

Curriculum and Lesson plan

Grade 7

Intercultural Education

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 in order 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 of peace and 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 in learning management suitable to learners’ environment in the future.

Production & Development Team

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Lesson Plan

Step I

Identity and belonging



Structure of Intercultural Learning Curriculum with KSA Pedagogy (For the Primary School Grade 7)

Level	Learning Unit	Concept	Indicators for Social Studies + Health Education	Indicators for ICE + Gender	Subunits	Hours	K	S	A
I	Identity and belonging	Identity related to one's own cultural identity and historical background starting at the individual, community, ethnicity, sexuality levels as well as culture of each school.	Social Studies 4.2, M.1/1 Explain social, economic and political developments of countries in Southeast Asia. Social Studies 4.2, M.1/2 Identify the importance of Southeast Asian civilization sites.	1. Explain the development of one's own cultural identity, historical background, and sexuality from past to present (the culture of each school). 2. Identify the importance of learning resources about one's own cultural identity and historical background (the culture of each school).	1. Cultural Identity Development. 2. Development of cultural identity, historical background, and sexuality. 3. Learning map	7	1. Students gain knowledge and an understanding of their own cultural identity, historical background, and sexuality from past to present. 2. Learning resources about one's own cultural identity and historical background.	1. Students can explain the development of one's own cultural identity, historical background, and sexuality from past to present (culture of each school). 2. Students can identify the importance of learning resources about their own cultural identity and historical background (the culture of each school).	1. Students take pride in their cultural identity and historical background. 2. Students are open to learn about themselves regarding sexuality.

Unit 1

Identity and Belonging



Indicators

7 hours

1. Explain the development of one's own cultural identity, historical background, and sexuality from past to present (the culture of each school).
2. Identify the importance of learning resources about one's own cultural identity and historical background (the culture of each school).

Concept

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

Contents

1. The development of one's own cultural identity, historical background, and sexuality.
2. Importance of learning resources about one's own cultural identity, and historical background (the culture of each school).

Intercultural competencies

1. Students gain knowledge and an understanding of their own cultural identity, historical background, and sexuality from past to present. (K)
2. Learning resources about one's own cultural identity and historical background. (K)
3. Students can explain the development of one's own cultural identity, historical background, and sexuality from past to present (the culture of each school). (S)
4. Students can identify the importance of learning resources about their own cultural identity and historical background (the culture of each school). (S)
5. Students take pride in their cultural identity and historical background. (A)
6. Students are open to learn about themselves regarding sexuality. (A)

Indicators:

2 hours

Explain the development of one's own cultural identity, historical background, and sexuality from past to present (the culture of each school).

Contents:

Development of one's own cultural identity, historical background, and sexuality.

Objectives:

1. To encourage students to review themselves at different times in their lives, including their personalities, characteristics, and opinions.
2. To learn and share cultural identity of oneself and others.

Lesson Planning:



Introduction (Magic Paper)

1. The teacher asks students to sit in a circle and distributes pencils and paper to everyone.
2. The teacher explains how to do this activity as follows:
 - 2.1 Ask everyone to introduce themselves with their Thai name and the one in their native language.
 - 2.2 Ask students to fold the paper into 4 parts, then write 1-4 on each part of the folded paper.
 - 2.3 The teacher asks students questions. For example, in the first part, write your friend's name in the class whom you think was the best dressed person 10 years ago. In the second part, write your friend's name whom you think was the best dressed person 5 years ago. In the third part, write your friend's name whom you think is the best dressed person now. In the fourth part, write your friend's name whom you think will be the best dressed person in the future.
3. Once all names are written down, let students ask their friends how they take care of themselves. Write them in the part with that person's name on, then pick one of their favorite numbers and discuss with their classmates.
4. The teacher explains to students by linking this activity to the learning unit, where the teacher can learn more about it in Knowledge Sheet 1.1 Cultural Identity Development. For example, this friend was a well-dressed person in the past, but after 5 years passed, the way this friend dresses have developed, showing changes during that time which is related to what we are going to study today.



Teaching

1. The teacher explains to students about self-identity that students will review themselves in the past.

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? When you were in P.1, what was the symbol or image that represent your self-identity? As time passed, when you were in P. 4, how were you? And when you are in M.1, what is the symbol or image that represent your self-identity? How have you been developed? 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 our 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. What was the symbol or image that represent your self-identity when you were in P.1? 2. When you were in P.4, what the symbol or image that represent your self-identity looked like? 3. When you are in M.1, what is the image that represent your self-identity? How has it been developed from the past?

6. The teacher asks students to pair up, share and discuss their self-review and drawing on the worksheet as follows: 1. What was the symbol that represent your self-identity when you were in P.1? How was it when you were in P.4? Now, you are in M.1, what is the image that represent your self-identity? How has it been developed?

7. The teacher observes student behavior individually using a behavior observation form.



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 of Cultural Identity Development, which is changing all the time as each person's needs are endless, depending on whether they change slowly or quickly and the factors involved. For example, when you were in P.1, the symbol that represents yourself is another one. When you were in P.4, the way you dress was another one. Now, you are in M.1, the way you dress is developed/changed. Based on reviewing oneself through a dream scene activity, it allows students to reflect on themselves in the past and know themselves better.

Materials:

- | | | | |
|---------------|-----------------|-------------|-----------------|
| 1. Paper pens | 2. Masking tape | 3. Scissors | 4. Colored pens |
| 5. Pencils | 6. Rope | | |

Learning materials:

Knowledge Sheet 1.1 Cultural Identity Development

Assignments:

Worksheet 1.1 A Dream Scene

Additional suggestions

The words used in a self-review activity shall not affect the mental state of students.

The statements/messages introducing to a review shall be suitable for students.

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 1.1 Dream Scene	Drawing a scene depicting cultural identity development.	1. Ask students to share & discuss their drawing of cultural identity development with their partner. 2. Assess & mark students' worksheets.	Worksheet 1.1	Criteria: - Draw a picture that conveys the meaning and fully explain the picture, scoring 3 points. - Draw a picture that conveys the meaning but partially explain the picture, scoring 2 points. - Draw a picture but does not convey the 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).

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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Position.....

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:

Student competencies:

Desirable characteristics:

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

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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Signature

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Position

Indicators

Explain the development of one's own cultural identity, historical background, and sexuality from past to present (the culture of each school).

3 hours

Contents

The development of one's own cultural identity, historical background, and sexuality.

Objectives:

1. To learn one's own historical background (yourself, family, community, ethnic groups and the culture of each school).
2. To learn one's own cultural identity development, historical background and sexuality from past to present.

Lesson Planning:



Introduction

1. The teacher distributes pictures, fruits, snacks and toys to students and let each of them tell others what they are given and how they are useful. What is the name in their native language and in the Thai language?
2. The teacher asks students to form a group according to the pictures, fruits, snacks, and toys received.
3. The teacher asks students in each group to sit in a circle. Then, ask each group to present how the items received are developed. Given fruit as an example; before it becomes a fruit, it has to be flowering, small fruiting, beginning to grow and then being fully grown. This corresponds to the content to be learned today: Cultural Identity Development.



Teaching

1. The teacher divides students into groups by letting them count 1-2-3 (If the number of students is small, put them in the same group), and ask those with same number counted sitting in the same group.
2. The teacher teaches students about historical background according to the culture selected by each school as shown in the following table:

Sub-Learning Unit 1.2

Cultural Development, Historical Background and Sexuality

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

Notes: Any school that already has a timeline, students should study and learn from that information. As for schools that do not have that information, they should learn from people in their community or the Internet.

3. The teacher provides materials to each group (felt-tip pens, flipchart paper, colored pens, masking tape). The teacher and knowledgeable persons or assistants give advice and facilitate each group.

4. The teacher explains to students the definition and importance of a timeline and give them an example.

5. The teacher asks each group to bring back a memory of the past events (According to the culture selected by each school). Then, ask students to think about the history of each culture selected. What were the events that happened? How were they developed? What were the positive and negative effects on the culture? What the past culture looked like? What does it look like today? If changed, when it changed. Who plays a role? What are the women's, men's and other genders' roles?

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? What were the effects on themselves, family, community and society?).

7. The teacher asks each group to send their representative to present the cultural identity development they have written with title, event name, year. How was it developed? What were the effects on the culture? What was the culture like in the past, and what about now? Who are actors? How do women, men and other genders get involved?

8. The teacher records student behavior individually using a behavior observation form.

9. After presenting the cultural identity development, the teacher asks students to draw a timeline presented on Worksheet 1.2 Cultural Identity Development Timeline.



Conclusion

The teacher summarizes the lesson on cultural identity development as follows:

1. A timeline is an activity that allows students to visualize the events occurred in relation to cultural identity development. The teacher gives students examples (the culture of each school) such as Hmong rice. In the past, villagers usually grew this rice in high ground with rotational farming system. As time passed, there is a law preventing villagers from expanding their farming area, so they grow rice in the plains repeatedly in the same place. However, nowadays, the way of growing rice by Hmong people has been changed, causing them to buy rice and make a learning plot for children to learn in schools. It can be seen that the current development of Hmong rice cultivation has changed due to many factors.

2. Benefits of understanding stories of cultural identity development of each area will allow students to understand and place importance to their own culture more.

Materials:

1. Flipchart paper/A4 paper
2. Masking tape
3. Colored pens/Marker pens

Learning materials:

Example of A Timeline

Assignments:

Worksheet 1.2 Cultural Identity Development Timeline

Additional suggestions

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1. Participation of everyone in the activities shall be taken into account.
2. 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 Cultural Identity Development Timeline	Answering questions	1. Ask students to share & discuss their written timeline. 2. Assess & mark students' worksheets.	Worksheet 1.2	Criteria: - 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. 2 points up considered as “passed” (The criteria are explained in the Behavior Observation Form)
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 √ 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 learner
(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:

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Recommendations:

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

Indicators

2 hours

Identify the importance of learning resources about one's own cultural identity and historical background (cultures).

Contents

Importance of learning resources about one's own cultural identity and historical background.

Objectives:

1. To learn about cultural identity existing in one's own community.
2. To learn about the importance of learning resources about one's own cultural identity (the culture of each school).

Lesson Planning:



Introduction

1. The teacher asks students to stand in a circle and give each student 1 sheet of A4 paper.
2. The teacher tells students to draw one important place in their community that they know.
3. The teacher asks students to share the important place that they have drawn on their own A4 paper with friends.
4. The teacher explains to students the important places that they have drawn are something valued by their community and has been passed down for generations to generations, and that is what they are going to learn today: Learning Maps. Students will draw a map and determine where their important places in the community that they have drawn are located.



Teaching

1. The teacher asks students to sit in a circle alternating male and female. Then, let students count 1-2-3 until all done. Students then go and sit in groups based on the number they count (1, 2 or 3).
2. The teacher explains to students about the learning activity using Knowledge Sheet 1.2 Importance and Benefits of Maps, including steps and methods of doing the activity.

3. The teacher distributes materials to all groups such as flipchart paper, scissors, marker pens, rulers, pencils, erasers, and coloring supplies e.g., colored pens, etc.

4. Let students help each other in drawing a map of a knowledgeable person starting with the direction of a village. Then, draw a road in the village and important places in the community such as a temple, church, school, community leader's house, learning center, etc. (a house of the knowledgeable person according to the culture of each school) with their name and surname, what is the knowledgeable person skilled at, male or female. Next, draw rivers, forests, farming areas respectively. Identify how important the cultural place is. Have everyone in each group to take part in doing this activity. After completing their drawing, let them help each other decorate their map as they like.

5. The teacher asks each group to send their group representative to draw lots. Whoever gets 1 shall start their presentation first. They need to include a group's name, village's name, learning resources, name of the place and how it is important, and details as drawn.

6. The teacher asks students to explore the real area in the community. If there is an error, they will have to correct it on the map that they have drawn immediately.

7. After completing exploring the place, the teacher asks students to sit in a semicircle, and create an atmosphere for learning exchange so that students can reflect on their own feelings using the following questions:

7.1 What have you learned from a map of knowledgeable person activity?

7.2 What are things that impress you?

7.3 How do you apply them to everyday life?

8. The teacher observes student behavior individually using a behavior observation form.

9. The teacher asks students to do an exercise on Worksheet 1.3 Learning Map. The teacher walks around and give students advice if needed.



Conclusion

A Learning Map activity allows students to practice drawing a map of their own community so that they learn what learning resources in their communities are and where they are. Who is a knowledgeable person? When students want to learn about their own culture, they can use the map they have drawn as a learning tool.

Sub-Learning Unit 1.3

Learning Map

Materials:

1. Flipchart paper
2. Marker pens
3. Masking tape
4. coloring supplies e.g., colored pens, etc.

Learning materials:

Knowledge Sheet 1.2 Importance and Benefits of Maps

Assignments:

Worksheet 1.3 Learning Map

Additional suggestions

1. Setting the direction of a map shall be in accordance with the reality.
2. Time spending in walking around and exploring a community should be taken into account.

Sub-Learning Unit 1.3

Learning Map

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 1.3 Learning Map	Drawings and explaining the drawings.	1. Ask students to write & draw a map 2. Assess & mark students' worksheets.	Worksheet 1.3	Criteria: - Draw a picture that conveys the meaning and fully explain the picture, scoring 3 points. - Draw a picture that conveys the meaning but partially explain the picture, scoring 2 points. - Draw a picture but does not convey the meaning and unable to explain the picture, scoring 1 point. (2 points up considered as "passed")
Observe each student's behaviors	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 √ 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:**

Student competencies:

Desirable characteristics:

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

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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Signature.....

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Position.....

knowledge sheet

Step I

Identity and belonging



Knowledge Sheet 1.1 Cultural Identity Development

Cultural identity is always changing because human needs are infinite. However, changes will be fast or slow depending on factors involved such as people's education levels in society, communication, creativity, adaptation, etc.

Mostly, changes in cultural identity are due to human needs for a better life. Consequences of those changes can be summarized as follows:

Causes of Cultural Changes

1. As there is the need to enhance and develop cultural identity and society to thrive, new cultures are created and adapted to suit today's society causing a change in cultural identity such as dress.



