to the culture chosen by each school. The details are in the following table:

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma, Stereotype and Discrimination: Doing it with Our Own Two Hands

Learning and Hands-on Activities According to the Culture Chosen by Each School Table

1. Tena – Karen musical instrument

Steps of learning	Hours	Learning content	Assignments
Preparation and selection of a topic	1	<ol style="list-style-type: none"> The teacher introduces topics for learning (Making Tena/Playing Tena/Singing along with playing Tena). Students get into groups according to their aptitudes, preferences, and interests without discrimination on any grounds of race, religion, gender, age, skin color, physical appearance and economic status, and choose a topic for learning (Making Tena/Playing Tena/Singing along with playing Tena). 	Prathom 6 <ol style="list-style-type: none"> Complete the Detective Conan Worksheet on prejudice, stigma, stereotype and discrimination. (K) Draw a big picture scene of the process of making Tena, playing Tena and singing along with playing Tena and present it in front of the class. (S) Self-Observation Form (A)
Writing an outline	1	<ol style="list-style-type: none"> Each group writes a work plan (Learning objectives/Steps of learning/Materials & Equipment/Assigning roles and responsibilities) down on the flipchart paper. Present their work plan in front of the class. 	
Taking actions	5	<ol style="list-style-type: none"> Take an active role on the chosen topic and draw a big picture scene of the process of making Tena, playing Tena and singing along with playing it. <p>1.1 Making Tena</p> <ol style="list-style-type: none"> 1.1.1 Learn about materials & equipment for making Tena. 1.1.2 Selecting wood that is available in the community to make Tena. 1.1.3 Making Tena (Make a Tena's frame/choose a string/attach a metal sheet/straighten a string/carve a pattern on Tena according to each student's preference.) <p>1.2 Playing Tena</p> <ol style="list-style-type: none"> 1.2.1 Learning the elements of Tena. 1.2.2 Learn about Tena's sounds or musical notes. 1.2.3 Learn about hand positions on Tena. 1.2.4 Learn how to tune Tena's strings. 1.2.5 Learn basic strumming. 	

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma, Stereotype and Discrimination: Doing it with Our Own Two Hands

		1.3 Singing along with playing Tena 1.3.1 Learn types of music for playing Tena (fast/slow) and which occasion each song to be played. 1.3.2 Practice composing music for playing Tena. 1.3.3 Practice singing.	
A Summary of the You-We step	1	1. The teacher asks students to present their big picture scene of the process of making Tena, playing Tena and singing along with playing Tena according to what being selected by each group. 2. The teacher summarizes the activities associated with the ICE content of each grade level.	

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma, Stereotype and Discrimination: Doing it with Our Own Two Hands

2. Basketry/weaving

Steps of learning	Hours	Learning content	Assignments
Preparation and selection of a topic	1	1. The teacher explains about project-based learning to students and introduce a topic for learning (1. Basketry: materials & equipment for basketry/preparing materials & equipment/steps of basket making / basket weaving patterns and 2. Weaving: materials & equipment for weaving / preparing materials & equipment / steps of weaving /weaving patterns.) 2. Students get into groups according to their aptitudes, preferences and interests and choose a topic for learning	Prathom 6 1. Complete the Detective Conan Worksheet on prejudice, stigma, stereotype and discrimination. (K) 2. Draw a big picture scene of the process of basketry/weaving and present it in front of the class. (S)
Writing an outline	1	1. Each group writes a work plan down on the flipchart paper. 2. Present their work plan in front of the class.	3. Self-Observation Form (A)
Taking actions	5	1. Basketry 1.1 Learn about materials & tools for basketry (Knives/Bamboo). 1.2 Learn how to choose the right bamboo for basketry. 1.3 Learn how to split bamboo into strips. 1.4 Learn how to make a basket with basic patterns. 2. Weaving 2.1 Learn about materials & tools for weaving. 2.2 Learn about thread-dyeing (Dye plants /Natural dyes). 2.3 Learn how to weave (Thread roll/Starting a frame/Weaving)/ basic weaving pattern	
A Summary of the You-We step	1	1. The teacher asks students to present their big picture scene of the process of basketry/weaving according to what being selected by each group. 2. The teacher summarizes the activities associated with the ICE content of each grade level.	

3. Local plants/vegetables

Steps of learning	Hours	Learning content	Assignments
Preparation and selection of a topic	1	<p>1. The teacher explains about project-based learning to students and introduce a topic for learning (Types of local plants/vegetables suitable for planting in the area of each school). The teacher needs to study about types of local plants/vegetables suitable for planting in each school first.</p> <p>2. Students get into groups according to their aptitudes, preferences and interests and choose a topic for learning (The teacher asks each group to choose 2-4 types of local plants/vegetables, not to be the same as other groups, depending on the suitability of each area.)</p>	<p>Prathom 6</p> <p>1. Complete the Detective Conan Worksheet on prejudice, stigma, stereotype and discrimination. (K)</p> <p>2. Draw a big picture scene of the process of planting local plants/vegetables and present it in front of the class. (S)</p> <p>3. Check their plant/vegetable plots and explain</p>
Writing an outline	1	<p>1. Each group writes a work plan (Learning objectives/Steps of learning/Materials & Equipment/Assigning roles and responsibilities) down on the flipchart paper.</p> <p>2. Present their work plan in front of the class.</p>	
Taking actions	5	<p>1. Take an active role on the chosen topic.</p> <p>1.1 Seed selection (Characteristics of good seed suitable for planting).</p> <p>1.2 Soil preparation (Choosing planting area/Designing vegetable plots creatively and starting the vegetable plot as designed.)</p> <p>1.3 Planting (Seedling/Plant spacing)</p>	
A Summary of the You-We step	1	<p>1. The teacher asks students to present their big picture scene of the process of planting local plants/vegetables according to what being selected by each group.</p> <p>2. The teacher summarizes the activities associated with the ICE content of each grade level.</p>	

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma, Stereotype and Discrimination: Doing it with Our Own Two Hands

4. Traditional foods & desserts

Steps of learning	Hours	Learning content	Assignments
Preparation and selection of a topic	1	<ol style="list-style-type: none"> The teacher explains about project-based learning to students and introduce a topic for learning (Traditional foods & desserts). The teacher needs to study about types of traditional foods & desserts in the community first. Students get into groups according to their aptitudes, preferences and interests and choose a topic for learning (The teacher asks each group to choose 4 dishes of traditional foods. They shall be 2 dishes of foods and 2 dishes of desserts, not to be the same as other groups.) 	Prathom 6 <ol style="list-style-type: none"> Complete the Detective Conan Worksheet on prejudice, stigma, stereotype, and discrimination. (K) Draw a big picture scene of the process of cooking traditional foods and present it in front of the class. (S) Self-Observation Form (A)
Writing an outline	1	<ol style="list-style-type: none"> Each group writes a work plan (Learning objectives/Steps of learning/Materials & Equipment/Assigning roles and responsibilities) down on the flipchart paper. Present their work plan in front of the class. 	
Taking actions	5	<ol style="list-style-type: none"> Take an active role on the chosen topic. <ol style="list-style-type: none"> 4 dishes of traditional foods. <ol style="list-style-type: none"> Learn about the ingredients and equipment/utensils used to cook traditional foods. How to cook those dishes. Storing the foods. 4 dishes of traditional desserts. <ol style="list-style-type: none"> Learn about the ingredients and equipment/utensils for cooking traditional desserts. How to make those desserts. Storing the desserts. 	
A Summary of the You-We step	1	<ol style="list-style-type: none"> The teacher asks students to present their big picture scene of the process of cooking traditional foods & (making) desserts according to what being selected by each group. The teacher summarizes the activities associated with the ICE content of each grade level. 	

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma, Stereotype and Discrimination: Doing it with Our Own Two Hands

5. Rope dance

Steps of learning	Hours	Learning content	Assignments
Preparation and selection of a topic	1	<ol style="list-style-type: none"> The teacher explains about project-based learning to students and introduce a topic for learning (Rope dance/Singing & Background music for rope dance). Students get into groups according to their aptitudes, preferences and interests and choose a topic for learning (Rope dance/Singing & Background music for rope dance). 	Prathom 6 <ol style="list-style-type: none"> Complete the Detective Conan Worksheet on prejudice, stigma, stereotype and discrimination. (K) Draw a big picture scene of how to do rope dance/ Singing & Background music for rope dance and present it in front of the class. (S) Self-Observation Form (A)
Writing an outline	1	<ol style="list-style-type: none"> Each group writes a work plan (Learning objectives/Steps of learning/Materials & Equipment/Assigning roles and responsibilities) down on the flipchart paper. Present their work plan in front of the class. 	
Taking actions	5	<ol style="list-style-type: none"> Take an active role on the chosen topic. <ul style="list-style-type: none"> 1.1 Rope dance <ul style="list-style-type: none"> 1.1.1 Learn about the elements of rope dance such as number of dancers, background music, musical instruments, and costumes. 1.1.2 Learn about materials & equipment for rope dance such as ropes, poles, musical instruments, and costumes. 1.1.3 Practice tying a rope or cloth and prepare a place to practice. 1.1.4 Practice the basic moves of rope dance. 1.2 Singing & Background music for rope dance <ul style="list-style-type: none"> 1.2.1 Learn about the elements of rope dance such as number of dancers, background music, musical instruments, and costumes. 1.2.2 Learn about materials & equipment for rope dance such as ropes, poles, musical instruments, and costumes. 1.2.3 Learn about the basic songs and background music for rope dance. 1.2.4 Practice basic singing and background music for rope dance. 	
A Summary of the You-We step	1	<ol style="list-style-type: none"> The teacher asks students to present their big picture scene of how to do rope dance/ Singing & Background music for rope dance according to what being selected by each group. The teacher summarizes the activities associated with the ICE content of each grade level. 	

