

Curriculum and Lesson plan

Grade 9

Intercultural Education

PREFACE

Under the Project named “The Socio-community Empowerment through Education for Development and Sustainability (SEEDS), Interculture Education (ICE) was developed. It is educational management that reflects the concept of living together in peace, emphasizes contexts and local cultures of all students and can be integrated with all subject areas in order for students to learn about identities, beliefs as well as cultures, and then feel proud of themselves. At the same time, they are also ready to learn to respect, accept cultural diversity and able to communicate and describe themselves confidently and appropriately. Its teaching concept is based on setting educational goals and contents, which are the standards derived from the United Nations Convention on the Rights of the Child (UNCRC) (Part 2, Article 28, 29 and 30), along with the Sustainable Development Goals (SDGs) - No. 4.7 (SDG 4.7). These standards require that education shall be conducted in a way that promotes understanding of cultural diversity, peace, patience, and respect for cultural diversity, as well as children’s rights education, which covers essentials of access to quality education and builds cultural foundation of peace and non-violence, and living together peacefully. In addition, the principles of learning management have been applied under this project through learner-centered approach and active learning management, including gender in curriculum design and development, for students to participate in activities and learning process and then are able to create knowledge on their own, both individually and in groups. The role of a teacher is to facilitate students for their success by creating a productive learning environment both inside and outside the classroom. This allows students to construct an integrated knowledge base across multiple subject areas through various methods. Critical thinking skills in analyzing, synthesizing and summarizing knowledge on their own are emphasized. Students’ knowledge, morality, ethics, values and skills/processes are then developed, resulting in living together in peace.

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

Production & Development Team

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Lesson Plan

Step 1

Identity and belonging



Structure of Intercultural Learning Curriculum with KSA Pedagogy (For the Primary School Grade 9)

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 the culture of each school.	Grade 9	<ol style="list-style-type: none"> 1. Able to describe the factors influencing changes in one's own cultural identity, historical background, and sexuality (the culture of each school). 2. Present the information on cultural identity that is suitable for one's own community creatively (the culture of each school). 	<ol style="list-style-type: none"> 1. Factors Influencing Changes in Cultural Identity 2. Timeline of Factors Influencing Changes in Cultural Identity 3. Cultural Identity that is Suitable for a Community 	7	Students gain knowledge and an understanding of the factors influencing changes in their cultural Identity, historical background and sexuality.	<ol style="list-style-type: none"> 1. Students are able to describe the factors influencing changes in their cultural identity, historical background and sexuality (the culture of each school). 2. Students are able to present the information on cultural identity that is suitable for their community creatively (the culture of each school). 	Students are confident in their cultural identity, historical background and sexuality issues.

Unit 1

Identity and Belonging



Indicators:

7 hours

1. Able to describe the factors influencing changes in one's own cultural identity, historical background and sexuality (the culture of each school).
2. Present the information on cultural identity that is suitable for one's own community creatively (the culture of each school).

Concepts:

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

Contents:

1. Factors influencing changes in one's own cultural identity, historical background and sexuality (the culture of each school).
2. Cultural identity that is suitable for one's own community (the culture of each school).

Intercultural competencies:

1. Students gain knowledge and an understanding of the factors influencing changes in their cultural Identity, historical background, and sexuality. (K)
2. Students are able to describe the factors influencing changes in their cultural identity, historical background and sexuality (the culture of each school). (S)
3. Students are able to present the information on cultural identity that is suitable for their community creatively (the culture of each school). (S)
4. Students are confident in their cultural identity, historical background, and sexuality issues. (A)

Sub-Learning Unit 1.1

Factors Influencing Changes in Cultural Identity

Indicators:

2 hours

Able to describe the factors influencing changes in one's own cultural identity, historical background, and sexuality (the culture of each school).

Contents:

The factors influencing changes in cultural identity

Objectives:

1. To learn about the factors influencing their identity in different stages of life, including their personalities, characteristics, and opinions.
2. To learn about the factors influencing changes in cultural identity.

Lesson Planning:



Introduction (1 hour 10 minutes)

1. The teacher prepares leaves and unshapen wooden sticks and distributes them to all students.
2. The teacher instructs students to tear off the upper and lower tips of the leaves, then make a hole in the middle and put the stick in the hole.
3. The teacher asks students to run around in the area and make their leaves spin. Check whose leaves do not spin and make all of them spin.
4. The teacher asks students, "What do you call the thing that you have made?"
5. The teacher then asks students, "Before a propeller was made, what was it before (what was it made of)?"
6. The teacher summarizes the main point of this activity using the Knowledge Sheet 1.1 Factors Influencing Changes in Cultural Identity, and then ask students why the propeller spins and why. Next, the teacher explains to students that before a propeller being made, it was a leave and stick, and the wind causes the propeller to spin. This is like the influencing factors around us that affect rotation of a propeller. Therefore, today we are going to learn about the factors influencing changes in cultural identity on ourselves.

Sub-Learning Unit 1.1

Factors Influencing Changes in Cultural Identity



Teaching

1. The teacher asks students to sit in a circle as set. After getting their comfort seats, ask students to sit in the most comfortable and relaxing position and close their eyes slowly.

2. The teacher then leads students to do a self-review using the following words:

“Please sit in the most relaxing position. Let go of the feeling, relax every part of your body. Feel relaxed and comfortable in your head, shoulders, arms, legs. Take a long, deep breath in and out. Everyone knows where we are now, who we are, what we are doing, what we are learning, and what is our goal in life. Take a deep breath, then breathe out. Take a deep breath, then breathe out. Take a deep breath, then breathe out. Let's go back to when you were a kid. What did you wear when you were with your family and when you were in your community? What did you wear for the first time in school? Who did drop you off on the first day of Prathom 4 at school? What did you wear to school? Who else were with you? What do you wear to school today? Why do you wear it, and who else with you now? What do they wear? How do those clothes they wear affect what you wear? Try to think about it and keep the feeling of that picture with you. 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.”

3. During which students' eyes are closed, the teacher places colored pencils, felt-tip pens, colored paper, scissors, glue, pencils, and rope in the middle of the classroom accessible for all.

4. The teacher asks students to do an exercise on Worksheet 1.1. A Scene of the Influence of Cultural Identity. 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 questions: 1) What did you wear for the first time in school? Who did drop you off at school? 2) On the first day of Prathom 4 at school? What did you wear to school? Who else were with you? 3) What do you wear to school today? Why do you wear it, and who else with you now? What do they wear?

5. The teacher gives students about 20 minutes to complete their Worksheet 1.1 A Scene of Factors Influencing Changes in Cultural Identity.

6. The teacher asks students to pair up, share and discuss with their partner explaining their scene of factors influencing changes in cultural identity. When all pairs have finished sharing, sit back in a large circle as before.

7. The teacher asks students to reflect on what they have learned using the following conversation questions:

7.1 How do you feel after doing the activity?

7.2 How does your drawing express your identity?

7.3 What are you proud of?

7.4 What makes you dress like this?

7.5 What is this dress for and why?

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



Conclusion

The teacher summarizes the lesson about the factors influencing changes in cultural identity as follows:

1. The Scene of Factors Influencing Changes in Cultural Identity is an activity that enables students to see factors that influence ourselves which can be rules, regulations, society, friends, teachers, etc. to shape our identity like we see ourselves today.

2. The benefits of learning the factors that influence ourselves is to enable students to know, understand, and be aware of both positive and negative effects.

Materials & Equipment:

1. Glue
2. Scissors
3. Coloring supplies
4. Pencils

Learning materials:

Knowledge Sheet 1.1 Factors Influencing Changes in Cultural Identity

Assignments:

Worksheet 1.1 A Scene of Factors Influencing Changes in Cultural Identity.

Additional suggestions

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

Sub-Learning Unit 1.1

Factors Influencing Changes in Cultural Identity

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass criteria
Worksheet 1.1 A Scene of Factors Influencing Changes in Cultural Identity.	Drawing of a dream scene	1. Ask students to share & discuss their answers with their partner. 2. Assess & mark students' worksheets.	Worksheet 1.1	Criteria: - Draw a picture that conveys meaning and fully explain the picture, scoring 3 points - Draw a picture that conveys meaning but partially explain the picture, scoring 2 points - Draw a picture that does not convey meaning and unable to explain the picture, scoring 1 point (2 points up considered as "passed")
Behavior Observation Form	Behaviors of each student during taking part in the activities	Observe student behavior to measure in-class participation and record their attention in studying, answering questions and collaboration with their classmates and teachers	Behavior Observation Form	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

Sub-Learning Unit 1.1

Factors Influencing Changes in Cultural Identity

Behavior Observation Form

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

Desirable characteristics	Evaluation details	Score Level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.			
Enthusiastic to learn	Paying attention in studying.			
Committed to work	1) Committed and make efforts to the work assigned. 2) Being patient and not being discouraged by difficulties and obstacles to get the job done			

Signature Evaluator

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Scoring Criteria

Behavior patterns performed clearly and consistently = 3 points

Behavior patterns performed clearly and frequently = 2 points

Behavior patterns performed sometimes = 1 point

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 1.1

Factors Influencing Changes in Cultural Identity

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

Recommendations:

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Signature.....

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Position

Sub-Learning Unit 1.2 Timeline of Factors Influencing Changes in Cultural Identity

Indicators:

2 hours

Able to describe the factors influencing changes in one's own cultural identity, historical background, and sexuality (the culture of each school).

Contents:

The factors influencing changes in cultural identity according to the culture of each school.

Objectives:

1. To study historical background according to the culture of each school.
2. To study the factors influencing changes in cultural identity.

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 ask those with the same number counted sitting in the same group.

2. The teacher asks students to study historical background according to the culture selected by each school as follows:

Sub-Learning Unit 1.2 Timeline of Factors Influencing Changes in Cultural Identity

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

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

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

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

5. The teacher asks each group to bring back a memory of the past events according to the culture selected by each school. Then, ask students to think about the history of each culture selected. What were the events that happened? What were their positive and negative effects on the culture? What the past culture looked like? What does it look like today? If changed, when it changed. Who played 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 year in B.E. such as 2500, 2520, 2540 and 2563, ascending approximately 20-year period between each year to calculate the year of the events happened. Then, let students in each group help each other writing their own cultural stories with a timeline (Title, event name, year, who played a role at that time? What were the effects on themselves, family, community, and society?).

7. After finish writing, the teacher asks each group to send their representative to present the timeline that they have written (Title, event name, year, who played a role at that time: women, men, other genders? What were the positive and negative effects on themselves, family, community, and society?) Then, the teacher asks the groups that do not present to discuss the presentation, whether what the group has presented is correct or true or not, if not true, how should it be?

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

9. After presenting the timeline, the teacher asks students to draw a timeline presented on their Worksheet 1.2 Timeline of Factors Influencing Changes in Cultural Identity.

10. The teacher share and discuss with students about this timeline; How does it illustrate the changes? What are the key variables/factors that cause these changes? How do they affect our culture and themselves?



Conclusion

The teacher summarizes the lesson on the factors that influence changes in cultural identity as follows:

1. A timeline is the sequence of events occurring over a period of time or years. According to the culture selected, it can be seen that there are events or factors that cause cultural change. For example, as for food, people would get vegetables from natural vegetation for cooking, but nowadays, people prefer to buy vegetables from markets or shops. Due to the fact that natural vegetation is decreasing according to mono cropping. Besides, today people prefer to buy foods from a convenient store as it offers various selections and time saving.

2. Benefits of learning about the factors that influence changes in cultural identity will allow students to understand the background of cultural identity; how does it change and what are the causes of change.

Materials & Equipment:

- | | |
|--------------------|----------------------------------|
| 1. Flipchart paper | 2. A4 paper |
| 3. Masking tape | 4. Coloring supplies/Marker pens |

Learning materials:

Example of A Timeline

Assignments:

Worksheet 1.2 Timeline of Factors Influencing Changes in Cultural Identity.

Sub-Learning Unit 1.2 Timeline of Factors Influencing Changes in Cultural Identity

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass criteria
Worksheet 1.2 Timeline of Factors Influencing Changes in Cultural Identity	Answering questions	1. Ask students to share & discuss their written timeline. 2. Assess & mark students' worksheets.	Worksheet 1.2	Criteria: - Identify the sequence of events of the factors influencing changes (past to present) and explain them correctly and completely, scoring 3 points. - Identify the sequence of events of the factors influencing changes (past to present) and partially explain them, scoring 2 points. - Identify the sequence of events of the factors influencing changes (past to present) but explain them incorrectly, 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).

