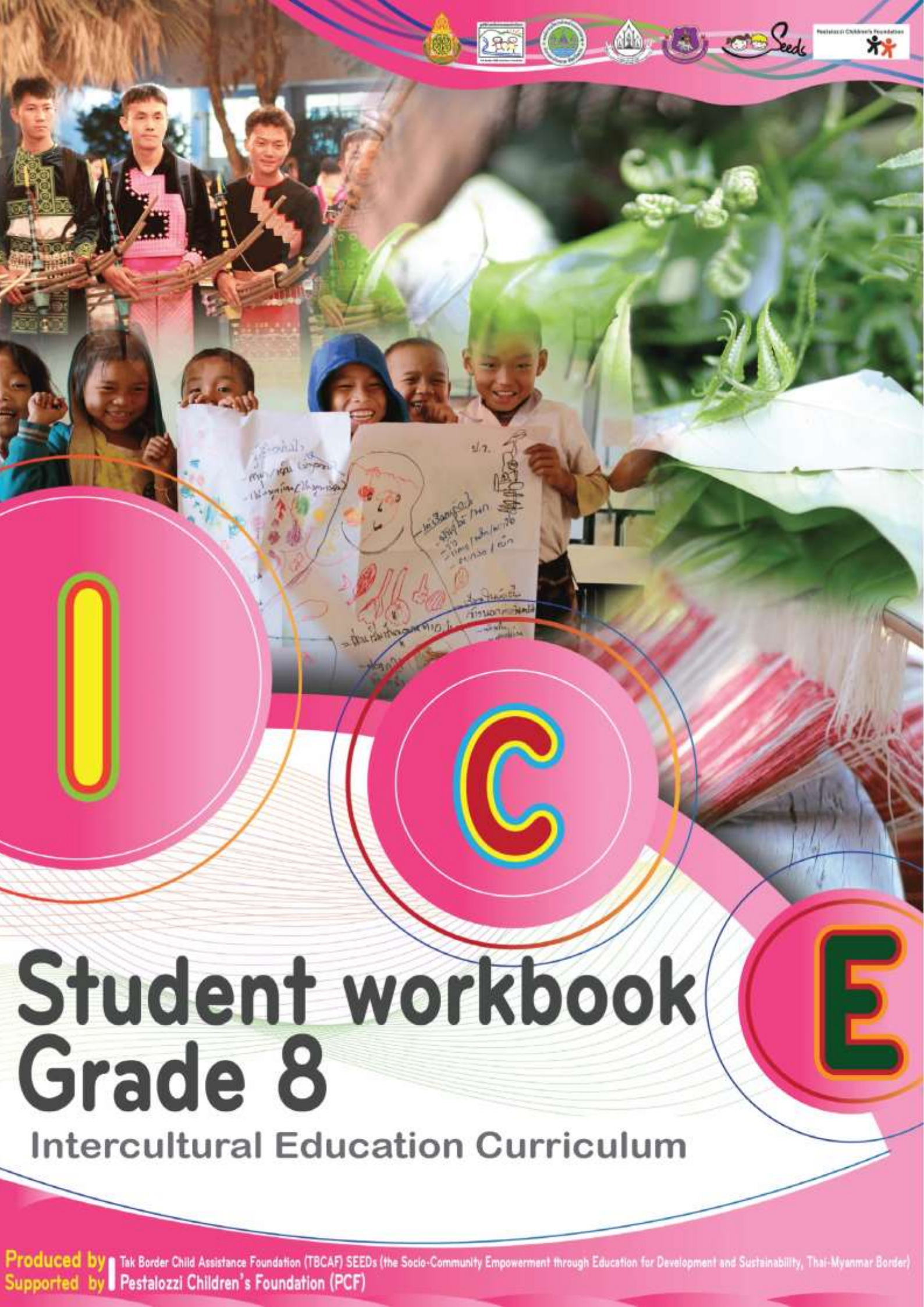




Pestalozzi Children's Foundation



Student workbook Grade 8

Intercultural Education Curriculum

PREFACE

Under the Project named, “The Socio-community Empowerment through Education for Development and Sustainability (SEEDS)”, Interculture Education (ICE) was developed. It is educational management that reflects the concept of living together in peace, emphasizes contexts and local cultures of all students and can be integrated with all subject areas 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 1

Identity and belonging



Structure of Intercultural Learning Curriculum with KSA Pedagogy (For the Primary School Grade 8)

Level	Learning Unit	Concepts	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.	Grade 8	Grade 8 1. Able to describe the stages of one's own cultural identity formation and historical background (the culture of each school). 2. Able to discuss the benefits and identify the importance of one's own cultural identity, historical background, and sexuality (the culture of each school).	1. Stages of Cultural Identity Formation 2. Reviewing Stages of One's Own Cultural Identity Formation & Historical Background 3. Identify the Importance of Cultural Identity Maps	7	1. Students gain knowledge and an understanding of the stages of their cultural identity formation and historical background. 2. Benefits and importance of one's own cultural identity, historical background, and sexuality.	1. Students can describe the stages of their cultural identity formation and historical background (the culture of each school). 2. Students can discuss the benefits of their cultural identity, historical background, and sexuality (the culture of each school) in terms of culture, economy, and natural resources.	1. Students are aware of their cultural identity and historical background. 2. Students gain self-acceptance of sexuality.

Unit 1

Identity and Belonging



Indicators:

7 hours

1. Able to describe the stages of one's own cultural identity formation and historical background (the culture of each school).
2. Able to discuss the benefits and identify the importance of one's own cultural identity, historical background, and sexuality (the culture of each school).

Concepts:

Students are aware of their cultural identity and historical background and can explain them clearly and feel proud of their cultural identity.

Contents:

1. Stages of one's own cultural identity formation and historical background.
2. Importance of identifying one's own cultural identity, historical background and sexuality.

Intercultural competencies:

1. Students gain knowledge and an understanding of the stages of their cultural identity formation and historical background. (K)
2. Benefits and importance of one's own cultural identity, historical background, and sexuality. (K)
3. Students can describe the stages of their cultural identity formation and historical background (the culture of each school). (S)
4. Students can discuss the benefits of their cultural identity, historical background, and sexuality (the culture of each school) in terms of culture, economy, and natural resources. (S)
5. Students are aware of their cultural identity and historical background. (A)
6. Students gain self-acceptance of sexuality. (A)

Sub-Learning Unit 1.1 Stages of Cultural Identity Formation

Indicators:

2 hours

Able to describe the stages of one's own cultural identity formation and historical background (the culture of each school).

Contents:

Stages of one's own cultural identity formation and historical background.

Objectives:

1. To encourage students to review/think about themselves at different times in their lives, including their personalities, characteristics, and opinions.
2. To learn about the stages of cultural identity formation (the culture of each school).

Lesson Planning:



Introduction

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, 'The Magic Paper', to students as follows:
 - 2.1 Ask everyone to introduce themselves with their Thai name and the one in their native language.
 - 2.2 Ask everyone 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, with all of your classmates, who would you like to get to know more? Write his/her name in the first part of your paper. Next, for the second part, "When is your birthday?", then the third part, "How many siblings do you have? What is your birth order among your siblings?" and the fourth part, "Which subject do you like most?"
3. Once all answers are written down, let students share their answers with their classmates.
4. The teacher explains the main point of this activity, where additional information can be obtained from the Knowledge Sheet 1.1 Stages of Cultural Identity Formation, and then link it to the lesson. For example, before becoming who we are today, there are many elements that form and shape us to be a complete human with names, date of birth, number of siblings, and things we like. These are related to the subject we are going to learn today.



Teaching

1. The teacher explains to students about the stages of cultural identity formation that students will do a self-review on their past today.

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 slowly. 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 the messages/words 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. Think about the culture that the school has chosen, what does its symbolic image look like? How many steps are there to make/create? How important is each step? Take a deep breath. During that time, slowly withdraw yourself from there. Now, everyone is back under the big tree where we are sitting. At this point, we are happy with every moment of life. Smile at our lives. Now, slowly open your eyes.”

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 Worksheet 1.1 Stages of Cultural Identity Formation. Students can use pencils and materials provided in the middle of the classroom. The teacher asks students to draw a picture and write a self-review on their worksheet according to the following topics: 1) What does the symbolic image of the culture chosen by the school? 2) How many steps are there to make/create? 3) How important is each step?

6. The teacher asks students to pair up, share and discuss their self-review and drawing on the worksheet, the symbol that represents the culture chosen by the school, what the symbolic image of the culture chosen by the school looks like, how many steps to make/create it and how important each step is to see their cultural identity formation.

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 the stages of cultural identity formation. The cultural identity formation is an important factor that enables students to learn that each culture is created with different processes given local vegetables/plants as an example. There are important elements involved in growing them including seed selection, soil/area preparation, planting, taking care of, harvesting, etc. These are essential elements to ensure yields for consumption and maximum yields. Based on a self-review through a dream scene activity, it allows students to reflect on themselves in the past and know themselves better.

Materials & Equipment:

- | | | |
|----------------------|-----------------|-------------|
| 1. Paper | 2. Masking tape | 3. Scissors |
| 4. Coloring supplies | 5. Pencils | 6. Rope |

Learning materials:

Knowledge Sheet 1.1 Stages of Cultural Identity Formation

Assignments:

Worksheet 1.1 Stages of Cultural Identity Formation

Additional suggestions

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

Sub-Learning Unit 1.1 Stages of Cultural Identity Formation

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 1.1 Stages of Cultural Identity Formation	Drawing of a scene depicting the stages of cultural identity formation.	1. Ask students to share & discuss their drawings with their partner. 2. Assess & mark students' worksheets.	Worksheet 1.1	Criteria: - Draw a picture that conveys meaning and fully explain the picture, scoring 3 points - Draw a picture that conveys meaning but partially explain the picture, scoring 2 points - Draw a picture that does not convey meaning and unable to explain the picture, scoring 1 point
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 student
(if any):**

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Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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Position.....

Indicators:

3 hours

Able to describe the stages of one's own cultural identity formation and historical background (the culture of each school).

Contents:

Stages of one's own cultural identity formation and historical background.

Objectives:

1. To learn about one's own historical background (oneself, family, community, tribe and the culture of each school).
2. To learn about the stages of cultural identity formation.

Lesson Planning:



Introduction

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



Teaching

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

Sub-Learning Unit 1.2
Reviewing Stages of One's Own
Cultural Identity Formation
& Historical Background

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

3. The teacher provides materials to each group e.g., felt-tip pens, flipchart paper, coloring supplies, masking tape, etc. The teacher, knowledgeable persons or teaching assistants give advice and facilitate each group.

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

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 the culture selected. What were the events that happened? What were the stages of formation/creation? What were their positive and negative effects on the culture? What the past culture looked like? What does it look like today? Who plays a role? What are the women's, men's, and others' roles?

6. The teacher asks students to start drawing a straight line first and then let them write the months from January to December with a period of time to see the month of the events happened. Then, let students in each group help each other write the stages of their cultural identity formation and historical background with a timeline, including a title, event name, month, 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 stages of cultural identity formation that they have written with a title, event name, month, how it was developed, and the positive and negative effects on the culture. What the past culture looked like? What does it look like today? Who plays a role? What are the women's, men's, and others' roles?

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

9. After presenting the timeline of the stages of cultural identity formation, the teacher asks students to draw the timeline presented on their Worksheet 1.2 Timeline of Stages of Cultural Identity Formation.



Conclusion

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

1. A timeline is an activity that allows students to visualize the events occurred in relation to the stages of cultural identity formation. The teacher gives students examples (the culture of each school) such as Tena (Karen musical instrument). In the past, tree roots were used to build this instrument and would be built on full moon nights because it was believed that the sound made would be beautiful. However, nowadays it can be made at any time and Tena can be connected to speakers to make the sound more beautiful.

2. Benefits of learning about the stages of cultural identity formation will allow students to understand and appreciate the importance of their cultural identity more.

Materials & Equipment:

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

Learning materials:

Example of a Timeline

Assignments:

Worksheet 1.2 Timeline of Stages of Cultural Identity Formation

Additional suggestions

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

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass criteria
Worksheet 1.2 Timeline of Stages of Cultural Identity Formation	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 student (if any):

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Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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Signature.....

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Position.....

Sub-Learning Unit 1.3 Identify the Importance of Cultural Identity Maps

Indicators:

2 hours

Able to discuss the benefits and identify the importance of one's own cultural identity, historical background, and sexuality (the culture of each school).

Contents:

Benefits of identifying the importance of one's own cultural identity, historical background, and sexuality.

Objectives:

1. To identify the importance of cultural identity maps.
2. To learn about the importance of cultural identity.

Lesson Planning:



Introduction

1. The teacher asks students to stand in a circle, and then 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 and discuss the important place that they have drawn on their A4 paper with friends.
4. The teacher explains to students the important places that they have drawn are something valued by their community and have been passed down for generations to generations, and that is what they are going to learn today: Identify the Importance of Cultural Identity 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 boys and girls. 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.

Sub-Learning Unit 1.3

Identify the Importance of Cultural Identity Maps

3. The teacher distributes materials to all groups, including 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 the knowledgeable person is skilled at, male or female. Next, draw rivers, forests, farming areas respectively. Identify how important the cultural place is. Have everyone in each group 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, the place name and how it is important, and how that map is useful to them and their community with 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 creates an atmosphere for learning exchange so that students can reflect on their 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 records student behavior individually using a behavior observation form.

9. The teacher asks students to do Worksheet 1.3 Identify the Importance of Cultural Identity Maps. The teacher walks around and gives students advice if needed.



Conclusion

Identifying the Importance of Cultural Identity Maps Activity allows students to practice drawing a map of their community so that they learn what learning resources in their community are and where they are, as well as knowing who the knowledgeable persons in their community. Students are able to identify how important and useful a map is for them and their community. 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 Identify the Importance of Cultural Identity Maps

Materials & Equipment:

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 Identify the Importance of Cultural Identity Maps

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 Identify the Importance of Cultural Identity Maps

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 1.3 Identify the Importance of Cultural Identity Maps	Map drawing	1. Ask students to present their 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).

