

Multi-cultural Education Training Workshop

Minority Outreach in Education Program (MORE)

KAMPUCHEAN ACTION FOR PRIMARY EDUCATION (KAPE)

March 2011

ABSTRACT

The workshop program described in this document seeks to provide a Multi-cultural Education Curriculum that is locally mediated. The objective of the workshop program is to (i) Help build bridges between State and Private Cham Schools and (ii) Promote language and culture-friendly learning environments for children of all ethnic and religious groups.

SCHEDULE OF TEACHING

No	Topics	Time	Duration
DAY ONE			
1	Introduction	08:00AM-08:45AM	45 Mins
2	What is culture? Aspect of culture	08:45AM-09:30AM	35 Mins
3	Snack	09:30AM-09:45AM	15 Mins
4	Ethnic group in Cambodia	09:45AM-10:30AM	45 Mins
5	Cultural Understanding	10:30AM-11:30AM	60 Mins
Lunch			
6	Multicultural Education	01:30PM-02:30PM	60 Mins
7	Cultural Rights	02:30PM-03:00PM	30 Mins
8	Snack	03:00PM-03:15PM	15 Mins
9	Topic Selection	03:15PM-04:45PM	90 Mins
10	Wrap up session	04:45PM-05:00PM	15 Mins
DAY TWO			
11	Introduction/Energizer Game	08:00AM-08:20AM	20 Mins
12	Implementation of multiculture education	08:20AM-09:30AM	70 Mins
13	Snack	09:30AM-09:45AM	15 Mins
14	Practice teaching multiculture session	09:45AM-11:30AM	90 Mins
Lunch			
15	Community Field Trip	01:30PM-02:30PM	60 Mins
16	Action Research	02:30PM-03:00PM	30 Mins
17	Snack	03:00PM-03:15PM	15 Mins
18	Multicultural Education Activities	03:15PM-04:15PM	60 Mins
19	Closing	04:15PM-04:35PM	20 Mins

Objective:

- Locally mediated Multicultural Education Curriculum Programming
- Building Bridges between State and Private Cham Schools
- Promote language and culture friendly environments.

Workshop Objective:

- Facilitate understanding and cooperation between the various cultural groups in the target communities. Give teachers the tools to implement Multicultural Education in the classroom.

Note to the Facilitator:

Thank you for facilitating this workshop on multicultural education. The two-day training included here is intended to be an exploration of culture and multicultural education. Participants do not need previous experience with multicultural education.

The activities are designed to allow the participants to contribute their own ideas and experiences. We recommend that you review the activities in advance and consider your own thoughts and responses before presenting the workshop.

The length of the sessions can vary greatly. The times given here are an estimate. The actual times may be shorter or longer. The original training, for which this document was written, included community members for the first day and just teachers and school directors the second day. However, the facilitators believed that it would have been better to just involve teachers and school directors on both days, which would allow more flexibility in planning sessions.

The first day looks at culture and multicultural education more broadly and generally. The second day focuses on applying multicultural education at school and in the classroom. While giving participants several ways to implement multicultural education, the training intends to give them the freedom to create a multicultural education action plan that suits their school.

If you have suggestions on how to strengthen this training or questions about this training, please contact us.

Thank you.

KAPE

DAY ONE

Aim: Participants will understand multicultural education and its benefits.

Duration: 5 hours, 30 minutes

Materials: flipchart paper (30+ sheets), multicolored markers (1 for every 2 participants), pens (2 for every participant), copy paper (half ream), tape (2 rolls), handouts, nametags

Participants: Community stakeholders, including teachers

SESSION 1: Introduction

Aim

- Participants will feel comfortable in the workshop through introductions and icebreakers. They will understand the guidelines of the workshop and discuss their expectations.