Sub-Learning Unit 1.2 Timeline of Factors Influencing Changes in Cultural Identity

Behavior Observation Form

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

Desirable characteristics	Evaluation details	Score Level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic to learn	Paying attention in studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to work	1) Committed and make efforts to the work assigned. 2) Being patient and not being discouraged by difficulties and obstacles to get the job done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature..... Evaluator

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Scoring Criteria

Behavior patterns performed clearly and consistently = 3 points

Behavior patterns performed clearly and frequently = 2 points

Behavior patterns performed sometimes = 1 point

Notes after teaching

Knowledge:

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Student competencies:

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Desirable characteristics:

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

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Sub-Learning Unit 1.2 Timeline of Factors Influencing Changes in Cultural Identity

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

Recommendations:

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Signature.....

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Position.....

Indicators:

3 hours

Present the information on cultural identity that is suitable for one's own community creatively (the culture of each school).

Contents:

Cultural identity that is suitable for one's own community (the culture of each school).

Objectives:

To learn about the cultural identity that is suitable for a community.

Lesson Planning:



Introduction

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



Teaching

1. The teacher asks students to sit in a circle, and then let students count 1-2-3 until all done. Students then go and sit in groups based on the number they count (1, 2 or 3).
2. The teacher explains to students about the learning activity using Knowledge Sheet 1.2 Importance and Benefits of Maps, including steps and methods of doing the activity.
3. The teacher distributes materials to all groups, including flipchart paper, marker pens, rulers, pencils, erasers, and coloring supplies e.g., colored pens, etc.

Sub-Learning Unit 1.3 Cultural Identity that is Suitable for a community

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. What kind of culture is suitable for their community? 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, name of the place and how it is important, what kind of culture that is suitable for a 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 observes student behavior individually using a behavior observation form.

9. The teacher asks students to do Worksheet 1.3 A Map of the Culture that is Suitable for a Community. The teacher walks around and give students advice if needed.



Conclusion

The teacher summarizes the lesson about cultural identity that is suitable for a community as follows:

Cultural Identity that is Suitable for a Community Activity allows students to practice drawing a map of their community so that they learn what learning resources in their communities are and where they are. Who is a knowledgeable person? What is the culture that is suitable for a community? When students want to learn about their own culture, they can use the map they have drawn as a learning tool.

Materials & Equipment:

1. A4 paper

2. Marker pens

3. Rulers

4. Pencils

5. Erasers

6. Coloring supplies

Learning materials:

Knowledge Sheet 1.2 Importance and Benefits of Maps

Assignments:

Worksheet 1.3 A Map of the Culture that is Suitable for a Community.

Sub-Learning Unit 1.3 Cultural Identity that is Suitable for a community

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 1.3 A Map of the Culture that is Suitable for a Community.	Answering questions	1. Ask students to share & discuss their answers with their partner. 2. Assess & mark students' worksheets.	Worksheet 1.3	Criteria: - Write clearly and to the point, scoring 3 points. - Write to the point of what is given, scoring 2 points. - Write not exactly to the point and not organized, scoring 1 point. (2 points up considered as "passed")
	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:

Recommendations:

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Signature.....

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Position.....

knowledge sheet

Step 1

Identity and belonging



Sub-Learning Unit 1.1 Factors Influencing Changes in Cultural Identity

Knowledge Sheet 1.1 Factors Influencing Changes in Cultural Identity

The factors that influence changes in cultural identity can be divided into 2 types as follows:

1. The factors that support culture

1. In accordance with or get along with existing culture.
2. The influence of religion. Most of the people are Buddhists. Therefore, Buddhism has a great influence on Thai people.
3. Benefits. If most people see that the culture provides them benefits, they will maintain that culture and continue those cultural traditions.
4. Interest groups. They are groups that want to maintain their culture. People in the group see that Thai culture is good and therefore they try to promote and oppose any change that destroys the culture that they consider good, and will support and promote the change that makes the culture they promote become better.
5. Cultural representation.
6. Economic situation. If the economy is doing well, no shortage of economic growth, people will find peace of mind and happiness will occur. People will be at peace or try to live better by taking and accepting what is good, so culture can survive and there may be a new and better culture.

2.The factors that destroy culture

1. Feelings or emotions: emotional attachment to something old, habits.
2. Interest groups. They are groups that oppose any culture that causes them any loss of their group's interest.
3. Attitude. Despite seeing that it is a good culture, a person is reluctant to accept it because they see that it is difficult or unfamiliar.
4. Do not see any cultural benefits as a person does not see any benefits right away.
5. Technological advancement.
6. Economic situation. Poverty causes moral deterioration.

Knowledge Sheet 1.2
Importance and Benefits of Maps

A map is important.

It is a tool to help in operations or in 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:

A knowledgeable person map 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.

Lesson Plan

Step I-You

Similarities and differences



Structure of Intercultural Learning Curriculum with KSA Pedagogy (For the Primary School Grade 9)

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 can convey self-identity & learn to understand and respect other people's identity.	Grade 9	<ol style="list-style-type: none"> 1. Able to explain the stages of ethnocentrism. 2. Able to present the information on applying the concepts of ethnocentrism and gender diversity that can be an example of ethnocentrism. 3. Present various & creative forms of nonviolent communication with examples. 	<ol style="list-style-type: none"> 1. Stages of Ethnocentrism 2. Applying the Concepts of Ethnocentrism 3. Various & Creative Forms of Nonviolent Communication 4. Cultural similarities and differences. 	6	<ol style="list-style-type: none"> 1. Students gain knowledge and an understanding of the stages of ethnocentrism. 2. The concepts of ethnocentrism and gender diversity. 3. Various & creative forms of nonviolent communication. 	<ol style="list-style-type: none"> 1. Students can explain the effects of ethnocentrism. 2. Students can explain the effects of ethnocentrism 3. Students can give an example of communication that reduces prejudice against individuals, cultures, and genders. 	Students are aware of and accept the identity and cultural and gender diversity of themselves and others.

Unit 2

Similarities and Differences



Indicators:

6 hours

1. Able to explain the stages of ethnorelativism.
2. Able to present the information on applying the concepts of ethnorelativism and gender diversity that can be an example of ethnorelativism.
3. Present various & creative forms of nonviolent communication with examples.

Concepts:

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

Contents:

1. Stages of ethnocentrism.
2. Information on applying the concepts of ethnorelativism and gender diversity that is an example of ethnorelativism.
3. Various & creative forms of nonviolent communication with examples.

Intercultural competencies:

1. Students gain knowledge and an understanding of the stages of ethnorelativism. (K)
2. The concepts of ethnorelativism and gender diversity. (K)
3. Various & creative forms of nonviolent communication. (K)
4. Students can explain the effects of ethnocentrism. (S)
5. Students can explain the effects of ethnorelativism. (S)
6. Students can give an example of communication that reduces prejudice against individuals, cultures, and genders. (S)
7. Students are aware of and accept the identity and cultural and gender diversity of themselves and others. (A)

Sub-Learning Unit 2.1

Stages of Ethnorelativism

Indicators:

Able to explain the stages of ethnorelativism.

2 hours

Contents:

Stages of ethnorelativism.

Objectives:

1. To understand the similarities and differences of each individual.
2. To understand the stages of ethnorelativism.

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, vegetables, and plays/games.
3. The teacher asks each group to tell what their cultural topic is. How is it important? If given the opportunity to take part in that culture, what would they want to learn about that culture?
4. The teacher summarizes the activity linking to the stages of ethnorelativism 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 opinions on that culture or not? These events are one of the factors that lead to the stages of ethnorelativism.



Teaching (40 minutes)

1. The teacher asks students to sit in a circle as divided and then explain to them about ethnocentrism, meaning people who realize and understand their own culture and think that their culture is the best and view other cultures as inferior to theirs. As for ethnorelativism, it refers to people who think that their own culture is good but open up themselves to learn other cultures. The teacher can learn more about this from Knowledge Sheet 2.1 Stages of Ethnorelativism. Then, the teacher creates learning atmosphere by playing fun music along.

Sub-Learning Unit 2.1 Stages of Ethnorelativism

2. Students shall group themselves according to the teacher's instructions as follows:

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 and how? How will they become ethnorelativism? How do we accept, adapt or apply it? The teacher will randomly ask 1-2 groups for each question as appropriate. Once randomly asking questions is done, the teacher can start the next questions. Do this for all the questions.

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

4.1 How do you feel after doing this activity?

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

4.3 According to the questions, which ones you think indicate Ethnocentrism and which ones indicate ethnorelativism?

4.4 Which questions indicate acceptance, adaptation, or application? (The teacher continues to discuss with students after the students answer the question 'why', and if it can be something else?)

Sub-Learning Unit 2.1 Stages of Ethnorelativism

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

6. The teacher gives students Worksheet 2.1 Stages 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 concept of learning process on the stages of ethnorelativism as follows:

The Stages of Ethnorelativism learning activity allows students to see similar and different social behaviors and cultures that lead to ethnographic and ethno-relative society. As for ethnocentrism, it refers to people who realize and understand their own culture well and think that their culture is the best and view other cultures as inferior to theirs. As for ethnorelativism, it refers to people who think that their own culture is good but open up themselves to learn other cultures. The teacher gives an example of the stages of ethnorelativism from the questions, that is every culture is equal (acceptance of cultural difference). For example, it should be seen that Hmong and Karen tribes have similar cultures in terms of way of life, rice cultivation, settlement. They then accept one another. Both Hmong and Karen adapt themselves and understand each other. Sometimes, cross-cultural marriages are possible and culture mixing and doing activities together can occur.

Materials & Equipment:

Instrumental music

Learning materials:

Knowledge Sheet 2.1 Stages of Ethnorelativism

Assignments:

Worksheet 2.1 Stages of Ethnorelativism

Additional suggestions

Sensitive words shall be avoided when giving instructions.

Sub-Learning Unit 2.1 Stages of Ethnorelativism

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 2.1 Stages of Ethnorelativism	Answering questions	1. Ask students to share & discuss their answers with friends. 2. Assess & mark students' worksheets.	Worksheet 2.1	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).

Sub-Learning Unit 2.1 Stages of Ethnorelativism

Behavior Observation Form

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

Desirable characteristics	Evaluation details	Score Level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic to learn	Paying attention in studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to work	1) Committed and make efforts to the work assigned. 2) Being patient and not being discouraged by difficulties and obstacles to get the job done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature..... Evaluator

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Scoring Criteria

Behavior patterns performed clearly and consistently = 3 points

Behavior patterns performed clearly and frequently = 2 points

Behavior patterns performed sometimes = 1 point

Notes after teaching

Knowledge:

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Student competencies:

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Desirable characteristics:

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

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Unit 2.1 Stages of Ethnorelativism

Problems/Obstacles:

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Solutions:

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

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Signature.....

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Position.....

Sub-Learning Unit 2.2

Applying the Concepts of Ethnorelativism

Indicators:

2 hours

Able to present the information on applying the concepts of ethnorelativism and gender diversity that can be an example of ethnorelativism.

Contents:

The information on applying the concepts of ethnorelativism and gender diversity that can be an example 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 application of the concepts of ethnorelativism and gender diversity.

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 applying the concepts of ethnorelativism 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 and benefits of ethnorelativism, 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 some dice).

Sub-Learning Unit 2.2

Applying the Concepts of Ethnorelativism

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.

How to play Snakes and Ladders:

1. Players roll a dice or open a book with page numbers on.
2. Players move to a spot/square according to the points on a dice or any page number they get.

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.

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 can you apply ethnorelativism?

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

7. The teacher gives students Worksheet 2.2 Applying the Concepts 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 applying the concepts 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 ethnorelativism. The teacher gives students an example from the culture of each school, such as Rope Dance. We can use the concepts of ethnorelativism, that is, we understand the similarities and differences by assigning roles/duties according to people's aptitudes, not forcing, as well as listening to other people's opinions in working together.