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma, Stereotype and Discrimination: Doing it with Our Own Two Hands

6. Wisdom Room

Steps of learning	Hours	Learning content	Assignments
Preparation and selection of a topic	1	<p>1. The teacher explains about project-based learning to students and introduce a topic for learning (1. History and background of the community, consisting of Karen/Pagagayor history, Ban Tham Sua community history, community map, community migration map; 2. Dress; 3. Household items; 4. Animal traps; 5. Musical instruments; 6. Plays/Games 7. Language and folk tales and 8. Community traditions and cultures.)</p> <p>2. Students get into groups according to their aptitudes, preferences and interests and choose a topic for learning (1. History and background of the community, consisting of Karen/Pagagayor history, Ban Tham Sua community history, community map, community migration map; 2. Dress; 3. Household items; 4. Animal traps; 5. Musical instruments; 6. Plays/Games 7. Language and folk tales and 8. Community traditions and cultures.)</p>	<p>Prathom 6</p> <p>1. Complete the Detective Conan Worksheet on prejudice, stigma, stereotype and discrimination. (K)</p> <p>2. Draw a big picture scene of a wisdom room and present it in front of the class. (S)</p> <p>3. Self-Observation Form (A)</p>
Writing an outline	1	<p>1. Each group writes a work plan (Learning objectives/Steps of learning/Materials & Equipment/Assigning roles and responsibilities) down on the flipchart paper.</p> <p>2. Present their work plan in front of the class.</p>	
Taking actions	5	<p>1. History and background of the community:</p> <p>1.1 A summary of the history and background of the community.</p> <p>1.2 Produce media & provide materials/equipment to be placed in the room.</p> <p>2. Dress:</p> <p>2.1 A summary of dress:</p> <p>2.2 Produce media & provide materials/equipment to be placed in the room.</p> <p>3. Household items:</p> <p>3.1 A summary of household items.</p> <p>3.2 Produce media & provide materials/equipment to be placed in the room.</p>	

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma, Stereotype and Discrimination: Doing it with Our Own Two Hands

		<p>4. Animal traps: 4.1 A summary of animal traps. 4.2 Produce media & provide materials/equipment to be placed in the room.</p> <p>5. Musical instruments: 5.1 A summary of musical instruments. 5.2 Produce media & provide materials/equipment to be placed in the room.</p> <p>6. Plays/Games: 6.1 A summary of plays/games. 6.2 Produce media & provide materials/equipment to be placed in the room.</p> <p>7. Language and folk tales: 7.1 A summary of language and folk tales. 7.2 Produce media & provide materials/equipment to be placed in the room.</p> <p>8. Community traditions and cultures: 8.1 A summary of the community traditions and cultures. 8.2 Produce media & provide materials/equipment to be placed in the room.</p>	
A Summary of the You-We step	1	<p>1. The teacher asks students to present their big picture scene of what being selected by each group.</p> <p>2. The teacher summarizes the activities associated with the ICE content of each grade level.</p>	

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma, Stereotype and Discrimination: Doing it with Our Own Two Hands

7. Hmong rice

Steps of learning	Hours	Learning content	Assignments
Preparation and selection of a topic	1	<ol style="list-style-type: none"> The teacher explains about project-based learning to students and introduce a topic for learning (Types of rice suitable for planting in the area of each school, choosing planting area, seed selection, planting, taking care of, harvesting and storing seeds, creative rice processing, packaging design and distribution channels). Students get into groups according to their aptitudes, preferences and interests and choose a topic for learning. 	Prathom 6 <ol style="list-style-type: none"> The Detective Conan Worksheet on prejudice, stigma, stereotype, and discrimination. (K) Draw a big picture scene of the process of creative rice processing and present it in front of the class. (S) Self-Observation Form (A)
Writing an outline	1	<ol style="list-style-type: none"> Each group writes a work plan (Learning objectives/Steps of learning/Materials & Equipment/Assigning roles and responsibilities) down on the flipchart paper. Present their work plan in front of the class. 	
Taking actions	5	Creative rice processing: <ol style="list-style-type: none"> 1.1 Creative design and development of rice processing, one kind per group. 1.2 Creatively processing rice into products such as soap, rice milk, Hmong rice cookies, rice crackers, etc. 	
A Summary of the You-We step	1	<ol style="list-style-type: none"> The teacher asks students to present their big picture scene of creative rice processing according to what being selected by each group. The teacher summarizes the activities associated with the ICE content of each grade level. 	

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma, Stereotype and Discrimination: Doing it with Our Own Two Hands

8. Performance: Don dance, bamboo dance and Hip-Hop dance

Steps of learning	Hours	Learning content	Assignments
Preparation and selection of a topic	1	<ol style="list-style-type: none"> The teacher explains about project-based learning to students and introduce a topic for learning (Don dance, bamboo dance and Hip-Hop dance) Students get into groups according to their aptitudes, preferences and interests and choose a topic for learning. 	Prathom 6 <ol style="list-style-type: none"> The Detective Conan Worksheet on prejudice, stigma, stereotype and discrimination. (K) Draw a big picture scene of the steps to perform Don dance, bamboo dance and Hip-Hop dance and present them in front of the class. (S)
Writing an outline	1	<ol style="list-style-type: none"> Each group writes a work plan (Learning objectives/Steps of learning/Materials & Equipment/Assigning roles and responsibilities) down on the flipchart paper. Present their work plan in front of the class. 	<ol style="list-style-type: none"> Self-Observation Form (A)
Taking actions	5	<p>1. Don dance:</p> <ol style="list-style-type: none"> Learn about the elements and materials & equipment for Don dance such as number of dancers, background music, musical instruments and costumes. Learn basic dance moves, rhythms, songs and background music for Don dance. Practice basic Don dance. <p>2. Bamboo dance:</p> <ol style="list-style-type: none"> Learn about the elements and materials & equipment for bamboo dance such as number of dancers, background music, musical instruments and costumes. Learn basic bamboo dance moves, rhythm of bamboo tapping and background music for bamboo dance. Practice basic bamboo dance. <p>3. Hip-Hop dance:</p> <ol style="list-style-type: none"> Learn about the elements and materials & equipment for Hip-Hop dance such as number of dancers, background music and costumes Learn the basic Hip-Hop moves with background music. Practice basic Hip-Hop dance. 	

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma, Stereotype
and Discrimination: Doing it with Our Own Two Hands

A Summary of the You-We step	1	<ol style="list-style-type: none">1. The teacher asks students to present their big picture scene of Don dance, bamboo dance and Hip-Hop dance according to what being selected by each group.2. The teacher summarizes the activities associated with the ICE content of each grade level.	
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Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma, Stereotype and Discrimination: Doing it with Our Own Two Hands

Roles of a teacher

1. The teacher prepares materials/equipment and tools for all students equally without discrimination against race, religion, gender, age, skin color, physical appearance, and economic status.

2. The teacher is as a facilitator of learning for students.

3. Each week of learning and doing, the teacher summarizes the activities at the end of every class e.g., what students have learned, what impresses them, what can be further developed in the next class using a body map which has the method as follows:

1) The teacher distributes flipchart paper to each group, and then have one student representative lie down on a piece of paper and the rest of their friends help draw a line according to the body outline of the friend lying on the paper.

2) The teacher asks students to brainstorm their ideas and write them down on the flip-chart paper. The head part is what they have learned, the heart part is what things that impress them, and the part of two arms is what can be further developed in the next class.



Conclusion (Summarize all activities at the 8th hour)

1. The teacher asks students about how they feel from learning and doing, what they have learned from doing or working with others. Is there anything they want to learn but have not learned? If applicable, it means that discrimination still exists.

2. The teacher asks students, “During working together, is there any stereotype and discrimination occur in your group or not, and how?”

3. The teacher asks all students questions from the questions in No. 1 -2 above without asking the same students.

4. The teachers summarizes the activity of working with others without prejudice, stigma, stereotype, and discrimination based on equity and equality in terms of race, religion, gender, age, skin color, physical and economic status. (More information about this can be found in the Prejudice, Stigma, Stereotype and Discrimination Knowledge Sheet.)

5. The teacher concludes that the process and activities used this time, called “Doing it with Our Own Two Hands”, aim at 1) to have communication skills for working with others based on equity and gender equality; 2) to be aware of working with others without prejudice, stigma, stereotype and discrimination based on equity and equality in terms of race, religion, gender, age, skin color, physical appearance and economic status. However, in the next lesson planning, activities can be adjusted. Please make sure they meet the objectives of this lesson planning.

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma,
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Materials & Equipment:

Depend on the culture selected by each school.

Learning materials:

Depend on the culture selected by each school.

Assignments:

Depend on the culture selected by each school.