Sub-Learning Unit 1.3 Identify the Importance of Cultural Identity Maps

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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Sub-Learning Unit 1.3 Identify the Importance of Cultural Identity Maps

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 1

Identity and belonging



Knowledge Sheet 1.1 Stages of Cultural Identity Formation

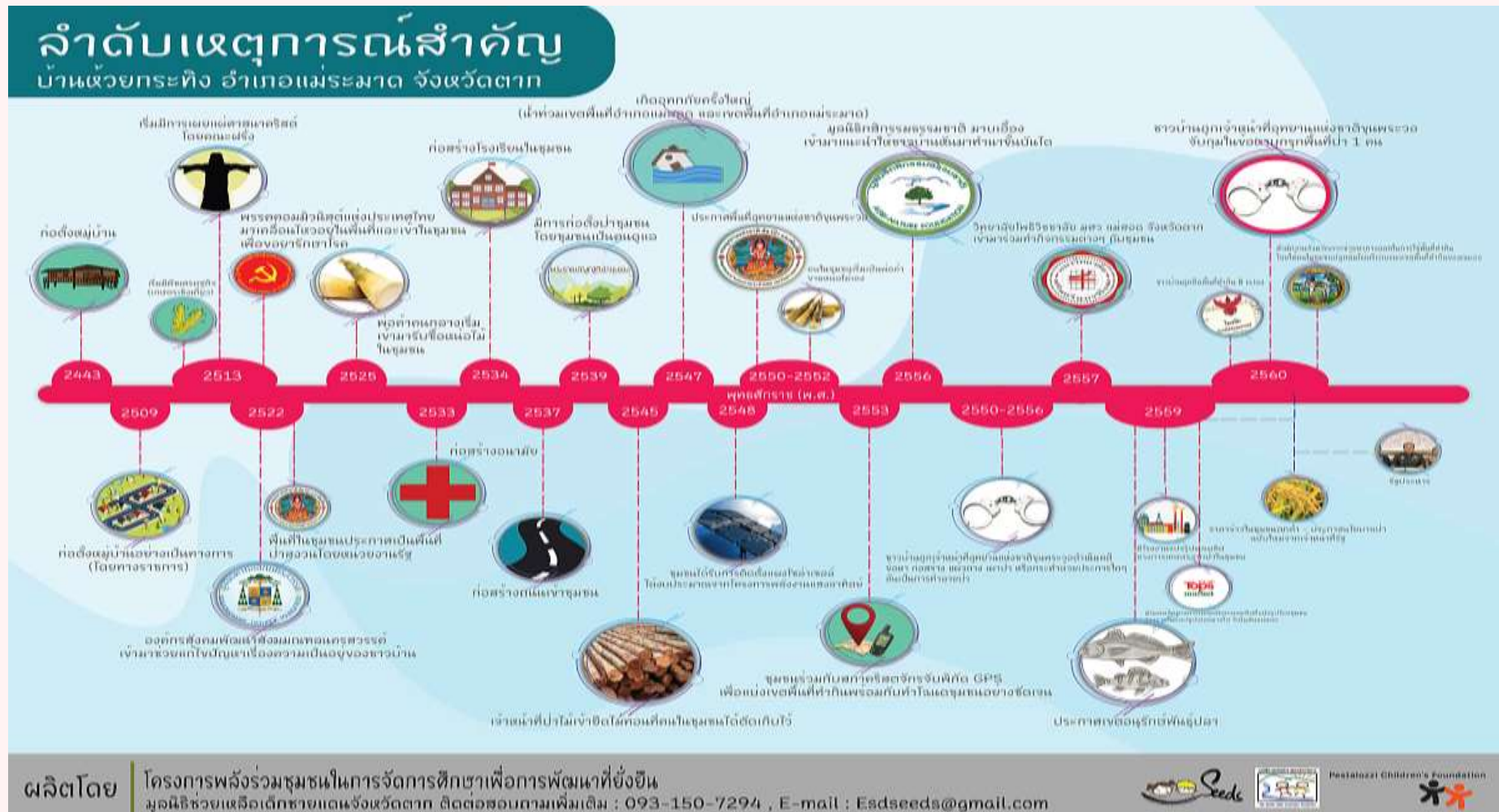
Stages of Cultural Identity Formation: What makes up “us”?

Human beings know themselves because they have a “language”. Language is a key to build identity and culture. We can understand and recognize all things in the world both concrete and abstract because of language. We put names on lots of things such as trees, meadows, birds, earth/soil, sky, parents, beautiful, ugly, good and bad, etc. Even humans themselves have names for others to call them. Names are culturally defined by us to give a sense of “there are us” along with “there are others.” Names let us know that we are different from others starting at the family level, community level and to society level. Names make us aware of our unique identity (“I am not like others, and I am not others”), that is identity formation.

Cultural identity or common culture of being “people belonging to the same group”, “people from the same hometown”, “people within the same culture” represents a cultural acceptance as personal identity along with acceptance into that cultural group.



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.

Sub-Learning Unit 1.3
Identify the Importance of Cultural Identity Maps

Example of a Community Map



Lesson Plan

Step I-You

Similarities and differences



**Structure of Intercultural Learning Curriculum with KSA Pedagogy
(For the Primary School Grade 8)**

Level	Learning Unit	Concepts	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 and students can talk about their self-identity & learn to understand and respect other people's identity.	<p>Social Studies 4.1, M.2/4 Explain the similarities and differences between Thai culture and the cultures of Asian countries in order to develop a better understanding of each other.</p> <p>Health Education 2.1, M.2/1 Analyzing the factors affecting attitudes towards gender.</p>	<p>1. Able to explain the effects of ethnocentrism.</p> <p>2. Able to explain the effects of ethnorelativism.</p> <p>3. Give an example of the communication leading to reducing prejudice against individuals, cultures, and genders.</p>	<p>1. Effects of Ethnocentrism</p> <p>2. Benefits of Ethnorelativism</p> <p>3. Communication Leading to Reducing Prejudice Against Individuals, Cultures and Genders</p>	6	<p>1. Students gain knowledge and an understanding of ethnocentrism</p> <p>2. Ethnorelativism</p> <p>3. Communication Leading to Reducing Prejudice Against Individuals, Cultures and Genders</p>	<p>1. Students can explain the effects of ethnocentrism.</p> <p>2. Students can explain the effects of ethnorelativism.</p> <p>3. Students can give an example of the communication that leads to reducing prejudice against individuals, cultures, and genders.</p>	<p>1. Students can explain and discuss the stages of ethnorelativism.</p> <p>2. Students can present the information on applying the concepts of ethnorelativism and gender diversity that can be an example of ethnorelativism.</p> <p>3. Students can present various & creative forms of nonviolent communication with examples.</p>

Unit 2

Similarities and Differences



Indicators:

6 hours

1. Able to explain the effects of ethnocentrism.
2. Able to explain the benefits of ethnorelativism.
3. Give an example of the communication that leads to reducing prejudice against individuals, cultures and genders.

Concepts:

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

Contents:

1. Effects of ethnocentrism.
2. Benefits of ethnorelativism.
3. Communication leading to reducing prejudice against individuals, cultures, and genders.

Intercultural competencies:

1. Students gain knowledge and an understanding of ethnocentrism and ethnorelativism (k)
2. Communication leading to reducing prejudice against individuals, cultures, and genders. (k)
3. Students can explain the effects of ethnocentrism. (S)
4. Students can explain the benefits of ethnorelativism. (S)
5. Students can give an example of the communication that leads to reducing prejudice against individuals, cultures, and genders. (S)
6. Students can explain and discuss the stages of ethnorelativism. (A)
7. Students can present the information on applying the concepts of ethnorelativism and gender diversity that can be an example of ethnorelativism. (A)
8. Students can present various & creative forms of nonviolent communication with examples. (A)

Indicators:

Able to explain the effects of ethnocentrism.

2 hours

Contents:

Effects of ethnocentrism.

Objectives:

1. To see individual differences.
2. To understand the similarities and differences of each individual.
3. To understand the effects of ethnocentrism.

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 asks each group to send their group representative to draw lots with cultural topics: basketry, weaving, Tena (Karen musical instrument), Hmong rice, foods and vegetables.

3. The teacher asks each group to tell what their cultural topic is. Is it important to their group? If given the opportunity, do they want to take part in that culture?

4. The teacher summarizes the activity linking to the effects of ethnocentrism by asking students: How do you feel after doing the activity? When you get that culture, what do you think about it? Do you have any prejudice against that culture or not? These events are one of the factors that lead to the effects of ethnocentrism, in which we are going to learn today.



Teaching (40 minutes)

1. The teacher asks students to sit in a circle as divided and then explains to them the steps of learning and what they are going to learn using Knowledge Sheet 2.1 Effects of Ethnocentrism. 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 Effects of Ethnocentrism

No.	Questions
1	Do you agree that all cultures are equal? Agree, Disagree, Others.
2	Do you agree that genders should be female and male only? Agree, Disagree, Others.
3	Do you agree that shopping at 7 -Eleven is better than at general grocery stores? Agree, Disagree, Others.
4	Do you agree that only women have to do housework? Agree, Disagree, Others.
5	Do you agree that iPhone is better than other phones? Agree, Disagree, Others.
6	Do you agree that working for the government sector is better than working in the private sector? Agree, Disagree, Others.
7	Do you agree that private school education is better than public school education? Agree, Disagree, Others.
8	Do you agree that in today's society, everyone has to use Facebook? Agree, Disagree, Others.
9	Do you agree that tribal clothing is unfashionable? Agree, Disagree, Others.
10	Do you agree that doctors are better than other professions? Agree, Disagree, Others.

3. Once students' groups are formed, the teacher asks students why do they think so? Can they prevent themselves from being ethnocentric persons? 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 asks 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 it will be useful for you?

4.3 What is your understanding of the effects of ethnocentrism?

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 records student behavior individually using a behavior observation form.

6. The teacher gives students Worksheet 2.1 Effects of Ethnocentrism, 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 effects of ethnocentrism as follows:

1. The Effects of Ethnocentrism learning activity allows students to see similar and different social behaviors and cultures that lead to the effects of ethnocentrism. As for ethnocentrism, it refers to people who think that their culture is good and valuable and view other cultures as inferior to theirs. The teacher gives an example from the questions learned. For example, most people think that working for the government sector is good & is a stable job with good benefits and see that working in the private sector is an unstable job. This has resulted in high competition in the civil service examinations and an increase in connections or a patronage system in society.

2. The benefits of understanding the effects of ethnocentrism help students gain more knowledge and an understanding and open up their mind to learn other cultures and become aware of the effects of ethnocentrism.

Materials & Equipment:

Instrumental music

Learning materials:

Knowledge Sheet 2.1 Effects of Ethnocentrism

Assignments:

Worksheet 2.1 Effects of Ethnocentrism

Additional suggestions

Sensitive words shall be avoided when giving instructions.

Sub-Learning Unit 2.1 Effects of Ethnocentrism

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 2.1 Effects of Ethnocentrism	Answering questions	1. Ask students to share & discuss their answers with friends. 2. Assess & mark students' worksheets.	Worksheet 2.1	<ul style="list-style-type: none"> - Write complete answers and can explain them, scoring 3 points. - Write incomplete answers but can explain them, scoring 2 points. - Write incomplete answers and cannot explain them, scoring 1 point. - Do not write any answers, scoring 0 point.
Behavior Observation Form	Behaviors of each student during taking part in the activities	Observe student behavior to measure in- class participation and record their attention in studying, answering questions and collaboration with their classmates and teachers	Behavior Observation Form	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

Sub-Learning Unit 2.1 Effects of Ethnocentrism

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:

Able to explain the benefits of ethnorelativism.

2 hours

Contents:

Benefits of ethnorelativism

Objectives:

1. To know the reasons of different ways of everyday life.
2. To understand and be able to live with others who are different from yourself.
3. To understand the benefits of ethnorelativism.

Lesson Planning:



Introduction

1. The teacher divides students into teams of 5-10 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 to the lesson on the effects of prejudice against individuals and culture using Knowledge Sheet 2.2 Benefits of Ethnorelativism. The teacher asks students, 'How do you feel after doing this activity? What do you see from the activity? If we understand the similarities, differences of it, we can win. 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.

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 group? Based on the activity, how are your ethnicity and gender similar to and different from others'? Do you think that you are in ethnocentrism or ethnorelativism group? How does ethnorelativism benefit us?

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

7. The teacher gives students Worksheet 2.2 Benefits of Ethnorelativism, and then explains how to do it. During the exercise, the teacher walks around and gives students advice when they are in doubt.



Conclusion

The teacher summarizes the learning process on the benefits of ethnorelativism as follows: Snakes and Ladders Game (Ethnic groups in Tak Province) is an activity that enable students to see cultural similarities and differences in Tak and to learn more about ethnicity. As for ethnocentrism, it refers to people who realize and understand their own culture and think that their culture is the best. As for ethnorelativism, it refers to people who think that their own culture is good but open up themselves to learn other cultures. If you are in ethnorelativism group, you will not have prejudice against individuals and cultures and will not cause any division.

Sub-Learning Unit 2.2 Benefits of Ethnorelativism

Learning materials:

Knowledge Sheet 2.2 Benefits of Ethnorelativism

Assignments:

Worksheet 2.2 Benefits of Ethnorelativism

Additional suggestions

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

Sub-Learning Unit 2.2 Benefits of Ethnorelativism

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 2.2 Benefits of Ethnorelativism	Answering questions	Ask students to write the benefits of ethnorelativism.	Worksheet 2.2	Criteria: - Write complete answers and can explain them, scoring 3 points. - Write incomplete answers but can explain them, scoring 2 points. - Write incomplete answers and cannot explain them, scoring 1 point. - Do not write any answers, scoring 0 point.
Behavior Observation Form	Behaviors of each student during taking part in the activities	Observe student behavior to measure in-class participation and record their attention in studying, answering questions and collaboration with their classmates and teachers	Behavior Observation Form	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

Behavior Observation Form

Instructions: The teacher observes student behavior during the lesson, and then tick √ 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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Sub-Learning Unit 2.2 Benefits of Ethnorelativism

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

Give an example of the communication that leads to reducing prejudice against individuals, cultures, and genders.

Contents:

1. Communication that leads to reducing prejudice against individuals, cultures, and genders.
2. Communication that leads to developing prejudice against individuals and cultures.

Objectives:

1. Students can practice being a good speaker and listener.
2. Students understand the communication that leads to reducing prejudice against individuals, cultures and genders.