Traditional dress



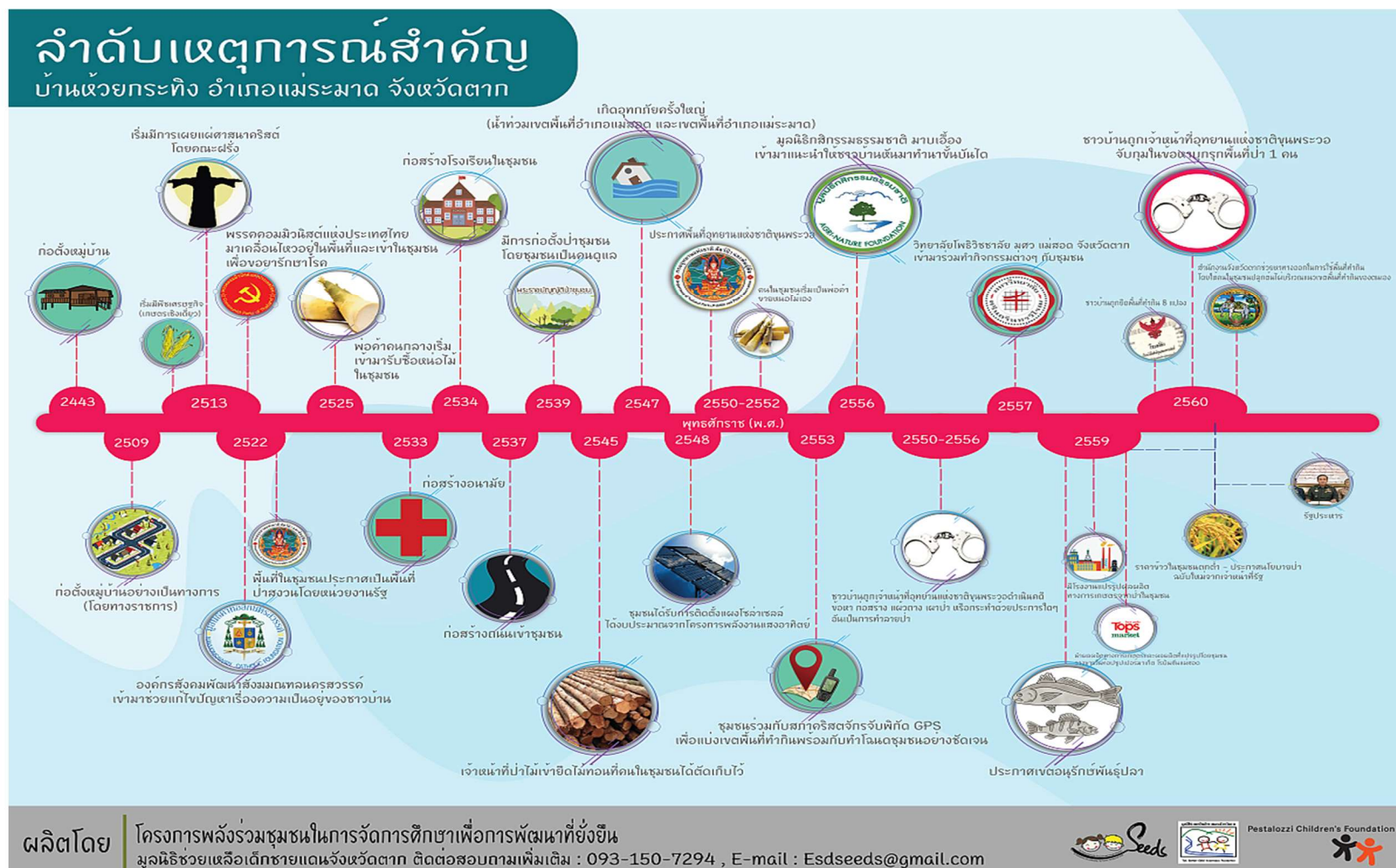
Modern dress

2. Changes in nature such as weather conditions, drought, floods, extreme hot or cold, and soil degradation. Such changes have led to new inventions to control the changes, such as building dams to prevent floods but destroying forests and wildlife instead.



Changes in Nature

Example of A Timeline



Knowledge Sheet 1.2 Importance and Benefits of Maps

A map is a tool to help in operations or various human activities. People have known how to use a map since ancient times. The benefits of maps in those days are to show routes, residence and food sources. Geographically, a map is considered as a geographic information center and important to economic, social and political benefits.

The benefit of a knowledgeable person map is that it arouses students' interest and leads to better understand the lessons. A map is used as a source of information on general context of the community and as a tool that gives an overview of knowledgeable people's houses in the community.



Example of A Community



Lesson Plan

Step I-You

Similarities and differences



Structure of Intercultural Learning Curriculum with KSA Pedagogy (For the Primary School Grade 7)

Level	Learning Unit	Concept	Indicators for Social Studies + Health Education	Indicators for ICE + Gender	Subunits	Hours	K	S	A
I- YOU	Similarities and Differences	Similarities and differences in cultural diversity can convey self-identity & learn to understand and respect other people's identity.	Social Studies 4.1, M.1/3 Discuss about cultural values that are the factors in building good relationships or leading to misunderstandings each other. Health Education 2.1, M.1/1 Explain how to adjust to physical, mental, emotional, and sexual changes appropriately.	1. Explain the factors and development of prejudice against individuals and cultures. 2. Identify the effects of prejudice against individuals, cultures, and genders with examples. 3. Give an example of communication that leads to prejudice against individuals and cultures.	1. Development of prejudice against individuals and cultures. 2. Effects of prejudice against individuals, cultures, and genders. 3. Communication that leads to prejudice against individuals and cultures. 4. Cultural similarities and differences.	6	1. Students gain knowledge and an understanding of prejudice against individuals and cultures. 2. Types/forms of communication that lead to prejudice against individuals and cultures.	1. Students can explain and talk about factors and development of prejudice against individuals and cultures. 2. Students can identify the effects of prejudice against individuals, cultures, and genders with examples. 3. Students can give an example of communication that leads to prejudice against individuals and cultures.	Students take pride in their own identity and cultural diversity and are open to listening to others.



Indicators

6 hours

1. Explain the factors and development of prejudice against individuals and cultures.
2. Identify the effects of prejudice against individuals, cultures, and genders with examples.
3. Give an example of communication that leads to prejudice against individuals and cultures.

Concept

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

Contents

1. Factors and development of prejudice against individuals and cultures.
2. Effects of prejudice against individuals, culture, and gender with some examples.
3. Communication that leads to prejudice against individuals and cultures.

Intercultural competencies

1. Students gain knowledge and an understanding of prejudice against individuals and cultures. (k)
2. Types/forms of communication that lead to prejudice against individuals and cultures. (k)
3. Students can explain and talk about factors and development of prejudice against individuals and cultures. (S)
4. Students can identify the effects of prejudice against individuals, cultures and genders with examples. (S)
5. Students can give an example of communication that leads to prejudice against individuals and cultures. (S)
6. Students take pride in their own identity and cultural diversity and are open to listening to others. (A)

Sub-Learning Unit 2.1

Development of Prejudice Against Individuals and Cultures

Indicators

2 hours

Explain the factors and development of prejudice against individuals and cultures.

Contents

Factors and development of prejudice against individuals and cultures.

Objectives:

1. To understand similarities and differences of each individual.
2. To learn about the factors and development of prejudice against individuals and cultures.

Lesson Planning:



Introduction (10 minutes)

1. The teacher asks students to draw lots (colors) to form a group. Students who get the same color are in the same group.
2. The teacher let students choose which group they want to be a person with no hands, a person with no legs, a blind person, or a perfect person.
3. The teacher has four groups stand in columns, facing each other in four corners. Then, the teacher puts balls in the middle.
4. All four groups must pick the balls up. They must act according to their role given. Give them 2 minutes. Any group that is able to most pick the balls will win. Keep doing this until all four roles have been played by all groups.
5. The teacher summarizes the activity linking to the factors and development of prejudice against individuals and cultures by asking students; 'How do you feel after doing the activity? When your friends get to play their role, how do you view your friends? Do you have any prejudice against them or not? (This roleplaying is one of the contributing factors to have prejudice against individuals and cultures). We will learn about this today.



Teaching (40 minutes)

1. The teacher has students sit in a circle as divided. Then, the teacher explains the steps of learning and the contents to be learned using Knowledge Sheet 2.1 Development of Prejudice Against Individuals and Cultures. Then, the teacher creates learning atmosphere by playing fun music along.
2. Students shall group themselves according to the teacher's instructions as follows:

Sub-Learning Unit 2.1

Development of Prejudice Against Individuals and Cultures

No.	Questions
1	Do you think a person who wears glasses is a bright student? Yes, No, etc.
2	Do you think a late sleeper is a lazy person? Yes, No, etc.
3	Do you think a person who re-wears a school uniform again and again to school must be lazy to do their laundry? Yes, No, etc.
4	Do you think a person who does not dress neatly is a bad person? Yes, No, etc.
5	Do you think a person who has a school packed lunch must be poor? Yes, No, etc.
6	Do you think a neat man must be gay? Yes, No, etc.
7	Do you think ethnic groups are people who cause deforestation? Yes, No, etc.
8	Do you think students who sit in the back of the class are not good at studying? Yes, No, etc.
9	Do you think people who dresses in their tribal costumes are rural people? Yes, No, etc.
10	Do you think that a tattooed person was a prisoner? Yes, No, etc.

3. Once students' groups are formed, the teacher asks students why do they think so? How can we prevent prejudice? The teacher will randomly ask 1-2 groups for each question as appropriate. Once randomly asking questions is done, the teacher can start the next questions. (Do this for all the questions)

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

4.1 How do you feel after doing this activity?

4.2 Based on what you have learned from the activity, how will it be useful for you?

4.3 What do you understand about the development of prejudice against individuals and cultures?

Try to involve all students in the activity without forcing them. (The teacher asks students to stand in a circle, then let them count numbers, but for the number 3, 7 and 9, they must clap their hands. Any student who makes a mistake has to do a presentation.)

5. The teacher observes student behavior individually using a behavior observation form.

6. The teacher gives students Worksheet 2.1 Development of Prejudice Against Individuals and 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 development of prejudice against individuals and cultures.

1. The Development of Prejudice Against Individuals and Cultures activity allows students to see how social behaviors are similar and different in their daily lives that will lead to social and cultural prejudice. The teacher gives an example of a person who repeatedly wears school uniforms. Some people may see this person is lazy to do the laundry. However, in reality, it might not be what they thought. It might be because that person has only one set of school uniforms, so they have to wear it again and again.

2. The benefits of understanding about the development of prejudice against individuals and cultures help students gain more knowledge and understanding of prejudice and become aware of it.

Materials & Equipment:

Music

Learning materials:

Knowledge Sheet 2.1 Development of Prejudice Against Individuals and Cultures

Assignments:

Worksheet 2.1 Development of Prejudice Against Individuals and Cultures

Additional suggestions

Sensitive words shall be avoided when giving instructions.

Sub-Learning Unit 2.1 Development of Prejudice Against Individuals and Cultures

Measurement and Evaluation

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

Sub-Learning Unit 2.1 Development of Prejudice Against Individuals and 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

Notes after teaching
Knowledge:

Student competencies:

Desirable characteristics:

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

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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

Sub-Learning Unit 2.2

Effects of Prejudice Against Individuals, Cultures and Genders

Indicators

Identify the effects of prejudice against individuals, cultures, and genders with examples.

2 hours

Contents

Effects of prejudice against individuals, cultures, and genders with examples.

Objectives:

1. To know reasons for differences in everyday life.
2. To understand and be able to live with different people.
3. To understand the effects of prejudice against individuals, cultures, and genders.

Lesson Planning:



Introduction

1. The teacher divides students into teams of 5-10 students and distributes A4 paper to each group.
2. Next, ask students to hug each other's necks. Each team must stand on a small sheet of A4 paper only, no body parts touching the outside area of the paper.
3. A4 paper will get smaller and smaller in each round. The team must help each other to stay on the A4 paper. The last team that survives this game will win.
4. The teacher summarizes the activity leading into the lesson on the effects of prejudice against individuals, cultures and genders using Knowledge Sheet 2.2 Effects of Prejudice Against Individuals, Cultures and Genders. The teacher asks students, 'How do you feel after doing this activity? What do you see from the activity? If we have prejudice, it will result in our group to lose. This corresponds to the content that we will study today.'



Teaching

1. The teacher divides students into groups by letting them count 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.

Sub-Learning Unit 2.2

Effects of Prejudice Against Individuals, Cultures and Genders

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, the players have to follow what have been written. 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 has to 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 between each ethnic groups? Based on the activity, how are your ethnicity and gender similar to and different from others'? Do you think prejudice can occur? If so, what will be the effects of it? So, how can we prevent it?

6. The teacher records student behavior using a behavior observation form.

7. The teacher gives students Worksheet 2.2 Effects of Prejudice Against Individuals, Cultures and Genders, and then explains how to do it. During the exercise, the teacher walks around and gives students advice when they are in doubt.



Conclusion

1. The teacher summarizes the learning process on the effects of prejudice against individuals, cultures and genders as follows: Snakes and Ladders Game (Ethnic groups in Tak Province) is an activity that enables students to see cultural diversity in Tak and is also as a medium for students to learn about ethnocentrism, meaning people who realize and understand their own culture and think that their culture is the best. This is in contrast to ethnorelativism, which refers to people who think that their own culture is good but open up themselves to learn other cultures. If you are ethnocentric and think that your own culture is the best and view others' as inferior to yours, this can lead to prejudice against individuals and cultures.

2. Benefits of understanding the effects of prejudice enable students to raise their awareness about prejudice and understand their friends more.

Sub-Learning Unit 2.2

Effects of Prejudice Against Individuals, Cultures and Genders

Learning materials:

1. Knowledge Sheet 2.2 Effects of Prejudice Against Individuals, Cultures and Genders.
2. Snakes and Ladders Game Sheet (Ethnic groups in Tak Province).

Assignments:

Worksheet 2.2 Effects of Prejudice Against Individuals, Cultures and Genders

Additional suggestions

1. Questions should be appropriate to the contexts of students.
2. Questions for discussions should not be sensitive to students' feelings.

Sub-Learning Unit 2.2

Effects of Prejudice Against Individuals, Cultures and Genders

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 2.2 Effects of Prejudice Against Individuals, Cultures and Genders	Answering questions	Ask students to write the similarities and differences in multi-cultures.	Worksheet 2.2	Criteria: - 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 Observation Form	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

Sub-Learning Unit 2.2

Effects of Prejudice Against Individuals, Cultures and Genders

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

Notes after teaching
Knowledge:

Student competencies:

Desirable characteristics:

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

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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

Sub-Learning Unit 2.3

Communication Leading to Prejudice Against Individuals and Cultures

Indicators

2 hours

Give an example of communication that leads to prejudice against individuals and cultures.

Contents

Communication that leads to prejudice against individuals and cultures.

Objectives:

1. Students can practice being a good speaker and listener.
2. Communication that leads to prejudice against individuals and cultures.

Lesson Planning:



Introduction

1. The teacher divides students into groups of 4-5 students, depending on the number of students, and asks them to stand in columns.
2. The teacher asks everyone in groups to face the tail of the line. The head of the line is assigned to make gestures according to what is being told.
3. The head nudges the next player to turn around and teach the second player the gestures.
4. The second player will then nudge the next player to turn around and make what gestures he/she wants. Do this until the tail of the line.
5. The last player runs out to the front of the line and says the word received from the gestures made. Any group can get words correctly or closest to is considered to be the winner.
6. The teacher summarizes the introduction activity leading into the lesson by asking students; 'How do you feel after doing the activity? What do you see? What communication skills do you think they are used in the activity? (Let students answer). This corresponds to the content that we will learn today: Communication that leads to prejudice against individuals and cultures. If we do not have good communication skills, it can lead to prejudice against individuals and cultures.'



Teaching

1. The teacher asks students to sit in groups as divided. (Sit in a circle facing each other)
2. The teacher explains how communication can lead to prejudice using Knowledge Sheet 2.3 Communication that Leads to Prejudice.

3. The teacher distributes flipchart paper and marker pens to students of each group.

4. The teacher asks students in each group to write types/forms of communication that they know, how many of them, and how they can lead to prejudice.

5. The teacher has each group present the types/forms of communication written. (Demonstrate with examples of gestures or body language creatively)

6. The teacher asks students to share their feelings and what they have learned from the activity using the following questions:

6.1 How do you feel after doing the activity?

6.2 What have you learned from the activity?

6.3 How does good communication benefit yourself and others?

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

8. The teacher gives students Worksheet 2.3 Communication that Leads to Prejudice. During the exercise, the teacher walks around and gives students advice when they are in doubt.