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma, Stereotype and Discrimination: Doing it with Our Own Two Hands

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 4.3 Detective Conan's Mission	Writing a description on a worksheet	Assess & mark students' worksheets	Worksheet 4.3	2 points up considered as "passed" (The criteria are explained in the worksheet.)
a big picture scene	Draw a picture that conveys the meaning according to the steps learned correctly and explain those steps.	1. Check the steps of cultural learning from the picture. 2. A group presentation	A group presentation through a big picture scene of the cultural learning process.	<u>Criteria:</u> 1. Draw a picture showing the steps correctly and fully explain those steps, scoring 3 points 2. Draw a picture showing incomplete steps and partially explain those steps, scoring 2 points 3. Draw a picture that does not show the steps and unable to explain some of those steps, scoring 1 point 2 points up considered as "passed"
Observe students' own behavior.	Students' own behavior	Check the students' Self-Observation Form.	Self-Observation Form	2 points up considered as "passed" (The criteria are explained in the Self-Observation Form.)
Behavior Evaluation Form on Group Working	Behaviors of each student in group working during the activities.	Observe each student behavior in group working.	Behavior Evaluation Form on Group Working.	2 points up considered as "passed" (The criteria are explained in the Behavior Evaluation Form on Group Working.)

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma,
Stereotype and Discrimination: Doing it with Our
Own Two Hands

Behavior Evaluation Form on Group Working

Grade.....

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

No.	Name	Scoring Criteria				Total (16)	Quality Level
		Interaction (4)	Discussions on a given topic (4)	Communication (4)	Behavior during group work (4)		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Signature.....Evaluator

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

Criteria for judging the quality level

Score Range	Quality Level
14-16	Very good
11-13	Good
8-10	Fair
0-7	Poor

Criteria for summarizing assessment results:
Students who achieve a fair level or higher are considered as **passed**.

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma,
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Criteria for measuring and evaluating student behavior in groups (Rubric)

Evaluation Details	Scoring Criteria			
	Very good (4)	Good (3)	Fair (2)	Poor (1)
1. Interaction	Cooperate with friends and help them in doing activities.	Mostly cooperate with friends and help them in doing activities.	Occasionally cooperate with friends and help them in doing activities.	No cooperation while doing activities.
2. Discussions on a given topic	Discuss right to the point, covering all the content.	Discuss right to the point, covering some of the content.	Discuss right to the point.	Discuss not to the point.
3. Communication	Consult with teachers and other groups.	Mostly consult with teachers and other groups.	Occasionally consult with teachers and other groups.	No consultations with teachers and other groups.
4. Behavior during group work	Planning systematically and assigning duties/responsibilities to group members.	Mostly planning systematically and assigning duties/responsibilities to group members.	Occasionally planning systematically and assigning duties/responsibilities to group members.	No systematic planning and no duties among group members are assigned.

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma,
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Notes after teaching Knowledge:

Student competencies:

Desirable characteristics:

Other aspects (dominant behaviors or problematic behaviors of each learner (if any):

Sub-Learning Unit 4.3

Working with Others Without Prejudice, Stigma,
Stereotype and Discrimination: Doing it with Our
Own Two Hands

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge: Recommendations:

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Signature.....

(.....)

Position.....

knowledge sheet

Step You-We

Discrimination
and equality



Sub-Learning Unit 4.2

Causes and Effects of Prejudice, Stigma, Stereotype and Discrimination against Cultures and Genders: Putting Yourself in Someone Else's Shoes

Knowledge Sheet 4.1

Causes and Effects of Prejudice, Stigma, Stereotype and Discrimination

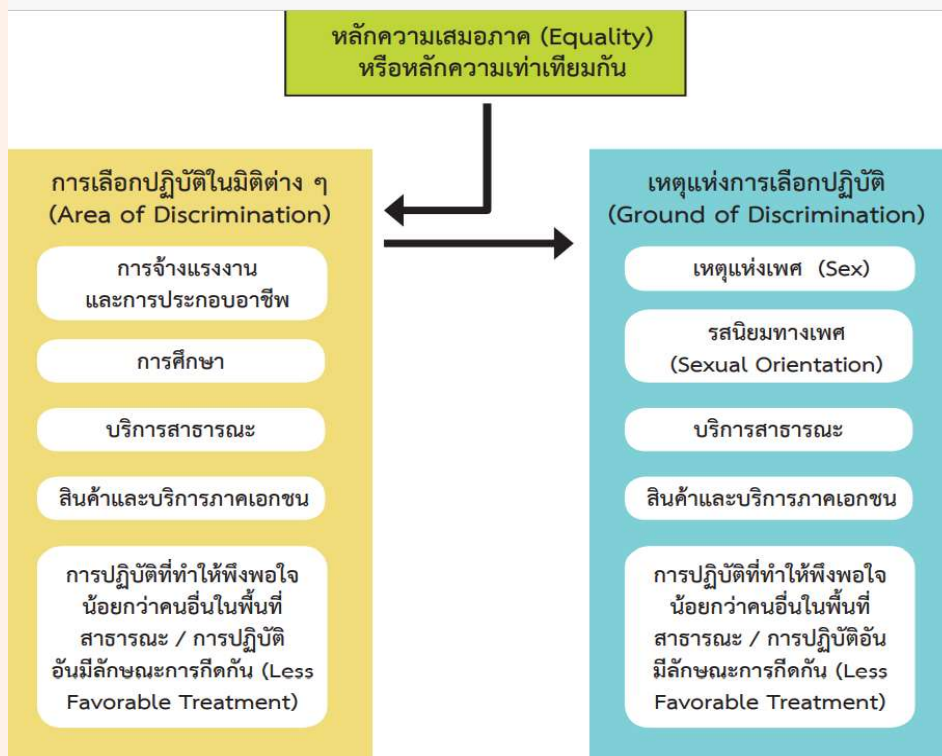
Grounds of Discrimination, Protected Ground

Different practices will be considered as discrimination against international law when they involve “Grounds of discrimination”. When considering international law, the grounds of discrimination covered by the International Covenant on Civil and Political Rights are “Race, color, gender, language, religion, political or any other opinions, national or social origin, property, birth or other status.”

Area of Discrimination, Area Covered

Different practices related to the grounds of discrimination may be related to issues or to arise in different areas of a person's life such as work, education, employment, government services, business operations, professional practice, corporate membership/unions, goods and services in the private sector, seminar, public activities, etc. It can be seen that the areas of discrimination may be related to both the public and private sectors.

The two factors mentioned above will be used to classify and analyze the problematic situations and facts about discrimination further. The relationship of these two factors may be summarized in the following diagram.



Lesson Plan

Step We

Peace and conflict



Structure of Intercultural Learning Curriculum with KSA Pedagogy

(For the Primary School Grade 6)

Level	Learning Unit	Concepts	Indicators for Social Studies	Indicators for ICE + Gender	Subunits	Hours	K	S	A
WE	Peace and Conflict	Your potential & Able to work with others peacefully across cultural diversity.	Social Studies 2.1, P.6/3 Demonstrates Thai etiquette appropriately and at the right time.	1. Can be a leader in planning group work that listens to others across cultural and sexual diversity. 2. Present the work outcomes from working with others peacefully & communicate constructively across cultural and sexual diversity.	1. Joint mission, our mission 2. Preparing for a Presentation 3. Presentation and Evaluation	10	Students gain knowledge and an understanding of the principles and guidelines of being a leader with good governance across cultural and sexual diversity.	1. Students have leadership skills to plan group work in groups that listen to others across cultural and sexual diversity. 2. Students are skilled at presenting their work outcomes from working with others peacefully and communicate constructively across cultural and sexual diversity.	Students are confident in being a leader with good governance across cultural and sexual diversity.



Indicators:

10 hours

1. Can be a leader in planning group that listens to others across cultural and sexual diversity.
2. Present the work outcomes from working with others peacefully & communicate constructively across cultural and sexual diversity.

Concepts:

Your potential & Able to work with others peacefully across cultural diversity.

Contents:

Learn the process of being a leader in planning group work and present the work outcomes from working with others peacefully & communicate constructively across cultural and sexual diversity.

Intercultural competencies:

1. Students gain knowledge and an understanding of the principles and guidelines of being a leader with good governance across cultural and sexual diversity. (K)
2. Students have leadership skills to plan group work that listen to others across cultural and sexual diversity and are skilled at presenting their work outcomes from working with others peacefully and communicate constructively across cultural and sexual diversity. (S)
3. Students are confident in being a leader with good governance across cultural and sexual diversity. (A)

Indicators:

6 hours

Being a leader in planning group work and present the work outcomes from working with others peacefully & communicate constructively across cultural and sexual diversity.

Contents:

Learn the process of being a leader in planning group work across cultural and sexual diversity.

Objectives:

1. Can be a leader in planning group that listens to others across cultural and sexual diversity.
2. Present the work outcomes from working with others peacefully & communicate constructively across cultural and sexual diversity.

Lesson Planning:



Introduction

1. The teacher ask students to form a group of 3 students with two of them facing each other and holding hands and the other one in the middle of the two students. There must be both boys and girls in the group.

2. The teacher explains to students that the students holding hands are beehives. The person between the two students is a bee. The students are instructed to do as follows: break beehive; beehive is broken; beehive is exploded.

If the teacher says, "Break beehive", the bee person has to leave their hive to find a new hive, while the beehive persons do nothing, just holding hands and wait for the bees from other hives.

If the teacher says, "beehive is broken", the hive persons must hold hands and go to catch a bee of another hive. The bee person does not need to go anywhere, just stand still and wait for the hive to catch them.

If the teacher says, "Beehive is exploded", all students have to switch roles all over again. Hives turn into bees; bees turn into hives; or if they are hives, they shall hold hands with the hive persons but not the same hive. Instead of using 'Bee', it can be changed to something else depending on the area context.

3. The teacher tests students' understanding by having them play 1 round. After students understand the rules, the teacher can start the activity and keep time as appropriate. (Catch the persons who do mistakes or the persons who is slow for doing another activity.)

4. The teacher asks students if they have ever seen a beehive and asks if a bee could make a beehive alone or not. From today class, we will learn about the work of bees. It will be learning and practice according to the culture chosen.