Sub-Learning Unit 2.2 Applying the Concepts of Ethnorelativism

Learning materials:

Knowledge Sheet 2.2 Benefits of Ethnorelativism

Assignments:

Worksheet 2.2 Applying the Concepts of Ethnorelativism

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 2.2 Applying the Concepts of Ethnorelativism	Answering questions	Ask students to write the similarities and differences in multi-cultures.	Worksheet 2.2	<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 2.2 Applying the Concepts of Ethnorelativism

Behavior Observation Form

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

Desirable characteristics	Evaluation details	Score Level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic to learn	Paying attention in studying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to work	1) Committed and make efforts to the work assigned. 2) Being patient and not being discouraged by difficulties and obstacles to get the job done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature..... Evaluator

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Scoring Criteria

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

Notes after teaching

Knowledge:

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Student competencies:

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Desirable characteristics:

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

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Sub-Learning Unit 2.2

Applying the Concepts of Ethnorelativism

Problems/Obstacles:

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Solutions:

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

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

Indicators

2 hours

Present various & creative forms of nonviolent communication with examples.

Contents:

Various & creative forms of nonviolent communication with examples.

Objectives:

1. To practice being a good speaker and listener.
2. To understand various & creative forms of nonviolent communication.

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 teach the second player the gestures.
4. The second player will then nudge the next player to turn around and make what gestures he/she wants. Do this until the tail of the line.
5. The last player runs out to the front of the line and says the word received from the gestures made. Any group can get words correctly or closest to is considered to be the winner.
6. The teacher summarizes the introduction activity leading to the lesson by using the Knowledge Sheet 2.3 Nonviolent Communication, and then ask 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: Various & Creative Forms of Nonviolent Communication. If we have good and creative communication skills, we will be able to live together peacefully.'



Teaching

1. The teacher asks students to sit in groups as divided. (Sit in a circle facing each other)
2. The teacher tells students about the objectives of this activity and explain the various forms of nonviolent communication using the Knowledge Sheet 2.3 Nonviolent Communication.
3. The teacher distributes flipchart paper and marker pens to students of each group.
4. The teacher asks students in each group to write forms/methods of nonviolent communication and how to use each one.
5. The teacher has each group present their various forms of nonviolent communication along with examples.
6. The teacher asks students to share their feelings and what they have learned from the activity using the following questions:
 1. How do you feel after doing the activity?
 2. What have you learned from the activity?
 3. How does good communication benefit yourself and others?
7. The teacher records student behavior individually using a behavior observation form.
8. The teacher gives students Worksheet 2.3 Various Forms of Nonviolent Communication and then explain 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 various forms of nonviolent communication as follows:

Student learns about various and creative forms of nonviolent communication from the activity which allows them to present a form of nonviolent communication. As students live in the areas where there are similarities and differences of social and cultural diversity, if they have good communication skills, this will then help them understand nonviolent communication, know how to communicate properly and effectively with others.

Materials & Equipment:

1. Flipchart paper
2. Marker pens

Learning materials:

Knowledge Sheet 2.3 Nonviolent Communication

Assignments: Worksheet 2.3 Various Forms of Nonviolent Communication

Sub-Learning Unit 2.3 Various & Creative Forms of Nonviolent Communication

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 2.3 Various Forms of Nonviolent Communication	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.
Behavior Observation Form	Behaviors of each student during taking part in the activities	Observe student behavior to measure in-class participation and record their attention in studying, answering questions and collaboration with their classmates and teachers	Behavior Observation Form	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form).

Sub-Learning Unit 2.3 Various & Creative Forms of Nonviolent Communication

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 2.3 Various & Creative Forms of Nonviolent Communication

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

Recommendations:

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Signature.....

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Position.....

Sub-Learning Unit 2.4 Cultural Similarities and Differences

Indicators:

Able to explain the stages of ethnorelativism.

1 hour

Contents:

Stages of ethnorelativism.

Objectives:

1. To understand the similarities and differences of each individual.
2. To understand the stages of ethnorelativism.

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 ask them the following questions:
 - 2.1 What is this picture?
 - 2.2 Based on the picture that you get, do you have it in your culture? If so, how is it similar to or different from yours?
 - 2.3 What are the values of the culture in the picture?
3. The teacher explains to students how this activity link to cultural similarities and differences that they will learn today.



Teaching

1. The teacher divides students into groups of 3-4 as appropriate for each school, in which the group must have both males and females.
2. The teacher distributes flipchart paper and marker pens to each group, and then explain to students about similarities and differences using the Knowledge Sheet 2.4 Ethnic Similarities and Differences.
3. The teacher gives each group a problem to think and write about the similarities and differences of the cultures, and the stages of ethnorelativism as follows:

Sub-Learning Unit 2.4 Cultural Similarities and Differences

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

Sub-Learning Unit 2.4 Cultural Similarities and Differences

4. The teacher asks students to send their group representative to present cultural similarities and differences on how they are similar to and different from other areas and how can we become ethno-relative.

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

5.1 How do you feel after doing the activity?

5.2 How do the things that you have learned show cultural similarities and differences?

5.3 Give examples of similarities and differences of your culture.

5.4 In what ways the cultural similarities and differences will lead to ethnorelativism?

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 explain them 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 Cultural Similarities and Differences Activity for students. It enables students to understand the similarities and differences of their cultures and other cultures as well as ethnorelativism. The teacher gives students Tena playing and Hip-Hop dance as examples. Even though they are from different cultures, we can combine them together.

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

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	- 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic to learn	Paying attention in studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to work	1) Committed and make efforts to the work assigned. 2) Being patient and not being discouraged by difficulties and obstacles to get the job done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature..... Evaluator

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Scoring Criteria

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

Notes after teaching

Knowledge:

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Student competencies:

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Desirable characteristics:

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

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Sub-Learning Unit 2.4 Cultural Similarities and Differences

Problems/Obstacles:

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Solutions:

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Opinions of the School Principal or a person in charge:

Recommendations:

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Signature.....

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Position.....

knowledge sheet

Step I-You

Similarities and differences



Knowledge Sheet 2.1 Stages of Ethnorelativism

Ethnocentrism

Ethnocentrism is another important cultural phenomenon as it is a key factor that prevents cultural integration.

The term “**Ethnocentrism**” refers to the tendency to describe one's own culture as better, superior to other cultures using their own cultural values and standards as a measure. This kind of feeling exists in all cultures around the world but differs between cultures.

Causes of ethnocentrism

1. Seeing that our culture is superior to other cultures because of our habits. We live in our society where we are satisfied. Therefore, we feel that people's habits in other societies are strange, worse, and unsatisfactory because our culture never has them.

2. Because people do not understand the whole situation involved. Likewise, Indians may feel that Americans' free choice marriage is terrible. Therefore, people's actions from different cultures are often judged based on our feelings, i.e., according to our own cultural values and background.

3. Viewing that everything in our culture is better than other groups because we are taught every day over and over again. For example, we are taught to love our country and to be loyal to our nation. "Our nation is good, our nation is right, and it is our way of life." If we stop there, ethnographic feelings will not occur.

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.

1. Acceptance

Accepting cultural differences is an important step in transitioning from ethnocentrism to ethnorelativism. At this stage, an individual accepts and respects cultural differences; differences are seen as important and human interaction; and these differences are not valued but perceived to exist. There are two levels of acceptance.

1.1 Accepting differences in behavior levels such as languages, forms/methods of communication, using nonverbal symbolic communication, etc.

1.2 Accepting cultural characteristics that are difficult to notice such as values, norms, interpretations of reality, etc.

2. Adaptation

The most common form of adaptation is compassion such as trying to put ourselves in a person's situation and see the world from their point of view which allows us to understand viewing the different world from ours and what the values or values of another culture are even though they will be very different from ours. This is multiculturalism or the ability to distinguish between cultures, values and worldviews of two or more cultures.

3. Integration

Integration means incorporating the principles of ethnorelativism into our identity. Individuals in this category not only feel cultural differences and are sensitive to other cultures, but also can 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.

Knowledge Sheet 2.2

Benefits of Ethnorelativism

Ethnorelativism means 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 their 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

Nonviolent Communication

"Nonviolent Communication"

Nonviolent communication allows us to reach out to compassion, building an understanding of ourselves and people involved, not merely the compromise principle or technique but also a tool to help understand our feelings and motivations for both sides and to address our true goals even among different opinions.

Examples of nonviolent communication in a family

Effective conflict resolution starts with building relationships before finding solutions.

Placing importance on caring and attention to the needs from all sides.

Reasons behind the actions are to meet specific needs.

- Giving family members the opportunity to learn nonviolent communication skills, even only as part of it, adds more options to nurturing and solving relationship conflicts.

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 9)

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.	4.1, M.3/2 Participate in protecting others according to human rights principles.	1. Able to propose the ways to protect human rights form violations according to human rights principles and gender equality at the school level. 2. Analyze your potential (knowledge, ability, aptitude according to sexuality) in working with others. (Based on the culture of each school) 3. Participate in protecting others according to human rights principles.	1. Ways to protect human rights 2. Finding your potential. 3. Protecting others according to human rights principles.	7	1. Students gain knowledge and an understanding of human rights and gender equality at the national and international levels. 2. Students gain knowledge about the effects of violations according to human rights and gender equality. 3. Analyze your potential. 4. Guidelines for participating in protecting others according to human rights principles.	1. Students are able to propose the ways to protect human rights from violations according to human rights principles and gender equality at the school level. 2. Students are able to analyze their potential (knowledge, ability, aptitude according to sexuality) in working with others. (Based on the culture of each school) 3. Students are able to participate in protecting others according to human rights principles.	Students are confident in campaigning to protecting their rights as good citizens in a democratic way.

Indicators:

7 hours

1. Able to propose the ways to protect human rights from violations according to human rights principles and gender equality at the school level.
2. Analyze one's own potential (knowledge, ability, aptitude according to sexuality) in working with others. (Based on the culture of each school)
3. Participate in protecting others according to human rights principles.

Concept:

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 and international levels, the effects of violations according to human rights and gender equality and guidelines for participating in protecting others according to human rights principles.
2. Students are able to propose the ways to protect human rights from violations according to human rights principles and gender equality at the school level, are able to analyze their potential (knowledge, ability, aptitude according to sexuality) in working with others. (Based on the culture of each school).
3. Students are confident in campaigning to protecting their rights as good citizens in a democratic way.

Sub-Learning Unit 3.1

How to Protect Human Rights

Indicators:

2 hours

Able to propose the ways to protect human rights from violations according to human rights principles and gender equality at the school level.

Contents:

Students gain knowledge and an understanding of human rights principles and gender equality at the national and international levels, the effects of violations according to human rights and gender equality and guidelines for participating in protecting others according to human rights principles.

Objectives:

1. To learn about human rights principles.
2. To propose the ways to protect human rights
3. To practice observations

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. Students share their feelings and what they have learned from the activity. The teacher may ask students the following questions: (This can be done in small groups and then presenting and sharing in a large group)

4.1 How do you feel after doing the activity?

4.2 What have you learned from the activity?

4.3 How can you apply what you have learned to your everyday life or study?



Teaching

The teacher explains to students the steps for this learning activity and asks them to do as follows:

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

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

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

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

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

6. Switch roles as a receiver and a doll. Then, the teacher asks students to get into groups of 3 and explains them the following steps:

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

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

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

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

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

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

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

7.1 How do you feel,

7.1.1 when you are a doll?

7.1.2 when you are a receiver?

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

7.3 What have you learned from this activity?

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

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

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

10. The teacher asks students to do an exercise on Worksheet 3.1 Proposals to Protect Human Rights at the School Level. During the exercise, the teacher walks around and gives students advice when they are in doubt.