9. 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 learning process on communication that leads to prejudice against individuals and cultures as follows:

1. Communication Leading to Prejudice Activity enable students to see types/forms of communication that lead to prejudice. The teacher gives students an example (Stories in the community presented by students), and based on that, students learn about advantages and disadvantages of communication. If we do not communicate well, it will lead to prejudice.

2. Benefits of understanding about communication that leads to prejudice will enable students to understand and beware of potentially prejudiced communication.

Materials & Equipment:

1. Flipchart paper

2. Marker pens

Learning materials:

Knowledge Sheet 2.3 Types/Forms of communication

Assignments:

Worksheet 2.3 Communication that Leads to Prejudice Against Individuals and Cultures

Sub-Learning Unit 2.3

Communication Leading to Prejudice Against Individuals and Cultures

Measurement and Evaluation

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

Sub-Learning Unit 2.3

Communication Leading to Prejudice Against Individuals and 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 2.3

Communication Leading to Prejudice Against Individuals and Cultures

Notes after teaching
Knowledge:

Student competencies:

Desirable characteristics:

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

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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Sub-Learning Unit 2.4

Cultural Similarities and Differences

Indicators

1 hour

Explain the factors and development of prejudice against individuals and cultures.

Contents:

Factors and development of prejudice against individuals and cultures.

Objectives:

1. To learn cultural similarities and differences.
2. To learn the factors and development of prejudice against individuals and cultures.

Lesson Planning:



Introduction

1. The 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. Next, the teacher asks each student to pick one cultural picture, and then ask them the following questions:

2.1 What is this picture?

2.2 Based on the picture that you get; do you have it in your culture? If so, how is it similar to or different from yours?

2.3 What are the values of the culture in the picture?

2.4 If we do not understand the similarities and differences, how this will lead to prejudice?

3. The teacher explains to students how this activity link to cultural similarities and differences that they will learn today.



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, and then explain to students about similarities and differences using Knowledge Sheet 2.4 Ethnic Similarities and Differences.

3. The teacher gives each group a problem to think and write about the similarities and differences of the cultures 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)	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	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	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	1. Materials & equipment 2. Background music 3. choreography 4. Costumes 5. When to perform
Ruam Thai Phatthana School 3	Hmong rice	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	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	1. Materials & equipment 2. Costumes 3. Choreography 4. Background music 5. When to perform
Ban Tham Sua Border Patrol Police School	Wisdom Room	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

4. The teacher asks students to send their group representative to present cultural similarities and differences on how they are similar to and different from other areas and what the factors leading to prejudice against individuals and cultures are.

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 student behavior individually 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 process of learning cultural similarities and differences that enables students to understand the similarities and differences of their own cultures and other cultures. The teacher gives an example (vegetables) that each area has different patterns of seed sorting, taking care of, harvesting or storing methods. If students do not understand the similarities and differences and think that their own culture is the best and see others' as bad, this can lead to prejudice against individuals and cultures.

Sub-Learning Unit 2.4

Cultural Similarities and Differences

Equipment & Materials:

1. Flipchart paper
2. Masking tape
3. Marker pens

Learning materials:

Knowledge Sheet 2.4 Ethnic 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. Ask students to share & discuss their answers with friends. 2. Assess & mark students' worksheets.	Worksheet 2.4	Criteria: - 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 Observation 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 ✓ 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:

Student competencies:

Desirable characteristics:

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

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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knowledge sheet

Step I-You

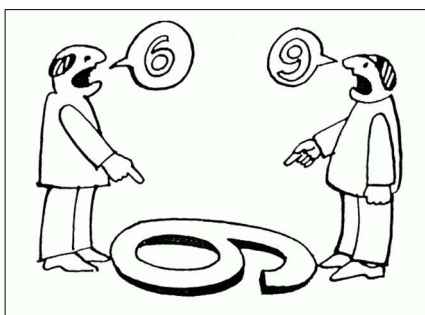
Similarities and differences



Knowledge Sheet 2.1

Development of Prejudice Against Individuals and Cultures

3 Stages in the Development of Prejudice Against Individuals and Cultures



1. Characterization or make it "Visible"
(For example, notice if someone is "smart" or not).

2. Creating incorrect generalization on an entire group's members (Stereotype and prejudice) based on what is visible. We make a conclusion about that person and stereotypes all members of the group (all of them).



3. Behave towards members of a particular group using general view (discrimination).

Knowledge Sheet 2.2 Effects of Prejudice Against Individuals, Cultures and Genders

Effects of Prejudice



1. People are not being themselves a lack morality in life, which will be detrimental living together.

2. Society becomes injustice, resulting in that society is only suffering, causing broken families, children receive unequal love or teachers love their students unequally because of the lack of justice. Superiors are not respected by their subordinates according to the lack of justice.



3. Causing problems in a country; people protest against the ruler of the country which may become violent to the point of a coup or overthrow.



Knowledge Sheet 2.3

Communication Leading to Prejudice

Communication that leads to prejudice comes in a variety of direct, indirect, and online formats. Today's online communication has a very high impact due to the nature of medium that spreads quickly and widely, in which every user involves in sharing it. Anonymity of users, the lack of scrutiny of the information content before being sent and shared has led to the use of online media as a tool for exploitation as well as to create hatred.

Hate speech, not only words but also all forms of communication, whether it is text, images, videos or any media that has a provocative content causing prejudice, creating hatred, causing disharmony, insulting a person or groups of people with specific characteristics such as ethnicity, color, disability, gender, or groups of people with different opinions such as politics or religions.

Hate Speech is clearly targeted at individuals or groups who want to create hate, to separate society, remove some people from society or to discriminate against the target audience with unlimited forms of communication that not only use profanity, scolds, insults, may also intentionally mislead others and induce them to hate a person or group of people they are targeting. There is also degradation of human dignity and worth, creating a feeling of separation and excluded from the society that they are living in, negative stereotypes, intimidating and encouraging violence against the target group, online bullying (Cyberbullying), social stratification or choosing sides. These can create disharmony in society.

It is important to be open to differences, whether they are physical, mental, or thoughts, to reduce prejudice. No one is the same, not even twin brothers or sisters. This is to reduce hateful communication, promote creative communication for living together peacefully in a diverse society.

Knowledge Sheet 2.4

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. At present, 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.

Lesson Plan Step You

Human rights and responsibilities



Structure of Intercultural Learning Curriculum with KSA Pedagogy (For the Primary School Grade 7)

Level	Learning Unit	Concept	Indicators for Social Studies + Health Education	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, M.1/1 Follow the laws that protect individual rights. Social Studies 4.1, M.1/2 Identify one's own ability to contribute to society and the nation. Social Studies 4.1, M.1/4 Demonstrate respect for the rights and freedoms of oneself and others.	Analyze the fundamental rights that all human beings are entitled to in accordance with human rights and gender equality. 2. Analyze one's own potential (knowledge, ability, aptitude according to sexuality) in working with others. (Based on the culture of each school) 3. Demonstrate respect for the rights and freedoms of oneself and others.	1. Analysis of fundamental human rights. 2. Analyze your potential. 3. Respect the rights and freedoms of yourself and others.	7	1. Students gain knowledge and an understanding of fundamental human rights and gender equality. 2. Analyze your potential.	1. Students can analyze the fundamental rights that all human beings are entitled to in accordance with human rights and gender equality. 2. Students are able to analyze their own potential (knowledge, ability, aptitude according to sexuality) in working with others. (Based on the culture of each school) 3. Students can show respect for the rights and freedoms of themselves and others.	1. Students are confident in campaigning to protecting their rights as good citizens in a democratic way.

Unit 3

Human Rights and Responsibilities



Indicators

7 hours

1. Analyze the fundamental rights that all human beings are entitled to in accordance with human rights and gender equality.
2. Analyze one's own potential (knowledge, ability, aptitude according to sexuality) in working with others. (Based on the culture of each school)
3. Demonstrate respect for the rights and freedoms of oneself and others.

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 fundamental human rights and gender equality and analyze one's own potential.
2. Students can analyze the fundamental rights that all human beings are entitled to in accordance with human rights and gender equality and analyze their own potential (knowledge, ability, aptitude according to sexuality) in working with others (Based on the culture of each school) and show respect for the rights and freedoms of themselves and others.
3. Students are confident in campaigning to protecting their rights as good citizens in a democratic way.

Sub-Learning Unit 3.1

Analysis of Fundamental Human Rights

Indicators

2 hours

Analyze the fundamental rights that all human beings are entitled to in accordance with human rights and gender equality.

Contents

Students gain knowledge and an understanding of fundamental human rights and gender equality through the culture of each school.

Objectives:

To learn and understand the fundamental human rights and gender equality.

Lesson Planning:



Introduction

1. The teacher asks students to stand together in groups in front of the class where the teacher will ask questions and then let students decide to stand in the area that matches their thoughts and feelings and who they are, using the following questions:

- 1.1 Do you think that all human beings must be equal? Equal, not equal, etc.
- 1.2 Do you think whose duty of elections is? Everyone, someone, not a duty.
- 1.3 Who is responsible for determining your career? Myself, employers, government, etc.
- 1.4 How many days a week do you think we should study? Every day, 5 days, 3 days, etc.
- 1.5 Whose responsibility to choose a place to study? School director, teachers, students, parents.
- 1.6 Have you ever learned your native language or not? Yes, no.
- 1.7 How often do you participate in cultural rituals in the community? Often, sometimes, never.
- 1.8 Are you involved in the election for the class leader? Yes, no.
- 1.9 As for what you would like to do or to be, who chooses it for you? Myself, parents, teachers.
- 1.10 Do you think that men can weave or not? Yes, they can; No, they should not weave; or it's not men's duty.

2. The teacher asks students one question at a time and asks them to choose where to stand one question at a time. After they make a decision to stand at a certain spot, the teacher randomly asks students to explain their reasons for choosing where to stand without judging whether they are right or wrong. Try not to ask the same person and have all students to answer.



Teaching

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 5 aspects: civil rights, political rights, economic rights, social rights and cultural rights.

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 be involved and 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.

4. The teacher then randomly asks students to pick the Knowledge Card 3.1 Human Rights Principles as grouped and read it to their friends who are forbidden to write it down on paper.

5. The teacher asks students to sit in a semicircle and creates an atmosphere for learning exchange on human rights principles.

5.1 Your feeling. What have you learned?

5.2 What have you learned about human rights from yourself and others?

5.3 Guidelines to apply and adapt them to yourself and society.

5.4 What rights have you already had and what rights you haven't had?

6. Then the teacher asks students to do an exercise on Worksheet 3.1 Human Rights Principles. It is about writing a description of the pictures given.



Conclusion

1. There are 5 aspects of human rights. How each of them is important? Why do we need civil rights, political rights, economic rights, social rights, and cultural rights? If our bodies or minds and our culture are violated, what will be the effects of that?

2. If these rights are missing, whose duty to fulfill them, teachers, parents, or students through campaigning?

Sub-Learning Unit 3.1

Analysis of Fundamental Human Rights

3. The rights of men's and women's role and equality.

Conversation questions:

1. Which of the 5 human rights principles you think is the most important?
2. According to learning on the selected culture (The culture of each school e.g., music, basketry, weaving, plays, local plants/vegetables), which aspect of the human rights principles is that?
3. What kind of speech would hurt or violate the rights of others?
4. Whose rights to choose our own gender or identity is?

Learning materials & equipment:

1. A4 paper
2. Pens/pencils
3. Questions/issues that need to be observed
4. Knowledge Card 3.1 Human Rights Principles

Assignments:

Worksheet 3.1 Human Rights Principles

Additional suggestions

1. Game rules should be explained clearly. Don't make fun of their friends.
2. Time management.
3. Facilitate all students to participate in discussions.
4. Understanding of languages

Sub-Learning Unit 3.1 Analysis of Fundamental Human Rights

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 3.1 Human Rights Principles	Answering questions	1.Explain the worksheet. 2. Assess & mark students' worksheets.	Worksheet 3.1	<ul style="list-style-type: none"> - Students can write a description of the pictures corresponding to the human rights principles, scoring 3 points. - Students can write a description of the pictures partially corresponding to the human rights principles, scoring 2 points. - Students can write a description of the pictures but the human rights principles are incorrect, 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"

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

Notes after teaching
Knowledge:

Student competencies:

Desirable characteristics:

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

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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

Indicators

2 hours

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

Students analyze their own potential in working according to their abilities, aptitudes, ideas and working with others.

Objectives:

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

Sub-Learning Unit 3.2

Analyzing Your Potential

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>



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

Assignments:

Worksheet 3.2 Your Potential

Additional suggestions

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

Sub-Learning Unit 3.2 Analyzing Your Potential

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 3.2 Your Potential	From learning activities	1. Ask students to explain about their aptitudes in the worksheet. 2. Assess & mark students' worksheets.	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"

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

Notes after teaching
Knowledge:

Student competencies:

Desirable characteristics:

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

Problems/Obstacles:

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Solutions:

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Recommendations:

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Signature.....

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Position.....

Sub-Learning Unit 3.3

Respecting the Rights and Freedoms of Yourself and Others'

Indicators:

3 hours

Students show their respect for the rights and freedoms of themselves and others.

Contents:

Students are confident in campaigning to protecting their rights as good citizens in a democratic way.

Objectives:

1. To learn and understand about diversity.
2. To learn and respect the rights and freedoms of oneself and others.

Lesson Planning:



Introduction

1. The teacher distributes 1 sheet of paper, coloring supplies and 1 pen to each student, and asks them to write their name on the upper right-hand corner of the paper.
2. Then, ask students to pair up with their friends and exchange their paper with each other, and then draw each other's face shape.
3. After finish drawing each other's face shape, each student gets their paper back. Then, the teacher asks students to find a new partner. Then, each of them draws the other's hair type, hair color and hairstyle.
4. Keep changing partners and draw according to what is told until everyone gets a complete picture of their own face (eyes, eyebrows, nose, ears, lips, skin colors and other distinctive features).

Discussion questions:

1. When you draw a picture of each friend; Do they have the same hair type? Does everyone have the same face shape? how are we different?
2. What if everyone in the world had the same face shape? Is it possible or not? How?
3. When your friends draw you; did it come out like what you imagined or not? How are they different? Why are they not the same?
4. Besides faces or perspectives of seeing each other's face, what are the differences between each of us?

Sub-Learning Unit 3.3

Respecting the Rights and Freedoms of Yourself and Others'



Teaching

1. The teacher asks students to get into group as appropriate by using a coin collecting game. Girls are worth 1 baht. Boys are worth 2 baht. The values of coins may be swapped for equality between girls and boys.

2. The teacher has students sum up the amount of money that the teacher set for them to form a group. There must be both boys and girls who are planners, team builders, practitioners, and recreationalists in the group.

3. Once a group is formed, 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.

4. Students present their work plan with the role of each group member and other groups give feedbacks/suggestions to them if any part of the plan needs to be adjusted or added.

5. 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.



Conclusion

1. The teacher summarizes the lesson that each of us has different points of view. Even though we see the same thing, our feeling, or touching, or understanding is different.

2. Our identity and that of others are different. We have different thoughts, beliefs, and dreams. If we accept differences and respect the differences as an individual matter, we will not feel angry or feel bad about that person.

3. To live and work together, we need to respect each other, perform each person's duties to the fullest extent, help each other without discriminating in terms of appearance, age, gender because everyone has different aptitudes.

Sub-Learning Unit 3.3

Respecting the Rights and Freedoms of Yourself and Others'

Assignments:

An action plan and learning the culture chosen by the school.