Lesson Planning:



Introduction

1. The teacher divides students into groups of 4-5, 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 teaches the second player the gestures.
4. The second player will then nudge the next player to turn around and makes 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, cultures, and genders. If we have good communication skills, it can lead to reducing prejudice against individuals, cultures and genders.'



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 reducing prejudice using the Knowledge Sheet 2.3.
3. The teacher distributes flipchart paper and marker pens to each group.
4. The teacher asks students in each group to write types/forms of communication leading to reducing prejudice that they know, how many of them, and then describe each of them.
5. The teacher asks each group creatively 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.
8. The teacher gives students Worksheet 2.3 Communication Leading to Reducing Prejudice Against Individuals, Cultures and Genders. 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 the communication that leads to reducing prejudice against individuals, cultures and genders as follows:

1. Communication Leading to Reducing Prejudice Activity enable students to see types/forms of communication that lead to reducing prejudice. The teacher gives students an example with the stories in the community presented by students, and based on that, students learn about advantages of communication. 'That is, we need to be friendly, expressed through our tone of voice and facial expressions. If a person who you talk to feels your friendliness, they will be opened to listening and respect a person who they talk to, such as eye contact and listening carefully. If we have bad communication skills, such as yelling, slander/defamation, or gossiping, these can lead to conflict, violence and prejudice. Therefore, if we have good skills, we will be able to reduce prejudice and to live together peacefully.'

2. Benefits of understanding the communication that leads to reducing prejudice will enable students to understand and have various forms/methods of communication without prejudice.

Materials & Equipment:

1. Flipchart paper
2. Marker pens

Learning materials:

Knowledge Sheet 2.3 Communication Leading to Reducing Prejudice

Assignments:

Worksheet 2.3 Communication Leading to Reducing Prejudice Against Individuals, Cultures and Genders

Additional suggestions

1. Questions shall not be too sensitive, and age of students must be taken into account.
2. Keep in mind about time management on discussions.
3. Remind students about the rules that when one person speaks, the other one should only listen & conversation questions.

Sub-Learning Unit 2.3
Communication Leading to Reducing
Prejudice Against Individuals,
Cultures and Genders

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 2.3 Communication Leading to Reducing Prejudice Against Individuals, Cultures and Genders	Answering questions	1. Ask students to share & discuss their answers with friends. 2. Assess & mark students' worksheets.	Worksheet 2.3	- Write complete answers and can explain them, scoring 3 points. - Write incomplete answers but can explain them, scoring 2 points. - Write incomplete answers and cannot explain them, scoring 1 point. - Do not write any answers, scoring 0 point.
Worksheet 2.3 Communication Leading to Developing Prejudice Against individuals and cultures.	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.....

Sub-Learning Unit 2.4

Cultural Similarities and Differences

Indicators:

1 hour

Able to describe the stages of one's own cultural identity formation and historical background (the culture of each school).

Contents:

Stages of one's own cultural identity formation and historical background.

Objectives:

1. To learn about cultural similarities and differences.
2. To learn about the stages of cultural identity formation.

Lesson Planning:



Introduction

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

2. Next, the teacher asks each student to pick one cultural picture, and then asks 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 How the culture in the picture is made/created?

3. The teacher explains to students how this activity link to cultural similarities and differences.



Teaching

1. The teacher divides students into groups of 3-4 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 explains to students about similarities and differences using the Knowledge Sheet 2.4 Ethnic Similarities and Differences.

Sub-Learning Unit 2.4 Cultural Similarities and Differences

3. The teacher gives each group a problem to think and to write about cultural similarities and differences and the factors that lead to prejudice against cultures as follows:

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

Sub-Learning Unit 2.4

Cultural Similarities and Differences

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

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

5.1 How do you feel after doing the activity?

5.2 How does the activity show cultural similarities and differences?

5.3 Give examples of similarities and differences of your 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, and then explains to the students how to do it. During the exercise, the teacher walks around and gives students advice when they are in doubt.



Conclusion

The teacher summarizes the lesson on Cultural Similarities and Differences. The activity used in this lesson enables students to understand the similarities and differences of their cultures and other cultures. The teacher gives students local plants/vegetables as an example. Each area has different ways of planting, etc. If students understand the similarities and differences of formation/creation, this will enable them to be aware of and appreciate the cultures more.

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	<ul style="list-style-type: none"> - Write complete answers and can explain them, scoring 3 points. - Write incomplete answers but can explain them, scoring 2 points. - Write incomplete answers and cannot explain them, scoring 1 point. - Do not write any answers, scoring 0 point.
Behavior Observation Form	Behaviors of each student during taking part in the activities	Observe student behavior to measure in-class participation and record their attention in studying, answering questions and collaboration with their classmates and teachers	Behavior Observation Form	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

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:

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Student competencies:

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Desirable characteristics:

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

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Sub-Learning Unit 2.4 Cultural Similarities and Differences

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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

knowledge sheet

Step I-You

Similarities and differences



Knowledge Sheet 2.1 Effects of Ethnocentrism



Ethnocentrism refers to the attitude or belief that one's own culture is the most important one i.e., the belief that one's own ethnic group has a better culture than that of another nation or other cultures. This gives the feelings of insults because of the belief that the culture of one's own ethnic group is right, and the different cultures of other nations are all wrong. It is divided into three types as follows:

Denial. Denial can occur when different cultures are excluded in case of having interactions and connections.

Resistance. People notice differences but see differences as threatening or frightening.

Minimization. The last type of an ethnocentric person is the one who tries to preserve differences in their cultural environment by hiding differences and focusing on similarities.

Knowledge Sheet 2.2 Benefits of
Ethnorelativism

Ethnorelativism refers to a person who knows cultural differences and is sensitive to other cultures, but at the same time is able to distinguish and create distances with every culture or even their own ones, i.e., a person understands their culture well, but do not limit themselves to contemplating the cultures, values and viewpoints towards their own world to be independent of other cultures, seeing that the person is part of their culture and independent of their culture.

Benefits of Ethnorelativism

1. Having an understanding of ethnic groups, history and ethnic relations in theory and in practice.
2. Having knowledge and ability to analyze ethnic relations, conflicts, and the development by integrating concepts and theories in sociology and anthropology and local wisdom in research, analysis, and problem solving systematically with morality and ethics.
3. Being able to build up knowledge on ethnic relations and disseminate, exchange knowledge with academics, policy makers and village philosophers to create respect for cultural differences, to maintain beautiful traditions and cultures considering human dignity and sustainable development.

Knowledge Sheet 2.3 Communication Leading
to Reducing Prejudice

Types of Communication

When two or more people live together, there are 2 types of communication for mutual understanding:

1. Direct Communication. Direct communication is a speech that aims for short, clear, concise, straight to the point and focuses on the needs or main goals (focus on target).

2. Indirect Communication. Indirect communication usually begins with greeting or a small talk, and then slowly get to the point of talking. This approach focuses on the relationship between people who communicate (focus on relation).

However, at the same time, when people live together in a larger society, there are more and more different types of communication and communication styles. Different types of communication may be affected by situations or time and place, personality or different cultural and linguistic backgrounds, as well as the intentions of communication such as to get what a person wants, to develop an understanding, to build relationships or to show power, etc. In conclusion, there are nine communication styles which include:

1. Self-Approving

It is the personality of a person with high self-confidence. This kind of person is confident in their own knowledge and abilities. They are decisive, like to be a leader and speak frankly, but may not like to listen to other people's opinions.

2. Aggressive Communication

A person who has this communication style will speak in a loud and demanding voice, concise and short. Sometimes expression of aggressive behavior is shown when they are upset or think that they are right, just want to win and you cannot control their emotions.

3. Talkative-Dramatic

A person with this communication style mainly uses words/speech to communicate, is poetic, talkative or talks a lot, likes to beat around the bush or perhaps talks about something again and again that might annoy others. Nonetheless, when they are not taken over by emotions, they will then be an indirect communicator who can build relationships with others.

4. Helping

It is a type of person that keeps the goodwill of other sides first by volunteering to help, to cooperate with others. This type of people is often affectionate. Everyone wants to make friends with.

5. Altruistic

This type of people listens primarily to others' opinions and needs. They are extremely selfless in society, but sometimes they can be shy and can be taken advantage of because they always allow others to do so.

6. Needy-Dependent

Indecisive, no self-confidence, need to consult and ask for others' opinions all the time.

7. Assertive - Controlling

People who have this communication style are decisive but like to give orders to others. They are leaders, but if too much, they can become a power maniac. They communicate to achieve their objectives or what they want.

8. Distance

People who have this communication style need to do research before communicating with others or tend to withdraw from a group or conversation when they see conflicts, or to totally disagree if do not have the same opinion.

In addition to the eight items mentioned above, there is another one: Body expression. Body expression or body language can be communicated in many forms, including emotions and feelings such as smiling, laughing, or clapping when liking or agreeing, or expressing dissatisfaction by making various symbolic gestures such as raising a fist, throat slash or raising the middle finger like westerners, etc., as well as being silent to a person who takes part in a conversation.

There are many types/forms of communication seen in the same person or may be other than those mentioned above.

Types of communication that lead to reducing prejudice are as follows:

1. Being a good listener. Practice being a good listener is the best way to practice communication skills. If we practice listening by being mindful in the present moment, carefully listening to a person in front of you with attention and sincerity, not interjecting, these will make a person in a conversation feel that we care and want to talk to us and we will also be aware of the important message that they want to tell us.

2. Open-minded. Good communication can occur, but we need to open up to different views or opinions.

3. Asking questions. This shows interest in a conversation and helps check an understanding of texts/contents or understand more details.

4. Friendliness is expressed through tone of voice and facial expressions. If a person in a conversation feels friendliness, they will then open to listening and expressing their honest opinions/answers without hiding.

5. Respect a person in a conversation such as making eye contact, listening carefully, avoiding answering the phone while talking to others.

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 8)**

Level	Learning Unit	Concepts	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.2/1 Explain and follow the laws related to oneself, family, community, and country. Social Studies 4.1, M.2/2 See the values of acting according to status, roles/duties, rights, and freedoms as good citizens in a democratic way.	1. Able to propose the ways to protect human rights form violations according to human rights principles and gender equality. 2. Able to analyze your potential (knowledge, ability, aptitude, according to sexuality) in working with others. (Based on the culture of each school) 3. Practice according to human rights principles and see the values of acting according to status, roles/duties, rights, and freedoms as good citizens in a democratic way.	1. How to protect human rights. 2. Analyzing your potential. 3. The practice of human rights principles.	7	1. Students gain knowledge and an understanding of human rights and gender equality at the national level. 2. Students gain knowledge about types/forms of violations according to human rights principles and gender equality. 3. Analyzing your potential.	1. Students can propose the ways to protect human rights from violations according to human rights principles and gender equality. 2. Students can analyze their potential (knowledge, ability, aptitude, according to sexuality) in working with others. (Based on the culture of each school) 3. Students can practice according to human rights principles and see the values of acting according to status, roles/duties, rights and freedoms as good citizens in a democratic way.	Students are aware of protecting their rights and freedoms and do not violate others' rights and freedoms as good citizens in a democratic way.

Unit 3

Human Rights and Responsibilities



Indicators:

7 hours

1. Able to propose the ways to protect human rights from violations according to human rights principles and gender equality.
2. Able to analyze your potential (knowledge, ability, aptitude, according to sexuality) in working with others. (Based on the culture of each school)
3. Practice according to human rights principles and see the values of acting according to status, roles/duties, rights, and freedoms as good citizens in a democratic way.

Concepts:

Students have knowledge and an understanding of the rights and duties of the Declaration of Human Rights and the Convention on the Rights of the Child and can apply them by considering the rights and responsibilities of their own roles and respecting others.

Intercultural competencies:

1. Students gain knowledge and an understanding of human rights and gender equality at the national level, have knowledge about types/forms of violations according to human rights principles and gender equality and analyse their potential.
2. Students can propose the ways to protect human rights from violations according to human rights principles and gender equality and can analyze their potential (knowledge, ability, aptitude, according to sexuality) in working with others. (Based on the culture of each school)
3. Students can practice according to human rights principles and see the values of acting according to status, roles/duties, rights, and freedoms as good citizens in a democratic way.

Indicators:**2 hours**

Propose the ways to protect human rights from violations according to human rights principles and gender equality.

Contents:

Students gain knowledge and an understanding of human rights and gender equality at the national level and propose the ways to protect human rights from violations according to human rights principles.

Objectives:

1. To understand human rights principles.
2. To propose the ways to protect human rights.

Lesson Planning:**Introduction**

1. The teacher places Knowledge Sheet (Cards) 3.1 Human Rights Principles in the middle of the room, divided into 2 sets or as appropriate. One set contains the knowledge cards on the human rights in 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 the principles of children's rights.

- 5.1 How do you feel after doing the activity?
- 5.2 What have you learned from yourself and others?
- 5.3 How can you apply what you have learned to yourself and society?
- 5.4 What rights have you already had and what rights you haven't had?



Teaching

1. The teacher prepares different areas or spots for situations in the room or as appropriate.
2. The teacher then asks students to learn about the situations whether they violate or contrary to the principles of human rights or not.
3. The teacher draws a line or attach adhesive tape on the floor to divide the sides for students to choose. Students can raise their hands or the signs with 2 different colors, depending on the number and nature of students, to indicate whether the following situations violate or contrary to the principles of human rights or not. The teacher shall ask students one question at a time.
 - 3.1 Calling the Karen people 'Yang' (northern dialect for Karen).
 - 3.2 Persons with disabilities cannot use sky trains/trains/subways because there are no lifts and there is no wheelchair access.
 - 3.3 Parents can scold, hit, lock up or abuse their children in any way.
 - 3.4 A hospital does not allow homeless patients to sit and wait in the hospital because they are not dressed properly.
 - 3.5 Teachers punish students by making them do push ups 50 times in the middle of the field at noon.
 - 3.6 Calling new foreign students 'Lao (imply the sense of insulting)', 'Xiao (imply the sense of insulting)', 'Meaw (Calling Hmong but Hmong people do not like it because it is an abusive term to them)', and 'Mong (Calling Burmese people, imply the sense of insulting)'.
 - 3.7 People can get together and form a club or group without legal registration.
 - 3.8 Muslim friends do not pay respect to or worship Buddha images at their Buddhist friends' houses.
4. The teacher asks students to sit in groups, and then asks them to share their opinions if they have to propose the ways to protect human rights in the classroom, what rights to be proposed (civil rights, political rights, economic rights, social rights, and cultural rights). Next, the teacher asks students to present them to all groups so that everyone can share their opinions on what aspects of protection of children's rights to be proposed and how many items to be proposed.