Conclusion

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

Materials & Equipment (To summarize a discussion):

1. Flipchart paper
2. Marker pens

Learning materials:

Knowledge Sheet (Cards) 3.1 Human Rights Principles

Assignments:

Worksheet 3.1 Proposals to Protect Human Rights at the School Level

Additional suggestions

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

Sub-Learning Unit 3.1 How to Protect Human Rights

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 3.1 Proposals to Protect Human Rights at the School Level	Knowledge Cards of Children's rights	Share ideas & think about proposals to protect children's rights at the school level.	Worksheet 3.1	<ul style="list-style-type: none"> - Students write a complete and correct proposal on child protection and present them in front of the flagpole, scoring 3 points - Students write a complete and correct proposal on child protection, scoring 2 points. - Students write partial child protection proposal, scoring 1 point. <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"

Sub-Learning Unit 3.1 How to Protect Human Rights

Behavior Observation Form

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

Desirable characteristics	Evaluation details	Score Level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic to learn	Paying attention in studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to work	1) Committed and make efforts to the work assigned. 2) Being patient and not being discouraged by difficulties and obstacles to get the job done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature..... Evaluator

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Scoring Criteria

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

Notes after teaching

Knowledge:

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Student competencies:

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Desirable characteristics:

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

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Problems/Obstacles:

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Solutions:

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

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

Indicators:

2 hours

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

Contents:

Analyzing your potential in working with others.

Objectives:

To analyze students' potential according to their abilities, aptitudes, ideas and working with others.

Lesson Planning:



Introduction

1. The teacher arranges the areas of 3 spots: (1) Yes, I have; No, I haven't (Never), (2) Sometimes; 1 time; 2 times, and (3) None.

2. The teacher has a set of questions and students will answer them by standing at the spots provided. If students have an answer other than the points provided, they can choose where to stand.

3. The teacher asks students why they choose that spot in order to exchange ideas about what they have done or have never done and why?

Questions:

3.1 Have you ever participated in cultural activities in the community? Yes, I have or no, I haven't or sometimes or others.

3.2 Can women and men participate in cultural activities together? Yes, No, yes, but for some activities, or others.

3.3 How many languages can you speak? 2, 3, or more than 3.

3.4 Have you ever organized campaign activities in school? Yes, I always have or sometimes or No I haven't (Never).

3.5 Do you want to learn about your own culture? Yes, I do, or I want to learn some of it or no, I don't.

3.6 Does your family still have its own traditions and cultures? Yes, it does, or still has some, or none.

3.7 How often does the school organize cultural events? Often, sometimes, or none.

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

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

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

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



Teaching

1. The teacher divides students into groups of equal numbers using a favorite color game.
 - 1.1 The teacher sets the colors and the spot of each color for students to stand according to their favorite color such as red, green, white, black, pink, etc.
 - 1.2 Let students choose their favorite color; who likes the same color get into the same group.
 - 1.3 The teacher asks students why they like the color they choose.
 - 1.4 The teacher shall observe whether the number of each group is appropriate or not. If the number is too large or too small, the teacher shall make the number of each group equally or close to each other.
2. The teacher distributes Worksheet 3.2 Your Potential with coloring supplies to each group (red, green, blue, white).
3. The teacher explains the process of drawing balloons and the meaning of each color. (Table of cultures)
 - 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.
Basketry & weaving	Ban Si Lung School Ban Sam Muen School (Ban Huai Kanoon Branch) Morning Glory School 2	Planners are students who have an aptitude for planning operations and basketry & weaving designing. Team builders are students who have an aptitude for gathering friends to work together. They are coordinators. Practitioners are weavers who follow the steps of weaving given by the teacher or a knowledgeable person and friends; basket makers follow the steps of basketry given by the teacher or a knowledgeable person and friends. Recreationalists are people who keep entertaining people in their group.
Local plants/vegetables	Ban Mae Kued Sam Tha School Ban Pa Rai Nueu School	Planners make an operation plan, design vegetable plots appropriate to the contexts and areas. Team builders coordinate with friends and gather them together to carry out an operation. Practitioners follow the instructions given (seed sorting, planting, caring, harvesting, and selling). Recreationalists are responsible for creating an atmosphere for learning, entertain friends, are good at inviting or getting people's attention.
Rope dance	Ban Pa Deh School	Planners make an operation plan (number of equipment/materials/props, number of dancers, choreography, costume design, compose lyrics). Team builders coordinate with friends, musicians, dancers, singers. Practitioners follow the instructions given (singer, dancer, music background player). Recreationalists are people who keep creating an atmosphere of fun and enjoyment to entertain people.

Sub-Learning Unit 3.2 Finding Your Potential

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 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.</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.</p>



Conclusion

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

1. In your opinions, how will you use your aptitudes to benefit the culture selected for the school and the community?
2. How do you make the smallest balloon getting bigger in order to develop or increase your potential?

Learning materials & equipment:

1. Knowledge Sheet 3.2 Aptitudes and Preferences
2. Colored pencils/chalk (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 Finding 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. - Students can explain which color balloons represent which aptitude, scoring 2 points. - Students can tell which balloon is the biggest and which one is the smallest, scoring 1 point. 2 points up considered as "passed"
Behavior Observation Form	Behaviors of each student during taking part in the activities.	Observe student behavior to measure in-class participation and record their attention in studying, answering questions and collaboration with their classmates and teachers.	Behavior Observation Form	2 points up considered as "passed"

Sub-Learning Unit 3.2 Finding Your Potential

Behavior Observation Form

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

Desirable characteristics	Evaluation details	Score Level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic to learn	Paying attention in studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to work	1) Committed and make efforts to the work assigned. 2) Being patient and not being discouraged by difficulties and obstacles to get the job done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature..... Evaluator

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Scoring Criteria

Behavior patterns performed clearly and consistently = 3 points

Behavior patterns performed clearly and frequently = 2 points

Behavior patterns performed sometimes = 1 point

Notes after teaching

Knowledge:

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Student competencies:

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Desirable characteristics:

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

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Problems/Obstacles:

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Solutions:

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

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Sub-Learning Unit 3.3

Protecting Others According to Human Rights Principles

Indicators:

3 hours

Participate in protecting others according to human rights principles.

Contents:

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

Objectives:

1. To be aware of the protection of others according to human rights principles.
2. To participate in protecting others according to human rights principles.

Lesson Planning:



Introduction

1. The teacher asks students to get into groups of 3 and choose one of the issues of interest and draw conclusions about that issue. There are people with their roles involved in each issue, The teacher asks students to select one role and exchange their ideas about that role with each other and then draw their conclusions. Give students 5-10 minutes to understand the real involvement and what each role plays in the topic chosen by each group.

Topics to choose from

1.1 Someone is using chemicals next to your house and they are dangerous and toxic chemicals that cause harm to your body.

Roles: a person using chemicals, an official, a student

1.2 There are Muslims who want to perform obligatory prayers while at work.

Roles: a company staff, a Muslim, a Buddhist colleague

1.3 There are students who want to wear white and gray socks instead of plain white socks.

Roles: a student, a teacher and a school principal

1.4 There were protests against the road expansion.

Roles: a villager who do not want the road expansion, government official, capitalist

1.5 The stall vendors selling rice and curry are banned from selling on the streets.

Roles: a vendor, a customer, a municipal official

2. Each group presents its own conclusions about what each person's duties/roles and how will they work together to resolve the conflict.



Teaching

1. The teacher divides students into groups as appropriate and asks them to study the Universal Declaration of Human Rights (UDHR) and then see if the situation they have relates to which ones of the UDHR by distributing Knowledge Sheet 3.3 The Universal Declaration of Human Rights (UDHR) to them.
2. Before starting the lesson, the teacher asks students to review how the person in each role get involved in the situation to reach a resolution and acceptable to all parties. Then the teacher asks each group to present it.
3. The teacher says that human rights work requires principles and practices based on true participation in the whole process starting from thinking, taking action and evaluating. Everyone receives the information. Everyone has the right to express their opinions, both agree and disagree. Everyone is involved in decision making. Everyone participates in an outcome evaluation.
4. The teacher explains to students about planning the work within their group. Everyone will be responsible for their roles, including being planners, team builders, practitioners, and recreationalists. Students exchange their ideas and understanding and use their skills/aptitudes in planning their work on the culture selected by the school.
5. Students present their work plan with the role of each group member and other groups give feedbacks/suggestions to them such as which part of the plan needs to be adjusted or added.
6. The teacher gives feedbacks regarding the presentation of their work plans for all groups without judging them as right or wrong as this collaborative learning to empower students a group work, and then bring in their set plans for the activities in ICE learning process at the next YOU – WE step.



Conclusion

1. The Universal Declaration of Human Rights states the right to participation in Articles 1, 2, 17, 19, 21, 27 and 29.
2. What can help us determine if it is true participation? We can check it from people's enthusiasm to participate in freely. What is said or done has to be meaningful. Participation is a very important factor, especially in development projects. If we have a career in human rights, participation is not an option but a must. Participation should start from scratch; no project is required. Although there is nothing at the beginning, people should be involved starting from thinking together to come up with a common plan.

Learning materials & equipment:

Knowledge Sheet 3.3 The Universal Declaration of Human Rights (UDHR)

Assignments:

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

Sub-Learning Unit 3.3 Protecting Others According to 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 role 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. 2 points up considered as "passed"
Behavior Observation Form	Behaviors of each student during taking part in the activities	Observe student behavior to measure in-class participation and record their attention in studying, answering questions and collaboration with their classmates and teachers.	Behavior Observation Form	2 points up considered as "passed"

Sub-Learning Unit 3.3

Protecting Others According to Human Rights Principles

Behavior Observation Form

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

Desirable characteristics	Evaluation details	Score Level		
		3	2	1
Disciplined, responsible	Being punctual in performing various activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiastic to learn	Paying attention in studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committed to work	1) Committed and make efforts to the work assigned. 2) Being patient and not being discouraged by difficulties and obstacles to get the job done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature..... Evaluator

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Scoring Criteria

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

Notes after teaching

Knowledge:

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Student competencies:

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Desirable characteristics:

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

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Sub-Learning Unit 3.3

Protecting Others According to Human Rights Principles

Problems/Obstacles:

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Solutions:

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

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

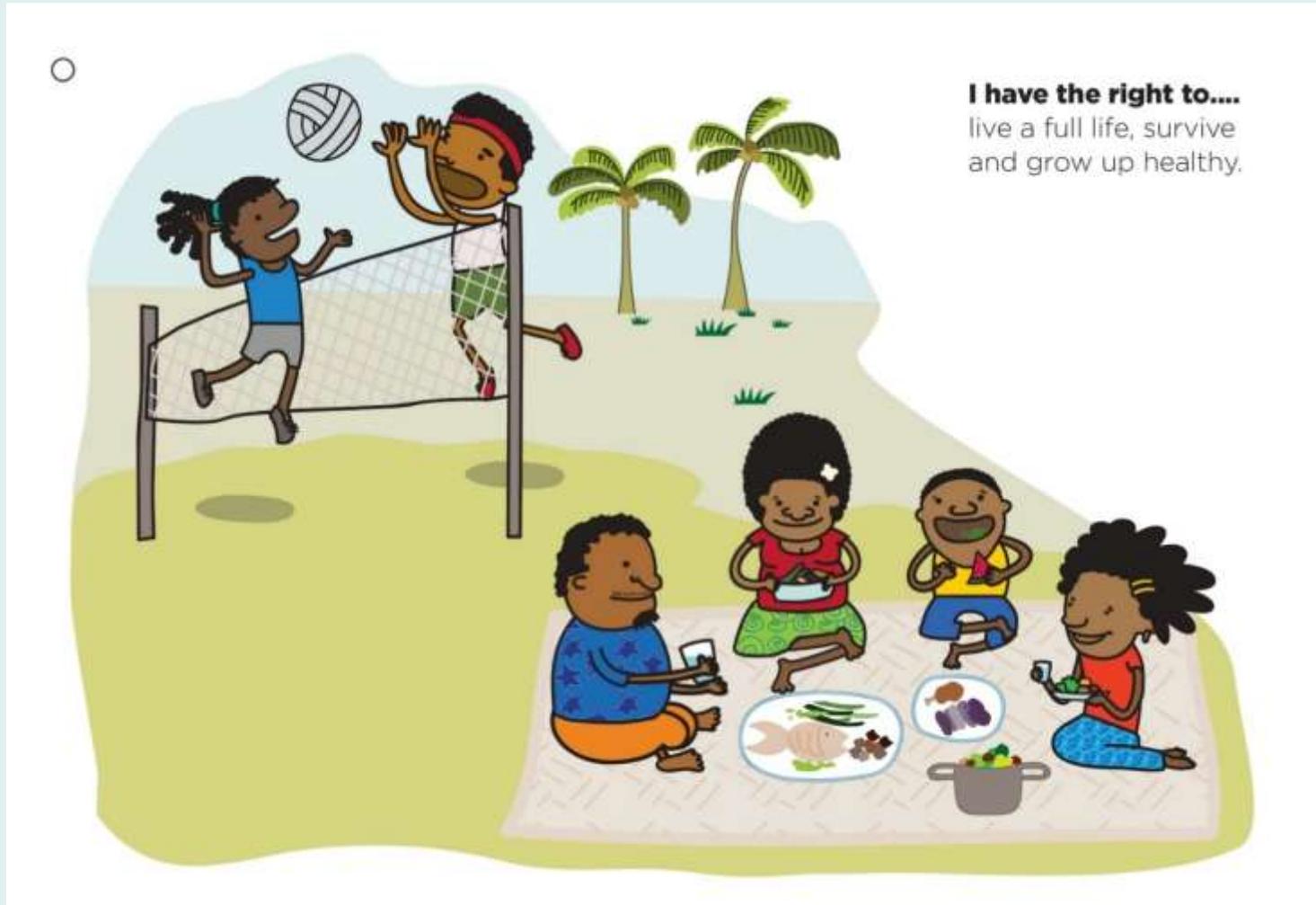
knowledge sheet

Step You

Human rights
and responsibilities

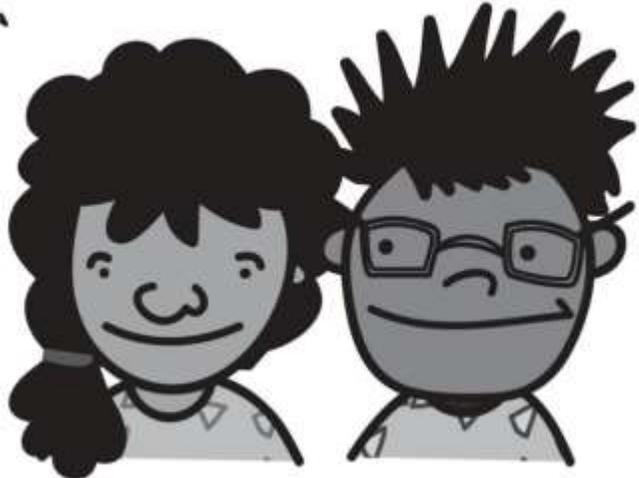


Knowledge Sheet 3.1 Human Rights Principles



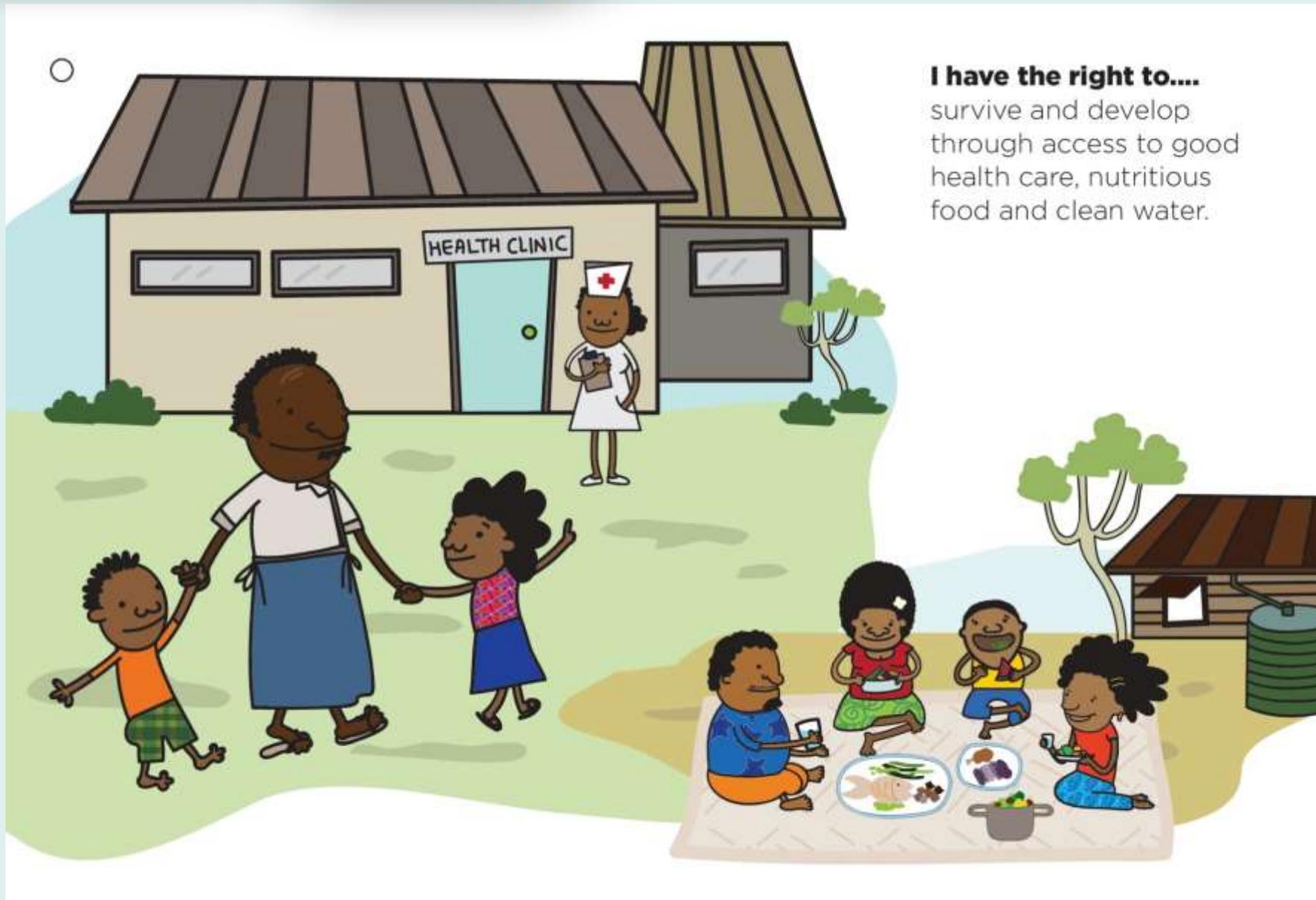
I have the right to....
live a full life, survive
and grow up healthy.

I have the responsibility to...
help make sure people in need also enjoy this right.



Adapted from:
Article 6: Live a full life.
United Nations Convention on the Rights of the Child

Sub-Learning Unit 3.1
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
responsibility to...**

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



Adapted from:

Article 8: An official identity.

United Nations Convention on the Rights of the Child

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



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

treat everyone with respect
and not bully or harm others.



Adapted from:

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

United Nations Convention on the Rights of the Child

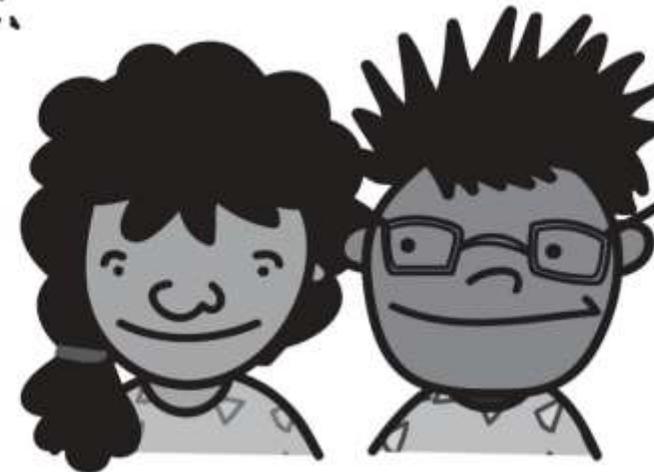
Sub-Learning Unit 3.1 How to Protect Human Rights

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



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

listen when others share and
not harm others in my actions



Adapted from:

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

United Nations Convention on the Rights of the Child

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.

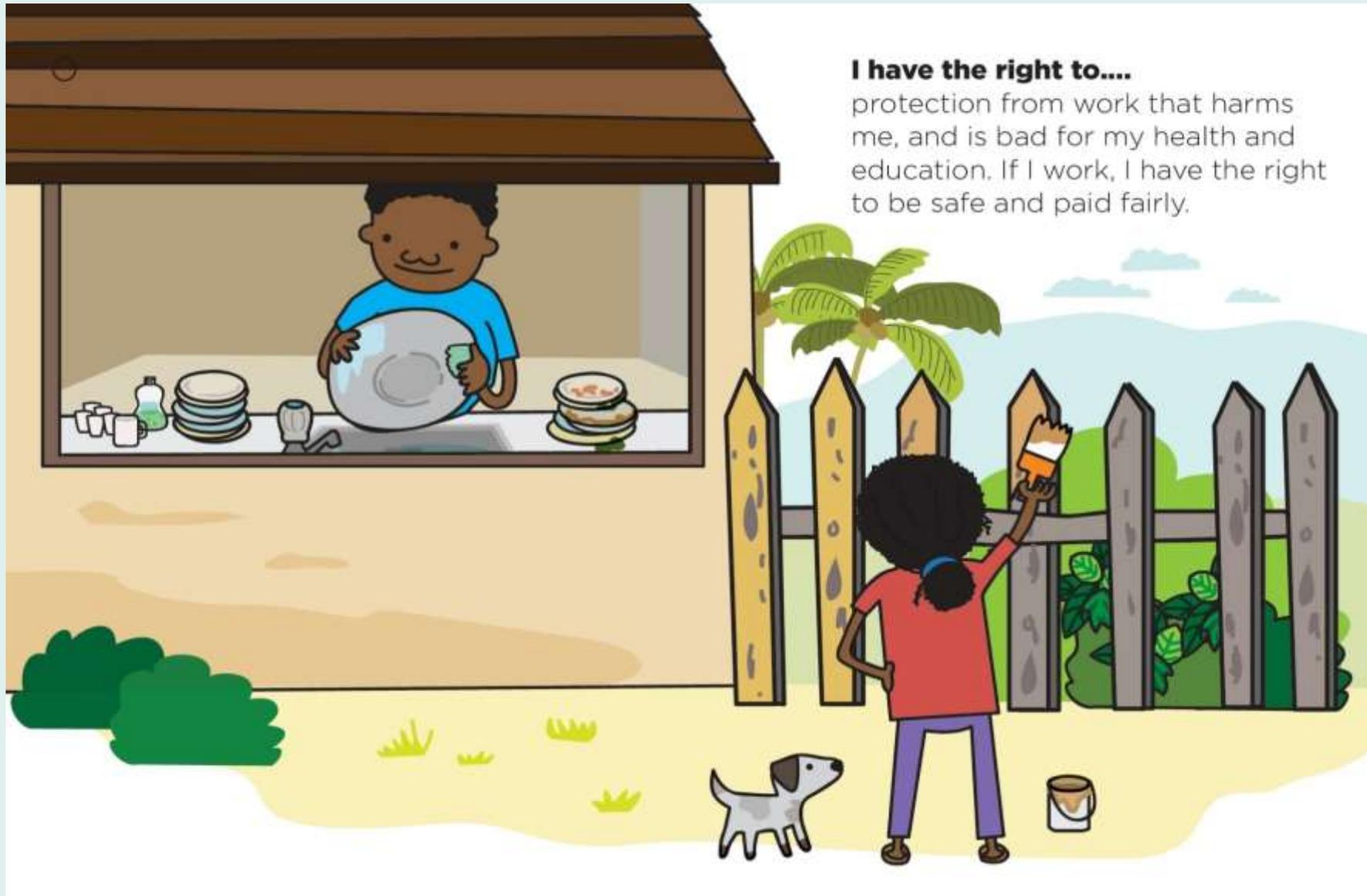


Adapted from:

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
responsibility to...**

support my family and school
and help with tasks.