Materials & Equipment:

1. Paper
2. Pens
3. Coloring supplies

Additional suggestions

1. Make an effort to have all groups to include both girls and boys to achieve equal learning in the classroom or the culture.
- 2 . The teacher shall explain to students that it is all about respecting the rights of others and not making fun of each other.
3. Be careful of your friends teasing each other. Let's draw out what they really see and feel at the time.

Sub-Learning Unit 3.3 Respecting the Rights and Freedoms of Yourself and Others'

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
An action plan and learning the culture chosen by the school.	Answering questions	1. Ask students to draw a picture and write a description of their roles in participating in the activity. 2. Assess & mark students' assignments	An action plan and learning the culture chosen 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 are able to present it in front of the class, scoring 3 points. - Students can describe their duties and what they do in the activity, scoring 2 points. - Students are involved in thinking about activities or plans, 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 Respecting the Rights and Freedoms of Yourself and Others'

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 3.3

Respecting the Rights and Freedoms of Yourself and Others'

Notes after teaching
Knowledge:

Student competencies:

Desirable characteristics:

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

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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Position.....

knowledge sheet

Step You

**Human rights
and responsibilities**



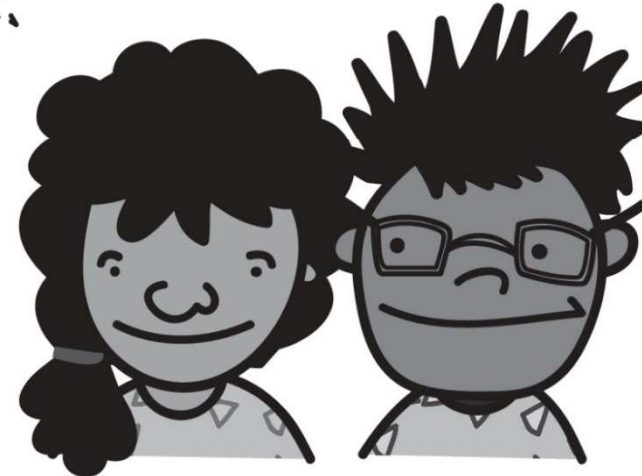
Knowledge Sheet 3.1 Human Rights Principles



I have the right to....
live a full life, survive
and grow up healthy.

**I have the
responsibility to...**

help make sure people in need
also enjoy this right.



Adapted from:

Article 6: Live a full life.

United Nations Convention on the Rights of the Child

Sub-Learning Unit 3.1

Analysis of Fundamental Human Rights



I have the right to....

survive and develop
through access to good
health care, nutritious
food and clean water.

**I have the
responsibility to...**
help realise these rights for others.

Adapted from:

Article 6: Live a full life.

Article 24: The best health and medical care possible,
and information to help you stay healthy.

United Nations Convention on the Rights of the Child



- **I have the right to....**
an education that respects and develops my personality and abilities. It should help me learn to live peacefully, protect the environment and respect other people.



**I have the
responsibility to...**

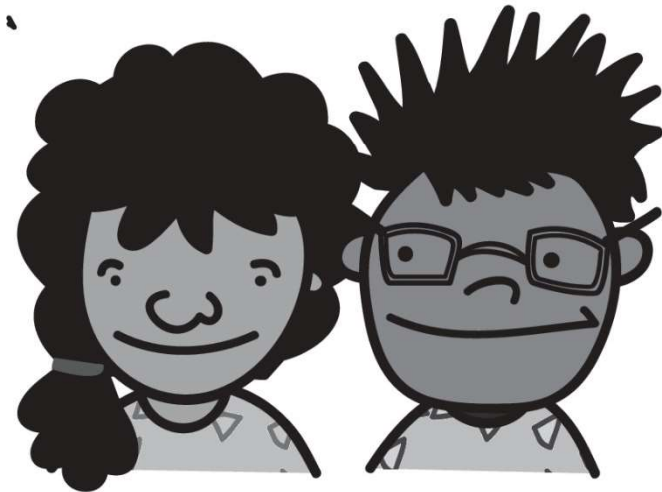
attend school and reach the highest
education I can and respect the
abilities of others.

Adapted from:

Article 28: An education.

Article 29: An education that develops your personality and abilities, and encourages you to respect other people and cultures and the environment.

United Nations Convention on the Rights of the Child



- **I have the right to....**
think and believe what I like
and use the language and
customs of my family.



**I have the
responsibility to...**

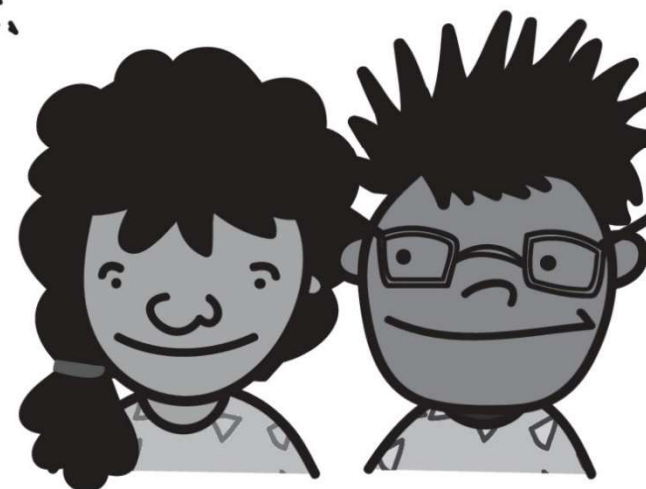
respect other people's language,
culture and beliefs.

Adapted from:

Article 14: Think and believe whatever you want to
and practise any religion, with guidance from your parent/s.

Article 30: Enjoy your own culture, religion and language,
even if these are not the same as most people in your country.

United Nations Convention on the Rights of the Child



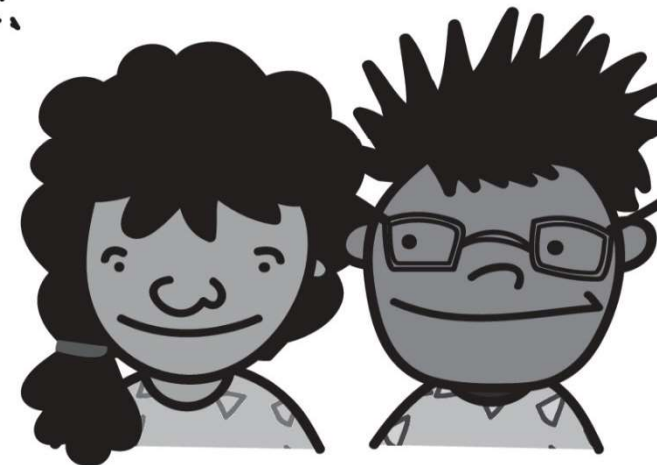
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I have the right to....

know and grow up with the
support of my family, if possible.

**I have the
responsibility to...**
support and care for my family.



Adapted from:

Article 9: Not be separated from your parent/s, unless it is for your own good.

Article 18: Be brought up by your parents, if possible.

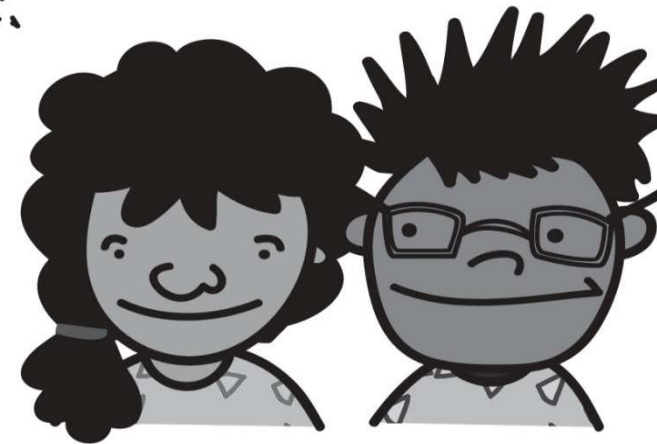
United Nations Convention on the Rights of the Child

- **I have the right to....**
a name and nationality.



**I have the
responsibility to...**

respect others' names and nationalities.



Adapted from:

Article 7: Have a name and a nationality.

United Nations Convention on the Rights of the Child

- **I have the right to....**
be treated equally and know my worth.



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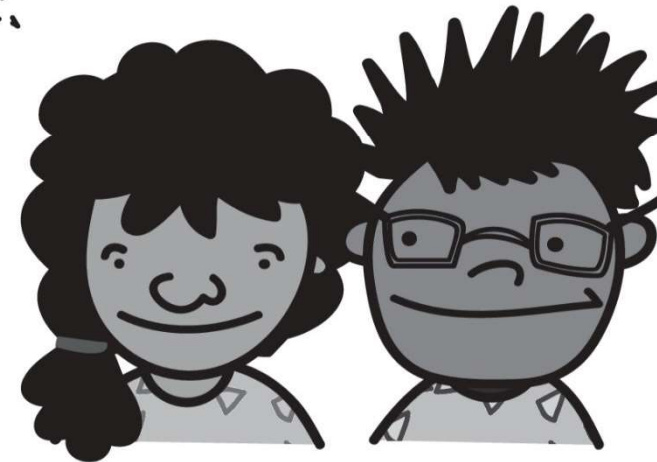
I have the right to....

a birth certificate (or an official record) of who I am and nobody can take it away from me.



**I have the
responsibility to...**

work with my family to look after
the record and produce it when needed.



Adapted from:

Article 8: An official identity.

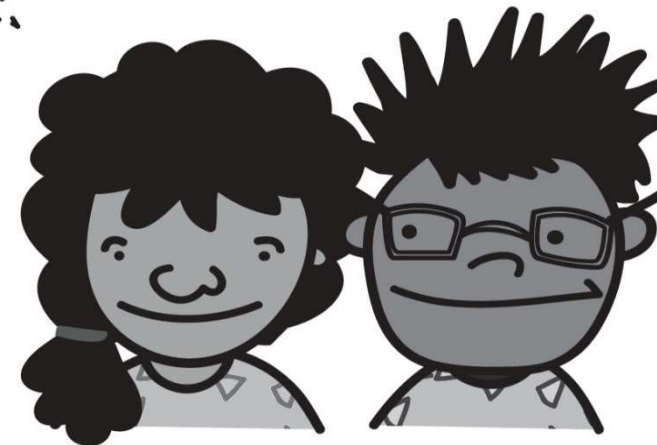
United Nations Convention on the Rights of the Child

- **I have the right to....**
be protected from cruelty and neglect
and to be treated with respect.



**I have the
responsibility to...**

treat everyone with respect
and not bully or harm others.



Adapted from:

Article 37: Not to be punished in a cruel or hurtful way.

United Nations Convention on the Rights of the Child

Sub-Learning Unit 3.1

Analysis of Fundamental Human Rights

- **I have the right to....**
find out things and share what I think with others, by talking, drawing, writing or in any other way.



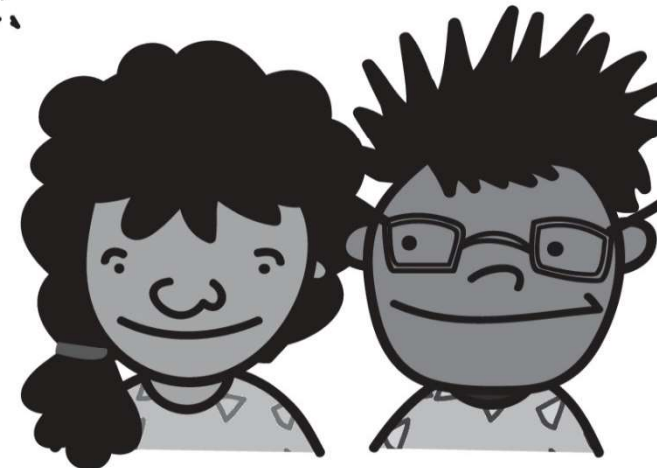
**I have the
responsibility to...**

listen when others share and
not harm others in my actions

Adapted from:

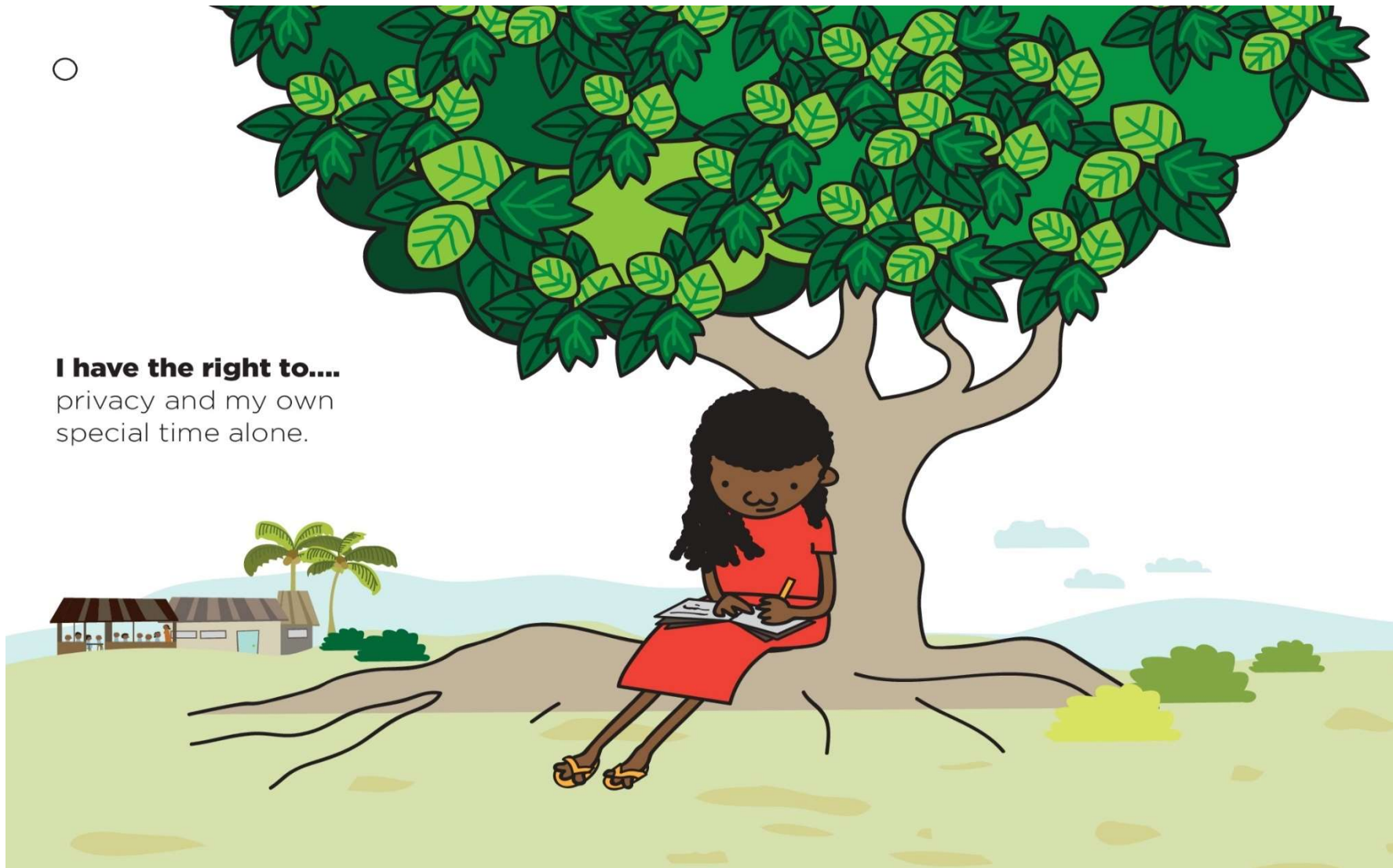
Article 13: Find out information and express what you think through speaking, writing and art, unless this denies other people their rights.