5. The teacher asks students to bring their joint proposals to present in front of the class for their classmates and the teacher to comment or suggest for further adjustment.

6. The teacher asks students to do an exercise on Worksheet 3.1 Proposals to Protect Yourself and Others.



Conclusion

Whenever we see or hear about an incident where we are not sure if it violates human rights or not, the following 5 core principles of human rights can be brought in for consideration:

1. Civil rights which are related to life and body, security in life and justice.
2. Political rights, that is, everyone has the right to freely determine their political status, the right to freedom of opinion and expression.
3. Economic rights which refer to the right to work, to receive a fair wage and the right to property.
4. Social rights which refer to getting an education, health care, and building a family.
5. Cultural rights which include religious belief, use of local language and dress.

Materials & Equipment:

1. A4 paper
2. Pens/pencils
3. Questions/issues that need to be observed

Learning materials:

Knowledge Sheet (Cards) 3.1 Human Rights Principles

Assignments:

Worksheet 3.1 Proposals to Protect Yourself and Others

Additional suggestions

1. The teacher should find more information on the reasons for each situation so that it can be clearly explained to students.
2. The teacher should understand the situations well and select at least 8 situations to provide various issues.

Sub-Learning Unit 3.1 How to Protect Human Rights

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 3.1 Proposals to Protect Yourself and Others	Students' proposals	<ol style="list-style-type: none"> 1. Share ideas & think about proposals to protect human rights. 2. Assess & mark students' proposals. 3. Present in front of the class. 4. Adjust the proposals 	Worksheet 3.1	<ul style="list-style-type: none"> - Able to tell and explain how to protect human rights, scoring 3 points. - Able to explain violations, scoring 2 points. - Able to tell the meaning and importance of protection, scoring 1 point. <p>(2 points up considered as "passed")</p>
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:

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Student competencies:

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Desirable characteristics:

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

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Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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Signature.....

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Position.....

Indicators:

2 hours

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

Contents:

Students can analyze their potential according to their knowledge, ability, aptitude, and sexuality in working with others based on the culture of each school.

Objectives:

Analyze your potential according to your knowledge, ability, aptitude, and sexuality.

Lesson Planning:



Introduction

1. The teacher gives each student 10 sheets of paper and then asks them to pair up with their friend. Ask their friend with the question, 'who are you?' The answers can be 'I am a shopkeeper', 'I am a traveler', etc.

2. After their friend answers the question, write the answer on a piece of paper, and stick it on their friend's body.

3. Ask their friend again, who are you? Then, write the answer on a piece of paper, adding it up on their friend's body.

4. Keep asking their friends until they get the answers on 10 sheets of paper or more, or until they cannot get an answer. Then, take turn by letting their friend ask them until they get the answers on 10 sheets of paper as well.

5. Students change their pair and one of them starts asking their partner, 'If you had to throw away/discard one thing of yourself, what you would throw away/discard and make you were still you, and then remove the paper with the answer that they want to throw away/discard.

6. Keep asking their friends until there is only one sheet of paper left and then take turn for the other one to ask the question until there is only one sheet of paper left.

6.1 What are the things that we throw away/discard and why do we choose to throw them away?

6.2 What is the one thing of ourselves that we choose to keep and why do we choose to keep it?

6.3 Human values are those values that when all values such as social status, occupation, gender, age, race are removed. We will choose human values and existence. Equal values that all humans have is the value of human rights and we can live meaningfully when fulfilling other values.

6.4 Gender, age, skin color, race, physical appearance, national origin, territories, beliefs, religions, cultures, education, social status, economic status and political opinions are all values classified human types. If we use these values to judge or consider different matters, we will begin to make human beings unequal, leading to human rights abuse and raising these secondary values to destroy primary/core values.



Teaching

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

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

Knowledge Sheet 3.2 Aptitudes and Preferences

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

Knowledge Sheet 3.2 Aptitudes and Preferences

Therefore, today we are going to learn about our potential and the culture that the school chooses to see what your abilities, 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.

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 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).

Sub-Learning Unit 3.2 Analyzing Your Potential

3. The teacher explains the process of drawing balloons and the meaning of each color. (Table of cultures)

3.1 Red: Planner

3.2 Green: Team Builder

3.3 Blue: Practitioner

3.4 White: Recreationalist

4. The teacher asks students to color the balloons according to their own aptitude for each area; color the bigger balloon with the area they are best at and smaller balloons with the area they are less good at respectively according to their abilities and aptitudes. As for the least aptitude, students color in with the smallest balloon.

5. Students discuss in their group why the balloon color has to be the biggest and the rest of the colors has to be smaller respectively until to the smallest one. Everyone in the group has to share their ideas.

6. The teacher asks a group representative to present in front of the large group telling other students which color of their biggest balloon and which one is the smallest one, and why.

7. The teacher summarizes the activity learned and links it to the objectives and activities for students to find their abilities and aptitudes that are naturally in them, and then use those to create stories of the culture selected by the school.

The culture selected by each school

Cultures	Schools	Analysis of one's own potential
Tena (Karen musical instrument)	Ban Huai Krathing School Thanpuying Maneenutra Border Patrol Police School	Planners are students who have an aptitude for planning operations, designing Tena (Karen musical instrument), and songwriting. Team builders are students who have an aptitude for gathering friends to work together. They are coordinators. Practitioners are students who have an aptitude for playing music, following the instructions given by a group leader to make Tena. Recreationalists are students who have an aptitude for singing and entertaining people in their group.
	Ban Si Lung School	Planners are students who have an aptitude for planning operations and basketry & weaving designing.

Sub-Learning Unit 3.2 Analyzing Your Potential

Basketry & weaving	Ban Sam Muen School (Ban Huai Kanoon Branch) Morning Glory School 2	<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; basket 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>
Traditional foods & desserts	Morning glory 1	<p>Planners make an operation plan, design food menu, get 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 and desserts.</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</p>

Sub-Learning Unit 3.2 Analyzing Your Potential

		<p>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 shares and exchanges 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:

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Student competencies:

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Desirable characteristics:

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

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Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

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Recommendations:

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Signature.....

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Position.....

Indicators:

3 hours

Practice according to human rights principles and see the values of acting according to status, roles/duties, rights, and freedoms as good citizens in a democratic way.

Contents:

Students can practice according to human rights principles and see the values and are aware of protecting their rights and freedoms and do not violate others' rights and freedoms as good citizens in a democratic way.

Objectives:

1. To understand the practice of human rights principles.
2. To be aware of protecting their own rights and freedoms and do not violate others' rights and freedoms.

Lesson Planning:



Introduction

1. The teacher divides students into 8 groups and then asks them to send their group representative to draw lots for what occupation and status of all members of the group will be, such as older adults, children, pregnant women, people with disabilities, tourists, migrant workers, national team athletes, priests, teachers, etc. as appropriate.

2. The teacher asks each student in a group to think, 'If you are a person in that status or take a role of that person, what characteristics/traits/personalities you must have, why you have to do that job or to be in that status and what you like or dislike, and what your dream in life is.'

3. Let students share their answers with all their group members.

4. The teacher asks students to regroup by having each group has people of all status and asks them to answer two questions: What do all the people in the group have in common and what are the differences between the people in the group?

5. The teacher makes up the situation that if an unforeseen event occurs and if five people have to be excluded from the group in order for the remaining people to survive, who or what status will they be excluded from the group? Give students time to discuss and share their ideas within their group.

Conversation and discussion questions:

5.1 Who did you choose to keep and who did you choose to remove from the group and why?

5.2 Just a moment ago, who were you, how did you feel, what did you think?

5.3 What make you think that someone has to leave? Do you think that you are less or more human than others and how?

5.4 In real life, have you ever seen or heard of any situations regarding dehumanization?



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 on 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 how to plan 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 is 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. We are living under various mythologies throughout occupations, financial status, social status, morality, beliefs in race and religion. All these types of discrimination can lead us to inadvertently treat people by degrading human dignity and treat others by forgetting that we are all human and have equal human dignity.

2. We cannot choose for someone to die or to live by degrading their human dignity no matter what kind of a person they are, or what their race, religion, thoughts, finance or physical appearance is?

3. If there is a good leader or a person who can well pass on cultures, the cultures will persist, but if the leader or a person who pass on the culture mislead people to follow in the wrong direction, there will be misunderstandings of other cultures as well.

Assignments:

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

Additional suggestions

1. The teacher needs to observe and explain to students about teasing among students regarding their friends' status.
2. Give students time to discuss the lesson in their group and ask them to think and share their ideas so that students can make a conclusion or summarizing a lesson on their own. It is better than the teacher sums it up for them.
3. Encourage all groups to include both boys and girls in their group to promote equality in the classroom or culture.

Sub-Learning Unit 3.3 The Practice of Human Rights Principles

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
A work plan and learning about the culture selected by the school	Answering questions	<ol style="list-style-type: none"> 1. Ask students to draw a picture and write a description of their roles in participating in the activity. 2. Assess & mark students' worksheets. 	A work plan and learning about the culture selected by the school	<ul style="list-style-type: none"> - Students can write a description of their work plan that is related to the culture and present it in front of the class, scoring 3 points. - Students can describe their duties and what they do in the activity, scoring 2 points. - Students are involved in thinking and planning the activity, scoring 1 point. <p>2 points up considered as "passed"</p>
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
/...../.....

Scoring Criteria

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

Notes after teaching

Knowledge:

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Student competencies:

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Desirable characteristics:

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

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Sub-Learning Unit 3.3 The Practice of Human Rights Principles

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.....

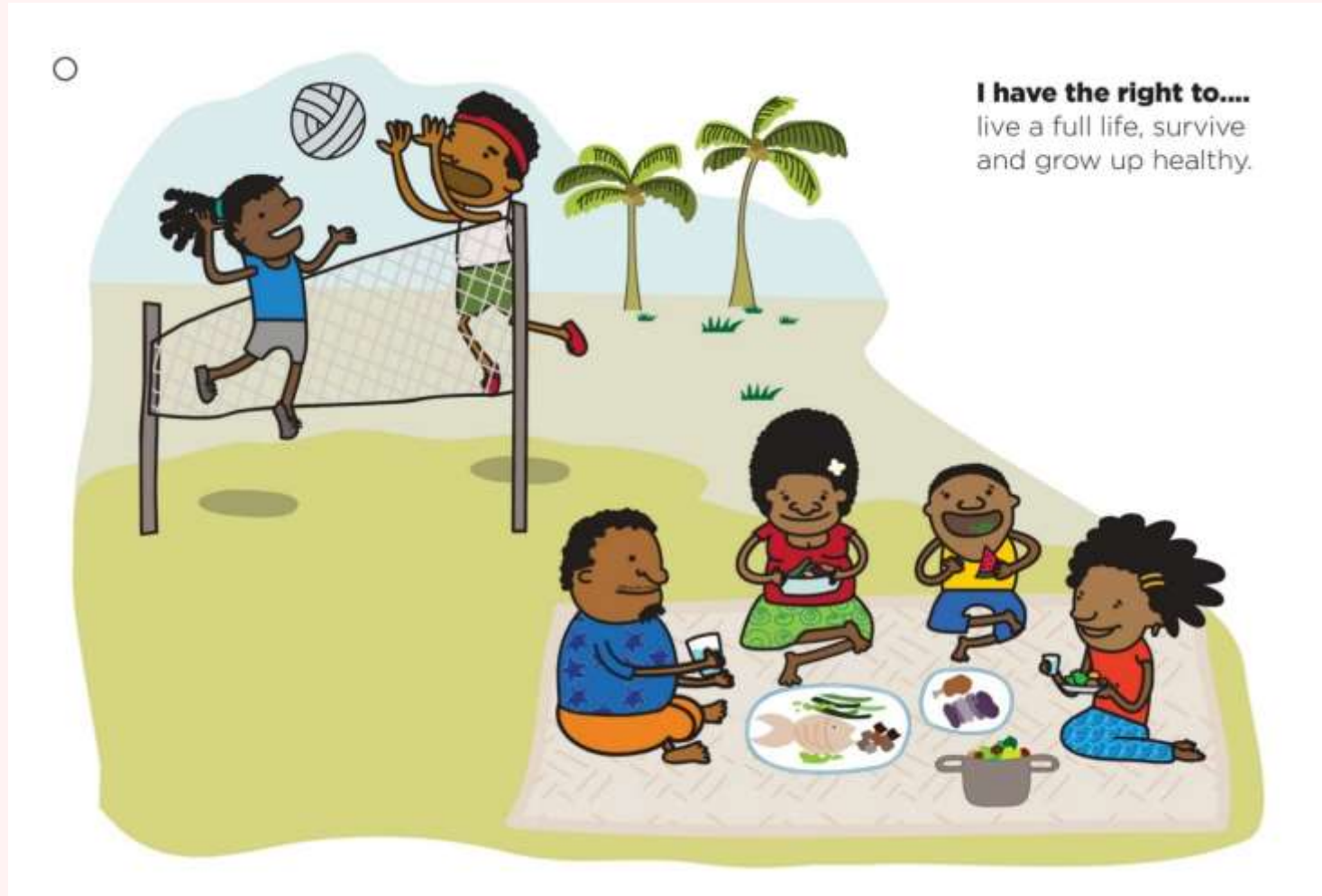
knowledge sheet

Step You

**Human rights
and responsibilities**



Knowledge Sheet 3.1 Human Rights Principles



**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 How to Protect 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

Sub-Learning Unit 3.1 How to Protect Human Rights

- **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





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.