Materials: flipchart paper with guidelines and space to add; copy paper; markers

Note: allow additional time for welcome speeches

Procedure

Activity 1: Welcome remarks by trainers (30 minutes)

- Introduce yourself and welcome everyone to the MORE workshop. Read or paraphrase the following: This workshop and training is centered on multicultural education. But before we get to multicultural education we will first talk about culture, ethnic groups in Cambodia. All of these are important aspects of multicultural education. Many of the activities we will be doing today are not only suited to this workshop but can also be used in the classroom.
- Ask everyone to introduce themselves by giving their name and position and which community they are from (if there are multiple communities participating in the same workshop). Give each person a piece of paper and markers to share. Ask them to create a name card for themselves or provide blank nametags and markers. Alternatively, give each person a blank nametag. These can be created with index cards and string.
- Read over the agenda for the day clarifying breaks and lunch times. Ask everyone to please be prompt in returning from breaks.
- **Guidelines for Participation:**
Ask the group to name rules for the workshop, as a whole group. Or, if time is short, list each item below on a large piece of paper and ask if the group agrees to the item. Post the guidelines on the wall for the duration of the workshop. Throughout the workshop, remind the participants to keep these guidelines in mind.

- Listen actively -- respect others when they are talking.
- Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you")
- Practice timely attendance.
- Do not be afraid to respectfully challenge one another by asking questions but refrain from personal attacks -- focus on ideas.
- Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.

- Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
- The goal is not to agree -- it is about hearing and exploring divergent perspectives.
- Be conscious of body language and nonverbal responses -- they can be as disrespectful as words
- Do not worry about getting an answer wrong. Your participation is the key to this workshop, not finding the "right" answers.
- Please do not smoke or talk on the phone inside. If you must do either, please step outside.

Expectations:

- As a whole group, ask participants to tell you what their expectations are. Write them down on a large piece of paper taped to the wall. If time permits, ask the group to form small groups (3-5 people) and come up with 2-4 expectations that they report back to the group.

Activity 2: Icebreaker (20 minutes)

Hello in Different Languages Activity

- When finished, announce the end of the introduction session. Ask participants to see if they can guess how many people there are in the world and how many different languages are spoken. (There are ~2800 languages and ~6 billion people.)
- Ask the group to come up with as many different languages for "hello" as possible. When somebody volunteers (e.g., Bonjour!), make sure they say it or repeat it clearly for the rest of the group who then repeat.
- Keep count of the number of languages.

SESSION 2: What is Culture? (Remind session)

This next section will refresh on culture and cultural understanding.

Aim

- The participants will have a better understanding of culture through critical thinking activities. They will begin to consider how cultural understanding can facilitate cross-cultural interaction.

Materials: flipchart sheet with buffalo/iceberg, handouts 1, 2A, and 2B.

Procedure

Activity 1: Iceberg Activity (10 minutes)

Part 1:

- Tell the group that this next session will focus on culture and cultural understanding. Ask the group, who still remembers about culture? What is culture? Write down any ideas that the group has on the poster. Offer the following definition to the group after they have brainstormed their own definitions of culture. It is meant to help them articulate some of their ideas, but not meant as a "correct" answer.

Culture: the customary beliefs, social forms, and material traits of a racial, religious, or social group, specific to time and place

Or we can devise culture as below:

Culture	
Material Culture - Tools - Clothes - Painting - etc.	Non-Material culture - Customary belief - Religion - value - etc.

➤ Refresh the participants on aspects of culture.

- Draw a picture of an iceberg (or buffalo in water with just its head showing if the group is unfamiliar with icebergs)
- Ask the group, how is culture like this iceberg/buffalo? What parts of culture are “above water”? What parts are below? (Expected answer: Only a small part of culture can be seen, while most of culture is unseen. Those aspects of culture that can be seen, such as dress, housing, etc, are above water, while ideas, beliefs, and attitudes are below water)
- If they are unsure, explain that the parts of culture that are “above water” can be seen. Then ask what aspects from the poster can be seen? (Note: Some aspects may be below water but have effects that are above water. For example, ideas about wealth may be below water, but the showing of wealth may be above water. Encourage discussion on these points.)
- Once the group has gone through the aspects, summarize the definition of culture and the iceberg/buffalo metaphor.