United Nations Convention on the Rights of the Child



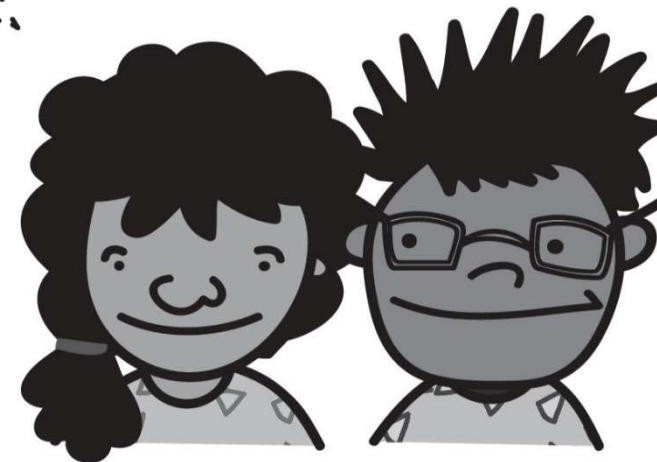
○

I have the right to....
privacy and my own
special time alone.



**I have the
responsibility to...**

respect when others would like
some time alone or privacy.



Adapted from:

Article 16: Have your privacy and family respected.

United Nations Convention on the Rights of the Child

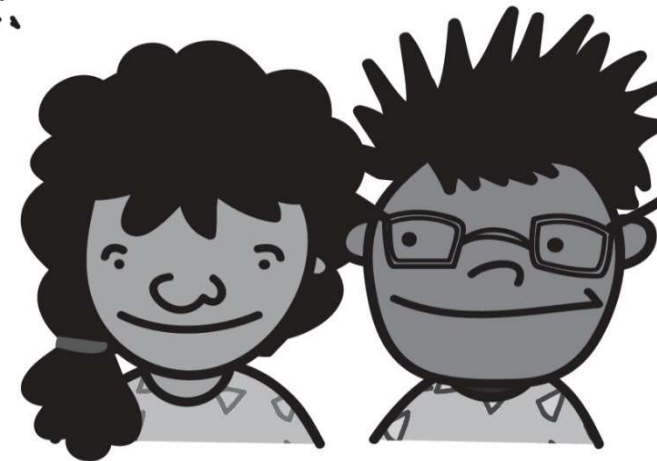


I have the right to....

protection from work that harms me, and is bad for my health and education. If I work, I have the right to be safe and paid fairly.

**I have the
responsibility to...**

support my family and school
and help with tasks.



Adapted from:

Article 32: Be protected from work that harms your health or education.

United Nations Convention on the Rights of the Child

**I have the
responsibility to...**

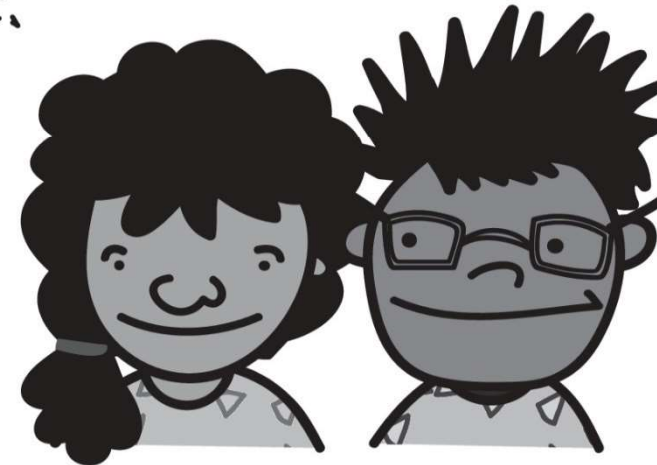
treat others with respect and do
my best to help others who need
special support.

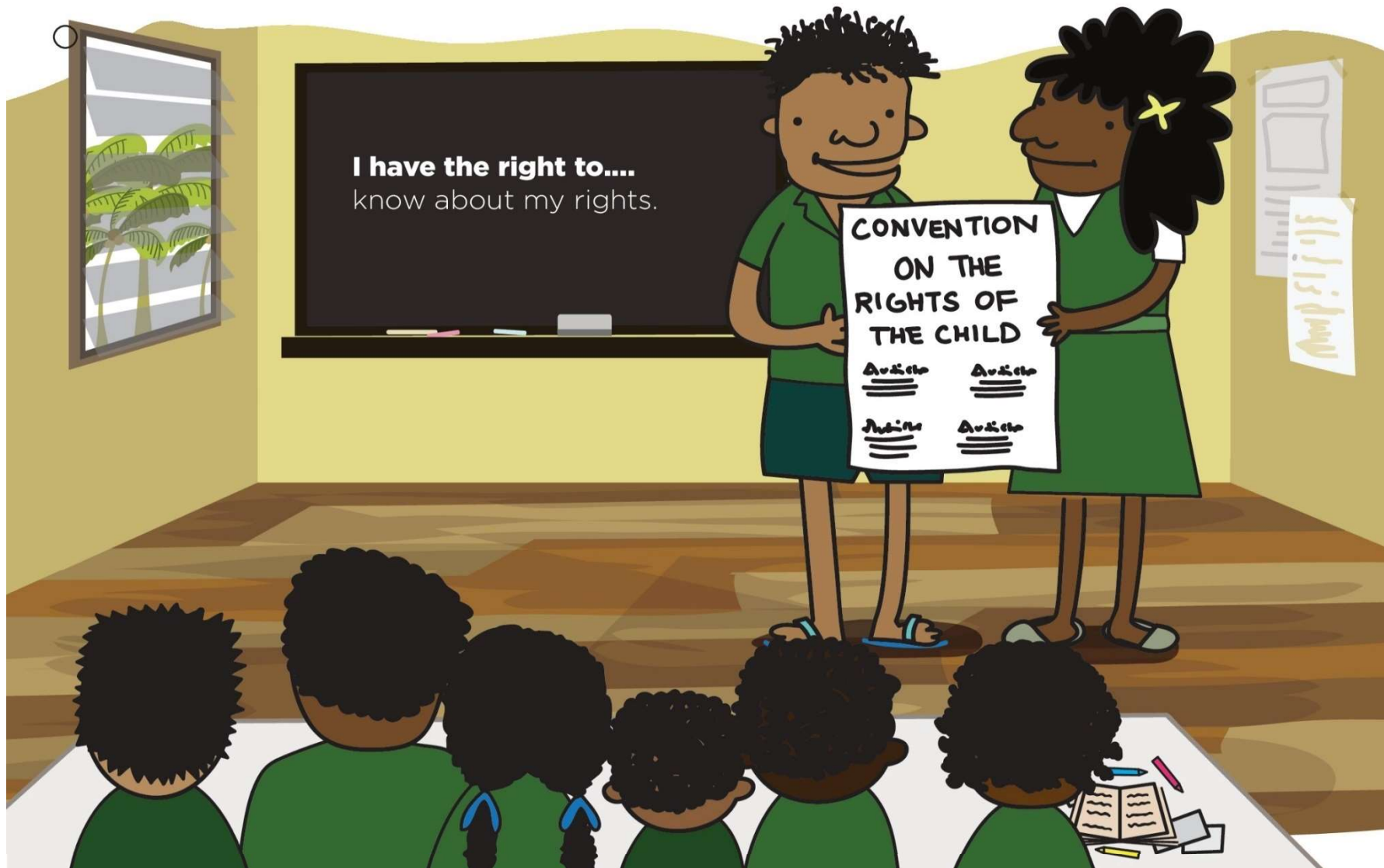
Adapted from:

Article 2: Be treated fairly no matter who you are, where you are from,
what language you speak, what you believe or where you live.

Article 23: Access to education and any support you may need if you have a disability.

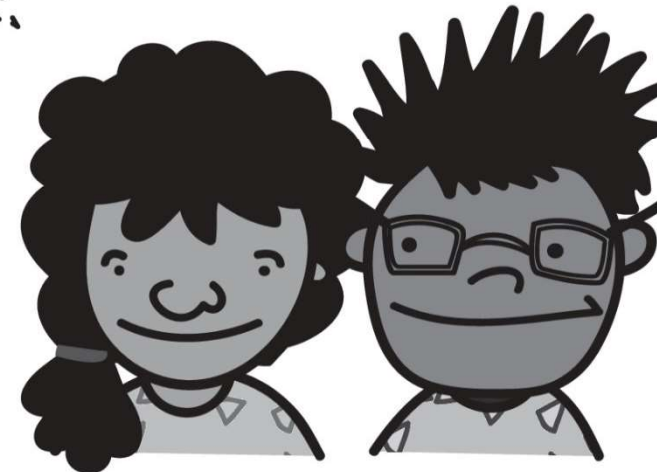
United Nations Convention on the Rights of the Child





**I have the
responsibility to...**

know and exercise the responsibilities
that go with having rights and to share
my knowledge with friends and family.



Adapted from:

Article 42: ALL children and adults should know and learn about these rights.

United Nations Convention on the Rights of the Child

- **Adults should....**
work towards
what is best for
each child.



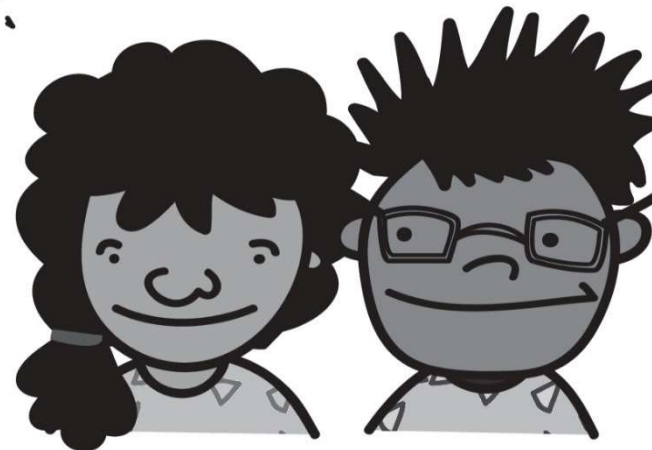
**I have the
responsibility to...**

respect adults and work with them to do
what is best for my care and protection.

Adapted from:

Article 42: ALL children and adults should know and learn about these rights.

United Nations Convention on the Rights of the Child





I have the right to....

relax, play and meet with
other groups of children as
long as this does not harm
others or stop others from
enjoying their rights.



**I have the
responsibility to...**

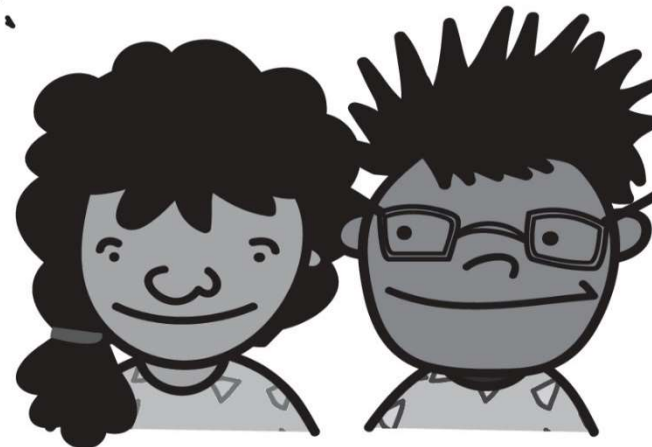
let all children join in and be treated
equally. I can still choose my own friends!

Adapted from:

Article 15: Be with friends and join or set up clubs,
unless this denies other people their rights.

Article 31: Rest, play and relax.

United Nations Convention on the Rights of the Child



○



I have the right to....

feel safe, live in a safe environment and be protected from neglect and abuse.

**I have the
responsibility to...**

help others feel safe and protected.

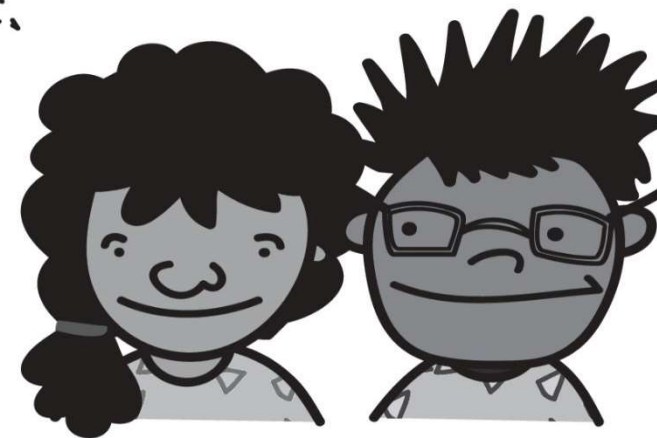
Adapted from:

Article 19: Be protected from being hurt or badly treated in any way.

Article 27: A basic standard of living: food, clothing and a safe place to live.

Article 34: Be protected from sexual abuse.

United Nations Convention on the Rights of the Child



Sub-Learning Unit 3.1

Analysis of Fundamental Human Rights



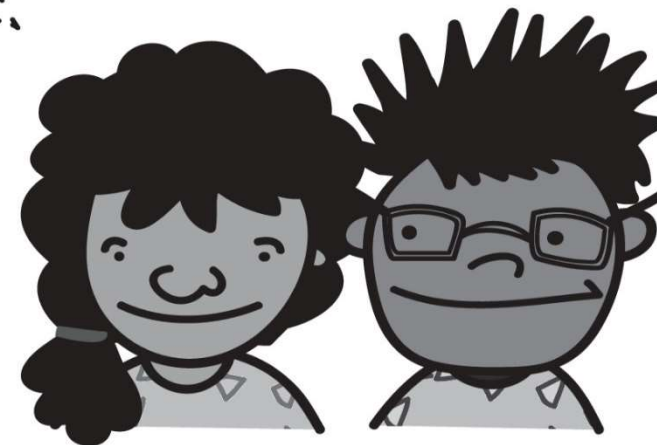
I have the right to....

have an opinion and for adults to listen and take it seriously.



**I have the
responsibility to...**

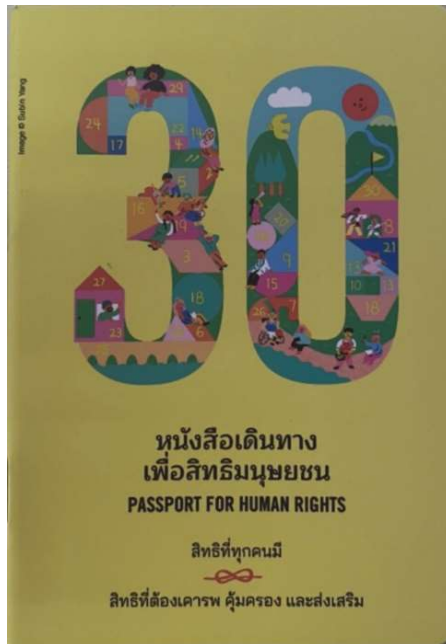
listen to others and respect their opinions.



Adapted from:

Article 12: Have your own opinion, which is listened to and taken seriously.