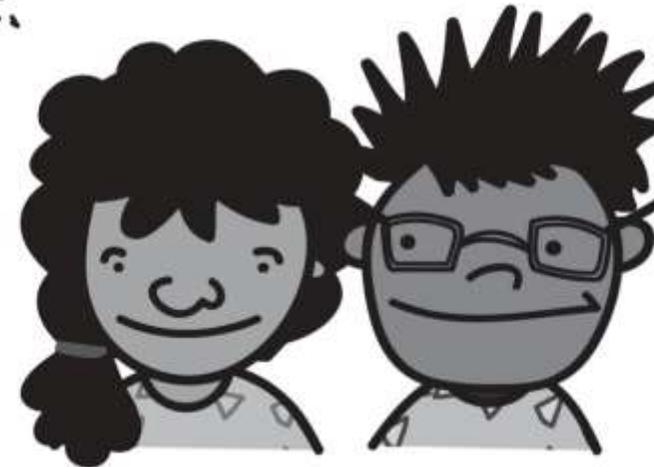
Adapted from:

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.

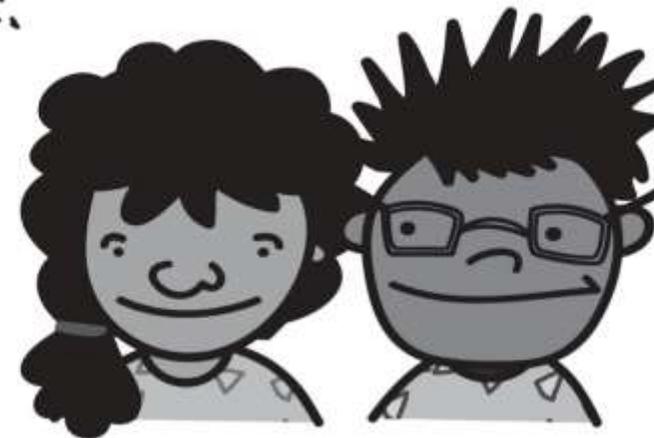
Adapted from:

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

Knowledge Sheet 3.2
Aptitudes and Preferences

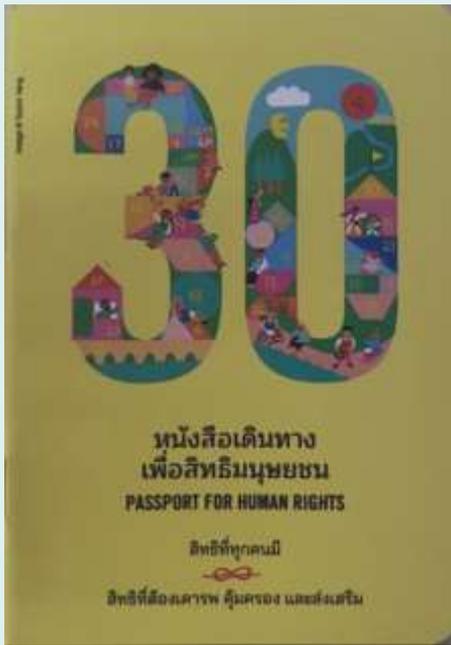
Aptitudes

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.

Sub-Learning Unit 3.3
The Universal Declaration
of Human Rights (UDHR)



คุณค่าสากลแห่งสิทธิมนุษยชน
(Core Values) 1

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การไม่เลือกปฏิบัติ

Non-discrimination

การไม่เลือกปฏิบัติคือ การที่ทุกคนมีสิทธิและเสรีภาพเท่าเทียมกันไม่ว่าจะมีความแตกต่างด้านเชื้อชาติ สีผิว เพศ ภาษา ศาสนา ความเชื่อทางการเมือง สถานภาพทางครอบครัว หรือสถานภาพอื่นๆ ดังนี้แล้ว การเลือกปฏิบัติก็แตกต่างกัน การกีดกัน การแบ่งเหยียด หรือ ความลำเอียงและอคติเพียงเพราะคนๆ นั้นมีพื้นฐานมาจากเรื่อง เพศ ผิว เชื้อชาติ ภาษา ศาสนา ความเชื่อทางการเมือง หรือความพิการนั้นๆ สิทธิที่ดี หรือ ที่น่าในสังคม ความหลากหลายมีอน สถานะของแหล่งกำเนิด หรือสถานะอื่น ๆ ซึ่งนำไปสู่การละเมิดสิทธิมนุษยชนได้ เราอาจไม่ต้องเห็นด้วยกับทุกความคิดเห็น แต่เราให้เกียรติ (respect) ความคิดเห็นหรือความเชื่อที่ไม่เหมือนเรา และยอมรับได้ว่าคนในสังคมส่วนมีความแตกต่างหลากหลาย (diversity)

ตัวอย่างสถานการณ์ละเมิดสิทธิ 1

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มีตาและครอบครัวต้องลี้ภัยมาอยู่ประเทศไทย เพราะเกิดสงครามกลางเมืองในประเทศของเธอ

ประเภทของสิทธิ 1

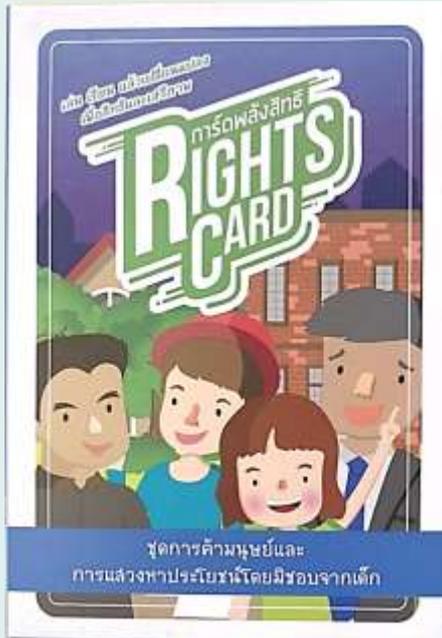
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สิทธิพลเมือง

Civil Rights

ได้แก่ สิทธิในชีวิตและร่างกาย เสรีภาพ และความมั่นคงในชีวิต ไม่ถูกทรมาน ไม่ถูกทำร้ายหรือฆ่า สิทธิในกระบวนการยุติธรรม ได้แก่ สิทธิในความเสมอภาคต่อหน้ากฎหมาย สิทธิที่จะได้รับการปกป้องจากการจับกุมหรือคุมขังโดยมิชอบ สิทธิที่จะได้รับการพิจารณาคดีในศาลอย่างยุติธรรม โดยผู้พิพากษาที่มีอิสระ สิทธิในการได้รับสัญชาติ เสรีภาพของศาสนิกชนในการเชื่อถือและปฏิบัติตามความเชื่อ

Sub-Learning Unit 3.3 Protecting Others According to Human Rights Principles



Lesson Plan

Step You-We

Discrimination
and equality



Structure of Intercultural Learning Curriculum with KSA Pedagogy (For the Primary School Grade 9)

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, colour, physical appearance and economic status.	Grade 9	1. Propose the ways to reduce prejudice, stigma, stereotype and discrimination against yourself and others in terms of culture and gender. 2. Work with others based on equity and equality.	1. Effects of Prejudice, Stigma, Stereotype and Discrimination by Others and Effects of Prejudice, Stigma, 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	1. Students gain knowledge and an understanding of ways and guidelines to reduce prejudice, stigma, stereotype, and discrimination. 2. Students gain knowledge and an understanding of assigning roles and duties equally and equitably.	1. Students are able to propose the ways and guidelines to reduce prejudice, stigma, stereotype and discrimination against themselves and others in terms of culture and gender. 2. Students are able to assign roles and duties equally and equitably.	Students are confident in designing the ways to work with others based on multiculturalism without prejudice, stigma, stereotype, and discrimination against others.

Unit 4 Discrimination and Equality



Indicators:

10 hours

1. Propose the ways to reduce prejudice, stigma, stereotype and discrimination against yourself and others in terms of culture and gender.
2. Work with others based on equity and equality.

Concepts:

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

Contents:

The ways to reduce prejudice, stigma, stereotype and discrimination against yourself and others in terms of culture and gender.

Intercultural competencies:

1. Students gain knowledge and an understanding of the ways and guidelines to reduce prejudice, stigma, stereotype, and discrimination.
2. Students gain knowledge and an understanding of assigning roles and duties equally and equitably.
3. Students are able to propose the ways and guidelines to reduce prejudice, stigma, stereotype and discrimination against themselves and others in terms of culture and gender.
4. Students are able to assign roles and duties equally and equitably.
5. Students are confident in designing the ways to work with others based on multiculturalism without prejudice, stigma, stereotype, and discrimination against others.

Indicators:

1 hour

Propose the ways to reduce prejudice, stigma, stereotype and discrimination against yourself and others in terms of culture and gender.

Contents:

The ways to reduce prejudice, stigma, stereotype and discrimination against yourself and others in terms of culture and gender.

Objectives:

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

2. To gain awareness of reducing prejudice, stigma, stereotype and discrimination in working with others.

Lesson Planning:



Introduction

1. The teacher divides students into 2 groups equally and asks them to compete each other by asking questions about two different leaves. The teacher asks the students to make questions out of those two leaves. 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 prejudice, stigma, stereotype and discrimination by others and the effects of prejudice, stigma, 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 word down without letting other students see it.

Sub-Learning Unit 4.1

Effects of Prejudice, Stigma, Stereotype and Discrimination by Others and Effects of Prejudice, Stigma, Stereotype and Discrimination Against Others (Gender): Putting Yourself In Someone Else's Shoes

2. Students get into pairs and then use a masking tape to stick the word that they have written on their partner's forehead. The person with the word sticking on their forehead shall not be able to see what the word is, 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 word without saying the word on their friend's forehead and try to guess in your head what role is given to you by observing the words said or reactions/attitudes made by their friend towards them.

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

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

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

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

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

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

6.4 How would you feel if you were discriminated against by other people because of your skin color, race, religion, belief, culture, gender, etc.? (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 differently because of their skin color, race, religion, belief, gender, values, or social status. What are the causes, how do they affect others and how to reduce them? Give examples.

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

Additional suggestions

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

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	2 points up considered as "passed" (The criteria are explained in the worksheet.)
Behavior Observation Form	Behaviors of each student during taking part in the activities	Observe student behavior to measure in-class participation and record their attention in studying, answering questions and collaboration with their classmates and teachers.	Behavior Observation Form	2 points up considered as "passed" (The criteria are explained in the Behavior Observation Form.)

Sub-Learning Unit 4.1

Effects of Prejudice, Stigma, Stereotype and Discrimination by Others and Effects of Prejudice, Stigma, 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**.

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

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

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:

Recommendations:

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Signature.....

(.....)

Position.....

Indicators:

1 hour

1. Propose the ways to reduce prejudice, stigma, stereotype and discrimination against yourself and others in terms of culture and gender.
2. Work with others based on equity and equality.

Contents:

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

Objectives:

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

Lesson Planning:



Introduction

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

2. The teacher tells students that today they are going to learn from the CD Print Activity.



Teaching

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

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

3. The teacher asks students to talk about one thing that they hate most but tell their partner about the advantages of five things that they hate, and then have the students 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? 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?

Sub-Learning Unit 4.2

Thinking Systems and Sources of Attitudes: Memoirs CD Print

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 on 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 prejudice, stigma, 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 prejudice and stigma, resulting in discrimination and ultimately violence. CD Print is an activity that helps students understand their own thinking system. Why do we always have prejudice and stigma? CD cannot erase the data on the disc but can insert new data. The same as our life, it cannot delete the information that is in our thinking system immediately, but we can add new feelings, memories, and positive attitudes in our thinking system. These 5 things we record in CD Print will lead to living together in peace without prejudice, stigma, 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 value and dignity.

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 4.2 “My CD Plan”	The data saved to a CD Print	Assess and mark students’ worksheets based on the data saved in a CD Print. It shall be positive attitudes that lead to living together in peace without 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						
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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 learning. - Do not talk or play with others while studying.	-Interested in learning. - Talk with others a little bit while studying.	- Interested in learning. - Occasionally talk and play with others while studying.	Not interested in studying & talk and play with others while studying.
2. Answering questions	Participate in answering the questions asked by the teacher and answer all of the questions correctly.	Participate in answering the questions asked by the teacher and answer most of the questions correctly.	Occasionally participate in the questions asked by the teacher and answer the questions correctly sometimes.	Do not answer the questions.
3. Participation in activities	Cooperate with friends and teachers in doing activities.	Mostly cooperate with friends and teachers in doing activities.	Occasionally cooperate with friends and teachers in doing activities.	No cooperation with friends and teachers while doing activities.