Part 2:

Explain that the purpose of this next activity is to have people share their experiences with stereotypes. A stereotype is a generalization about an entire group. (For example, “all foreigners are loud” or “all women are overly emotional”) These stereotypes are disrespectful and undermine the individuality of the members of that group. Stereotypes can be very negative and make understanding between groups very difficult.

Ask the participants to form small groups of 2-3 people. Ask them to share what they believe other people think about one of their identities and how this makes them feel. Remind participants to follow the guidelines and speak from their own experience and not evaluate the experiences of others. Provide an example for yourself. (Ex: I am a Christian. Many people think that because I am a Christian, I don’t respect their religion. This is not true, and it upsets me when I hear people say that.)

Give the small groups 10 minutes to discuss. Visit each group to see how the conversations are going. Facilitate difficult conversations and remind the groups of the guidelines as needed. Give more or less time as needed. When finished, announce the end of the session.

SESSION 3: Ethnic Groups in Cambodia

Aim

- Participants will become familiar with the various ethnic groups present in Cambodia.
- They will see how cultural misunderstanding can negatively affect personal interaction.

Materials: flipchart paper, markers, Handout 3 and 4, copy paper, pens, photos that represent each of the Cambodian ethnic groups.

Procedure

Activity 1: Ethnic Groups (40 minutes)

Part 1:

Explain that this next section will focus on culture in Cambodia, specifically ethnic groups. Read the definition of ethnic group below.

Ethnic group: *a group of people that share a distinctive culture, tradition, religion, history, and different ways of living.*

Ask the whole group to name the different ethnic groups in Cambodia. Write down all the answers, even if they are not listed below. Emphasize that a person can belong to multiple ethnic groups. Add any groups not mentioned in the handout. Pass out *Handout 3: Cambodian Ethnic Groups*.

Part 2:

Post photos of different ethnic groups on the wall. Ask the participants to write next to the photo what ethnic group they think it is. Check the answers on the back of the photo and see how many of the participants got right.

Activity 2: Cultural Understanding (1 hour)

The following activities are designed to illustrate how cultural understanding can prevent misunderstanding and conflict.

Part 1:

- Explain that this next activity focuses on how non-cultural differences can inadvertently cause conflict and multi-cultural understanding.
- As we mention the word ‘conflict’ ask participants “*What is the cause of ethnic conflict?*”

Let them build as small groups and discuss to answer the question.

Human beings no one living without conflict, it is mean that we are all sometimes have any problems which there are any exact cause of that conflict. What are the causes of the conflicts?

- Let each group representative read out and present his or her answers. And then passed out the handout (*cause of conflict*). As a volunteer to read out loudly for the whole group.

Thank the presenters for their presentation.

Cambodian Ethnic Groups

- **Cham**
- **Chinese**
- **Khmer**
 - Khmer Kandal
 - Khmer Krom
 - Khmer Surin
- **Khmer Loeu - Hill tribes (100,000)**
 - Mon-Khmer Speakers
 - Kachok
 - Krung
 - Kuy
 - Phnong
 - Tampuan
 - Stieng
 - Austronesian Speakers
 - Jarai
 - Rhade
- **Lao**
- **Vietnamese**

Part 2:

Ask the participants to come up with how to avoid misunderstanding each other? (Educate students about the positive aspects of different cultures). And tell the participants that we are all educators who must try to promote our capacity on multi-culture as well.

- Ask the group to divide into small groups (representative each group from different culture of ethnicity in Cambodia. Eg: Cham, Chinese, Khmer Kandal, Khmer Krom, Khmer leu.) come up with the performance basic of cultures or belief on the flipchart papers then group representative does the presentation.
- Passed out the handout (multi-cultural understanding) asks for a volunteer to read that handout loudly.

SESSION 4: Multicultural Education

Aim

- Participants will understand what Multicultural Education means. Participants will understand the benefits to Multicultural Education. Participants will identify challenges and solutions to Multicultural Education in their community.