United Nations Convention on the Rights of the Child



คุณค่าสากลแห่งสิทธิมนุษยชน
[Core Values]

1

การไม่เลือกปฏิบัติ
Non-discrimination

การไม่เลือกปฏิบัติคือ การที่ทุกคนมีสิทธิและเสรีภาพเท่าเทียมกันไม่ว่าจะมีความแตกต่างด้านเชื้อชาติ สีผิว เพศ ภาษา ศาสนา ความเชื่อทางการเมือง สถานภาพทางก่เกิด หรือสถานภาพอื่นๆ ดังนั้นแล้ว การเลือกปฏิบัติที่แตกต่างกับการกีดกัน การแบ่งแยก หรือ ความลำเอียงและอคติเพียงเพราะคนๆ นั้นมีพื้นฐานมาจากเรื่อง เพศ ผิว เชื้อชาติ ภาษา ศาสนา ความเชื่อทางการเมือง หรือความคิดเห็นอื่น ๆ สัญชาติ หรือ ที่มาในสังคม ความยากดีมีจน สถานะของแหล่งกำเนิด หรือสถานะอื่น ๆ จึงนำไปสู่การละเมิดสิทธิมนุษยชนได้ เราอาจไม่ต้องเห็นด้วยกับทุกความคิดเห็น แต่เราให้เกียรติ (respect) ความคิดเห็นหรือความเชื่อที่ไม่เหมือนเรา และยอมรับได้ว่าคนในสังคมล้วนมีความแตกต่างหลากหลาย (diversity)

ตัวอย่างสถานการณ์ละเมิดสิทธิ

1

มีตาและครอบครัวต้องลี้ภัยมาอยู่ประเทศไทย เพราะเกิดสงครามกลางเมืองในประเทศของเธอ

ประเภทของสิทธิ

1

สิทธิพลเมือง
Civil Rights

ได้แก่ สิทธิในชีวิตและร่างกาย เสรีภาพ และความมั่นคงในชีวิต ไม่ถูกทรมาน ไม่ถูกทำร้ายหรือฆ่า สิทธิในกระบวนการยุติธรรม ได้แก่ สิทธิในความเสมอภาคต่อหน้ากฎหมาย สิทธิที่จะได้รับการปกป้องจากการจับกุมหรือคุมขังโดยมิชอบ สิทธิที่จะได้รับการพิจารณาคดีในศาลอย่างยุติธรรมโดยผู้พิพากษาที่มีอิสระ สิทธิในการได้รับสัญชาติ เสรีภาพของศาสนิกชนในการเชื่อถือและปฏิบัติตามความเชื่อ

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 learning possible to the fullest extent of that person's ability, and it is also any cognitive abilities 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.

Lesson Plan

Step You-We

Discrimination
and equality



Structure of Intercultural Learning Curriculum with KSA Pedagogy (For the Primary School Grade 7)

Level	Learning Unit	Concept	Indicators for Social Studies + Health Education	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, colour, physical appearance and economic status.		1. Clearly present the experiences and effects of prejudice and stigma by others with examples. 2. Clearly present the experiences and effects of prejudice and stigma against others (Gender) with examples. 3. Work with others based on equity and equality.	1. Effects of Prejudice and Stigma Against You & Effects of Your Prejudice and Stigma Against Others (Gender): Putting Yourself In Someone Else's Shoes 2. Thinking Systems and Sources of Attitudes: Memoirs CD Print 3. Working with others based on equity and equality: Doing it with our own two hands.	10	1. Students gain knowledge and an understanding of the effects of prejudice and stigma by others. 2. Students gain knowledge and an understanding of the effects of prejudice and stigma against others (Gender). 3. Students gain knowledge and an understanding of the process of working with others.	1. Students are skilled at clearly presenting the experiences and effects of prejudice and stigma by others with examples. 2. Students are skilled at clearly presenting the experiences and effects of prejudice and stigma against others (Gender) with examples. 3. Students can work with others based on equity and equality in terms of religion, gender, age, colour, physical appearance and economic status.	Students take pride in their roles and responsibilities given and are willing to work as part of the society to their best.



Indicators

10 hours

1. Clearly present the experiences and effects of prejudice and stigma by others with examples.
2. Clearly present the experiences and effects of prejudice and stigma against others (Gender) with examples.
3. Work with others based on equity and equality.

Concept

The effects of discrimination and seeking guidelines for working 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 and stigma by others and the effects of prejudice and stigma against others (Gender).

Intercultural competencies

1. Students gain knowledge and an understanding of the effects of prejudice and stigma by others.
2. Students gain knowledge and an understanding of the effects of prejudice and stigma against others (Gender).
3. Students gain knowledge and an understanding of the process of working with others.
4. Students are skilled at clearly presenting the experiences and effects of prejudice and stigma by others with examples.
5. Students are skilled at clearly presenting the experiences and effects of prejudice and stigma against others (Gender) with examples.
6. Students can work with others based on equity and equality in terms of religion, gender, age, colour, physical appearance and economic status.
7. Students take pride in their roles and responsibilities given and are willing to work as part of the society to their best.

Sub-Learning Unit 4.1

Effects of Prejudice and Stigma Against You & Effects of Your Prejudice and Stigma Against Others (Gender): Putting Yourself In Someone Else's Shoes

Indicators:

1 hour

1. Clearly present the experiences and effects of prejudice and stigma by others with examples.
2. Clearly present the experiences and effects of prejudice and stigma against others (Gender) with examples.

Contents:

The effects of prejudice and stigma by others and the effects of prejudice and stigma against others (Gender).

Objectives:

1. To learn and understand about the effects of prejudice and stigma by others and the effects of prejudice and stigma against others (Gender).
2. To gain awareness of reducing prejudice and stigma in working with others.

Lesson Planning:



Introduction

1. The teacher divides students into 2 groups equally and asks them to compete each other by asking questions about 2 bottles of water. The teacher can use a picture of water bottles or asks students to observe the water bottles in the classroom, and then asks the students to make questions out of the 2 bottles of water. 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 effects of prejudice and stigma by others and the effect of prejudice and stigma against others (Gender) through Putting Yourself In Someone Else's Shoes Activity."



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 word down without letting other students see it.

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 4.1. The Paper That Expresses Feelings stick on their back.

Sub-Learning Unit 4.1

Effects of Prejudice and Stigma Against You & Effects of Your Prejudice and Stigma Against Others (Gender): Putting Yourself In Someone Else's Shoes

3. The teacher gives students 5 minutes to walk and greet each other acting according to the written word without saying the word 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?)



Conclusion

1. The teacher asks students if in real life they have ever said, acted, or discriminated against someone differently because of their skin color, race, religion, belief, gender, values, or social status. What are the causes and how do they affect themselves and 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 and stigma, affecting both the ones who hold prejudice and stigma against others and the ones who are treated with that. The teacher then describes the effects of prejudice and stigma by others and the effects of prejudice and stigma against others (Gender) at the end of the activity. For further explanation, see Knowledge Sheet 4.1, Prejudice and Stigma.

Sub-Learning Unit 4.1

Effects of Prejudice and Stigma Against You & Effects of Your Prejudice and Stigma Against Others (Gender): Putting Yourself In Someone Else's Shoes

Materials & Equipment:

1. A4 Paper
2. Masking tape
3. Pencils or pens

Learning materials:

Knowledge Sheet 4.1 Prejudice and Stigma

Assignments:

Worksheet 4.1. 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 4.1

Effects of Prejudice and Stigma Against You & Effects of Your Prejudice and Stigma Against Others (Gender): Putting Yourself In Someone Else's Shoes

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 4.1 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 4.1

Effects of Prejudice and Stigma Against You & Effects of Your Prejudice and Stigma Against Others (Gender): 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)		
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Signature.....Evaluator

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

Scoring criteria are shown in the attached table.

Evaluation criteria for 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

Effects of Prejudice and Stigma Against You & Effects of Your Prejudice and Stigma Against Others (Gender): 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	<ul style="list-style-type: none">- Interested in learning.- Do not talk or play with others while studying.	<ul style="list-style-type: none">- Interested in learning.- Talk with others a little bit while studying.	<ul style="list-style-type: none">- Interested in learning.- Occasionally talk and play with others while studying.	<ul style="list-style-type: none">- 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

Effects of Prejudice and Stigma Against You & Effects of Your Prejudice and Stigma Against Others (Gender): Putting Yourself In Someone Else's Shoes

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

Effects of Prejudice and Stigma Against You & Effects of Your Prejudice and Stigma Against Others (Gender): Putting Yourself In Someone Else's Shoes

Problems/Obstacles:

.....

.....

.....

.....

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Solutions:

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.....

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.....

.....

Opinions of the School Principal or a person in charge:

.....

.....

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.....

.....

Recommendations:

.....

.....

.....

.....

.....

Signature.....

(.....)

Position.....

Indicators:

1 hour

1. Clearly present the experiences and effects of prejudice and stigma by others with examples.
2. Clearly present the experiences and effects of prejudice and stigma against others (Gender) with examples.
3. Work with others based on equity and equality.

Contents:

Being aware of thinking systems and sources of attitudes that lead to prejudice and stigma & attitude adjustment for working with others based on equity and equality.

Objectives:

1. To be aware and understand thinking systems and sources of attitudes.
2. To be aware and understand attitude adjustment

Lesson Planning:



Introduction

1. The teacher divides students into 2 groups equally and asks them to compete each other. What comes to your mind when you see a circle? Give students 5 minutes to answer this question. The group with the greatest number of answers made and correctly written is considered the winner. This is for students to practice thinking fast.

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 thinking systems and sources of attitudes CD Print Activity."



Teaching

1. Students pair up and sit facing each other. Let them choose who will be the first to ask.

2. Students will start asking questions with simple things such as Woman – Man, movie stars, where respondents will answer their first thoughts about it and then switch roles, such as A: Man, and B: Strong, A: Man, and B: Player. Then, the questions asked will require higher level of thinking, such as tribes, Chinese-China, etc.

3. The teacher asks students to talk about one thing that they hate the most but share with their partner 5 advantages of what they hate.

Sub-Learning Unit 4.2

Thinking Systems and Sources of Attitudes: Memoirs CD Print

4. The teacher asks students to discuss the following questions: How do you feel that you have to answer the questions requiring ideas/thoughts and experiences you have seen? Do you observe yourself and your partner on how many answers are positive and negative attitudes? Which one is greater? Why? What are the causes of these attitudes?

5. After the discussion is done, the teacher asks students to record their new memories about ways of living together in peace on CD Print without prejudice and stigma according to their own ideas for 5 items: 1 item for 1 circle in Worksheet 4.2 “My CD Plan”

6. The teacher asks each student to present their Worksheet 4.2 “My CD Plan” in front of the class.



Conclusion

The teacher summarizes the activity to have students understand the thinking systems and the sources of attitudes that will lead to prejudice and stigma against others in terms of race, religion, gender, age, skin color, physical appearance and economic status.

What shapes our thinking systems, and the sources of our attitudes comes from cultivating the information we receive from hearsay, news, TV, etc. and experiences, which are repetitive actions. Reinforcement of hearing, reading, experiencing and seeing through perceptions, beliefs, and attitudes then lead to prejudice and stigma, resulting in discrimination and ultimately violence. CD Print is an activity that helps students understand their own thinking system. Why do we always have prejudice and stigma towards ourselves? CD cannot erase the data on the disc but can insert new data. The same as our life, it cannot delete the information that is in our thinking system immediately, but we can add new feelings, memories, and positive attitudes in our thinking system. These 5 things we record in CD Print will lead to living together in peace without prejudice and stigma.

Materials & Equipment:

1. A4 Paper
2. Pens

Assignments:

Worksheet 4.2 “My CD Plan”

Additional suggestions

The questions asked should not hurt students' partners 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.

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 4.2 “My CD Plan”	The data saved to a CD Print	Assess and mark students’ worksheets based on the data saved in a CD Print. It shall be positive attitudes that lead to living together in peace without prejudice and stigma.	Worksheet 4.2	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”

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. 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.

Notes after teaching
Knowledge:

Student competencies:

Desirable characteristics:

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

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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Signature.....
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Sub-Learning Unit 4.3

Working with Others on Equity and Equality: Doing it with Our Own Two Hands

Indicators:

8 hours

1. Clearly present the experiences and effects of prejudice and stigma by others with examples.
2. Clearly present the experiences and effects of prejudice and stigma against others (Gender) with examples.
3. Work with others based on equity and equality.

Contents:

Presenting the effects of prejudice and stigma by others and the effects of prejudice and stigma against others (Gender) & 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.

Objectives:

1. To develop presentation skills in presenting the experiences and effects of prejudice and stigma by others with examples clearly.
2. To develop presentation skills in presenting the experiences and effects of prejudice and stigma against others (Gender) with examples clearly.
3. To seek ways to work with others based on equity and equality in terms of race, religion, gender, age, skin colour, physical appearance and economic status.
4. Students take pride in their roles and responsibilities given and are willing to work as part of the society to their best.

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.

Sub-Learning Unit 4.3

Working with Others on Equity and Equality: Doing it with Our Own Two Hands

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 and stigma occur during the activity or not and what the effects of that towards yourself and others are. Then write them down on Knowledge Sheet 4.4 Detective Conan’s Mission.”

Sub-Learning Unit 4.3

Working with Others on Equity and Equality: Doing it with Our Own Two Hands



Teaching

1. Learning and Hands-on Activities according to the culture chosen by each school. The details are in the following table:

1. 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>1. Complete the Detective Conan Worksheet on prejudice and stigma.</p> <p>2. Check the vegetable plots and explain.</p> <p>3. Self-Observation Form.</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> <p>Note: After students have planted their vegetables, the teacher will evaluate the vegetable plots.</p>	
A Summary of the You-We step	1	The teacher summarizes the activities associated with the ICE content of each grade level.	

2. Rope dance

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 (Rope dance/Singing & Background music for rope dance). 2. 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).	1. Complete the Detective Conan Worksheet on prejudice and stigma. 2. Self-Observation Form.
Writing an outline	1	1. Each group writes a work plan (Learning objectives/Steps of learning/Materials & Equipment/Assigning roles and responsibilities) down on the flipchart paper. 2. Present their work plan in front of the class.	
Taking actions	5	1. Take an active role on the chosen topic. 1.1 Rope dance 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 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	The teacher summarizes the activities associated with the ICE content of each grade level.	

Sub-Learning Unit 4.3

Working with Others on Equity and Equality: Doing it with Our Own Two Hands

3. Hmong rice

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 (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). 2. Students get into groups according to their aptitudes, preferences and interests and choose a topic for learning.	1. Complete the Detective Conan Worksheet on prejudice and stigma. 2. Self-Observation Form.
Writing an outline	1	1. Each group writes a work plan (Learning objectives/Steps of learning/Materials & Equipment/Assigning roles and responsibilities) down on the flipchart paper. 2. Present their work plan in front of the class.	
Taking actions	5	1. Creative rice processing: 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. 2. After finishing hands-on activities according to the selected topic, the teacher assigns them to make a picture book of the process of Hmong rice, where the teacher explains the process of making a picture book to students. The teacher can get more information from the Knowledge Sheet 4.2 How to Make a Picture Book.	
A Summary of the You-We step	1	The teacher summarizes the activities associated with the ICE content of each grade level.	