Teaching

1. The teacher describes about leadership with good governance across cultural and sexual diversity according to Knowledge Sheet 5.1 Leaders According to Good Governance to students and advise them to use this principle for practice according to the culture chosen.

2. The teacher carries out learning and practice process in accordance with the culture chosen by each school on learning topics and gives students assignments as detailed in the following table:

Sub-Learning Unit 5.1

Joint mission, Our mission

Learning and Practice According to the Culture Chosen by Each School Table

1. Tena – Karen musical instrument

Cultures	Steps of learning	Hours	Learning content	Assignments
Tena	Taking actions	6	<p>1. Take an active role on the chosen topic.</p> <p>1.1 Practice making Tena. (Make a Tena's frame/choose a string/attach a metal sheet/straighten a string/carve a pattern on Tena according to each student's preference.)</p> <p>1.2 Practice playing Tena (Learn how to play Tena)</p> <p>1.3 Practice singing along with playing Tena (Practice singing for Tena)</p>	<p>1. Worksheet 5.1 When I am a Leader in Planning</p> <p>2. Outcome Evaluation Form in groups (Tena) by the teacher</p>

Sub-Learning Unit 5.1

Joint mission, Our mission

2. Basketry /Weaving

Cultures	Learning Step	Hours	Learning content	Assignments
Basketry /Weaving	Taking actions	6	1. Take an active role on the chosen topic. 1.1 Basketry (Practice basket weaving with basic patterns/Creatively design basketry products/Making a basket: 1 basket each). 1.2 Weaving (Practice weaving with basic weaving patterns/ Creatively design weaving products/Weaving a shoulder bag: 1 bag each).	1. Worksheet 5.1 When I am a Leader in Planning 2. Outcome Evaluation Form in groups (Basketry /Weaving)

3. Local plants/vegetables

Cultures	Learning Step	Hours	Learning content	Assignments
local plants/vegetables	Taking actions	6	1. Take an active role on the chosen topic. 1.1 Taking care of (Make biofertilizer/Weeding and getting rid of plant pests/ Watering) 1.2 Harvesting (The ideal harvest time/The ideal time of plant breeding) 1.3 Vegetable processing such as cooking them with creative dish, dried vegetables, etc. 1.4 Creative packaging design for vegetable products. 1.5 Distribution (Distribution channels/Methods of distribution)	1. Worksheet 5.1 When I am a Leader in Planning 2. Outcome Evaluation Form in groups (Local plants/vegetables)

4. Traditional foods & desserts

Cultures	Learning Step	Hours	Learning content	Assignments
Traditional foods & desserts	Taking actions	6	<p>1. Take an active role on the chosen topic.</p> <p>1.1 Creatively design traditional food dish: one dish per group</p> <p>1.1.1 Learn about the ingredients and equipment/utensils for cooking that food.</p> <p>1.1.2 How to cook it.</p> <p>1.1.3 Creative packaging design for traditional food products.</p> <p>1.1.4 Distribution (Distribution channels/Methods of distribution)</p> <p>1.2 Creatively design traditional dessert dish: one dish per group</p> <p>1.2.1 Learn about the ingredients and equipment/utensils for making that dessert.</p> <p>1.2.2 How to make it.</p> <p>1.2.3 Creative packaging design for traditional dessert products.</p> <p>1.2.4 Distribution (Distribution channels/Methods of distribution)</p>	<p>1. Worksheet 5.1 When I am a Leader in Planning</p> <p>2. Outcome Evaluation Form in groups (Traditional foods and desserts)</p>

Sub-Learning Unit 5.1

Joint mission, Our mission

5. Rope dance

Cultures	Learning Step	Hours	Learning content	Assignments
Rope dance	Taking actions	6	<p>1. Take an active role on the chosen topic.</p> <p>1.1 Rope dance</p> <p>1.1.1 Creatively design dance moves that are unique style of the school.</p> <p>1.1.2 Practice dancing with unique dance moves of the school.</p> <p>1.1.3 Practice dancing along with background music.</p> <p>1.2 Singing and background music for rope dance</p> <p>1.1.1 Creatively design the song and music that are unique style of the school.</p> <p>1.1.2 Practice singing the song and music that are unique style of the school creatively.</p> <p>1.1.3 Practice singing and playing music with dance moves.</p>	<p>1. Worksheet 5.1 When I am a Leader in Planning</p> <p>2. Outcome Evaluation Form in groups (Rope dance)</p>

Sub-Learning Unit 5.1

Joint mission, Our mission

6. Wisdom Room

Cultures	Learning Step	Hours	Learning Content	Assignments
Wisdom Room	Taking actions	6	<p>1. History and background of the community:</p> <p>1.1 Study compositions 1.2 Design item placement 1.3 Placing items</p> <p>2.Dress:</p> <p>2.1 Study compositions 2.2 Design item placement 2.3 Placing items</p> <p>3.Household items:</p> <p>3.1 Study compositions 3.2 Design item placement 3.3 Placing items</p> <p>4. Animal traps:</p> <p>4.1 Study compositions 4.2 Design item placement 4.3 Placing items</p> <p>5.Musical instruments:</p> <p>5.1 Study compositions 5.2 Design item placement 5.3 Placing items</p> <p>6. Plays/games:</p> <p>6.1 Study compositions 6.2 Design item placement 6.3 Placing items</p> <p>7. Language and folk tales:</p> <p>7.1 Study compositions 7.2 Design item placement 7.3 Placing items</p> <p>8. Community traditions and cultures:</p> <p>8.1 Study compositions 8.2 Design item placement 8.3 Placing items</p>	<p>1. Worksheet 5.1 When I am a Leader in Planning</p> <p>2. Outcome Evaluation Form in groups (Wisdom Room)</p>

Sub-Learning Unit 5.1

Joint mission, Our mission

7. Hmong rice

Cultures	Learning Step	Hours	Learning content	Assignments
Hmong rice	Taking actions	6	Design Packaging and distribution channels 1.1 Creative packaging design 1.2 Creative distribution (Distribution channels /Methods of distribution)	1. Worksheet 5.1 When I am a Leader in Planning 2. Outcome Evaluation Form in groups (Hmong rice)

8. Don dance, bamboo dance and Hip-Hop dance

Cultures	Learning Step	Hours	Learning content	Assignments
Don dance Bamboo dance Hip-Hop dance	Taking actions	6	1. Take an active role on the chosen topic. 1.1 Don dance 1.1.1 Creatively design dance moves that are unique style of the school. 1.1.2 Practice dancing along with singing the song and background music that are unique style of the school creatively. 1.1.3 Put all the three performances together creatively. 1.2 Bamboo dance 1.2.1 Creatively design dance moves that are unique style of the school. 1.2.2 Practice dancing along with singing the song and background music that are unique style of the school creatively. 1.2.3 Put all the three performances together creatively.	1. Worksheet 5.1 When I am a Leader in Planning 2. Outcome Evaluation Form in groups (Don dance, bamboo dance and Hip-Hop dance)

			<p>1.3 Hip-Hop dance 1.3.1 Creatively design dance moves that are unique style of the school. 1.3.2 Practice dancing along with singing the song and background music that are unique style of the school creatively. 1.3.3 Put all the three performances together creatively.</p>	
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Conclusion

1. In the 6th hour, the teacher asks students to take part in discussions, and then asks them to summarize what they have learned from working together using a body map with the following methods:

1.1. The teacher asks students in each group to sit in a circle, then distributes flipchart paper, marker pens, and coloring supplies to each group equally without discrimination against race, religion, gender, age, skin color, physical appearance, and economic status.

1.2. The teacher asks each group to choose one representative and lie down on the flipchart paper, then have their friends use a marker pen to draw the shape of the group representative lying on the flipchart paper. The parts of the body: head, torso, arms, legs, and feet shall be included.

1.3. The teacher asks each group to brainstorm what they have learned from the practice on the following areas: 1) The head is what they have learned through the practice; 2) The left arm is the learning process; 3) The right arm is assigning roles/duties and responsibilities within the group; 4) The abdominal surface is a device/tool used in practice; 5) The left leg is a problem and obstacle; 6) The right leg is a solution; 7) Feet is something that can be applied in daily life; 8) Mouth is a means of communication within the group that makes group work successful and; 9) Heart is the feeling of learning. The teachers can set the time as appropriate.

2. The teacher asks each group to present the outcomes of brainstorming. The teacher shall take notes of their presentation on the paper.

3. The teacher summarizes the outcomes again, pointing out the advantages of working in groups and characteristics of teamwork that leads to succeeding, ways of communication that create good feelings for group members. The teacher shall summarize the content according to the objectives of this unit, that is students can be a leader in planning group work that listens to others' opinions across cultural and sexual diversity and present the outcomes of working with others peacefully and communicate constructively across cultural and sexual diversity.

Sub-Learning Unit 5.1

Joint mission, Our mission

Materials & Equipment:

According to the culture of each area

Learning materials:

Use real learning materials based on the culture chosen by the school.

Assignments:

1. Worksheet 5.1 When I am a Leader in Planning
2. Outcome Evaluation Form in groups (Tena)
3. Outcome Evaluation Form in groups (Basketry/Weaving)
3. Outcome Evaluation Form in groups (Local plants/vegetables)
4. Outcome Evaluation Form in groups (Traditional foods and desserts)
5. Outcome Evaluation Form in groups (Rope dance)
6. Outcome Evaluation Form in groups (Hmong rice)
7. Outcome Evaluation Form in groups (Don dance, bamboo dance and Hip-Hop dance)
8. Outcome Evaluation Form in groups (Wisdom Room)

Additional suggestions

1. The teacher prepares materials/equipment and tools for all students equally without discrimination against race, religion, gender, age, skin color, physical appearance, and economic status.
2. The teacher is as a facilitator of learning for students.
3. Each week of learning and practice, the teacher summarizes the activities at the end of every class e.g., what students have learned, what impresses them, what can be further developed in the next class.