Procedure

Activity 1: What is Multicultural Education? (1 hour)

Part 1:

Read or paraphrase the following: Today we have looked at culture and child rights. Now we will look at how we can apply these ideas to the classroom. This next session will focus on the definition of multicultural education and its benefits. Write the word “Multicultural Education” on the board. Ask the group what they know about this term. Ask the participants to define each word first or part of word (“cultural” “multi”).

Write down all the ideas that the participants offer. After they have offered all their ideas, read and post the definition below.

What is Multicultural Education?

Multicultural Education is an educational approach and environment that creates equal opportunity for all children, regardless of race, ethnicity, religion, culture or economic class.

Multicultural Education...

- Is based on the idea that people are different and that is good.
- Explores different ways of life, experiences and ideas.
- Gives students the skills to learn about culture for their whole life.
- Helps students and teachers combat injustice in their community.
- Is important for all students and teachers.
- Is taught in many different ways because people learn in many different ways.
- Affects what is taught and how it is taught.

Part 2:

Ask the group to divide into small groups and come up with three benefits of multi-cultural education. Some benefits are listed below. Optional: Ask some groups to focus on benefits to the

student or teacher, and some groups to focus on benefits to society. Allow 5 minutes of discussion.

Benefits for society:

- Promotes having both ethnic and national identities
- Prevents conflict and violence through mutual understanding
- Makes society stronger through cooperation
- Encourages cultures to contribute important environmental and historical information
- Improves students' understanding of their national culture
- Schools are better able to foster national cohesion and development.
- The government is able to support the education of all students.

Benefits for students and teachers:

- Increases self esteem, empathy, ethnic and cultural pride.
- Students and teachers learn to value and celebrate diversity and engage in social action to institutionalize these values.
- Student will find more academic success, if the school environment values their cultural identity.
- Increases the creative potential of students and teachers.
- Leads to positive attitudes, diverse friendships, and academic gains for all students.
- Focuses on each person's humanity.
- Improves equality in the classroom by decreasing cultural disadvantages.
- Students do not have to choose between their cultural identity and academic success.
- Teachers that understand the culture of their students are better teachers.
- Teaches students to become analytical and critical thinkers and social reformers who are committed to redistribution of power and resources among diverse groups.

Ask each group to report their benefits to the larger group. Write down all the benefits given on a large piece of paper. Add and read aloud any benefits below that are not already listed. Provide them with *Handout 5: Multicultural Education*. Ask a volunteer to read the benefits out loud for the group. When finished, announce the end of the session.

SESSION 5: Child Rights

Aim

- Participants will agree on the definition of child. Participants will know the rights of the child. Participants will then think about ways the family, the teacher/school, and the community can uphold these rights.

Materials: flipchart paper, markers, Child Rights drawings

Procedure

Activity 1: What Is A Child? (15 minutes)

Read or paraphrase: This next section will focus on Child Rights. Child Rights are like human rights, but with special attention to the specific needs of children. Child Rights are also an essential part of multicultural education. Multicultural education protects the rights of children, specifically their right to their nationality, expression, and religion.

Ask the whole group to define what a child is. Write down all the ideas and definitions on the board. Ask the group to agree on a definition.

The United Nations Convention on the Right of the Child states that a child is anyone under the age of 18. The Government of Cambodia has signed this Convention.

Activity 2: Child Rights (45 minutes)

Part 1:

Read the Rights of a Child from a poster (listed below). Post photos or drawings representing a particular child right on the wall. Give each group slips of paper with child rights on it. Ask them to post the slip of paper next to the correct child right photo.

The Convention on the Rights of the Child (CRC):

- *The right to survival, to life, health, nutrition, name and nationality*
- *The right to development to education, care, leisure, recreation*
- *The right to protection from exploitation, abuse, neglect*
- *The right to participation to expression, information, thought and religion.*

Possible drawings: child eating a nutritious meal, a child going to school, a child practicing religion, a child playing a sport, a teacher breaking up a fight/a mother protecting a child from being abused, etc.)