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:

Recommendations:

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Signature.....

(.....)

Position.....

Indicators:

8 hours

1. Propose the ways to reduce prejudice, stigma, stereotype and discrimination against yourself and others in terms of culture and gender.
2. Work with others based on equity and equality.

Contents:

The ways to reduce prejudice, stigma, stereotype and discrimination against yourself and others in terms of culture and gender.

Objectives:

1. To seek the ways to reduce prejudice, stigma, stereotype and discrimination against yourself and others in terms of culture and gender.
2. Able to work with others based on equity and equality in terms of race, religion, gender, age, skin colour, physical appearance and economic status.
3. 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.

2. The teacher explains how to organize the following 8-hour learning activity: Project-Based Learning. It is learning management that encourages students to practice and study on their own. This can be divided into 6 steps. The first 3 steps include preparation step: identifying and selecting topics; writing an outline step and practice step. They are in the You-We are learning step. The latter 3 steps are practice step, presentation step and evaluation step. They are in the WE are learning step. The 1st hour will be preparing, identifying and selecting topics; the 2nd hour will be writing an outline; the 3rd-7th hour will be hands-on activities and the 8th hour will be summarizing an overview of intercultural learning at the YOU-WE step.

3. Then, the teacher explains to students further, “While you are learning according to the culture of each school, each of you should observe your group work to see if prejudice, stigma, stereotype and discrimination occur during the activity or not and what the effects of that towards yourself and others are, and how to solve them. Then, write those down on Worksheet 4.3 Detective Conan’s Mission.”



Teaching

Learn and taking 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	<ol style="list-style-type: none"> 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. 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.3 1. Complete the Detective Conan Worksheet regarding the ways to reduce prejudice, stigma, stereotype and discrimination. (K) 2. 1 st check on the vegetable plots. 3. Self-Observation Form (A)
Writing an outline	1	<ol style="list-style-type: none"> Each group writes a work plan (Learning objectives/Steps of learning/Materials & Equipment/Assigning roles and responsibilities) down on the flipchart paper. Present their work plan in front of the class. 	
Taking action	5	<ol style="list-style-type: none"> Take an active role on the chosen topic. <ol style="list-style-type: none"> Seed selection (Characteristics of good seed suitable for planting). Soil preparation (Choosing planting area/Designing vegetable plots creatively and starting the vegetable plot as designed.) Planting (Seedling/Plant spacing) <p>Note: After students have planted their vegetables, the teacher will evaluate the vegetable plots.</p>	
A Summary of the You-We step	1	The teacher summarizes the activities associated with the ICE content of each grade level.	

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	<ol style="list-style-type: none"> The teacher explains about project-based learning to students and introduce a topic for learning (Rope dance/Singing & Background music for rope dance). Students get into groups according to their aptitudes, preferences and interests and choose a topic for learning (Rope dance/Singing & Background music for rope dance). 	M.3 <ol style="list-style-type: none"> Complete the Detective Conan Worksheet regarding the ways to reduce prejudice, stigma, stereotype and discrimination. 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	<ol style="list-style-type: none"> Take an active role on the chosen topic. <ul style="list-style-type: none"> 1.1 Rope dance <ol style="list-style-type: none"> 1.1.1 Learn about the elements of rope dance such as number of dancers, background music, musical instruments and costumes. 1.1.2 Learn about materials & equipment for rope dance such as ropes, poles, musical instruments and costumes. 1.1.3 Practice tying a rope or cloth and prepare a place to practice. 1.1.4 Practice the basic moves of rope dance. 1.2 Singing & Background music for rope dance <ol style="list-style-type: none"> 1.2.1 Learn about the elements of rope dance such as number of dancers, background music, musical instruments and costumes. 1.2.2 Learn about materials & equipment for rope dance such as ropes, poles, musical instruments and costumes. 1.2.3 Learn about the basic songs and background music for rope dance. 1.2.4 Practice basic singing and background music for rope dance. 	
A Summary of the You-We step	1	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.	M.3 1. Complete the Detective Conan Worksheet regarding the ways to reduce prejudice, stigma, 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.	

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

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

Steps of learning	Hours	Learning Content	Assignments
Preparation and selection of a topic	1	1. The teacher explains about project-based learning to students and introduce a topic for learning (Don dance, bamboo dance and Hip-Hop dance) 2. Students get into groups according to their aptitudes, preferences and interests and choose a topic for learning.	M.3 1. Complete the Detective Conan Worksheet regarding the ways to reduce prejudice, stigma, 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. Don dance: 1.1 Learn about the elements and materials & equipment for Don dance such as number of dancers, background music, musical instruments and costumes. 1.2 Learn basic dance moves, rhythms, songs and background music for Don dance. 1.3 Practice basic Don dance. 2 Bamboo dance: 2.1 Learn about the elements and materials & equipment for bamboo dance such as number of dancers, background music, musical instruments and costumes. 2.2 Learn basic bamboo dance moves, rhythm of bamboo tapping and background music for bamboo dance. 2.3 Practice basic bamboo dance. 3. Hip-Hop dance: 3.1 Learn about the elements and materials & equipment for Hip-Hop dance such as number of dancers, background music and costumes. 3.2 Learn the basic Hip-Hop moves with background music. 3.3 Practice basic Hip-Hop dance.	
A Summary of the You-We step	1	The teacher summarizes the activities associated with the ICE content of each grade level.	

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. The head part is what they have learned, the heart part is what things that impress them, and the part of two arms is what can be further developed in the next class.



Conclusion

1. The teacher asks students about how they feel from learning and doing, what they have learned from doing or working with others.

2. The teacher asks students, "During working together, is there any prejudice, stigma, stereotype and discrimination occur in your group or not, and what are the effects of prejudice, stigma, stereotype and discrimination by others and the effects of prejudice, stigma, stereotype and discrimination against others (Gender), and also how to reduce them?"

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 ways to work with others without prejudice, stigma, stereotype, and discrimination based on equity and equality.

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 prejudice, stigma, stereotype and discrimination based on equity and equality in terms of race, religion, gender, age, skin color, physical appearance and economic status. However, in the next lesson planning, activities can be adjusted. Please make sure they meet the objectives of this lesson planning.

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

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.....

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.	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 Evaluation Form on Group Working

Grade.....

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

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

Signature.....
.....Evaluator

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Scoring criteria are shown in the attached table.

Criteria for 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.

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 learning. - Do not talk or play with others while studying.	-Interested in learning. - Talk with others a little bit while studying.	- Interested in learning. - Occasionally talk and play with others while studying.	Not interested in studying & talk and play with others while studying.
2. Answering questions	Participate in answering the questions asked by the teacher and answer all of the questions correctly.	Participate in answering the questions asked by the teacher and answer most of the questions correctly.	Occasionally participate in the questions asked by the teacher and answer the questions correctly sometimes.	Do not answer the questions.
3.Participation in activities	Cooperate with friends and teachers in doing activities.	Mostly cooperate with friends and teachers in doing activities.	Occasionally cooperate with friends and teachers in doing activities.	No cooperation with friends and teachers while doing activities.

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:

Recommendations:

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Signature.....

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Position.....

knowledge sheet

Step You-We

Discrimination
and equality



Knowledge sheet 4.1 Prejudice, Stigma, Stereotype and Discrimination

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

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

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

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

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

Stigma

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

Stigma can be divided into 3 types:

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

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

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

An example of the consequences of stigma for Tuberculosis patients

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

Stereotype

Stereotype is an attitude resulting from experiences that one group of people have 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 prejudices 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 resulting 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.

The new generation have little patience at work.

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

People with white skin and/or with Chinese looks are beautiful; people with dark skin are not beautiful.

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 of 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 and 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, 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, in consistent 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 9)

Level	Learning unit	Concepts	Indicators for Social Studies + Health Education	Indicators for ICE + Gender	Indicators for ICE + Gender	Hours	K	S	A
WE	Peace and Conflict	Your potential & Able to work with others peacefully based on cultural diversity.	<p>Social Studies 4.1, M.3/3 Preserve Thai culture and choose appropriate international culture.</p> <p>Social Studies 4.1, M.3/4 Analyze the factors that cause conflicts in a country and propose ideas to reduce conflicts.</p> <p>Social Studies 4.1, M.3/5 Propose the idea of living happily in a country and in a world society.</p>	<p>1. Students can be a leader in planning group work and working in a group efficiently based on respecting the rights and freedoms of themselves and other people's culture and gender.</p> <p>2. Students can communicate and share any aspects of their culture with others in multicultural society creatively.</p>	<p>1. Joint Mission, Our Mission</p> <p>2. Preparing for a Presentation</p> <p>3. Presentation and Evaluation</p>	10	<p>Students gain knowledge and an understanding of planning, implementing, and summarizing a lesson in an empowering way and participate in cultural and gender diversity in a democratic way.</p>	<p>1. Students have leadership skills for planning, implementing, and summarizing a lesson in an empowering way and participate in cultural and gender diversity in a democratic way.</p> <p>2. Students can communicate and share any aspects of their culture with others in multicultural society creatively.</p>	<p>Students are confident in being a leader to communicate peacefully and creatively based on cultural and gender diversity in a democratic way.</p>

Unit 5 Peace and Conflict



Indicators:

10 hours

1. Students can be a leader in planning group work and working in a group efficiently based on respecting the rights and freedoms of themselves and other people's culture and gender.
2. Students can communicate and share any aspects of their culture with others in multicultural society creatively.

Contents:

Skills for planning, implementing, and summarizing a lesson with others and confidently communicate and share any aspects of culture with others based on cultural and gender diversity in a democratic way.

Concepts:

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

Intercultural competencies:

1. Students gain knowledge and an understanding of planning, implementing, and summarizing a lesson in an empowering way and participate in cultural and gender diversity in a democratic way. (K)
2. Students have leadership skills for planning, implementing, and summarizing a lesson in an empowering way and participate in cultural and gender diversity in a democratic way.
3. Students can communicate and share any aspects of their culture with others in multicultural society creatively. (S)
4. Students are confident in being a leader to communicate peacefully and creatively based on cultural and gender diversity in a democratic way. (A)

Indicators:

6 hours

Students can be a leader in planning group work and working in a group efficiently based on respecting the rights and freedoms of themselves and other people's culture and gender.

Contents:

Being a leader in planning, implementing, and summarizing a lesson with others based on cultural and gender diversity in a democratic way.

Objectives:

Students can be a leader in planning group work and working in a group efficiently based on respecting the rights and freedoms of themselves and other people's culture and gender.

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.

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 about summarizing a lesson according to the Knowledge Sheet 5.1 Summarizing a Lesson and says that after the practice process according to the culture of each school, we will draw conclusions together.

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

Sub-Learning Unit 5.1

Joint mission, Our mission

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

1. Local plants/vegetables

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

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 Being a Leader in Summarizing a Lesson</p> <p>2. Outcome Evaluation Form in groups (Rope dance)</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 Being a Leader in Summarizing a Lesson 2. Outcome Evaluation Form in groups (Hmong rice)

4. 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 Being a Leader in Summarizing a Lesson</p> <p>2. Outcome Evaluation Form in groups (Don dance, Bamboo dance and Hip-Hop dance)</p>



Conclusion

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

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

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

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

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

3. The teacher summarizes the outcomes again, pointing out the advantages of working in groups and characteristics of teamwork that leads to succeeding 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 can be a leader in planning group work and working in a group efficiently based on respecting the rights and freedoms of themselves and other people's culture and gender and can communicate and share any aspects of their culture with others in multicultural society creatively.

4. The teacher summarizes the activities at the end of every class in each week of learning and doing e.g., what students have learned this week, what impresses them, what can be further developed in the next class.

Materials & Equipment:

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

Learning materials:

1. Knowledge Sheet 5.1 Summarizing a Lesson
2. Use real learning materials according to the culture chosen by the school.