Sub-Learning Unit 4.3

Working with Others on Equity and Equality: Doing it with Our Own Two Hands

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

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 (Don dance, bamboo dance and Hip-Hop dance) 2. Students get into groups according to their aptitudes, preferences and interests and choose a topic for learning.	1. Complete the Detective Conan Worksheet on prejudice and stigma. 2. Self-Observation Form.
Writing an outline	1	1. Each group writes a work plan (Learning objectives/Steps of learning/Materials & Equipment/Assigning roles and responsibilities) down on the flipchart paper. 2. Present their work plan in front of the class.	
Taking actions	5	1. Don dance: 1.1 Learn about the elements and materials & equipment for Don dance such as number of dancers, background music, musical instruments and costumes. 1.2 Learn basic dance moves, rhythms, songs and background music for Don dance. 1.3 Practice basic Don dance. 2 Bamboo dance: 2.1 Learn about the elements and materials & equipment for bamboo dance such as number of dancers, background music, musical instruments and costumes. 2.2 Learn basic bamboo dance moves, rhythm of bamboo tapping and background music for bamboo dance. 2.3 Practice basic bamboo dance. 3.Hip-Hop dance: 3.1 Learn about the elements and materials & equipment for Hip-Hop dance such as number of dancers and background music. 3.2 Learn the basic Hip-Hop moves with background music. 3.3 Practice basic Hip-Hop dance.	
A Summary of the You-We step	1	The teacher summarizes the activities associated with the ICE content of each grade level.	

Sub-Learning Unit 4.3

Working with Others on Equity and Equality: 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 asks students to observe themselves and friends in their group to see if prejudice and stigma occur or not and what are the effects of prejudice and stigma towards them and others, and then write them down on Knowledge Sheet 4.3 Detective Conan's Mission. The teacher summarizes the activities at the end of every class e.g., what students have learned this week, 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

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 prejudice and stigma occur in your group or not, and what are the effects of prejudice and stigma by others and the effects of prejudice and stigma against others (Gender)?"
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 effects of prejudice and stigma by others and the effects of prejudice and stigma against others (Gender) and working with others without prejudice and stigma based on equity and equality in terms of race, religion, gender, age, skin color, physical and economic status.
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 and stigma 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 on Equity and Equality: Doing it with Our Own Two Hands

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.

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.)
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.)
Observe each student behavior in group working by the teacher.	Behaviors of each student in group working during the activities.	Observe each student behavior in group working.	Behavior Observation Form	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form on Group Working.)

Sub-Learning Unit 4.3

Working with Others on Equity and Equality: Doing it with Our Own Two Hands

Behavior Evaluation Form in groups (1st)

Instructions: The teacher evaluates the vegetable plots of each group with the details as follows: Group.....2-4 vegetables are.....

1..... No.....Grade.....
 2..... No.....Grade.....
 3..... No.....Grade.....
 4..... No.....Grade.....
 5..... No.....Grade.....

No.	Details	Score Level		
		3	2	1
1.	Selecting good seeds that are suitable for planting.			
2.	Choosing planting area.			
3.	Designing vegetable plots creatively.			
4.	Starting the vegetable plot as designed.			
5.	Planting quality.			
6.	Explaining the process of growing vegetables.			

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Selecting good seeds that are suitable for planting.	Good quality seeds suitable for planting.	Some good quality seeds.	Not good quality seeds.
2.	Choosing planting area.	The area is suitable for planting according to each type of vegetable.	The area is suitable for growing some vegetables.	The area is not suitable for growing vegetables.
3.	Designing vegetable plots creatively.	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
4.	Starting the vegetable plot as designed.	Starting the vegetable plot as designed.	Starting the vegetable plot as designed partially.	Cannot start/prepare the vegetable plot as designed.
5.	Planting quality.	Get very good seed germination.	Get some seed germination.	No seed germination.
6.	Explaining the process of growing vegetables.	Correctly and clearly explain the process of growing vegetables.	Partially correct and clear explanation about the process of growing vegetables correct and clear.	Only small parts of the explanation about the process of growing vegetables are correct.

Sub-Learning Unit 4.3

Working with Others on Equity and Equality: 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

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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 4.3

Working with Others on Equity and Equality: Doing it with Our Own Two Hands

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 on Equity and Equality: Doing it with Our Own Two Hands

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						
6						
7						
8						
9						
10						

Signature.....Evalu
ator

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Scoring criteria are shown in the attached table.

Evaluation criteria for 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 4.3

Working with Others on Equity and Equality: Doing it with Our Own Two Hands

Criteria for measuring and evaluating student behavior (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 4.3

Working with Others on Equity and Equality: Doing it with Our Own Two Hands

**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 on Equity and Equality: 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:

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Recommendations:

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knowledge sheet

Step You-We

Discrimination
and equality



Knowledge Sheet 4.1 Prejudice and Stigma**Prejudice**

Prejudice and overcoming prejudice in Thai society is regarded as an important problem for members of Thai society because prejudice is the root of various conflicts. When there are more than 2 people getting together in a society, prejudice which is an abstract then emerges in the human mind, causing a propensity for going in the wrong direction. Therefore, in theory, other countries put prejudice and attitudes together. Attitudes are based on thoughts, beliefs, and feelings that affect acceptance and rejection of what is happening in society expressing in different ways which affect society as a whole, causing partiality or favouritism, holding prejudice towards each other, no unity as being seen in today's society.

There are many problems stemming from prejudice in Thai society, but some of them are 1) prejudice and not accepting different opinions; 2) prejudice and conflict on perception/power-benefit; 3) prejudice and injustice. The problem of prejudice and not accepting different opinions and behaviors comes from different levels of perception, not the same. Listening to others and empathy for others are on the different levels of mentality because each person has different perspectives in terms of thoughts and behaviors accumulated from learning, perception, belief, basic experience and then behave in the form of acceptance or rejection, leading to like and dislike. The rejection caused by prejudice that exists in the human mind because of ignorance, delusion, lack of reflective thinking and no open-mindedness to take in any information then results in separations in Thai society due to the fact that each side thinks that they are not in the same side.

As for prejudice and conflict that consists of the conflict emerging from receiving information, influence and benefits, these are the roots of the problem that make people in Thai society have Agati 4 (4 types of prejudices) due to the perception of information distorted from reality, creating prejudice for not really knowing as lacking reflective thinking or creating hatred with the other party hidden within different information received in the form of posting until it becomes a full hate speech. This shows Chandagati (prejudice caused by love or desire), Dosagati (prejudice caused by hatred or enemy), Mohagati (prejudice caused by delusion or stupidity) that come from different perceptions of the information distorted from reality, causing people in society lack consideration of the cause of mind perception, where reliable sources come from. Because without checking, this then creates conflicts with perceptions of distorted information.

The problem of injustice arises when being treated differently, with unfairness, unjust, and impartiality, in which the "injustice" system arises from competition, contend for, and trying to take advantages according to the strength and potential of each individual in society. We must also admit that Thai society still has a system of patronage or a social structure in the form of partiality that causes unfairness and prejudice against opponents who are not in their group, not accepting different opinions, leading to conflicts, disharmony, partiality. Thus, the society becomes unfair and lack of unity.

The solutions to prejudice in Thai society consist of 1) Laws, leaders and decision-makers must maintain fairness, impartiality and being unbiased, no discrimination against any party. All citizens must be judged by a judicial authority, especially a lawyer. Judges must maintain fairness without prejudice to either party or has a tendency to predict in advance and have a fair judgment without Agati 4; 2) Socialization is the norm to live together in society with training and teaching to know how to maintain discipline in the family, society, school, work and religion. All of these will help train the human mind to reduce prejudice, whether by working together to carry on religious traditions and cultures or creating various activities. These will shape people in the society to know how to compromise, know how to open to listening to others who have different opinions and perspectives.

Stigma

Stigma or Stigmatization is used in Thai differently. In this article the word "stigma" will be used. Stigma is a concept that have existed since the Greek period. It is a social phenomenon about a mark on a body because a person has acted something out of the ordinary. For example, a criminal offender's arms may be stigmatized indicating to the public that the person is a bad person, breaks the rules and is immoral. A person with stigma on will be separated from being part of society. Society will limit their rights. Therefore, stigma is like a label indicating that a person has any negative trait. It makes a person who has been stigmatized changing from a "normal" person to an "abnormal" person, a person who is impure, tarnished, tainted, valueless, different from other people. Thus, it can be said that "stigma" causes "Discrimination" which is equal to "Human rights violations" without realizing it (Chaichan, & Kampraw, 2014).

Goffman (1963) proposed the concept of stigma as a social phenomenon that is undesirable characteristics or differences of individuals who are different from others, resulting in being disqualified from full social acceptance.

Stigma can be divided into 3 types:

1. Stigma caused by physical characteristics that differ from normal characteristics. Physical flaws such as chronic diseases causing disabilities to patients, etc.
2. Stigma caused by a tainted personality means personality traits that are abnormal or deviate from social standards, such as chronic alcoholics, drug addicts, patients with mental illness, etc.
3. Stigma caused by race or prejudice. This type of stigma occurs when a group of individuals compares themselves and others and finds that the other group is flawed under the norms created by their own group.

The process of adaptation to stigmatization according to Goffman (1963) is divided into five categories.

1. Hiding Their Illness and disability being stigmatized by society. A person may also solve this social stigma by getting a plastic surgery, etc.
2. Covering.
3. Disclosing themselves to ask for sympathy or to seek assistance.
4. Deviance Disavowal.
5. Challenging or Resist Social Norms.

An example of the consequences of stigma for Tuberculosis patients

Some Thais will stigmatize Tuberculosis patients according to many factors. For example, they believe that tuberculosis is a terrible contagious disease and disgusting that can spread germs to people who are close to them. As for a person who lives in a house with the patient, if they sleep in the same room (Household Intimate), the person has a higher chance of getting infected than those who live in the same house but sleep in separate rooms. In addition, people suffering from Tuberculosis may be perceived as having HIV or AIDS because of similar symptoms such as loss of appetite, weight loss, skinny, etc., resulting in the lack of self-confidence. Therefore, they try to hide their illness to avoid social exclusion and everyday life in society. It also affects the delay in getting treatments and the patient's quality of life.

Lesson Plan

Step We

Peace and conflict



Structure of Intercultural Learning Curriculum with KSA Pedagogy (For the Primary School Grade 7)

Level	Learning unit	Concepts	Indicators for Social Studies + Health Education	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, M.1/2 Identify your ability to contribute to society and the country Social Studies 2.1, M.1/4 Demonstrates respect for the rights and freedoms of yourself and others.	1. Use your abilities to benefit your group and others. 2. Responsible for assigned roles/duties based on respecting the rights and freedoms of yourself and others (based on the culture selected by each school). 3. Able to present the work outcomes creatively based on cultural and gender diversity.	1. Joint mission, our mission 2. Preparing for a Presentation 3. Presentation and Evaluation	10	1. Students gain knowledge and an understanding of the meaning and importance of peacefully collaborative working based on cultural diversity. 2. Students gain knowledge and an understanding of how to creatively present their work outcomes based on cultural and gender diversity.	1. Students are skilled at using their abilities to benefit their groups and others peacefully based on cultural diversity. 2. Students are responsible for their assigned roles/duties based on respecting the rights and freedoms of themselves and others. (Based on the culture selected by each school) 3. Students are able to present their work outcomes creatively based on cultural and gender diversity.	Students have a positive attitude towards working in groups and are ready to perform their duties as good citizens in a democratic way.

Unit 5

Peace and Conflict



Indicators:

10 hours

1. Use your abilities to benefit your group and others.
2. Responsible for assigned roles/duties based on respecting the rights and freedoms of yourself and others (based on the culture selected by each school).
3. Able to present the work outcomes creatively based on cultural and gender diversity.

Concepts:

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

Contents:

Use your abilities to benefit others, perform duties as assigned and presenting the work outcomes creatively.

Intercultural competencies:

1. Students gain knowledge and an understanding of the meaning and importance of peacefully collaborative working based on cultural diversity.
2. Students gain knowledge and an understanding of how to creatively present their work outcomes based on cultural and gender diversity. (K)
3. Students are skilled at using their abilities to benefit their groups and others peacefully based on cultural diversity.
4. Students are responsible for their assigned roles/duties based on respecting the rights and freedoms of themselves and others. (Based on the culture selected by each school)
5. Students are able to present their work outcomes creatively based on cultural and gender diversity. (S)
6. Students have a positive attitude towards working in groups and are ready to perform their duties as good citizens in a democratic way. (A)

Indicators:

Use your abilities to be responsible for assigned duties.

6 hours

Contents:

Using your abilities to perform the duties assigned based on cultural and gender diversity.

Objectives:

1. Use your abilities to benefit your group and others.
2. Responsible for assigned roles/duties based on respecting the rights and freedoms of yourself and others (based on the culture selected by each school).

Lesson Planning:



Introduction

1. The teacher asks students to form 2 groups or as appropriate using the method of counting 1-2.

2. Then, the teacher distributes 5 balloons per group and then explains the game to students as follows: each group has to blow the balloons in different sizes, 2 large balloons, 2 medium-sized balloons and 1 small balloon.

3. After blowing the balloons, the teacher asks students in each group to hug their friends' necks and place the 5 blown balloons in the gaps between the group members.

4. The teacher explains to students how to walk. They have to walk and hug each other's neck to the specified spot and then walk back to the starting spot. The group that takes the shortest time and arrives at the starting spot without dropping the balloons or having the balloons popped will be the winner.

5. Then, the teacher asks the group that wins the game; how they feel about winning, what they have learned, how the roles and duties of the group members are assigned, how do they plan so that they can win. Next, the teacher asks the group that loses; how they feel about losing, what they have learned, how the roles and duties of the group members are assigned and which parts they need to adjust in order for the group to win?

6. The teacher summarizes the activity as follows: You see, if we have a good plan, assign tasks to the right people and if problems arise, we know how to communicate within the group which is important to keep the group going in the same direction and find the solutions so that we can carry on our tasks.



Teaching

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:

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

1. 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 Group Work 2. Outcome Evaluation Form in groups (Local plants/vegetables)

2. 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 Group Work</p> <p>2. Outcome Evaluation Form in groups (Rope dance)</p>

3. Hmong rice

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

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

Cultures	Steps of learning	Hours	Learning content	Assignments
Don dance, bamboo dance and Hip-Hop dance	Taking actions	6	<p>1. Take an active role on the chosen topic.</p> <p>1.1 Don dance</p> <p>1.1.1 Design dance moves that are unique style of the school.</p> <p>1.1.2 Practice dancing along with singing the song and background music that are unique style of the school creatively.</p> <p>1.1.3 Put all the three performances together creatively.</p> <p>1.2 bamboo dance</p> <p>1.2.1 Creatively design dance moves that are unique style of the school.</p> <p>1.2.2 Practice dancing along with singing the song and background music that are unique style of the school creatively.</p> <p>1.2.3 Put all the three performances together</p> <p>1.3 Hip-Hop dance</p> <p>1.3.1 Creatively design dance moves that are unique style of the school.</p> <p>1.3.2 Practice dancing along with singing the song and background music that are unique style of the school creatively.</p> <p>1.3.3 Put all the three performances together creatively.</p>	<p>1. Worksheet 5.1 Group Work</p> <p>2. Outcome Evaluation Form in groups (Don dance, bamboo dance and Hip-Hop dance)</p>



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 using their abilities to benefit their groups and others and being responsible for the roles/duties assigned based on respecting the rights and freedoms of themselves and others.

Learning materials:

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

Assignments:

1. Worksheet 5.1 Group Work
2. Outcome Evaluation Form in groups (Local plants/vegetables)
3. Outcome Evaluation Form in groups (Rope dance)
4. Outcome Evaluation Form in groups (Hmong rice)
5. Outcome Evaluation Form in groups (Don dance, bamboo dance and Hip-Hop dance)

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.