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

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

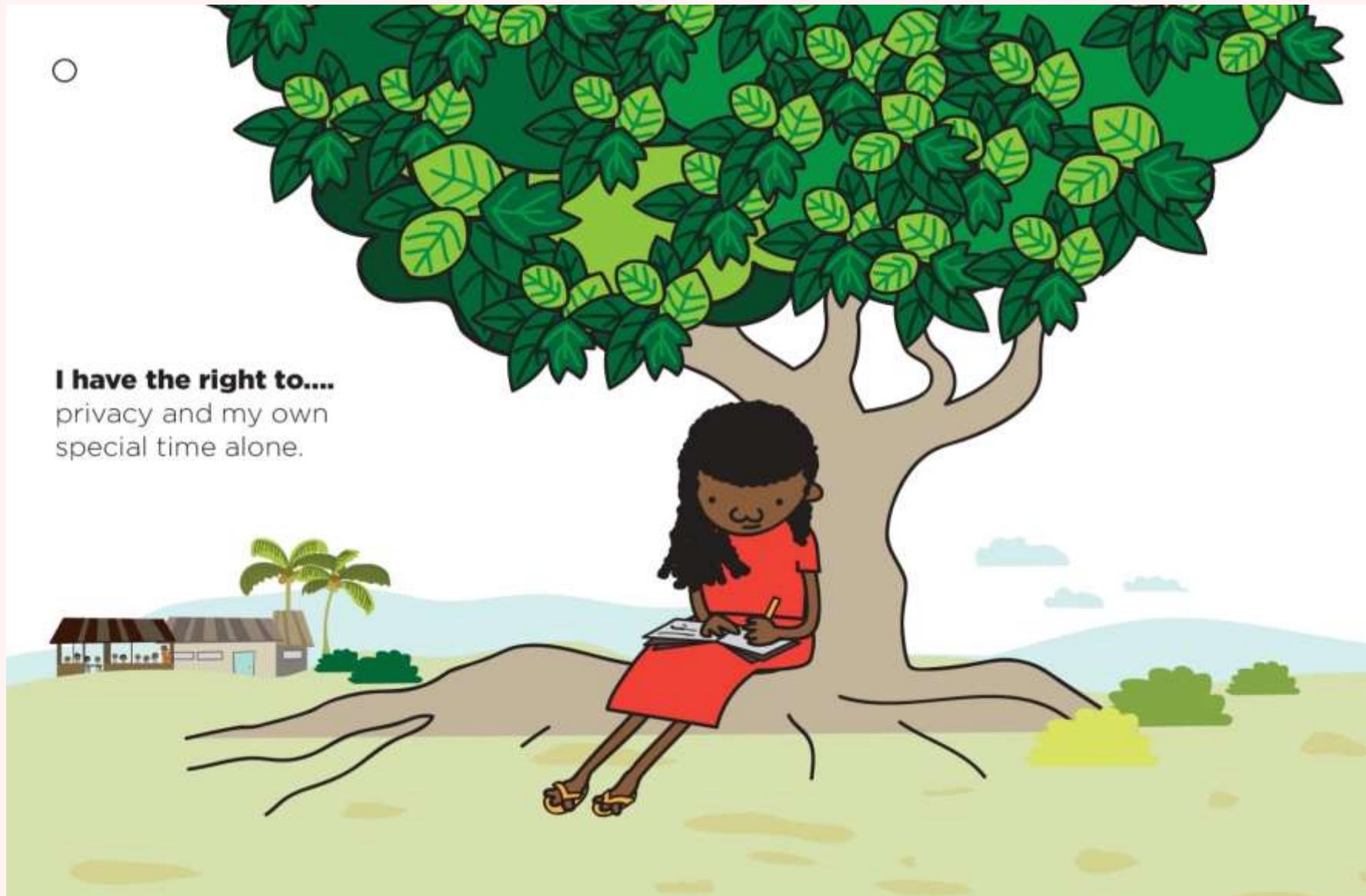


I have the responsibility to...
listen when others share and not harm others in my actions



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

Sub-Learning Unit 3.1
How to Protect Human Rights



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.

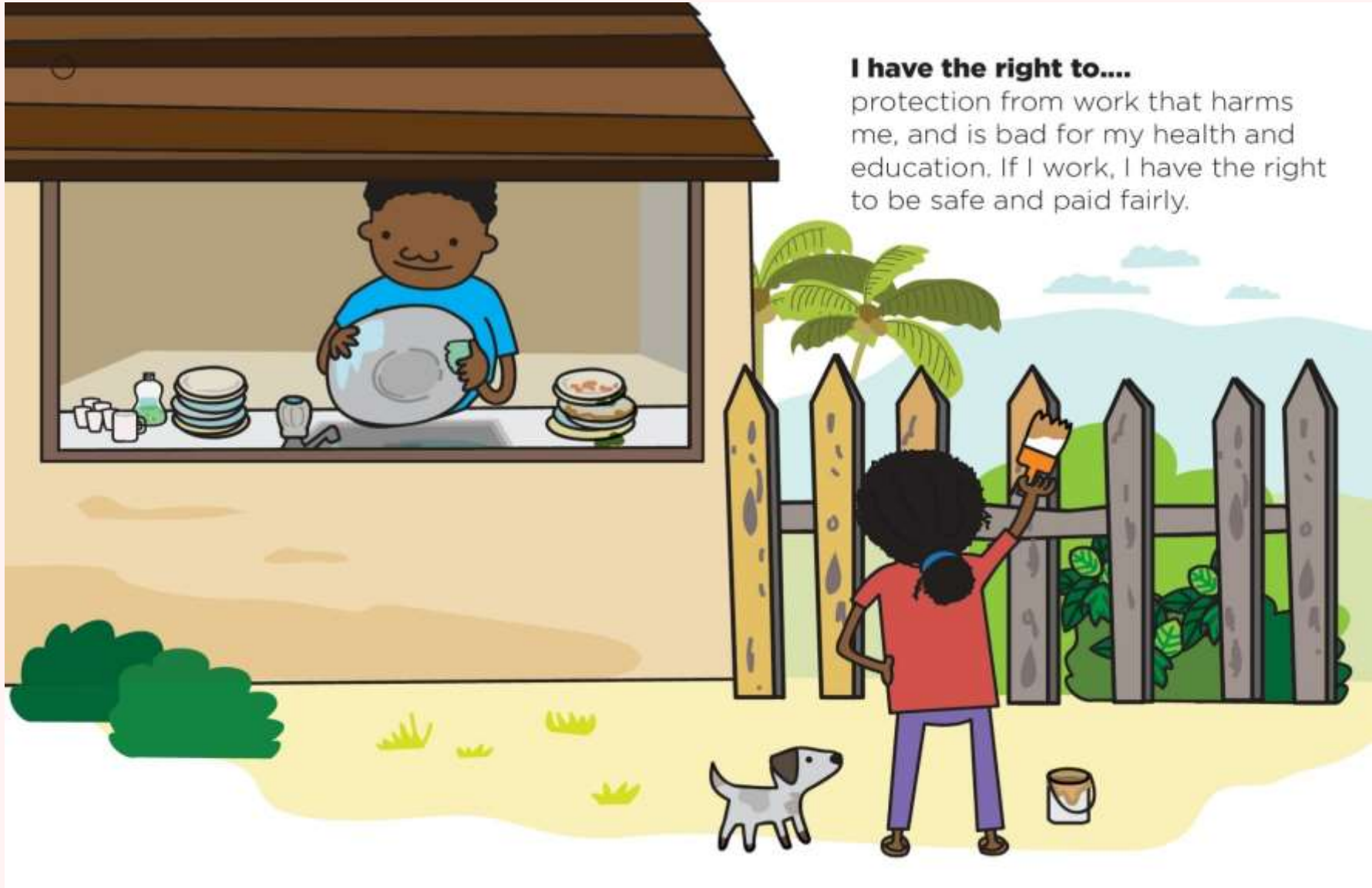


Adapted from:

Article 16: Have your privacy and family respected.

United Nations Convention on the Rights of the Child

Sub-Learning Unit 3.1
How to Protect Human Rights



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

Sub-Learning Unit 3.1 How to Protect Human Rights



**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

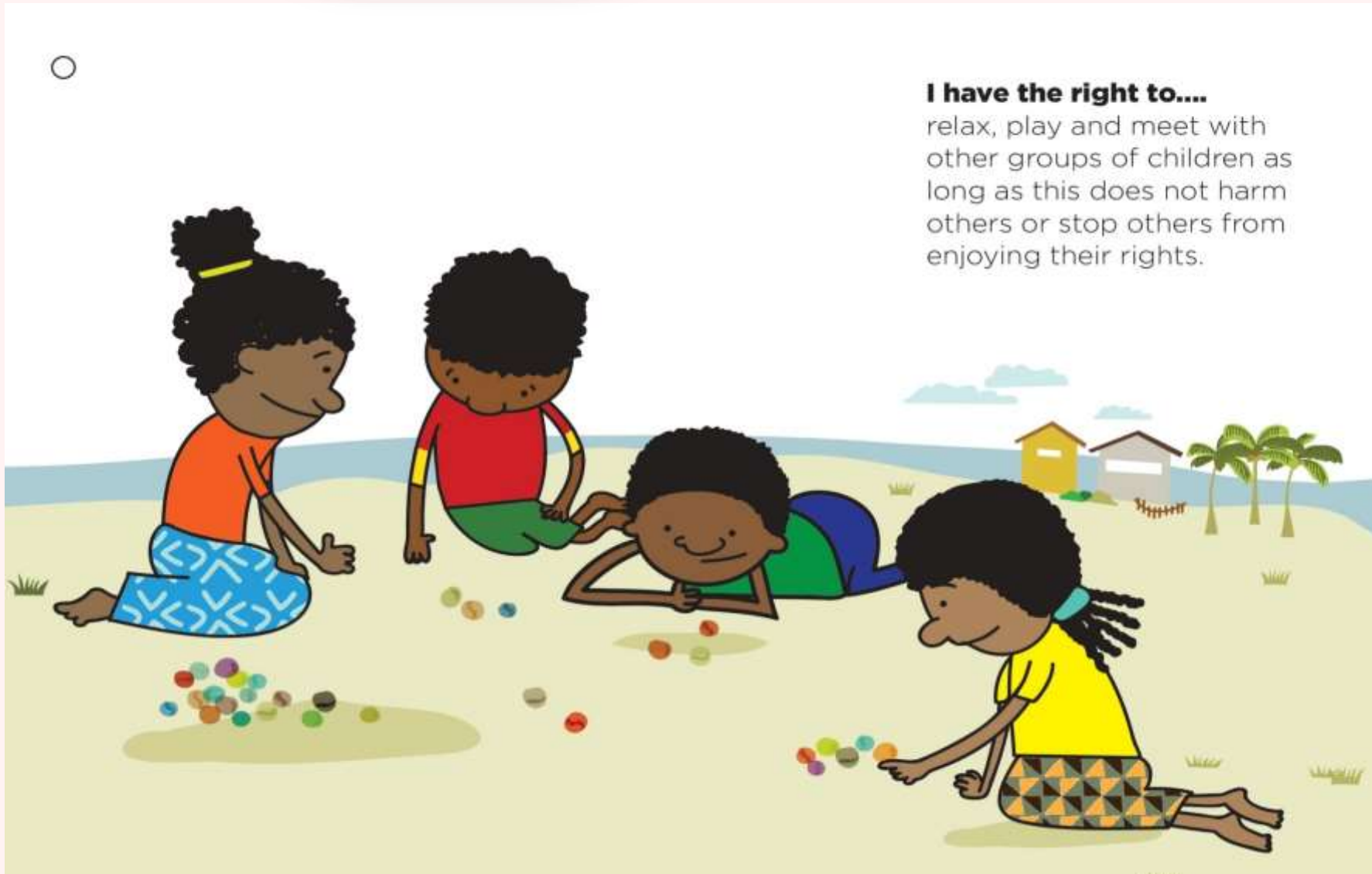
- **Adults should....**
work towards
what is best for
each child.



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



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

Sub-Learning Unit 3.1 How to Protect Human Rights



คุณค่าสากลแห่งสิทธิมนุษยชน (Core Values) **1**

การไม่เลือกปฏิบัติ
Non-discrimination

การไม่เลือกปฏิบัติคือ การที่ทุกคนมีสิทธิและเสรีภาพเท่าเทียมกันไม่ว่าจะมีความแตกต่างด้านเชื้อชาติ สีผิว เพศ ภาษา ศาสนา ความเชื่อทางการเมือง สถานภาพทางครอบครัว หรือสถานภาพอื่นๆ ดังนี้แล้ว การเลือกปฏิบัติที่แตกต่างกับการกีดกัน การแบ่งแยก หรือ ความลำเอียงและอคติเพียงเพราะคนๆ หนึ่งมีต้นตอมาจากเรื่อง เพศ ผิว เชื้อชาติ ภาษา ศาสนา ความเชื่อทางการเมือง หรือความคิดเห็นอื่น ๆ สิทธิภายใต้ หรือ ที่ภายใต้สังคม ความยากดมีถิ่น สถานะของแหล่งกำเนิด หรือสถานะอื่น ๆ จึงนำไปสู่การละเมิดสิทธิมนุษยชนได้ เราอาจไม่มองเห็นด้วยกับทุกความแตกต่าง แต่เราใช้เกียรติ (respect) ความกตัญญูหรือความเอื้อที่ไม่เหมือนเรา และยอมรับได้ว่าคนในสังคมส่วนนี้มีความแตกต่างหลากหลาย (diversity)

ตัวอย่างสถานการณ์ละเมิดสิทธิ **1**

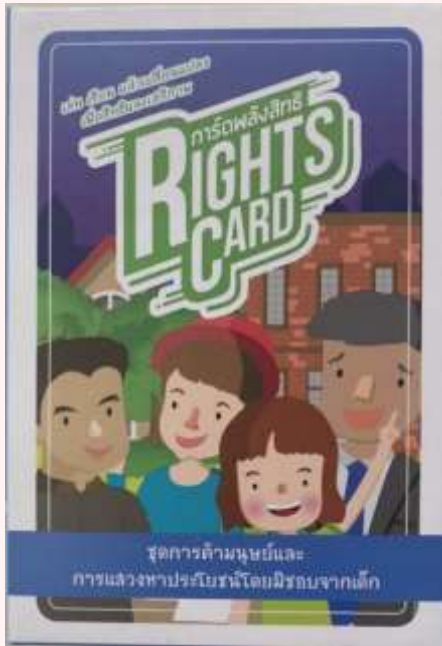
มิดาและครอบครัวต้องลี้ภัยมาอยู่ประเทศไทย เพราะเกิดสงครามกลางเมืองในประเทศของเธอ

ประเภทของสิทธิ **1**

สิทธิพลเมือง
Civil Rights

ได้แก่ สิทธิในชีวิตและร่างกาย เสรีภาพ และความมั่นคงในชีวิต ไม่ถูกทรมาน ไม่ถูกทำร้ายหรือฆ่า สิทธิในกระบวนการยุติธรรม ได้แก่ สิทธิในความเสมอภาคต่อหน้ากฎหมาย สิทธิที่จะได้รับการปกป้องจากการจับกุมหรือคุมขังโดยมิชอบ สิทธิที่จะได้รับการพิจารณาคดีในศาลอย่างยุติธรรม โดยผู้พิพากษาที่มิอิสระ สิทธิในการได้รับสัญชาติ เสรีภาพของศาสนิกชนในการเชื่อต่อและปฏิบัติตามความเชื่อ

Sub-Learning Unit 3.1 How to Protect Human Rights



Sub-Learning Unit 3.1 How to Protect Human Rights

Violate human rights because..... (Answer key)	
	In the view of human rights, it is a term that implies contempt/scorn/insulting, which is dehumanisation.
	Inequity and inequality. The role of the state is to ensure that people of all states have access to basic utilities.
	Violence, imprisonment/locking up, torture, detention and physical harm are involved. Being parents or being a benefactor cannot be used as a reason for any action to violate human rights.
Unit 3.1 How to Protect Human Rights	Contrary to the principle of equality. It is considered as discrimination.
	Contrary to human rights principles because it is torture, physical harm which is excessive punishment.
	It is dehumanization because of calling a person with an implication of racism or origin.
	No violation. It is the right entitled to.
	Contrary to human rights principles because an employer commits racial discrimination. It is social injustice. If the state specifies that Thai people shall be paid more than other races in the law, it clearly violates human rights by the state.
	In the event of a quarrel with other party in unacceptable bodily harm, in addition to violating the principle of human rights regarding the use of violence, other people in society can intervene or help.
	All human beings have equal human dignity that cannot be compared with physical appearance.
	It is considered excessive punishment and violates the Universal Declaration of Human Rights on Torture.
	It does not violate any human rights principles because it is a fundamental right to express opinions that are entitled to.
	It does not violate any human rights principles because it is a fundamental right to practice one's own beliefs or religion.