Sub-Learning Unit 5.1

Joint mission, Our mission

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 5.1 When I am a Leader in Planning	Descriptive writing on the worksheet	Assess & mark students' worksheets	Worksheet 5.1	<ol style="list-style-type: none"> 1. Write and explain their answers exactly and completely according to all the questions asked, scoring 3 points. 2. Write and explain their answers partially according to the questions asked, scoring 2 points. 3. Write and explain their answers for 1 question, scoring 1 point. 4. Cannot explain their answers, scoring 0 point.
Outcome Evaluation Form in groups (Tena)	Student behavior	Use the Outcome Evaluation Form in groups	Outcome Evaluation Form in groups (Tena)	2 points up considered as "passed" (The criteria are explained in the Outcome Evaluation Form.)
Outcome Evaluation Form in groups (Basketry/Weaving)	Student behavior	Use the Outcome Evaluation Form in groups	Outcome Evaluation Form in groups (Basketry/Weaving)	2 points up considered as "passed" (The criteria are explained in the Outcome Evaluation Form.)
Outcome Evaluation Form in groups (Local plants/vegetables)	Student behavior	Use the Outcome Evaluation Form in groups	Outcome Evaluation Form in groups (Local plants/vegetables)	2 points up considered as "passed" (The criteria are explained in the Outcome Evaluation Form.)
Outcome Evaluation Form in groups (Traditional foods and desserts)	Student behavior	Use the Outcome Evaluation Form in groups	Outcome Evaluation Form in groups (Traditional foods and desserts)	2 points up considered as "passed" (The criteria are explained in the Outcome Evaluation Form.)
Outcome Evaluation Form in groups (Rope dance)	Student behavior	Use the Outcome Evaluation Form in groups	Outcome Evaluation Form in groups (Rope dance)	2 points up considered as "passed" (The criteria are explained in the Outcome Evaluation Form.)

Sub-Learning Unit 5.1

Joint mission, Our mission

Outcome Evaluation Form in groups (Hmong rice)	Student behavior	Use the Outcome Evaluation Form in groups	Outcome Evaluation Form in groups (Hmong rice)	2 points up considered as “passed” (The criteria are explained in the Outcome Evaluation Form.)
Outcome Evaluation Form in groups (Don dance, bamboo dance and Hip-Hop dance)	Student behavior	Use the Outcome Evaluation Form in groups	Outcome Evaluation Form in groups (Don dance, bamboo dance and Hip-Hop dance)	2 points up considered as “passed” (The criteria are explained in the Outcome Evaluation Form.)
Outcome Evaluation Form in groups (Wisdom Room)	Student behavior	Use the Outcome Evaluation Form in groups	Outcome Evaluation Form in groups (Wisdom Room)	2 points up considered as “passed” (The criteria are explained in the Outcome Evaluation Form.)

Outcome Evaluation Form in groups (Tena)

Instructions: The teacher evaluates the outcomes of students' work according to the groups they are interested in. The details are as follows:

The group that makes Tena

Group members

1..... No.....Grade.....

2..... No.....Grade.....

3..... No.....Grade.....

4..... No.....Grade.....

5..... No.....Grade.....

No	Details	Score Level		
		3	2	1
1.	The work contains all the elements.			
2.	The work is creative.			
3.	The work is beautiful and refine.			
4.	The work can actually be used according to its purpose.			

Scoring Criteria

No	Details	Score Level		
		3	2	1
1.	The work contains all the elements.	Completely contain all the elements.	Contains all the elements but not complete.	Contain incomplete elements.
2.	The work is creative.	Innovative, attention to their work and have the ways to get good results for their work.	Follow the instructions and do the same old way.	No actions/does not have their own ideas
3.	The work is beautiful and refine.	The work is attractive, interesting, colorful, and neat.	The work is interesting and colorful.	The work is not attractive, not interesting, not colorful, and lacks neatness.
4.	The work can actually be used according to its purpose.	The work can actually be used according to its purpose.	The work can actually be used but not in accordance with its intended purpose.	The work cannot actually be used for its purpose.

Sub-Learning Unit 5.1

Joint mission, Our mission

The group that plays Tena

Group members

1..... No..... Grade.....

2..... No..... Grade.....

3..... No..... Grade.....

4..... No..... Grade.....

5..... No..... Grade.....

No.	Details	Score Level		
		3	2	1
1.	Students can place their fingers on Tena correctly and appropriately.			
2.	Students can play Tena according to the sheet music.			
3.	Students can play simple songs.			
4.	Students are confident with playing Tena.			

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Students can place their fingers on Tena correctly and appropriately.	Students can place their fingers on Tena correctly and appropriately.	Students can place their fingers on Tena correctly but inappropriately.	Students place their fingers on Tena incorrectly and inappropriately.
2.	Students can play Tena according to the sheet music.	Students can play Tena according to the sheet music correctly and completely.	Students can play Tena according to the sheet music partially.	Students cannot play Tena according to the sheet music.
3.	Students can play a simple song.	Students can completely play a simple song.	Students can partially play a simple song.	Students cannot play a simple song.
4.	Students are confident with playing Tena.	Students can play Tena confidently without fear of making mistakes.	Students can play Tena but without confidence.	Students cannot play Tena and are not confident.

Sub-Learning Unit 5.1

Joint mission, Our mission

The group that sings along for Tena playing

Group members

1..... No..... Grade.....

2..... No..... Grade.....

3..... No..... Grade.....

4..... No..... Grade.....

5..... No..... Grade.....

No.	Details	Score Level		
		3	2	1
1.	Students can sing with the correct rhythm and melody.			
2.	Students have a line break for the song lyrics.			
3.	Students sing along to the lyrics correctly.			
4.	Students are confident in singing along with Tena playing.			

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Students can sing with the correct rhythm and melody.	Students can sing with the correct rhythm and melody.	Students can sing with the correct rhythm but not in accordance with melody.	Students cannot sing with the correct rhythm and melody.
2.	Students have a line break for the song lyrics.	Students have a correct line break for the song lyrics.	Students have a line break for some parts the song lyrics.	Students have an incorrect line break for the song lyrics.
3.	Students sing along to the lyrics correctly.	Students can sing along to the lyrics correctly.	Students can sing along to some parts of the lyrics.	Students cannot sing along to the lyrics correctly.
4.	Students are confident in singing along with Tena playing.	Students can sing confidently without fear of making mistakes.	Students can sing but without confidence.	Students cannot sing and are not confident.

Sub-Learning Unit 5.1 Joint mission, Our mission

Outcome Evaluation Form in groups (Basketry/Weaving)

Instructions: The teacher evaluates the outcomes of students' work according to the groups they are interested in. The details are as follows:

Basketry group

Group members

1..... No.....Grade.....

2..... No.....Grade.....

3..... No.....Grade.....

4..... No.....Grade.....

5..... No.....Grade.....

No.	Details	Score Level		
		3	2	1
1.	The work contains all the elements.			
2.	The work is creative.			
3.	The work is beautiful and refine.			
4.	The work can actually be used according to its purpose.			
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
6.	Presentation			

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	The work contains all the elements.	Completely contain all the elements.	Contains all the elements but not complete.	Contain incomplete elements.
2.	The work is creative.	Innovative, attention to their work and have the ways to get good results for their work.	Follow the instructions and do the same old way.	No actions/does not have their own ideas
3.	The work is beautiful and refine.	The work is attractive, interesting, colorful, and neat.	The work is interesting and colorful.	The work is not attractive, not interesting, not colorful, and lacks neatness.
4.	The work can actually be used according to its purpose.	The work can actually be used according to its purpose.	The work can actually be used but not in accordance with its purpose.	The work cannot actually be used according to its purpose.
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members partially.	Unable to assign roles/duties according to the aptitudes and abilities/competences of the group members
6.	Presentation	Innovative presentation, attention to their work and have the ways to get good results for their work.	Present their work as suggested and do the same old way.	No presentation/do not have their own ideas.

Sub-Learning Unit 5.1

Joint mission, Our mission

Weaving group

Group members

1..... No.....Grade.....

2..... No.....Grade.....

3..... No.....Grade.....

4..... No.....Grade.....

5..... No.....Grade.....

No.	Details	Score Level		
		3	2	1
1.	The work contains all the elements.			
2.	The work is creative.			
3.	The work is beautiful and refine.			
4.	The work can actually be used according to its purpose.			
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
6.	Presentation			

Sub-Learning Unit 5.1 Joint mission, Our mission

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	The work contains all the elements.	Completely contain all the elements.	Contains all the elements but not complete.	Contain incomplete elements.
2.	The work is creative.	Innovative, attention to their work and have the ways to get good results for their work.	Follow the instructions and do the same old way.	No actions/does not have their own ideas
3.	The work is beautiful and refine.	The work is attractive, interesting, colorful, and neat.	The work is interesting and colorful.	The work is not attractive, not interesting, not colorful, and lacks neatness.
4.	The work can actually be used according to its purpose.	The work can actually be used according to its purpose.	The work can actually be used but not in accordance with its purpose.	The work cannot actually be used according to its purpose.
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members partially.	Unable to assign roles/duties according to the aptitudes and abilities/competences of the group members
6.	Presentation	Innovative presentation, attention to their work and have the ways to get good results for their work.	Present their work as suggested and do the same old way.	No presentation/do not have their own ideas.