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 5.1 Group Work	Descriptive writing on the worksheet	Assess & mark students' worksheets	Worksheet 5.1	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 (Local plants/vegetables)	Student behavior	Evaluate students' work outcomes in groups	Outcome Evaluation Form in groups (Local plants/vegetables)	(The criteria are explained in the worksheet.)
Outcome Evaluation Form in groups (Rope dance)	Student behavior	Evaluate students' work outcomes in groups	Outcome Evaluation Form in groups (Rope dance)	(The criteria are explained in the worksheet.)
Outcome Evaluation Form in groups (Hmong rice)	Student behavior	Evaluate students' work outcomes in groups	Outcome Evaluation Form in groups (Hmong rice)	(The criteria are explained in the worksheet.)
Outcome Evaluation Form in groups (Don dance, bamboo dance and Hip-Hop dance)	Student behavior	Evaluate students' work outcomes in groups	Outcome Evaluation Form in groups (Don dance, bamboo dance and Hip-Hop dance)	(The criteria are explained in the worksheet.)

Outcome Evaluation Form in groups (2nd)

Instructions: The teacher evaluates the vegetable plots of each group with the details as follows:

Group..... 2-4 vegetables.....

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.	Taking care of the vegetables after planting.			
1.1	Making biofertilizer			
1.2	Weeding and getting rid of plant pests			
1.3	Watering			
2.	Harvesting			
2.1	Harvesting			
2.2	Crops for plant breeding			
3.	The roles/duties assigned for taking care of the vegetables and harvesting the crops			
4.	Group communication			
5.	Presentation			

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Taking care of the vegetables after planting.			
1.1	Making biofertilizer	Correctly and fully explain how to make bio-fertilizer and how to use it correctly.	Explain how to make bio-fertilizer and how to use it correctly for some parts.	Explain how to make bio-fertilizer and how to use it incorrectly.
1.2	Weeding and getting rid of plant pests	Vegetable plots are free from weeds and pests.	Some parts of vegetable plots are free from weeds and pests.	Vegetable plots are full of weeds and pests.
1.3	Watering	Students regularly water their vegetable plots.	Students water their vegetable plots sometimes.	Students do not water their vegetable plots.
2.	Harvesting			
2.1	Harvesting	Students can correctly explain how to harvest each type of vegetables.	Students can explain some parts of harvesting each type of vegetables.	Students cannot explain how to harvest each type of vegetables.
2.2	Crops for plant breeding	Students can correctly describe the crops for plant breeding.	Students can partially describe the crops for plant breeding.	Students cannot describe the crops for plant breeding.
3.	The roles/duties assigned for taking care of the vegetables and harvesting the crops	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
4.	Group communication	Able to communicate clearly giving good understandings within the group	Able to communicate within the group, but sometimes misunderstandings	Able to communicate within the group but misunderstandings.
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.

Outcome Evaluation Form in groups (Local plants/vegetables)

Instructions: The teacher evaluates the students' products of each group with the details 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.	Design vegetable processing			
2.	Raw materials for vegetable processing			
3.	Process of vegetable processing			
4.	Solutions			
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.	Design vegetable processing	Attractive, interesting and possible	Attractive, interesting but impossible	Not attractive, not interesting and not possible
2.	Raw materials for vegetable processing	Choose proper raw materials for processing	Able to choose some raw materials for processing	Unable to choose proper raw materials for processing
3.	Process of vegetable processing	Do have procedures for processing that are hygienic and safe for consumers.	Do have procedures for processing that are hygienic but not safe for consumers.	Do have procedures for processing that are not hygienic and not safe for consumers.
4.	Solutions	Able to think of the two solutions in a given time.	Able to think of only one solution in a given time.	Unable to think of any solutions in a given time.
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.

Outcome Evaluation Form in groups (Rope dance)

Instructions: The teacher evaluates the students' workload of designing dance moves for rope dance with the following details:

Group members

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

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

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

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

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

No.	Items	Score Level		
		3	2	1
1.	Design dance moves that are unique style of the school creatively.			
2.	Practice dancing according to the dance moves that are unique style of the school creatively.			
3.	Practice dancing along with the song and background music.			
4.	Solutions			
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.	Design dance moves that are unique style of the school creatively.	Attractive, interesting, and possible	Attractive, interesting but impossible	Not attractive, not interesting, and not possible
2.	Practice dancing according to the dance moves that are unique style of the school creatively.	Practice dancing correctly according to the dance moves designed.	Practice dancing correctly for some parts according to the dance moves designed.	Practice dancing incorrectly not in accordance with the dance moves designed.
3.	Practice dancing along with the song and background music.	Practice dancing along with the song and background music in rhythm.	Practice dancing along with the song and background music in rhythm for some parts.	Practice dancing along with the song and background music but not in rhythm.
4.	Solutions	Able to think of the two solutions in a given time.	Able to think of only one solution in a given time.	Unable to think of any solutions in a given time.
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.

Outcome Evaluation Form in groups (Hmong rice)

Instructions: The teacher evaluates the students' work on creative packaging design with the following details:

Group members

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

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

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

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

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

No.	Items	Score Level		
		3	2	1
1.	Design packages that can show Hmong rice products appropriately and creatively.			
2.	Design the materials used that can help create uniqueness and add value appropriately and creatively.			
3.	Design beautiful and creative packaging shapes.			
4.	Creatively choose the materials for packaging			
5.	Solutions			
6.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
7.	Creative presentation			

Sub-Learning Unit 5.1

Joint mission, Our mission

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Design packages that can show Hmong rice products appropriately and creatively.	Able to design packages that can indicate the uniqueness of the product appropriately and creatively.	Able to design packages that can indicate the uniqueness of the product but still in the old same style.	Design packages that cannot indicate the uniqueness of the product.
2.	Design the materials used that can help create uniqueness and add value appropriately and creatively.	Able to design the materials used that indicate the uniqueness and add value appropriately and creatively.	Able to design the materials used that indicate the uniqueness but do not add value and still in the same old style.	Design the materials used that do not indicate the uniqueness of the product and do not add value.
3.	Design beautiful and creative packaging shapes.	The design of packaging shape is attractive, interesting, suitable, and creative.	The design of packaging shape is attractive, interesting, and suitable but still in the same old style.	The design of packaging shape is not attractive, not interesting, and not suitable.
4.	Choose Eco-Friendly packaging materials	Creatively choose the packaging materials that are made of all Eco-friendly materials.	Choose the packaging materials that are made of some Eco-friendly materials but still in the same old style.	Choose the packaging materials that are not made of Eco-friendly materials.
5.	Solutions	Able to think of the two solutions in a given time.	Able to think of only one solution in a given time.	Unable to think of any solutions in a given time.
6.	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
7.	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.

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

Instructions: The teacher evaluates the students' workload on designing dance moves with the following details:

Don dance group

Group members

1..... No.....Grade.....
2..... No.....Grade.....
3..... No.....Grade.....
4..... No.....Grade.....
5..... No.....Grade.....

No.	Items	Score Level		
		3	2	1
1.	Design dance moves that are unique style of the school creatively.			
2.	Practice dancing according to the dance moves that are unique style of the school creatively.			
3.	Practice dancing along with the song and background music.			
4.	Solutions			
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
6.	Presentation			

Bamboo dance group

Group members

1..... No..... Grade.....
 2..... No..... Grade.....
 3..... No..... Grade.....
 4..... No..... Grade.....
 5..... No..... Grade.....

No.	Items	Score Level		
		3	2	1
1.	Design dance moves that are unique style of the school creatively.			
2.	Practice dancing according to the dance moves that are unique style of the school creatively.			
3.	Practice dancing along with the song and background music.			
4.	Solutions			
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
6.	Presentation			

Hip-Hop dance group

Group members

1..... No..... Grade.....
 2..... No..... Grade.....
 3..... No..... Grade.....
 4..... No..... Grade.....
 5..... No..... Grade.....

No.	Items	Score Level		
		3	2	1
1.	Design dance moves that are unique style of the school creatively.			
2.	Practice dancing according to the dance moves that are unique style of the school creatively.			
3.	Practice dancing along with the song and background music.			
4.	Solutions			
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.	Design dance moves that are unique style of the school creatively.	Attractive, interesting and possible	Attractive, interesting but impossible	Not attractive, not interesting and not possible
2.	Practice dancing according to the dance moves that are unique style of the school creatively.	Practice dancing correctly according to the dance moves designed.	Practice dancing correctly for some parts according to the dance moves designed.	Practice dancing incorrectly not in accordance with the dance moves designed.
3.	Practice dancing along with the song and background music.	Practice dancing along with the song and background music in rhythm.	Practice dancing along with the song and background music in rhythm for some parts.	Practice dancing along with the song and background music but not in rhythm.
4.	Solutions	Able to think of the two solutions in a given time.	Able to think of only one solution in a given time.	Unable to think of any solutions in a given time.
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.

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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Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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Signature.....

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Position.....

Indicators:

2 hours

1. Able to use your abilities to benefit your group and others.
2. Be responsible for assigned roles/duties based on respecting the rights and freedoms of yourself and others (based on the culture selected by each school).

Contents:

Students can use their abilities to work in groups and are responsible for their assigned roles/duties based on respecting the rights and freedoms of themselves and others in order to prepare themselves for a presentation.

Objectives:

1. To use their abilities to benefit your group and others in order to prepare themselves for a presentation.
2. To be responsible for assigned roles/duties based on respecting the rights and freedoms of yourself and others.

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. Students can make one to use for presentation according to the given topic and it shall be a creative medium/material. The teacher can learn more about the media on Knowledge Sheet 5.1 Creative Media/Materials for Junior High Schools.
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 Observation Form on Group Working along to evaluate students' performance.



Conclusion

1. The teacher asks each group why they chose this type of media to present and why.
2. The teacher summarizes how to prepare for a creative presentation based on cultural and gender diversity. How many types of media the students choose, along with a summary of the roles and responsibilities of each group.

Materials & Equipment:

According to the culture of each area

Learning materials:

1. Use real learning materials based on the culture chosen by the school
2. Knowledge Sheet 5.1 Creative Media/Materials for Junior High Schools

Measurement and Evaluation

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

Sub-Learning Unit 5.2

Preparing for a Presentation

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

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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.

**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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Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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Signature.....

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Position.....

Indicators:**2 hours**

1. Use your abilities to benefit your group and others.
2. Be responsible for assigned roles/duties based on respecting the rights and freedoms of yourself and others (based on the culture selected by each school).
3. Able to present the work outcomes creatively based on cultural and gender diversity.

Contents:

Students can use their abilities to work in groups and are responsible for their assigned roles/duties based on respecting the rights and freedoms of themselves and others in presenting their group work.

Objectives:

1. To use your abilities to benefit your group and others in presenting the group work.
2. To be responsible for assigned roles/duties based on respecting the rights and freedoms of yourself and others
3. To present the work outcomes creatively based on cultural and gender diversity.

Lesson Planning:**Introduction**

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

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

1. The teacher summarizes the lesson to students as follows: This is the learning process is Intercultural Learning or ICE, which consists of a wide range of activities that focus on learning beginning with learning from I or Step I, then connecting to learning others or Step You, and learning in living together or Step We, sharing goals and teamwork. The ICE process is not just a team building activity, but it is a process that raises awareness of cultural differences in our society that are more than just costumes, languages, customs, cultural traditions, rituals, thoughts, beliefs, and experiences that shape a person. In order to live in society, we must learn from each other, that is how to treat each other so that we can live together peacefully and happily across differences and diversity.

2. 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.

Sub-Learning Unit 5.3

Presentation and Evaluation

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.

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 Form.)
Students' Self-Observation Form	Students' own behavior	Check Students' Self-Observation Form	Students' Self-Observation Form	2 points up considered as "passed" (The criteria are explained in the Self-Observation Form.)

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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Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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Signature.....

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Position.....

knowledge sheet

Step We

Peace and conflict



Knowledge Sheet 5.1
Creative Media/Materials for Junior High Schools

Definition of Media

The word “media” in the Royal Institute Dictionary B.E. 2542 (1999) has given the definition of this word as follows: “Media (verb) means to communicate with each other, such as conveying meanings, leading to know each other. Media (noun) means persons or things that communicate or lead to each other. For example, he uses letters as a means of communication, calling those who introduce men and women to each other leading them to marriage as a matchmaker. As for art, it means various materials used to create works of art to be meaningful according to the concept of which an artist wishes to express like that such as mixed media.”

The word “media”, according to the Royal Institute Dictionary B.E. 2493 (1950) and B.E. 2525 (1982), means to communicate with each other, introduce to each other.

In the process of mass communication, the term “media” (Channel or Medium) is a message vehicle or a Carrier of Messages from a sender to a receiver. The sender must on the medium to transmit messages, and messages can reach the receiver must rely on the medium to take them out, such as radio waves bringing the speech to the listener, the paper bringing letters and images that appear to the receiver to read, etc. It happens the same way to the receiver that requires a medium to receive such messages. For example, the receiver must have a radio, etc. Therefore, both sides rely on the media to connect to each other. Humans have invented and seek out ways to find different channels according to their own local resources and then develop the methods, processes, and tools to enhance performance, quality and efficiency of the acquisition of finding, storing, transmitting, receiving and communicating messages back for further benefits of human communication.

When it comes to media considerations, three factors are involved: (1) supporting materials (2) symbols that make up a meaningful message (3) a vehicle or carrier to bring messages to the audience.

Therefore, it depends on how humans find different ways of channels to use local resources by different people over time, such as using “personal media” or “people” in communication for different purposes. People have created gestures as messages for others to understand the meaning of them, using a person as a vehicle or carrier to communicate with messages to others. For example, an agricultural extension and dissemination officer from the Public Health go to meet and talk to people, using folk media artists as a channel for disseminating knowledge and changing attitudes about sterilization and family planning, using a postman to bring letters to the public. In addition, personal media also try to find materials to support the message as a channel for dissemination, such as using walls, cave walls, clay, animal skins, bamboo, mulberry paper, overhead projector sheets, and even arts and crafts, sculpture and carving can be used as channels to deliver messages to others.

Creative Thinking

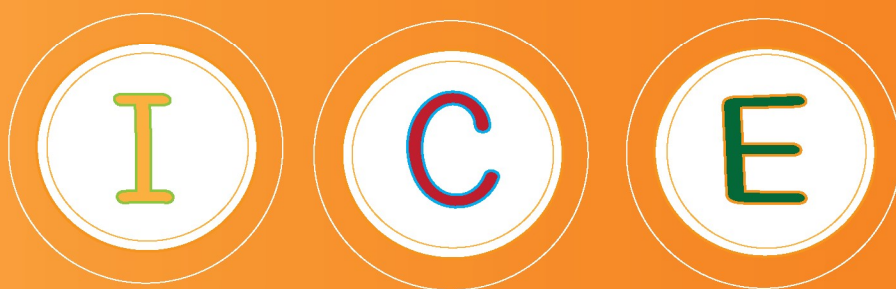
Creativity is the thought process of the brain which has the ability to think differently and differently from the original. The theory or principle can be applied carefully and accurately to the point of inventing and creating new things or new ideas. In addition to these creative characteristics, there 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, a way of looking at a problem with a broader view like the sunlight that radiates around. Creative people are the people who have:

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.



Curriculum and Lesson plan

(Interculture Education: ICE)

Grade 7



Pestalozzi Children's Foundation