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 8)**

Level	Learning Unit	Concepts	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, color, physical appearance and economic status.		<ol style="list-style-type: none"> 1. Present the experiences and effects of stereotype and discrimination by others with examples clearly. 2. Present the experiences and effects of stereotype and discrimination against others (Gender) with examples clearly. 3. Work with others based on equity and equality. 	<ol style="list-style-type: none"> 1. Effects of Stereotype and Discrimination by Others and Effects of Stereotype and Discrimination 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	<ol style="list-style-type: none"> 1. Students gain knowledge and an understanding of the effects of stereotype and discrimination by others. 2. Students gain knowledge and an understanding of the effects of stereotype and discrimination against others (Gender). 3. Students gain knowledge and an understanding of the process of working in groups efficiently. 	<ol style="list-style-type: none"> 1. Students can clearly explain the causes and effects of stereotype and discrimination by others with examples. 2. Students can present the experiences and effects of stereotype and discrimination against others (Gender) with examples clearly. 3. Students can work with others efficiently based on equity and equality. 	Students gain awareness of trying to avoid the behaviors that can develop prejudice, stigma, stereotype, and discrimination against others when working in groups.

Unit 4 Discrimination and Equality



Indicators:

10 hours

1. Present the experiences and effects of stereotype and discrimination by others with examples clearly.
2. Present the experiences and effects of stereotype and discrimination against others (Gender) with examples clearly.
3. Work with others based on equity and equality.

Concepts:

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

Contents:

Effects of stereotype and discrimination by others and effects of stereotype and discrimination against others (Gender).

Intercultural competencies:

1. Students gain knowledge and an understanding of the effects of stereotype and discrimination by others.
2. Students gain knowledge and an understanding of the effects of stereotype and discrimination against others (Gender).
3. Students gain knowledge and an understanding of the process of working in groups efficiently.
4. Students can clearly explain the causes and effects of stereotype and discrimination by others with examples.
5. Students can present the experiences and effects of stereotype and discrimination against others (Gender) with examples clearly.
6. Students can work with others efficiently based on equity and equality.
7. Students gain awareness of trying to avoid the behaviors that can develop prejudice, stigma, stereotype, and discrimination against others in when working in groups.

Indicators:

1 hour

1. Present the experiences and effects of stereotype and discrimination by others with examples clearly.

2. Present the experiences and effects of stereotype and discrimination against others (Gender) with examples clearly.

Contents:

The effects of stereotype and discrimination by others and the effects of stereotype and discrimination against others (Gender).

Objectives:

1. To learn and understand the effects of stereotype and discrimination by others and the effects of stereotype and discrimination against others (Gender).

2. To gain awareness of reducing stereotype and discrimination when 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 two different stones. The teacher asks the students to make questions out of those two stones. Give them 5 minutes to do so. The group with the greatest number of questions made and correctly written is considered the winner.

2. The teacher tells students, "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 stereotype and discrimination by others and the effects of stereotype and discrimination 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, queer or gay, and asks them to think and write the words down without letting other students see those words.

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 words sticking on their forehead shall not be able to see what those words are, and everyone should have Worksheet 4.1 The Paper That Expresses Feelings stick on their back.

3. The teacher gives students 5 minutes to walk and greet each other, acting according to the written words without saying the words on their friend's forehead and try to guess in their head what role is given to them 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 their back and 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.? (For example, 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 because of their skin color, race, religion, belief, gender, values, or social status. What are the causes, how do they affect others? The teacher gives students in each group about 3 minutes to share their ideas according to those questions within the group, and then ask each group to present them in front of the class.

2. Once students finish giving examples, the teacher says that our reactions/attitudes or words that discriminate against others are the beginnings of stereotype and discrimination that affect both the ones who hold them against others and the ones who are treated with those. The teacher then describes the effects of stereotype and discrimination by others and the effects of stereotype and discrimination against others (Gender) at the end of the activity. For further explanation, see Knowledge Sheet 4.1 Stereotype and Discrimination.

Materials & Equipment:

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

Learning materials:

Knowledge Sheet 4.1 Stereotype and Discrimination

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 degradation of their human values and dignity.

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 Stereotype and Discrimination by Others and Effects of Stereotype and Discrimination 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 Stereotype and Discrimination by Others and Effects of Stereotype and Discrimination 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	- Interested in studying. - Do not talk or play with others while studying.	-Interested in studying. - Talk with others a little bit while studying.	- Interested in studying. - 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.

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:

1 hour

1. Present the experiences and effects of prejudice and stigma by others with examples.
2. Present the experiences and effects of prejudice and stigma against others (Gender) with examples clearly.
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 starts the lesson on thinking systems and sources of attitudes with a CD Print Activity.

2. The teacher divides students into 2 groups equally and asks them to compete each other. 'What comes to your mind when you see a triangle?' 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.



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 define their own topics related to stereotypes giving them guidelines that the topics should be about themselves and others. For example, what comes to their mind when they think of Pagagayor or Hmong? If it is something else, it might be housewives, aliens, foreigners, etc. Give answers to their partner, then switch their roles.

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 or had before? 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 stereotype and discrimination 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 “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 stereotype and discrimination 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 stereotype and discrimination, and ultimately resulting in violence. CD Print is an activity that helps students understand their own thinking system. Why do we always have stereotype and discrimination? 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 stereotype and discrimination.

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 values 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 stereotype and discrimination.	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)		
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Signature.....Evaluator

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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**.

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

Evaluation Details	Scoring Criteria			
	Very good (4)	Good (3)	Fair (2)	Poor (1)
1. Paying attention in studying	- Interested in studying. - Do not talk or play with others while studying.	-Interested in studying. - Talk with others a little bit while studying.	- Interested in studying. - 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.

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:

8 hours

1. Present the experiences and effects of stereotype and discrimination by others with examples clearly.
2. Present the experiences and effects of stereotype and discrimination against others (Gender) with examples clearly.
3. Work with others based on equity and equality.

Contents:

Presenting the effects of stereotype and discrimination by others and the effects of stereotype and discrimination against others (Gender) & seeking the 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 stereotype and discrimination by others with examples clearly.
2. To develop presentation skills in presenting the experiences and effects of stereotype and discrimination against others (Gender) with examples clearly.
3. Able 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.

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 further explains to students, “While you are learning according to the culture of each school, each of you should observe your group work to see if stereotype and discrimination occur during the activity or not and what the effects of that towards yourself and others are. Then write them down on Worksheet 4.4 Detective Conan’s Mission.”



Teaching

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

Sub-Learning Unit 4.3
Working with Others Based on Equity and Equality:
Doing it with Our Own Two Hands

1. Local plants/vegetables

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 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. 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.)	M.2 1. Complete the Detective Conan Worksheet regarding the effects of stereotype and discrimination. 2. Check the vegetable plots with explanation. 3. 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 action	5	1. Take an active role on the chosen topic. 1.1 Seed selection (Characteristics of good seed suitable for planting). 1.2 Soil preparation (Choosing planting area/Designing vegetable plots creatively and starting the vegetable plot as designed.) 1.3 Planting (Seedling/Plant spacing) Note: After students have planted their vegetables, the teacher will evaluate the vegetable plots.	
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 Based on Equity and Equality:
Doing it with Our Own Two Hands

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).	M.2 1. Complete the Detective Conan Worksheet regarding the effects of stereotype and discrimination. 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 action	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 and musical instruments. 1.1.2 Learn about materials & equipment for the 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 and musical instruments. 1.2.2 Learn about materials & equipment for the 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 Based 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 sales 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 regarding the effects of stereotype and discrimination. 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 action	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.	
A Summary of the You-We step	1	The teacher summarizes the activities associated with the ICE content of each grade level.	

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

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

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 stereotype and discrimination occur or not and what the effects of stereotype and discrimination towards themselves and others are, and then write those down on Worksheet 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, that is, 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 working with others. Is there anything they want to learn but have not learned yet? If any, it means that discrimination still exists.

2.The teacher asks students, "During your practice, is there any stereotype and discrimination occur in your group or not, and what are the effects of stereotype and discrimination by others and the effects of stereotype and discrimination 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 stereotype and discrimination by others and the effects of stereotype and discrimination against others (Gender) and working with others without stereotype and discrimination based on equity and equality in terms of race, religion, gender, age, skin color, physical and economic status. (More information about this can be found in the Effects of Stereotype and Discrimination Knowledge Sheet.)

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

Materials & Equipment:

Depend on the culture selected by each school.

Learning materials:

Depend on the culture selected by each school.

Assignments:

1. Depend on the culture selected by each school.
2. Worksheet 4.3 Detective Conan’s Mission.

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	Assess & mark the students’ Self-Observation Form.	Self-Observation Form	2 points up considered as “passed” (The criteria are explained in the Self-Observation Form.)
Behavior Observation Form	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.)

Outcome 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/do 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.	Only small parts of the explanation about the process of growing vegetables are correct.

Behavior Observation 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.
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**.

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 working in groups	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.

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**.

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

Evaluation Details	Scoring Criteria			
	Very good (4)	Good (3)	Fair (2)	Poor (1)
1. Paying attention in studying	- Interested in studying. - Do not talk or play with others while studying.	-Interested in studying. - Talk with others a little bit while studying.	- Interested in studying. - 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.

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 You-We

Discrimination
and equality



Knowledge Sheet 4.1 Stereotype and Discrimination

Stereotype

Stereotype is an attitude resulting from experiences that one group of people has about another group such as race, religion, politics, gender and sub-culture, forming to become the standard of judgements and beliefs that they are all the same even though they do not know their real identity. This can be good or bad attitude. However, this stereotype is often accompanied by prejudice that becomes unfair to some people who are not always like that.

Social psychologists also say that preconceived opinion that is not based on reason or actual experience leading to stereotype has what is known as 'Prejudice', along with 'Discrimination', ultimately results in discrimination, conflict, and hatred.

Common stereotypes

We often see stereotypes in a society, but 'race' is most noticeable. Taking the latest issue of 'Coronaviruses' (covid-19) which is originated from the People's Republic of China as an example. China is in Asia, and it turns out that almost all Asians or anyone with an Asian look will be stereotyped as people who have spread the coronaviruses and up to the point of being physically attacked. For example, a Singaporean student studying in London was attacked on the grounds of racial discrimination and the coronavirus spread.

Examples of stereotypes:

People who wear glasses are perceived as a nerd/good at studying.

People with tattoos are more likely to be scary/aggressive.

Men usually drives better than women.

People with white skin and/or with Chinese looks are rich; people with black or dark skin are poor because of working hard.

People living in rural areas are less knowledgeable than those in big cities.

Try to open up your mind and think along with us

Some of the people living in or coming from other provinces you meet are better than you, and some are inferior to you, aren't they? Is it true that all southern people you meet speak bluntly? Some people are neat. There are many people who are well-spoken. Not all northern people sweet talk but some of them are just as eloquent as others in different regions. Isan people do not always sit and eat fermented fish as being stereotyped. They eat the same food as you do, don't they?

Reducing stereotype, but understanding yourself

“Do not judge a book by its cover”

This idiom is the best solution to reduce stereotypes that occur in the society. Rid yourself of the prejudice you have and think for a moment, and then get to know each person's identity without making any judgments about how they are. Review more about it to reduce conflicts and put an end to stereotypes.

Examples of the effects of stereotypes in Thai TV dramas/soap operas.

Thai TV dramas can have the influence on and build beliefs in children and youth regarding their gender roles. This is because TV drama characters are made suitable through male and female career choices and goals set for gender-specific lifestyle. Beuf, Kimball, O'Bryant and Corder-Bolz (Beuf, 1974; Kimball, 1986; O'Bryant and Corder-Bolz, 1978) describe the point of view on appropriate behaviors, traits of males and females (Davidson, Yasuna and Tower, 1979; McGhee and Frueh, 1980) and endorsement of gender stereotypes (Herrett-Skjellum and Allen 1996; Morgan 1987). Participation in watching Thai TV dramas that reflect gender stereotypes may vary by age. Thai TV dramas may affect children and youth at an early stage of their development of gender equality, as Kohlberg (1966) explains that gender equality is children's understanding of gender as a permanent, unchanging attribute, such as length of hair, clothes, etc. According to Ruble et al. (Ruble et al., 1981), children who start their gender relations will be interested in obtaining relevant information of the behaviors considered appropriate for their gender. Calvert, Slaby and Frey, and Stangor and Ruble (Calvert, 2000; Slaby and Frey, 1975; Stangor Ruble, 1989) found that, in reality, children who face gender inequality tend to be affected by television. As children enter adulthood, they should become the least vulnerable from stereotypes when watching television. In addition, gender stereotypes in television dramas still influence perceptions, memory and lead to behavior in children and youth to conform to social norms made by a media institute. Davis, Dominick and Downs (Davis, 1990; Dominick, 1979; Downs, 1981; Sternglanz & Serbin, 1974) analyze a large number of contents pointing that television still shows the stereotyped portrayal of men and women and more on women. They are all depicted as weak, fragile, moody, and sensitive. As for Thompson and Zerbinos (1995), they found that men were portrayed as problem solvers, where Downs, MacArthur and Eisen (Downs, 1981; McArthur & Eisen, 1976) found that men are portrayed as independent and violent.