Sub-Learning Unit 5.1

Joint mission, Our mission

Assignments:

1. Worksheet 5.1 Being a Leader in Summarizing a Lesson
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)

Measurement and Evaluation

Assignments	Sources of Information	Methods	Tools	Pass Criteria
Worksheet 5.1 Being a Leader in Summarizing a Lesson	Descriptive writing on the worksheet	Assess & mark students' worksheets	Worksheet 5.1	<ol style="list-style-type: none"> 1. Write and explain their answers exactly and completely according to all the questions asked, scoring 3 points. 2. Write and explain their answers partially according to the questions asked, scoring 2 points. 3. Write and explain their answers for 1 question, scoring 1 point. 4. Cannot explain their answers, scoring 0 point.
Outcome Evaluation Form in groups (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			

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 abilities/potential of the group members.	Able to assign roles/duties according to the abilities/potential of the group members partially.	Unable to assign roles/duties according to the abilities/potential 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 workload of selling products creatively and the assignments of students' roles/duties. The details are as follows:

Group members

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

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

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

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

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

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

Scoring Criteria

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

Outcome Evaluation Form in groups (Rope dance)

Instructions: The teacher evaluates the outcomes of students' performance workload according to the area that students are interested in regarding the rope dance. The details are as follows:

Group members

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

No.	Details	Score Level		
		3	2	1
1.	Students can lead the dance performance.			
2.	Students can explain the process of the dance performance.			
3.	Students are confident in performing.			
4.	Solutions			
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
6.	Creative presentation			

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Students can lead the dance performance.	Students can lead the dance performance at any time.	Students can lead the dance performance sometimes.	Students cannot lead the dance performance.
2.	Students can explain the process of the dance performance.	Students can fully explain the process of the dance performance.	Students can explain some of the process of the dance performance.	Students cannot explain the process of the dance performance.
3.	Students are confident in performing.	Students can perform the dance confidently without fear of making mistakes.	Students can perform the dance but without confidence.	Students cannot perform the dance and are not confident.
4.	Solutions	Able to think of the two solutions in a given time.	Able to think of only one solution in a given time.	Unable to think of any solutions in a given time.
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members partially.	Unable to assign roles/duties according to the aptitudes and abilities/competences of the group members
6.	Creative presentation	Innovative presentation, attention to their work and have the ways to get good results for their work.	Present their work as suggested and do the same old way.	No presentation/do not have their own ideas.

Outcome Evaluation Form in groups (Hmong rice)

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

Group members

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

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

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

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

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

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

Scoring Criteria

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

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

Instructions: The teacher evaluates the outcomes of students' performance workload according to the dance that students are interested in. The details are as follows:

Don dance group

Group members

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

No.	Details	Score Level		
		3	2	1
1.	Students can lead the dance performance.			
2.	Students can explain the process of the dance performance.			
3.	Students are confident in performing.			
4.	Solutions			
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
6.	Creative 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 lead the dance performance.			
2.	Students can explain the process of the dance performance.			
3.	Students are confident in performing.			
4.	Solutions			
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
6.	Creative presentation			

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 lead the dance performance.			
2.	Students can explain the process of the dance performance.			
3.	Students are confident in performing.			
4.	Solutions			
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.			
6.	Creative presentation			

Scoring Criteria

No.	Details	Score Level		
		3	2	1
1.	Students can lead the dance performance.	Students can lead the dance performance at any time.	Students can lead the dance performance sometimes.	Students cannot lead the dance performance.
2.	Students can explain the process of the dance performance.	Students can fully explain the process of the dance performance.	Students can explain some of the process of the dance performance.	Students cannot explain the process of the dance performance.
3.	Students are confident in performing.	Students can perform the dance confidently without fear of making mistakes.	Students can perform the dance but without confidence.	Students cannot perform the dance and are not confident.
4.	Solutions	Able to think of the two solutions in a given time.	Able to think of only one solution in a given time.	Unable to think of any solutions in a given time.
5.	Assigning roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members.	Able to assign roles/duties according to the aptitudes and abilities/competences of the group members partially.	Unable to assign roles/duties according to the aptitudes and abilities/competences of the group members
6.	Creative presentation	Innovative presentation, attention to their work and have the ways to get good results for their work.	Present their work as suggested and do the same old way.	No presentation/do not have their own ideas.

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:

Recommendations:

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Signature.....

(.....)

Position.....

Sub-Learning Unit 5.2 Preparing for a Presentation

Indicators:

2 hours

1. Students can be a leader in planning group work and working in a group efficiently based on respecting the rights and freedoms of themselves and other people's culture and gender.
2. Students can communicate and share any aspects of their culture with others in multicultural society creatively.

Contents:

Being a leader in planning, working with others, preparing for a presentation and communicate and share any aspects of culture with others confidently based on cultural and gender diversity in a democratic way.

Objectives:

1. Students can make a plan and work with others to prepare for a presentation based on respecting the rights and freedoms of themselves and other people's culture and gender.
2. Students can communicate and share any aspects of their culture with others in multicultural society creatively.

Lesson Planning:



Introduction

1. The teacher divides students into 2 groups equally that include both boys and girls without discrimination against race, religion, gender, age, skin color, physical appearance and economic status.
2. The teacher explains the rules of a game to students as follows: 1) Ask each group to brainstorm ideas of joining objects to be as long as possible using the objects on a body of the group members; 2) Ask each group to join the objects that can be found on their body and 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 have another chance.
4. The teacher summarizes the activity that how important planning is and how to make a successful plan. Therefore, to have a good plan, we need to think carefully about good preparation to get good outcomes like in this class, we will need to 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 about their learning experiences in a creative way. The topics that students shall present are as follows: 1) learning process; 2) learning equipment/materials; 3) The assignment of roles and responsibilities within the group; 4) problems and obstacles that arise during practice and solutions and 5) What have they learned from the practice according to the culture chosen by each school. The teacher lets students choose the media they would like to present creatively. Students can make one to use for presentation according to the given topic and it shall be a creative medium/material. The teacher can learn more about the media on Knowledge Sheet 5.2 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 gender diversity. How many types of media the students choose, along with a summary of the roles and responsibilities of each group, including planning and working with others on the basis of respecting the rights and freedoms of themselves and other people's and gender.

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.

Measurement and Evaluation

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

Sub-Learning Unit 5.2 Preparing for a Presentation

Behavior Evaluation Form on Group Working Grade.....

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

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

Signature.....Evaluator

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Scoring criteria are shown in the attached table.

Criteria for 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)

Scoring Criteria	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:
Recommendations:

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

Indicators:

2 hours

1. Students can be a leader in planning group work and working in a group efficiently based on respecting the rights and freedoms of themselves and other people's culture and gender.
2. Students can communicate and share any aspects of their culture with others in multicultural society creatively.

Contents:

Being a leader in planning, implementing, and summarizing a lesson with others and confidently communicate and share any aspects of culture with others based on cultural and gender diversity in a democratic way.

Objectives:

1. Students can be a leader in working in a group efficiently based on respecting the rights and freedoms of themselves and other people's culture and gender.
2. Students can communicate and share any aspects of their culture with others in multicultural society creatively.

Lesson Planning:



Introduction

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



Teaching

1. The teacher asks students to present their hands-on learning according to the culture selected by the school.
2. The teacher asks students to present their learning experiences in a creative way. The topics that students shall present are as follows:

1) learning process; 2) learning equipment/materials; 3) The assignment of roles and responsibilities within the group; 4) problems and obstacles that arise during practice and solutions and; 5) What have they learned from the practice according to the culture chosen by each school according to the planned presentation. The teacher will watch the presentation.

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

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

4.1 Appreciate the student's work; what parts they have done well.

4.2 Which parts or any particular parts of their work that are impressive?

4.3 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 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' own 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' own 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:

Recommendations:

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Signature.....

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Position.....

knowledge sheet

Step We

Peace and conflict



Unit 5.1 Summarizing a Lesson

Summarizing a lesson is a method to gather the main ideas or the key content/concept that teachers want students to know in order to help the students understand the lesson in a more accurate and complete step-by-step manner. Generally, summarizing a lesson is done after every lesson has been taught so that students can see the relationship between knowledge and skills acquired, getting the right concepts in the lesson and link them to the next learning content.

Here is how to summarize a lesson.

1. When summarizing or reviewing a lesson, teachers do not need to review or summarize all the lesson themselves, but they should involve students in that process. Teachers may ask students questions and try to get each of the key points and organize them appropriately, possibly allowing students to draw their conclusions in a notebook.

2. Summarizing a lesson based on the practice, such as letting students observe experiments and demonstration and trying to point out to students how important the prior knowledge or the lesson that have just been learned and those that will be learned in the future are.

3. Summarizing a lesson according to creating a situation where teachers create a situation to be in accordance with the lesson and allow students to express their opinions.

4. Summarizing a lesson by using equipment/materials. Teachers may use teaching materials to help summarize the lesson easier. For example, teachers can bring in agricultural tools to show to students, so that the students can summarize how to use them correctly.

There are two types of summarizing a lesson:

1. Summarizing a lesson in terms of knowledge aspect. It refers to connecting new knowledge with prior knowledge and acquire concepts.

2. Summarizing a lesson in terms of social aspect. It means that there are compliments/praises and encouragement given to students. These make students feel that they are learning. Teachers will test whether students are able to relate their prior knowledge to new knowledge well using the following methods:

2.1. Reviewing what students have learned in chronological order until the lesson that will be learned next.

2.2. Observing students' ability to apply the knowledge gained from a lesson to new events that are similar to the prior ones.

2.3. Observing students' ability to relate their knowledge to the new lesson.

The importance of summarizing a lesson

1. When students have already learned the main content of a lesson, if their ideas and understanding are still all over the place or they are still confused, summarizing a lesson will enable them to gather ideas and understanding clearly until they get correct concepts.

2. The content of a lesson is often related to each other within the same subject and with other subjects. Therefore, summarizing a lesson by showing students the relationship of various topics within the same subject or between old and new lessons will help them to clearly see the ongoing relationship.

3. The aim of education is to be able to apply knowledge in everyday life. Summarizing a lesson will then guide students to apply their knowledge in different situations.

Considerations when summarizing a lesson

1. Summarizing and reviewing by asking questions must be relevant to the content and learning objectives.

2. The methods of summarizing must be consistent with students' interests and abilities.

3. Summarizing requires a link between what students have already learned and what they do not know yet.

4. Summarizing must be able to assess the content of a lesson and its effects on students' learning.

5. Summarizing must be a guide to the next lesson.

Benefits of summarizing a lesson

1. Collect and compile important contents that have already been learned.

2. Link teaching and learning activities together.

3. Get students' attention one more time before finishing the lesson.

4. Ensure students' better understanding the lesson.

5. Encourage students' creativity if teachers enable students to think about how they can apply what they have learned or how they can use what they have learned to solve problems.

Suggestions for summarizing a lesson

1. Summarizing a lesson can be done at any stage, i.e., at the end of a topic, at the end of a chapter, at the end of a subject, or at the end of a lesson. In each teaching, teachers may summarize a lesson periodically and summarize it again at the end to help students understand and follow the lesson. If they do not understand at any part, this can be resolved immediately before the next lesson. It always helps to smooth learning process, better than summarizing the whole lesson only at the end of the lesson.

2. Summarizing a lesson clearly and fully cover the essentials of contents so that students can learn according to the set objectives and are able to connect prior knowledge with new knowledge together and apply that knowledge in different situations.

3. Teachers should try to encourage students to summarize a lesson on their own first to see if they understand the lesson correctly or not, and then help students to correct them and encourage students to summarize the lesson correctly and completely which can be done individually or in groups.

4. Teachers and students help each other summarize a lesson. Teachers can ask students questions and let the students answer them until they are able to get the full essentials of the lesson content.

5. Teachers are the ones who summarize a lesson. This should be done after asking students to do so first, or after both teachers and students have already helped each other summarize the lesson, or the lesson is difficult and complicated, or when teachers want to show students the relationship between prior lessons and new lessons, or when teachers want to show the continuous relationship of different topics in the same lesson.

6. Summarizing a lesson must link between what students have already learned and what they do not know yet.

7. A good summary should be summarized as a guide for further learning.

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

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

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

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

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

Characteristics of Creativity

Creativity is a type of thinking called Divergent Thinking. It is multi-faceted thinking that is to think as much as you can think of a way of looking at a problem with a broader view like the sunlight that radiates around. Creative people are the people who have:

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



Curriculum and Lesson plan

(Interculture Education: ICE)

Grade 9



Pestalozzi Children's Foundation