Sub-Learning Unit 5.1 Joint mission, Our mission

Outcome Evaluation Form in groups (Local plants/vegetables)

Instructions: The teacher evaluates the workload of product distribution and the assignments of students' roles/duties. The details are as follows:

Group members

1.....No.....Grade

2.....No.....Grade

3.....No.....Grade

4.....No.....Grade

5.....No.....Grade

No.	Details	Score Level		
		3	2	1
1.	Target groups for product distribution			
2.	Distribution channels			
3.	Product pricing methods			
4.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
5.	Presentation			

Sub-Learning Unit 5.1

Joint mission, Our mission

Scoring Criteria

No	Details	Score Level		
		3	2	1
1.	Target groups for product distribution	Do have the methods to select the target groups to sell the products to appropriately.	Do have some methods to select the target groups to sell the product to.	Do not have any methods to select the target groups to sell the product to.
2.	Distribution channels	Do have the appropriate methods and distribution channels for the products.	Do have some methods and distribution channels for the products.	Do not have any methods and distribution channel for the products.
3.	Product pricing methods	Do have a realistic product pricing method in accordance with the market price.	Do have a realistic product pricing method but not in accordance with the market price.	Do have an unrealistic product pricing method that is not in accordance with the market price.
4.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members partially.	Unable to assign roles/duties according to the aptitudes and abilities/competences of the group members
5.	Presentation	Innovative presentation, attention to their work and have the ways to get good results for their work.	Present their work as suggested and do the same old way.	No presentation/ do not have their own ideas.

Sub-Learning Unit 5.1 Joint mission, Our mission

Outcome Evaluation Form in groups (Traditional foods and desserts)

Instructions: The teacher evaluates the workload of creative product distribution and the assignments of students' roles/duties. The details are as follows:

Group members

1..... No.....Grade.....

2..... No.....Grade.....

3..... No.....Grade.....

4..... No.....Grade.....

5..... No.....Grade.....

No.	Details	Score Level		
		3	2	1
1.	Target groups for product distribution			
2.	Creative distribution channels			
3.	Product pricing methods			
4.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
5.	Creative presentation			

Sub-Learning Unit 5.1 Joint mission, Our mission

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Target groups for product distribution	Have the methods to select the target groups to sell the products to appropriately.	Have some methods to select the target groups to sell the products to.	Do not have any methods to select the target groups to sell the products to.
2.	Creative distribution channels	Do have the appropriate methods and creative distribution channels for the products.	Do have some methods and distribution channels for the products, but they are still the same old style.	Do not have any methods and distribution channels for the products.
3.	Product pricing methods	Do have a realistic product pricing method in accordance with the market price.	Do have a realistic product pricing method but not in accordance with the market price.	Do have an unrealistic product pricing method that is not in accordance with the market price.
4.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members partially.	Unable to assign roles/duties according to the aptitudes and abilities/competences of the group members
5.	Creative presentation	Innovative presentation, attention to their work and have the ways to get good results for their work.	Present their work as suggested and do the same old way.	No presentation/do not have their own ideas.

Sub-Learning Unit 5.1

Joint mission, Our mission

Outcome Evaluation Form in groups (Rope dance)

Instructions: The teacher evaluates the outcomes of students' work according to the groups they are interested regarding the rope dance. The details are as follows:

The group that practices dancing

Group members

1..... No.....Grade.....

2..... No.....Grade.....

3..... No.....Grade.....

4..... No.....Grade.....

5..... No.....Grade.....

No.	Details	Score Level		
		3	2	1
1.	Dancing in accordance with the rhythm in music.			
2.	Correct dance moves.			
3.	Students can dance along to simple songs.			
4.	Students are confident in dancing.			
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
6.	The process of practice planning			
7.	Leadership skills			

Sub-Learning Unit 5.1

Joint mission, Our mission

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Dancing in accordance with the rhythm in music.	Students can dance in accordance with the rhythm in music correctly.	Students can dance in accordance with the rhythm in music for some parts.	Students dance incorrectly, not in accordance with the rhythm in music.
2.	Correct dance moves.	Students perform the correct dance moves.	Students perform some of the correct dance moves.	Students perform the wrong dance moves.
3.	Students can dance along to simple songs.	Students can dance along to simple songs correctly.	Students can dance along to simple songs correctly for some parts.	Students dance along to simple songs incorrectly.
4.	Students are confident in dancing.	Students can dance confidently without fear of making mistakes.	Students can dance but without confidence.	Students cannot dance and are not confident.
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members partially.	Unable to assign roles/duties according to the aptitudes and abilities/competences of the group members
6.	The process of practice planning	Do have the process of practice planning.	Do have some parts of the process of practice planning.	Do not have the process of practice planning.
7.	A leader in practicing	Students take the initiative or be a leader in every practice session.	Students take the initiative or be a leader in some practice sessions.	Students do not take the initiative or be a leader in practice sessions.

Sub-Learning Unit 5.1

Joint mission, Our mission

The group that sings along the rope dance.

Group members

1..... No.....Grade.....

2..... No.....Grade.....

3..... No.....Grade.....

4..... No.....Grade.....

5..... No.....Grade.....

No.	Details	Score Level		
		3	2	1
1.	Students can sing with the correct rhythm and melody.			
2.	Students have a line break for the song lyrics.			
3.	Students sing along to the lyrics correctly.			
4.	Students are confident in singing along with rope dance.			
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
6.	The process of practice planning			
7.	A leader in practicing			

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Students can sing with the correct rhythm and melody.	Students can sing with the correct rhythm and melody correctly.	Students can sing with the correct rhythm but not in accordance with melody.	Students cannot sing with the correct rhythm and melody.
2.	Students have a line break for the song lyrics.	Students have a correct line break for the song lyrics.	Students have a line break for some parts the song lyrics.	Students have an incorrect line break for the song lyrics.
3.	Students sing along to the lyrics correctly.	Students can sing along to the lyrics correctly.	Students can sing along to some parts of the lyrics.	Students cannot sing along to the lyrics correctly.
4.	Students are confident in singing along with rope dance.	Students can sing confidently without fear of making mistakes.	Students can sing but without confidence.	Students cannot sing and are not confident.
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members partially.	Unable to assign roles/duties according to the aptitudes and abilities/competences of the group members
6.	The process of practice planning	Do have the process of practice planning.	Do have some parts of the process of practice planning.	Do not have the process of practice planning.
7.	A leader in practicing	Students take the initiative or be a leader in every practice session.	Students take the initiative or be a leader in some practice sessions.	Students do not take the initiative or be a leader in practice sessions.

Sub-Learning Unit 5.1 Joint mission, Our mission

Outcome Evaluation Form in groups (Hmong rice)

Instructions: The teacher evaluates the workload of product distribution and the assignments of students' roles/duties. The details are as follows:

Group members

1.....No.....Grade.....

2.....No.....Grade.....

3.....No.....Grade.....

4.....No.....Grade.....

5.....No.....Grade.....

No.	Details	Score Level		
		3	2	1
1.	Target groups for product distribution			
2.	Distribution channels			
3.	Product pricing methods			
4.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
5.	Presentation			

Sub-Learning Unit 5.1

Joint mission, Our mission

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Target groups for product distribution	Do have the methods to select the target groups to sell the products to appropriately.	Do have some methods to select the target groups to sell the product to.	Do not have any methods to select the target groups to sell the product to.
2.	Distribution channels	Do have the appropriate methods and distribution channels for the products.	Do have some methods and distribution channels for the products.	Do not have any methods and distribution channel for the products.
3.	Product pricing methods	Do have a realistic product pricing method in accordance with the market price.	Do have a realistic product pricing method but not in accordance with the market price.	Do have an unrealistic product pricing method that is not in accordance with the market price.
4.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members partially.	Unable to assign roles/duties according to the aptitudes and abilities/competences of the group members
5.	Presentation	Innovative presentation, attention to their work and have the ways to get good results for their work.	Present their work as suggested and do the same old way.	No presentation/do not have their own ideas.

Sub-Learning Unit 5.1 Joint mission, Our mission

Outcome Evaluation Form in groups (Don dance, bamboo dance and Hip-Hop dance)

Instructions: The teacher evaluates the outcomes of students' work according to the groups they are interested regarding Don dance, bamboo dance and Hip-Hop dance. The details are as follows:

Don dance group

Group members

1..... No.....Grade.....

2..... No.....Grade.....

3..... No.....Grade.....

4..... No.....Grade.....

5..... No.....Grade.....

No.	Details	Score Level		
		3	2	1
1.	Dancing in accordance with the rhythm in music.			
2.	Correct dance moves.			
3.	Students can dance along to simple songs.			
4.	Students are confident in dancing.			
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
6.	The process of practice planning			
7.	Leadership skills			

Sub-Learning Unit 5.1 Joint mission, Our mission

Bamboo dance group

Group members

1..... No.....Grade.....

2..... No.....Grade.....

3..... No.....Grade.....

4..... No.....Grade.....

5..... No.....Grade.....

No.	Details	Score Level		
		3	2	1
1.	Dancing in accordance with the rhythm in music.			
2.	Correct dance moves.			
3.	Students can dance along to simple songs.			
4.	Students are confident in dancing.			
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
6.	The process of practice planning			
7.	Leadership skills			

Sub-Learning Unit 5.1

Joint mission, Our mission

Hip-Hop dance group

Group members

1..... No.....Grade.....

2..... No.....Grade.....