Discrimination

Discrimination means any act or omission that directly or indirectly causes division, exclusion, or restriction of any right or benefit.

Unfair discrimination

Three criteria are considered whether an act is unfair discrimination when:

1. Being treated differently. This includes any act of exclusion, division, restriction or providing greater benefit between two people or two groups or many groups.

2. There are the same or similar situations. That is to say different treatments in the same or similar situations would be unfair discrimination. If it is differential treatment towards a person with different situations, this then is not unfair discrimination. However, the same treatment towards a person with different situations can be considered as unfair discrimination. This can be called Indirect discrimination. For example, a job interview is conducted on the third floor of a building with no elevators or accessibility for persons with disabilities. As a result, people with disabilities are unable to attend the job interview. Therefore, even though they are treated the same, when the treatment affects a specific group of people (In this case, it is people with disabilities) to be treated unfairly/disadvantaged can be considered discrimination.

3. Differential treatment towards persons with the same or similar situations are considered unfair discrimination only when it is proved that such discrimination is not objective, unreasonable justification, inconsistent with the legitimate aim and not in accordance with the principle of proportionality, which must be considered on a case-by-case basis.

Lesson Plan

Step We

Peace and conflict



**Structure of Intercultural Learning Curriculum with KSA Pedagogy
(For the Primary School Grade 8)**

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 & Ability to work with others peacefully across cultural diversity.	<p>Social Studies 2.1, M.2/2 See the values of acting according to status, roles/duties, rights and freedoms as good citizens in a democratic way.</p> <p>Social Studies 2.1, M.2/4 Explain the similarities and differences between Thai culture and the cultures of Asian countries in order to develop a better understanding of each other.</p>	<p>1. Collaboration skills for working in groups based on respecting one's own rights and freedoms and other people's culture and gender.</p> <p>2. Able to present the work outcomes from working with others & communicate constructively and peacefully based on cultural and sexual diversity. (Based on the culture of each school)</p>	<p>1. Joint Mission, Our Mission</p> <p>2. Preparing for a Presentation</p> <p>3. Presentation and Evaluation</p>	10	<p>1. Students gain knowledge and an understanding of collaboration and non-violent conflict resolution based on cultural and gender diversity in a democratic way.</p> <p>2. Students gain knowledge and an understanding of how to present their work outcomes from working with others & communicate constructively and peacefully based on cultural and sexual diversity. (Based on the culture of each school)</p>	<p>1. Students gain collaboration skills and non-violent conflict resolution skills based on cultural and gender diversity in a democratic way.</p> <p>2. Students can present their work outcomes from working with others & communicate constructively and peacefully based on cultural and sexual diversity. (Based on the culture of each school)</p>	Students are aware of the ways to resolve conflicts peacefully based on cultural and gender diversity in a democratic way.

Unit 5 Peace and Conflict



Indicators:

10 hours

1. Gain collaboration skills for working in groups based on respecting one's own rights and freedoms and other people's culture and gender.

2. Able to present the work outcomes from working with others & communicate constructively and peacefully based on cultural and sexual diversity. (Based on the culture of each school)

Concepts:

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

Contents:

Collaboration and non-violent conflict resolution based on cultural and gender diversity in a democratic way and present the work outcomes from working with others creatively.

Intercultural competencies:

1. Students gain knowledge and an understanding of collaboration and solving problems by peaceful means based on cultural and gender diversity in a democratic way.

2. Students gain knowledge and an understanding of how to present their work outcomes from working with others & communicate constructively and peacefully based on cultural and sexual diversity. (Based on the culture of each school) (K)

3. Students gain collaboration skills and non-violent conflict resolution skills based on cultural and gender diversity in a democratic way.

4. Students can present their work outcomes from working with others & communicate constructively and peacefully based on cultural and sexual diversity. (Based on the culture of each school) (S)

5. Students are aware of the ways to resolve conflicts peacefully based on cultural and gender diversity in a democratic way. (A)

Indicators:

6 hours

Gain collaboration skills for working in groups based on respecting one's own rights and freedoms and other people's culture and gender.

Contents:

Collaboration skills for working in groups and non-violent conflict resolution based on cultural and gender diversity in a democratic way.

Objectives:

To learn about collaboration skills for working in groups and non-violent conflict resolution based on cultural and gender diversity in a democratic way.

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 to each 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. The teacher can set a playing time as appropriate.

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. Therefore, from this hour onwards until the 6th hour, it will be learning according to the culture of each school.”



Teaching

1. The teacher explains to students how to manage and resolve conflicts peacefully when working in groups. The teacher can read the Knowledge Sheet 5.1 Conflict Management and Non-Violent Conflict Resolution as a guideline for working with others according to the culture of each school.

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

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 action	6	<p>1. Take an active role on the chosen topic.</p> <p>1.1 Taking care of (Make biofertilizer/Weeding and getting rid of plant pests/ Watering)</p> <p>1.2 Harvesting (The ideal harvest time/The ideal time of plant breeding)</p> <p>1.3 Vegetable processing such as cooking them with creative dish, dried vegetables, etc.</p> <p>1.4 Creative packaging design for vegetable products.</p> <p>1.5 Selling (Sales channels/Methods of selling)</p>	<p>1. Worksheet 5.1 Conflict Management and Non-Violent Conflict Resolution</p> <p>2. Outcome Evaluation Form in groups (Local plants/vegetables) (For the teacher)</p>

2. Rope dance

Cultures	Learning Step	Hours	Learning content	Assignments
Rope dance	Taking action	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 Conflict Management and Non-Violent Conflict Resolution</p> <p>2. Outcome Evaluation Form in groups (Rope dance) (For the teacher)</p>

3. Hmong rice

Cultures	Learning Step	Hours	Learning content	Assignments
Hmong rice	Taking action	6	1. Design Packaging and sales channels 1.1 Creative packaging design 1.2 Creative selling (Sales channels /Methods of selling)	1. Worksheet 5.1 Conflict Management and Non-Violent Conflict Resolution 2. Outcome Evaluation Form in groups (Hmong rice) (For the teacher)

4. Performances: Don dance, Bamboo dance and Hip-Hop dance

Cultures	Learning Step	Hours	Learning content	Assignments
Don dance, Bamboo dance and Hip-Hop dance	Taking action	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 creatively.</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 Design dance moves that are unique style of the school creatively.</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 creatively.</p> <p>1.3 Hip-Hop dance</p> <p>1.3.1 Design dance moves that are unique style of the school creatively.</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 Conflict Management and Non-Violent Conflict Resolution</p> <p>2. Outcome Evaluation Form in groups (Don dance, Bamboo dance and Hip-Hop dance) (For the teacher)</p>



Conclusion

1. In the 6th hour, the teacher asks students to take part in discussions and 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 lead to succeeding and ways of communication that create good feelings for group members. The teacher shall summarize the content according to the objectives of this unit, that is, students gain collaboration skills for working in groups based on respecting one's own rights and freedoms and other people's culture and gender and can present their work outcomes from working with others and communicate constructively and peacefully based on cultural and sexual diversity.

Materials & Equipment:

1. According to the culture of each area
2. Flipchart paper
3. Marker pens
4. Coloring supplies

Learning materials:

1. Use real learning materials according to the culture chosen by the school.
2. Knowledge Sheet 5.1 Conflict Management and Non-Violent Conflict Resolution

Assignments:

1. Worksheet 5.1 Conflict Management and Non-Violent Conflict Resolution
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.

Sub-Learning Unit 5.1

Joint mission, Our mission

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 5.1 Conflict Management and Non-Violent Conflict Resolution	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)	2 points up considered as "passed" (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)	2 points up considered as "passed" (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)	2 points up considered as "passed" (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)	2 points up considered as "passed" (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 are.....
 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 crops			
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			

Sub-Learning Unit 5.1

Joint mission, Our mission

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 crops	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 potential/ abilities of the group members.	Able to assign roles/duties according to the potential/ abilities of the group members partially.	Unable to assign roles/duties according to the potential/ abilities 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' work on creativity in designing and developing packages with the following details:

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.	Packages can show local vegetable products appropriately and creatively.			
2.	Materials used can help create uniqueness and add value appropriately and creatively.			
3.	Beautiful, suitable, and creative packaging shapes.			
4.	Materials for packaging are appropriate and creative.			
5.	Solutions			
6.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
7.	Presentation			

Sub-Learning Unit 5.1

Joint mission, Our mission

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Packages can show local vegetable products appropriately and creatively.	Packages can indicate the uniqueness of the product appropriately and creatively.	Packages can indicate the uniqueness of the product but still in the old same style.	Packages cannot indicate the uniqueness of the product.
2.	Materials used can help create uniqueness and add value appropriately and creatively.	The materials used indicate the uniqueness and add value appropriately and creatively.	The materials used indicate the uniqueness but do not add value and still in the same old style.	The materials used do not indicate the uniqueness of the product and do not add value.
3.	Beautiful, suitable, and creative packaging shapes.	Packaging shape is attractive, interesting, suitable, and creative.	Packaging shape is attractive, interesting, and suitable but still in the same old style.	Packaging shape is not attractive, not interesting, and not suitable.
4.	Materials for packaging are appropriate and creative.	The packaging materials used are creative and made of all Eco-friendly materials.	The packaging materials used are made of some Eco-friendly materials but still in the same old style.	The packaging materials used 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.	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 outcomes of students' workload on designing a song and background music with the following details:

Group members

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

No.	Details	Score Level		
		3	2	1
1.	Students can design a song and background music.			
2.	Students can sing with the correct rhythm and melody.			
3.	Students have a line break for the song lyrics.			
4.	Students can sing according to the lyrics correctly.			
5.	Students are confident in singing along with rope dancing.			
6.	Solutions			
7.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
8.	Presentation			

Sub-Learning Unit 5.1

Joint mission, Our mission

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Students can design a song and background music.	Students can design a song and background music appropriately.	Students can partially design a song and background music.	Students cannot design a song and background music.
2.	Students can sing with the correct rhythm and melody.	Students can sing with the correct rhythm and melody correctly.	Students can sing with the correct rhythm but not in accordance with melody.	Students cannot sing with the correct rhythm and melody.
3.	Students have a line break for the song lyrics.	Students have a correct line break for the song lyrics.	Students have a line break for some parts the song lyrics.	Students have an incorrect line break for the song lyrics.
4.	Students can sing according to the lyrics correctly.	Students can sing according to the lyrics correctly.	Students can sing according to some parts of the lyrics.	Students cannot sing according to the lyrics.
5.	Students are confident in singing along with rope dancing.	Students can sing confidently without fear of making mistakes.	Students can sing but without confidence.	Students cannot sing and are not confident.
6.	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.
7.	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
8.	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' creative packaging with the following details:

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.	Packages can show Hmong rice products appropriately and creatively.			
2.	Materials used can help create uniqueness and add value appropriately and creatively.			
3.	Beautiful and creative packaging shapes.			
4.	Materials for packaging are appropriate and creative.			
5.	Solutions			
6.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
7.	Presentation & creativity			

Sub-Learning Unit 5.1

Joint mission, Our mission

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Packages can show Hmong rice products appropriately and creatively.	Packages can indicate the uniqueness of the product appropriately and creatively.	Packages can indicate the uniqueness of the product but still in the old same style.	Packages cannot indicate the uniqueness of the product.
2.	Materials used can help create uniqueness and add value appropriately and creatively.	The materials used indicate the uniqueness and add value appropriately and creatively.	The materials used indicate the uniqueness but do not add value and still in the same old style.	The materials used do not indicate the uniqueness of the product and do not add value.
3.	Beautiful and creative packaging shapes.	Packaging shape is attractive, interesting, suitable, and creative.	Packaging shape is attractive, interesting, and suitable but still in the same old style.	Packaging shape is not attractive, not interesting, and not suitable.
4.	Materials for packaging are appropriate and creative.	The packaging materials used are creative and made of all Eco-friendly materials.	The packaging materials used are made of some Eco-friendly materials but still in the same old style.	The packaging materials used 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.	Presentation & creativity	Describe the complete packaging design and development processes & Innovative presentation, attention to their work and have the ways to get good results for their work.	Partially describe the packaging design and development processes & present their work as suggested and do the same old way.	Unable to describe the packaging design and development processes & 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 a song and background music 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.	Details	Score Level		
		3	2	1
1.	Students can design a song and background music.			
2.	Students can sing with the correct rhythm and melody.			
3.	Students have a line break for the song lyrics.			
4.	Students can sing according to the lyrics correctly.			
5.	Students are confident in singing along with rope dancing.			
6.	Solutions			
7.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
8.	Presentation			

Bamboo dance group

Group members

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

No.	Details	Score Level		
		3	2	1
1.	Students can design a song and background music.			
2.	Students can sing with the correct rhythm and melody.			
3.	Students have a line break for the song lyrics.			
4.	Students can sing according to the lyrics correctly.			
5.	Students are confident in singing along with rope dancing.			
6.	Solutions			
7.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
8.	Presentation			

Sub-Learning Unit 5.1

Joint mission, Our mission

Hip-Hop dance group

Group members

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

No.	Details	Score Level		
		3	2	1
1.	Students can design a song and background music.			
2.	Students can sing with the correct rhythm and melody.			
3.	Students have a line break for the song lyrics.			
4.	Students can sing according to the lyrics correctly.			
5.	Students are confident in singing along with rope dancing.			
6.	Solutions			
7.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
8.	Presentation			

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Students can design a song and background music.	Students can design a song and background music appropriately.	Students can partially design a song and background music.	Students cannot design a song and background music.
2.	Students can sing with the correct rhythm and melody.	Students can sing with the correct rhythm and melody correctly.	Students can sing with the correct rhythm but not in accordance with melody.	Students cannot sing with the correct rhythm and melody.
3.	Students have a line break for the song lyrics.	Students have a correct line break for the song lyrics.	Students have a line break for some parts of the song lyrics.	Students have an incorrect line break for the song lyrics.
4.	Students can sing according to the lyrics correctly.	Students can sing according to the lyrics correctly.	Students can sing according to some parts of the lyrics.	Students cannot sing according to the lyrics.
5.	Students are confident in singing along with rope dancing.	Students can sing confidently without fear of making mistakes.	Students can sing but without confidence.	Students cannot sing and are not confident.
6.	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.
7.	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
8.	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.....

(.....)

Position.....

Indicators:

2 hours

1. Gain collaboration skills for working in groups based on respecting one's own rights and freedoms and other people's culture and gender.

2. Able to present the work outcomes from working with others & communicate constructively and peacefully based on cultural and sexual diversity. (Based on the culture of each school)

Contents:

Collaboration skills for working in groups in order to prepare for a creative presentation based on cultural and gender diversity.

Objectives:

1. To gain collaboration skills for working in groups based on respecting one's own rights and freedoms and other people's culture and gender.

2. To prepare for a presentation on their work outcomes from working with others and communicate constructively and peacefully based on cultural and sexual diversity in a democratic way.

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 collect all the objects on their friends' body and join those objects together to make them as long as possible. The teacher will set the time as appropriate; 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 were given 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 carefully about good preparation to get good outcomes like in this class, we will need to make a plan for good outcomes and success.



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 from 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 the 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 5.2 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 choose this type of media to present and why.

2. The teacher summarizes how to prepare for a creative presentation based on cultural and sexual diversity. How many types of media the students choose, along with a summary of how each group manage the conflicts and how to resolve them peacefully. The teacher shall also review conflict management and non-violent conflict resolution for the students again.

Sub-Learning Unit 5.2 Preparing for a Presentation

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 5.2 Creative Media/Materials for Junior High Schools.

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
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 Observation 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

Scoring criteria are shown in the attached table.

Criteria for deciding 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**.

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.....

(.....)

Position.....

Indicators:

2 hours

1. Gain collaboration skills for working in groups based on respecting one's own rights and freedoms and other people's culture and gender.
2. Able to present the work outcomes from working with others & communicate constructively and peacefully based on cultural and sexual diversity. (Based on the culture of each school)

Contents:

Collaboration skills for working in groups and present the work outcomes creatively based on cultural and gender diversity peacefully.

Objectives:

1. To gain collaboration skills for working in groups based on respecting one's own rights and freedoms and other people's culture and gender.
2. To present the work outcomes from working with others & communicate constructively and peacefully based on cultural and sexual diversity.

Lesson Planning:



Introduction

1. The teacher explains to students how to present their work creatively and this class will be a presentation 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 the 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 learning process is called 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 only a team building activity, but it is also 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.

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' behavior	Assess & Mark 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' behavior	Assess & Mark 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 Conflict Management and Non-Violent Conflict Resolution

Conflict often refers to any situation in which there are incompatible goals, values and beliefs, struggle for interests, disagreement in needs, interests, perceptions, interpretations, and negative expressions. Conflict is also defined as a situation where two or more people treat each other in a way that shows destruction, hatred and the use of intimidating and hostile behaviors towards one another and then conflict occurs.

Non-Violence Concepts is using nonviolent action. As violence leads to divisions and damages an individual's health physically and mentally as well as community at large, it is therefore necessary to understand the following eight principles of non-violence concepts:

1) A total rejection of violence. Violence leads to destructive effects. It destroys the relationship between the disputing parties and the conflict situations which negatively affect the conflict, and violence then makes the legitimate demands/requests of the violent side become unjustified. Therefore, it can be seen that no matter how fair/just the demands is, if the methods used for their demands are unfair, they will not be responded by the opposing party.

2) Attack the problem, not the 'person'. It means to separate the problem from the person. When conflict occurs, instead of attacking the people on the other side(s), we have to deal with the real problem. If we attack the people, the relationship between us and them will get worse because both sides will defend themselves and only figure out how to attack each other back and forth. Such an approach is definitely not going to benefit conflict management but at the same time it will block the possible ways of conflict resolution.

3) Build good relationships. Good relationship is based on trust. Building good relationships is one of the top stages of non-violent conflict management because, in conflict management, before the parties go to the stage of dialogue, the relationship between them must be restored first. If not, one party will become suspicious on what the other party says instead of opening up their mind to listen to the other party, and then at the end both parties will not be able to understand each other, including not accepting each other's agreement.

4) Not aiming to defeat each other but building cooperation in resolving a conflict. The parties must not think, or act based on an idea of playing games, that is, there are losers and there are winners because if they think like that, both parties tend to use violence, disinformation, and betrayal. All of these actions will only make the conflict escalate. However, on the other hand, if the parties throw away the way of thinking like playing a game and work together to come up with creative solutions, they then can fully achieve common goals.

5) Respond to the needs of all parties. Most of the time, a violent conflict involves the disputing parties' basic needs are not being met. Therefore, to resolve (Journal of MCU Peace Studies Vol.5 No.2 (May-August 2017) 9) conflicts, the basic needs of all parties must first be met, which can be achieved on the basis of cooperation.

6) See everyone as human beings. Seeing others as human beings as us is a factor that will prevent violence against each other. Because destroying or injuring other people who we think they are human beings who have loving families, being happy, suffering, hurt, and sad just like us makes it more difficult for us to commit violence against them. On the other hand, if we view others as non-human, it is easier for us to commit violence against them, as once Kittiwuttho Bhikkhu said, "Killing communists is not a sin" is a concept that has influenced people to believe that killing or violence towards people who believe in communist ideology is something that can be done without considering as a sin (Kasetsiri 2008). This concept shows us that we do not regard every 'life' as 'life', but we try to see whose 'life' should be counted as 'life'. Therefore, when we view communism as 'does not have a life', we hate, resist and are ready to commit violence against communists that is completely opposite to non-violence concept and practice.

7) An emphasis on both reason (head) and emotion (heart). Conflict management is dealing with the way people think and feel. Therefore, using head in conflict management alone is not what nonviolence sees as the way to solve a problem because good conflict management should use both reason and emotion as the driving factors. This can be seen in a historic peace talk between Egypt and Israel in 1978. The negotiating parties spent years negotiating but were still unable to reach a truce and an agreement. Nonetheless, only after the two negotiating parties spent a few minutes talking to each other to understand each other's feelings considering themselves as fathers or the country's leaders who did not want to see their children affected by the war, both sides eventually reached an agreement that led to a peace treaty for those two countries.

8) Be brave/ courageous and creative. Violence is driven by fear such as fear of losing power, so violence is used to protect one's own power. To use nonviolent methods, fear must be eliminated, and it must be driven by courage, that is, having the courage to face the truth, to ask, to think, to get rid of prejudice, to lose some interests/benefits and to talk. All of this courage will lead us to be open-minded and accept dialogues between each other, which is a very constructive and necessary action to deal with conflicts. There are several basic non-violence approaches for conflict management. Choosing which approach depends on the conditions of conflicts, the parties' needs, available resources, and circumstances, which can be summarized into the following nine approaches:

1) Mediation, 2) Negotiation, 3) Arbitration, 4) Legislation, 5) Civil Disobedience, 6) Cross Cultural Mediation, 7) Dialogue, 8) Inquiry, and 9) Non-Cooperation.

1) Mediation. It refers to a structured, interactive process whereby the parties, may be the states, individuals or groups of people voluntarily come to discuss different issues and is a process by which both parties agree to have a mediator. There are four main principles of mediation: 1. Focusing on problems, not people; 2. Considering the interests and common ground of the parties without focusing on their standpoint; 3. Creating a variety of options for the parties; and 4. Conducting the process according to the rules of mediation with fairness for all parties. Therefore, choosing a person to act as a mediator is also important. Good mediators are seen as: 1. Being friendly and socially acceptable, respecting others' opinions; 2. Having experience or expertise in conflict management; 3. Being optimistic and empathetic; 4. Being flexible and patient; 5. Being open-minded and reliable; and 6. Being calm, not hot-tempered, tactful/shrewd, and confident.

2) Negotiation. It is a process by which people used for solving a problem by peaceful means to reach compromise or try to find an acceptable agreement between the two parties using a Win-Win negotiation style that benefits both parties. Negotiation has no fixed formula because it involves talking to "people" and individuals are different. Therefore, there is no need for a specific formula for negotiation. In addition, the negotiation process does not require a mediator or a third party and may

be negotiated only by the primary parties involved in a conflict or a representative being sent to have a talk. The key principles in negotiation that should be adhered to include: 1. Accepting the status of the other party or parties; 2. Understanding the other party's standpoints, views and reasons; 3. Seeing the good parts of the negotiating party including attitudes and behaviors; 4. Seeing that the negotiating party is someone who can be the same side of yours or come to an agreement that benefits both sides; and 5. Negotiating with the negotiating party politely and openly (Wattanasak, 2010).

3) Arbitration. It is a form of dispute resolution on conviction to the penalties. A person chosen to decide a dispute or settle differences called an "arbitrator". Although there is an arbitrator, the arbitration process differs from the judicial process. That is an arbitrator is able to obtain additional information to consider, without using only the issues of the lawsuit being filed and an arbitration award made by an arbitrator will be or will not be carried out by the parties or not depends on whether at the time of an agreement the contract was written or not as well as the discretion of the parties (Satha-Anand, 2006).

4) Legislation. It is used in some cases as people suffer from outdated laws or those laws that benefit some people such as forestry laws that were stipulated and enforced after many years people used forest lands. The forestry law was later issued to prohibit people from using those lands. Thus, to resolve this conflict, the law may need to be amended by using the legislative process such as drafting a community forest bill or community rights to support solutions, etc.

5) Cross Cultural Mediation. It is a mediation that benefits both disputing parties from different cultures with a third party acting as a mediator. This third party needs to learn the cultures of both parties and be open to ethnics, classes, genders and religious differences. In addition, the language used in mediation is key. A mediator needs to choose a language that can be understood by all parties, which may be a mediator's language. However, the language chosen shall be agreed upon by both parties. (Bernard Mayer 2010).

6) Dialogue. It is a group process of dealing with conflict that relies on third parties to facilitate dialogue among the groups involved in complicated and stressful conflict situations, especially between those involved in the conflict. Dialogue will be a process that focuses on reducing prejudice and creating a better understanding between people who are in the dialogue process (Sotthibandhu, 2010). Not only creating mutual understanding of all stakeholders and building good relationships among all the disputing parties, but dialogue is also a conflict management approach that can help heal inner wounds of dialogue learners because they will have the opportunity to talk or tell their feelings. It is then like sharing their own thoughts and feelings of suffering with others. They will learn to talk to others, listen, propose their ideas, and heal each other's inner wounds, etc. *Journal of MCU Peace Studies Vol.5 No.2 (May-August 2017) 13.*

7) Inquiry. It is an approach that focuses on dispute management. It was an outcome of the first international Peace Conference in The Hague, Netherlands in 1899. According to Articles 9 and 14, the key content of inquiry is that if the two disputing countries cannot reach an agreement without diplomatic approach due to disagreement, a commission of inquiry shall be set up to facilitate the study and analysis of the conflict/problem by finding the facts through an unbiased and honest inquiry. The commission of inquiry is made up of individuals who are legal experts and experts in other fields. An inquiry of this commission may only be undertaken with the consent of at least one of the disputing parties in the territory where an inquiry will be carried out (Suthipan, 2011).

8) Non-Cooperation. It is an intention to stop or revoke any form of cooperation previously granted to individuals, activities, institutions, or regimes in order to demonstrate that actually true power of governing comes from public recognition and support. When all people agree to revoke their consent, and then individuals, activities, institutions, even regimes cannot carry on. The methods of non-cooperation can be divided into three groups: (1) social non-cooperation, (2) economic non-cooperation such as economic sanctions, and (3) political non-cooperation (Chayanit Poonyarat 2010).

9) Civil Disobedience. This method was influenced by Mahatma Gandhi's concept of "Ahimsa", which is then applied as the term, "Civil Disobedience" (SathaAnand, 2006). It is the refusal to accept the state power or occupying power in terms of goals and methods to make a more civilized political society as a whole. People who use this method will act openly with nonviolent civil disobedience and accept the legal consequences that will occur in order to create a fair political society and more respect for people's rights and freedoms and more democratic. Civil disobedience is similar to "Non-Cooperation" approach, that is, the refusal of a citizen to obey certain laws or policies of a government aiming to present a society that there is injustice in the laws or policies. The key feature of "civil disobedience" lies in its non-violence and focuses on violation of certain law but violators will accept the consequences of violating that law. In conclusion, when conflicts arise at any level or area, if efforts are made to resolve them, non-violence is always an answer. How to resolve conflicts without violence is to use nonviolent methods, which is fighting without violence, without damaging the property or life. However, people who use this non-violent approach require patience and courage. Journal of MCU Peace studies, Vol. 5, No. 2 (May-August 2017).

To sum up, there are eight principles of non-violence concepts: 1) A total rejection of violence, 2) Attack the problem, not the 'person', 3) Build good relationships, 4) Not aiming to defeat each other, but building cooperation, 5) Respond to the needs of all parties, 6) See everyone as human beings, 7) Emphasize both reason (head) and emotion (heart), and 9) Be brave/ courageous and creative. There are also nine approaches of conflict management: 1) Mediation, 2) Negotiation, 3) Arbitration, 4) Legislation, 5) Cross Cultural Mediation, 6) Dialogue, 7) Inquiry, 8) Non-Cooperation, and 9) Civil Disobedience. However, what approach to take depends on whether it is appropriate to the context of a conflict, the disputing parties' needs, available resources, and circumstances.

Knowledge Sheet 5.2 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 needs 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.

Humans find different ways of channels to use local resources 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.

Media means anything that is appeared in letters, marks, pictures, or sounds, whether it is produced in the form of documents, prints, drawings, printings, paintings, pictures, advertisements, photographs, movies, videos, performances, information/data presented or displayed in a computer system or being organized/made in any other forms as prescribed in the Ministerial Regulations (Section 3, paragraph 2).

Creative Thinking

Creativity is the thought process of the brain which has the ability to think 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 working, studying, or in 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 ones 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 8



Pestalozzi Children's Foundation