3..... No.....Grade.....

4..... No.....Grade.....

5..... No.....Grade.....

No.	Details	Score Level		
		3	2	1
1.	Dancing in accordance with the rhythm in music.			
2.	Correct dance moves.			
3.	Students can dance along to simple songs.			
4.	Students are confident in dancing.			
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
6.	The process of practice planning			
7.	Leadership skills			

Sub-Learning Unit 5.1

Joint mission, Our mission

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Dancing in accordance with the rhythm in music.	Students can dance in accordance with the rhythm in music correctly.	Students can dance in accordance with the rhythm in music for some parts.	Students dance incorrectly, not in accordance with the rhythm in music.
2.	Correct dance moves.	Students perform the correct dance moves.	Students perform some of the correct dance moves.	Students perform the wrong dance moves.
3.	Students can dance along to simple songs.	Students can dance along to simple songs correctly.	Students can dance along to simple songs correctly for some parts.	Students dance along to simple songs incorrectly.
4.	Students are confident in dancing.	Students can dance confidently without fear of making mistakes.	Students can dance but without confidence.	Students cannot dance and are not confident.
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members partially.	Unable to assign roles/duties according to the aptitudes and abilities/competences of the group members
6.	The process of practice planning	Do have the process of practice planning.	Do have some parts of the process of practice planning.	Do not have the process of practice planning.
7.	A leader in practicing	Students take the initiative or be a leader in every practice session.	Students take the initiative or be a leader in some practice sessions.	Students do not take the initiative or be a leader in practice sessions.

Sub-Learning Unit 5.1 Joint mission, Our mission

Outcome Evaluation Form in groups (Wisdom Room)

Instructions: The teacher evaluates the outcomes of students' work according to the groups they are interested regarding a wisdom room. The details are as follows:

Group members

1..... No.....Grade.....

2..... No.....Grade.....

3..... No.....Grade.....

4..... No.....Grade.....

5..... No.....Grade.....

No.	Details	Score Level		
		3	2	1
1.	The placement can demonstrate the wisdom in the area appropriately.			
2.	The placement of media and wisdom materials/equipment is in accordance with the designed plan.			
3.	Use the space of the place for the placement appropriately.			
4.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
5.	The process of planning the placement in the wisdom room.			
6.	Leadership skills			

Sub-Learning Unit 5.1

Joint mission, Our mission

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	The placement can demonstrate the wisdom in the area appropriately.	The placement can fully indicate the identity of the wisdom in the area.	The placement can partially indicate the identity of the wisdom in the area.	The placement cannot indicate the identity of the wisdom in the area.
2.	The placement of media and wisdom materials/equipment is in accordance with the designed plan.	All the placement of media and wisdom materials/equipment is in accordance with the designed plan.	Some of the placement of media and wisdom materials/equipment is in accordance with the designed plan.	The placement of media and wisdom materials/equipment is not in accordance with the designed plan.
3.	Use the space of the place for the placement appropriately.	Use the space of the place for the placement appropriately.	Able to use some space of the place for the placement.	Unable to use the space of the place for the placement.
4.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members partially.	Unable to assign roles/duties according to the aptitudes and abilities/competences of the group members
5.	The process of planning the placement in the wisdom room.	Do have the process of planning the placement in the wisdom room.	Do have some parts of the process of planning the placement in the wisdom room.	Do not have the process of planning the placement in the wisdom room.
6.	Leaders in the item placement for the wisdom room	Students take the initiative or be a leader in the item placement for the wisdom room in every time.	Students take the initiative or be a leader in the item placement for the wisdom room sometimes.	Students do not take the initiative or be a leader in the item placement for the wisdom room.

Sub-Learning Unit 5.1

Joint mission, Our mission

Notes after teaching
Knowledge:

Student competencies:

Desirable characteristics:

Other aspects (dominant behaviors or problematic behaviors of each learner (if any):

Sub-Learning Unit 5.1 Joint mission, Our mission

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge: Recommendations:

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Signature.....

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Position.....

Sub-Learning Unit 5.2

Preparing for a Presentation

Indicators:

2 hours

Be a leader in planning group work and present the work outcomes from working with others peacefully & communicate constructively based on cultural and sexual diversity.

Contents:

Be a leader in presenting the work outcomes creatively based on cultural and sexual diversity.

Objectives:

1. To be a leader in planning group work that listens to others based on cultural and sexual diversity.

2. To present their work outcomes from working with others peacefully and communicate constructively based on cultural and sexual diversity.

Lesson Planning:



Introduction

1. The teacher divides students into 2 groups equally that include both boys and girls without discrimination against race, religion, gender, age, skin color, physical appearance, and economic status.

2. The teacher explains the rules of a game to students as follows: 1) Ask each group to brainstorm ideas of joining objects to be as long as possible using the objects on a body of the group members; 2) Ask each group to join the objects that can be found on their body; 3) After the time is up, the teacher measures the length of the objects joined together from both groups. The group with the longest objects joined together wins the game.

3. Then, the teacher asks the group that wins the game; how do they plan so that they can win and asks the group that loses; which parts they would like to adjust if they have another chance.

4. The teacher summarizes the activity that how important planning is and how to make a successful plan. Therefore, to have a good plan, we need to think about good preparation to get good outcomes like in this class, we will need to make a plan for good outcomes and success.

Sub-Learning Unit 5.2

Preparing for a Presentation



Teaching

1. The teacher explains to students that this class is a class for preparing a presentation, getting them to prepare their presentation for the next class.

2. The teacher asks students to prepare a presentation of their hands-on activities regarding the culture chosen by each school.

3. The teacher asks students to prepare their presentation about their learning experiences in a creative way. The topics that students shall present are as follows: 1) learning process; 2) learning equipment/materials; 3) The assignment of roles and responsibilities within the group; 4) problems and obstacles that arise during practice and solutions and 5) What have they learned from the practice according to the culture chosen by each school. The teacher lets students choose the media they would like to present creatively on Knowledge Sheet 5.1 Creative Media/Materials for Late Elementary Years. Students can make one to use to explain the topics according to the six given topics.

4. Students prepare the media/materials for their presentation. The teacher will act as a consultant and facilitate them with the preparation of media for presentation and observe students' preparation by using the Behavior Evaluation Form on Group Working along to evaluate students' performance.



Conclusion

1. The teacher asks students to sit in a circle and in a comfortable position, and then close their eyes gently. The teacher asks students to review the preparation process for their creative presentation regarding their learning experiences, whether all the topics are covered or not, what else they need to add, and if they prepare all the media that must be presented.

2. Then, the teacher asks students to sit in groups according to their learning topic and discuss about it using the following questions. What do you review while closing your eyes? What needs to be added to prepare their creative presentation and how? The teacher shall require all students to talk and exchange their ideas. If there are a large number of students, the teacher may ask for representatives.

3. The teacher asks students to send a group representative to present what they have discussed within the group. What has the group already prepared, anything else needs to be added, and how to present them?

Sub-Learning Unit 5.2

Preparing for a Presentation

Materials & Equipment:

According to the culture of each area

Learning materials:

1. Knowledge Sheet 5.2 Creative Media/Materials for Late Elementary Years
2. Use real learning materials based on the culture chosen by the school.

Additional suggestions

The teacher shall consider equality in learning without discrimination against race, religion, gender, age, skin color, physical physique, and economic status.

Sub-Learning Unit 5.2 Preparing for a Presentation

Measurement and Evaluation

Assignments	Sources of information	Methods	Tools	Pass Criteria
Behavior Evaluation Form on Group Working	Behaviors of each student during taking part in the activities.	Observe each student behavior in group working.	Behavior Evaluation Form on Group Working	2 points up considered as “passed” (The criteria are explained in the Behavior Evaluation Form on Group Working.)

Sub-Learning Unit 5.2

Preparing for a Presentation

Behavior Evaluation Form on Group Working for Grade.....
 Date.....Month.....Year.....

No.	Name	Scoring criteria				Total (16)	Quality Level
		Interaction (4)	Discussions on a given topic (4)	Communication (4)	Behavior during group work (4)		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Signature.....Evaluator

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Scoring criteria are shown in the attached table.

Criteria for judging the quality level

Score Range	Quality Level
14-16	Very good
11-13	Good
8-10	Fair
0-7	Poor

Criteria for summarizing assessment results:
 Students who achieve a fair level or higher are considered as **passed**.

Sub-Learning Unit 5.2

Preparing for a Presentation

Criteria for measuring and evaluating student behavior in groups (Rubric)

Evaluation Details	Scoring Criteria			
	Very good (4)	Good (3)	Fair (2)	Poor (1)
1. Interaction	Cooperate with friends and help them in doing activities.	Mostly cooperate with friends and help them in doing activities.	Occasionally cooperate with friends and help them in doing activities.	No cooperation while doing activities.
2. Discussions on a given topic	Discuss right to the point, covering all the content.	Discuss right to the point, covering some of the content.	Discuss right to the point.	Discuss not to the point.
3. Communication	Consult with teachers and other groups.	Mostly consult with teachers and other groups.	Occasionally consult with teachers and other groups.	No consultations with teachers and other groups.
4. Behavior during group work	Planning systematically and assigning duties/responsibilities to group members.	Mostly planning systematically and assigning duties/responsibilities to group members.	Occasionally planning systematically and assigning duties/responsibilities to group members.	No systematic planning and no duties among group members are assigned.

Sub-Learning Unit 5.2

Preparing for a Presentation

Notes after teaching Knowledge:

Student competencies:

Desirable characteristics:

Other aspects (dominant behaviors or problematic behaviors of each learner (if any):

Sub-Learning Unit 5.2

Preparing for a Presentation

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge: Recommendations:

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Signature.....
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Position.....

Sub-Learning Unit 5.3

Presentation and Evaluation

Indicators:

2 hours

Can be a leader in planning group work and present the work outcomes form working with others across cultural and sexual diversity.

Contents:

Being a leader in presenting the work outcomes creatively and peacefully across cultural and sexual diversity.

Objectives:

To be a leader in presenting the work outcomes creatively and peacefully across cultural and sexual diversity.

Lesson Planning:



Introduction

1. The teacher explains to students how to present their work creatively and this class will be a presentation of their work outcomes.

2. The teacher asks students to stand with their eyes closed and meditate for about 1 minute before their presentation, and then let the students open their eyes slowly. Next, the teacher asks students to put their hands on top of each other, and then let the students say their school's name out loud or use any other appropriate words.



Teaching

1. The teacher asks students to present their hands-on learning according to the culture selected by the school.

2. The teacher asks students to present their learning experiences in a creative way. The topics that students shall present are as follows: 1) learning process; 2) learning equipment/materials; 3) The assignment of roles and responsibilities within the group; 4) problems and obstacles that arise during practice and solutions and 5) What have they learned from the practice according to the culture chosen by each school according to the planned presentation. The teacher will watch the presentation.

Sub-Learning Unit 5.3 Presentation and Evaluation

3. After the presentation, the teacher asks students to assess themselves to see what they have done best and what needs to be improved or failed to meet the goals set in the first place.

4. After the presentation is finished, the teacher and other groups give them advice using positive words or empowering ones as follows:

1. Appreciate the student's work; what parts they have done well.
2. Which parts or any particular parts of their work that are impressive?

3. Things that can be further developed and will make student's work more complete.



Conclusion

The teacher asks students how they feel after the presentation and then have them do the Student Satisfaction Assessment Form and Self-Observation Form and submit to the teacher in this class.

Materials & Equipment:

According to the culture of each area

Learning materials:

Use real learning materials based on the culture chosen by the school

Additional suggestions

The teacher shall always consider equality in learning without discrimination against race, religion, gender, age, skin color, physical physique, and economic status.

Sub-Learning Unit 5.3 Presentation and Evaluation

Measurement and Evaluation

Assignments	Sources of information	Methods	Tools	Pass Criteria
Student Satisfaction Assessment Form	Students' own behavior	Check Students' Self-Observation Form	Student Satisfaction Assessment Form	2 points up considered as "passed" (The criteria are explained in the Self-Observation.)

Sub-Learning Unit 5.3 Presentation and Evaluation

Notes after teaching
Knowledge:

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Student competencies:

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Desirable characteristics:

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Other aspects (dominant behaviors or problematic behaviors of each learner
(if any):

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Sub-Learning Unit 5.3 Presentation and Evaluation

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge: Recommendations:

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

knowledge sheet

Step We

Peace and conflict



Knowledge Sheet 5.1 Leaders According to Good Governance

Good governance means governance, administration, management, control and supervision of various businesses to be in a moral way or Dharma. It also means good management. Dharma used in this governance has a broader meaning, that is, it means not only religious principles, but also morals, virtues, ethics and all righteousness which a reasonable person should have and should practice such as transparency and accountability without interference from outside organizations, etc.

Good governance is a principle that is widely used in current management because it helps create and promote an organization to gain potential and efficiency. For example, employees work honestly and diligently, resulting in improving business's performance. In addition, this makes relevant outsiders have faith and confidence in that organization which will lead to continuous development. For example, a transparent organization would be trusted in doing business with. A transparent government will build confidence for investors and the public as well as create positive effects to the government stability and progress of a country. Therefore, the good governance is an important principle for leaders to adhere to in working together. The principles of leadership in good governance are as follows:

1. The rule of law. It is the enactment of laws, rules and regulations to be up-to-date and fair and accepted by society and the society agrees to comply with the law. Those rules and regulations are regarded as governance under the law, not as arbitrary or individual powers.

2. Moral principles. These include adhering to correctness and goodness, upholding these principles in performing duties as an example for groups and encourage members within the groups to develop themselves together to be honest, sincere, diligent, patient, disciplined, and work in good faith until they become the habits of the nation.

3. Transparency. It is to build mutual trust among people in the group by improving working mechanism of organizations in all circles to be transparent. Useful information is disclosed in a straightforward and easy-to-understand language. Members within the group have easy access to information and there is a process for members within the group to be able to clearly check its correctness.

4. Participation. This includes allowing members within the group to participate in acknowledging and expressing their opinions in decision-making on important of the group's problems, either by expressing their opinions, public investigation, public hearing, referendum, or any other ways.

Sub-Learning Unit 5.2

Preparing for a Presentation

5. Responsibility. This includes awareness of the rights, duties, and social responsibility, paying attention to the public problems of the country and actively solving problems as well as respecting different opinions and have the courage to accept the consequences of their actions

6. Cost-effectiveness. This includes management and use of limited resources in order to achieve the greatest benefit for the public by being economical, using things wisely, producing quality products and services that can compete in the world and maintain and improve natural resources sustainability.

Knowledge Sheet 5.2
Creative Media/Materials for Late Elementary Years

Creative Thinking

Creativity is the thought process of the brain which has the ability to think differently and differently from the original. The theory or principle can be applied carefully and accurately to the point of inventing and creating new things or new ideas. In addition to these creative characteristics, there is also the ability to look at creativity in many ways, which may be viewed in terms of thought processes rather than contents, thinking with the ability to use creative characteristics in broader dimensions, such as being creative in work, studying, or activities that require creativity, such as science experiments or sports that need to create a variety of unique games in order not to let the opponents know what the other is up to, etc. It can be said that these are the characteristics of academic creativity. However, various creative characteristics mentioned above are based on creativity that people can relate to and apply in their daily life as well, which the Basic Education Core Curriculum B.E. 2551 (2008) has set standards for the indicators of creativity in the learning area of Occupation and Technology in many aspects, saying that creativity should consist of three things:

1. New, original. It is an idea of thinking outside the box that no one has ever thought before, not copying anyone, not even their own original ideas.
2. Workable. It is an idea born of profound creativity and is beyond the use of only "fantasy", meaning that it can be developed into reality and utilized appropriately and can serve the purpose of thinking very well.
3. Being appropriate. It is an idea that reflects rationality, appropriateness and values under generally accepted standards.

Characteristics of Creativity

Creativity is a type of thinking called Divergent Thinking. It is multi-faceted thinking that is to think as much as you can think of. Therefore, it is a way of looking at a problem with a broader view as follows:

1. Originality. It means having new ideas that are different from ordinary people's thinking.
2. Flexibility. It is the ability to think of answers in many ways.
3. Fluency. It means being able to think of answers quickly, fluently and get the greatest number of answers in a limited time.
4. Elaboration. It means thinking in detail in order to expand or adjust the main idea to make it more meaningful.

Creative Media/Materials for Late Elementary Years

1. A Picture book or a picture story

A picture book or a picture story is a book that uses pictures to tell the story instead of the text. Therefore, it is a book with only pictures without writing, suitable for children who cannot read and write, but to prepare them for further reading and writing. Usually, picture books are often with drawings that reflect children's lifestyle and culture or are experience stories around the children. They are the stories that children like (there are about 4 - 6 drawings that can be separated into sheets) as shown in the pictures.



As for a presentation, students shall arrange the pictures according to the learning process and the topic. The whole group participates in explaining each picture in full according to the given topic.

2. A big book

A big book is a reading book that is as large as A3 size or larger. It is a story with large text and pictures that can be seen throughout the room. The story line is accompanied by colorful illustrations that are attractive to read in order to get children's attention and enable them to understand the story in the book.

Along with a more concise description, easy to understand the learning process. To make a big book, please can contact the project staff again.



Sub-Learning Unit 5.2 Preparing for a Presentation

3. A small book

A small book is a small size (A5) storybook with black and white pictures on each page accompanying with the text to help students understand the words and meanings of a story on that page. The pictures shown can tell the story like the text under the pictures. That is even if there is no written text under the pictures, students can guess from the pictures. A small book can be used for a group reading activity or a self-reading or reading alone as shown in the pictures.



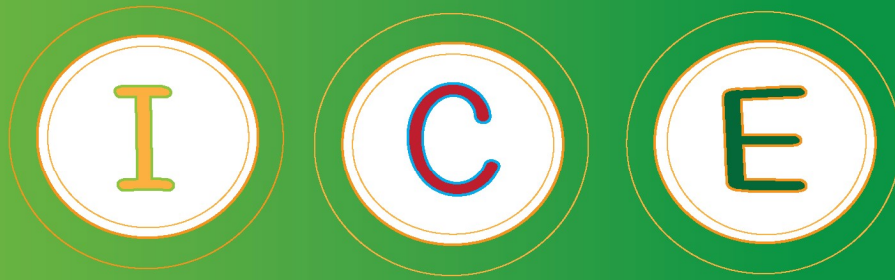
4. A big scene or cultural scene

A big scene or cultural scene is a large picture in which a picture describes the whole process within one picture. Most of the picture size used is 1 * 1 meter and the teacher asks students to describe and explain the details according to the process as shown in the picture.



*** Notes

If you have any questions for the preparation of various media, you can ask the project staff through the following contact channels: Tel. 093-1507294 and via the SEEDS project webpage for sustainable education development or the teacher's Line group.



Curriculum and Lesson plan

(Interculture Education: ICE)

Grade 6



Pestalozzi Children's Foundation