Part 2:

Divide into three groups.

Ask the first group to come up with ways that the **family** upholds the rights of the child.

Ask the second group will come up with ways that the **teacher and the school** uphold the rights of the child.

Ask the third group to come up with ways that the **community** upholds the rights of the child (this can include neighbors, police, government officials, etc.)

Each group presents their list to the whole group.

Thank the groups for their participation and tell them this is the end of the session.

SESSION 6: Topic Selection

Aim

- Participants, as community groups, will identify 3-6 topics for multicultural study. These topics will be given to the students for final selection.

Materials: flipchart papers, markers

Procedure

Activity 1: Topic Selection (1 hour)

Read or paraphrase: The next section will focus on topic selection. As community groups, you will be able to identify 4-8 topics for students in your school to research. This session will take you through the process of identifying and evaluating topics. Clarify that the topics should be an aspect of culture or a community problem that can be explored from a multicultural perspective, as in more

than one culture. (For example, “Cham food” only explores food from one cultural perspective. If the topic is food, then the students can look at multiple cultures.)

- First, ask participants to form small groups of 2-3, preferably people who are comfortable together.
- Ask each group to come up with 2-5 topics that they think students should study.
- Go to each group to get their ideas and record them on a large sheet of paper. Post on the wall.
- Then, ask participants to break into community groups. If there are any new ideas, add them to the total list of topics.
- Pass out *Handout 6: Topic Selection* to each group. Ask each community group to identify no more than 6 topics. Ask them to score each of these topics 1-5 (5 being the highest) on the following criteria: availability of human resources, few funds required, skill acquired quickly, community participation and support, student interest level, benefits students of all ethnicities. Add up the scores.
- Ask the community group to discuss the specifics of the curriculum, what they see being taught.
- Tell teachers that they can take this chart back to their students to help them choose a topic of multicultural study. This chart and the total scores will help the school and students choose a topic.

Topics	Human Resources	Few Funds Required	Skill Acquired Quickly	Community Participation and Support	Student Interest Level	Benefits All Students	Final Score
Ex: Dance							

SESSION 8: Closing (40 minutes)

Aim

- Participants will reflect on the workshop. Participants will evaluate the workshop.

Reflection:

Tell participants that this is the last session of the day. Ask participants, as individuals, to think about the workshop. Ask them to form small groups of 3 people and each person share something they learned from the workshop.

Evaluation:

Pass out an evaluation form to each participant. They may do the evaluation alone or in pairs.

Closing:

Thank all the participants for coming and contributing to the workshop. Give them their packets of information. The packets should include materials on how to do the day's training and activities. Encourage participants to take these ideas back to their home, offices, and communities.

How well did you understand each session: (1= very well; 2= understood; 3= did not understand)

Introduction/Icebreaker	1	2	3
What is culture?	1	2	3
Ethnic Groups	1	2	3
Multicultural Education	1	2	3
Child Rights	1	2	3
Topic Selection	1	2	3
Reflection	1	2	3

(1=good; 2=okay; 3=bad)

Atmosphere	1	2	3
Facilitator	1	2	3

Optional:

- What was your favorite part of the workshop? Why?
- What was your least favorite part of the workshop? Why?
- What could be improved? How?
- What was the most valuable part of the workshop to you?
- What is missing from this workshop?

DAY TWO

- Aim:** Teachers will understand how to take multicultural education back to the classroom, school, and community.
- Duration:** 5 hours, 30 minutes
- Materials:** Flipchart pad, markers, paper, pens, handouts
- Participants:** Teachers from state schools and Islamic schools.

SESSION 1: Introduction

Aim

- Participants will feel comfortable in the workshop through introductions and icebreakers. They will understand the guidelines of the workshop and discuss their expectations.

Procedure

Activity 1: Welcome remarks by trainers (10 minutes)

- Introduce yourself and welcome everyone to the 2nd day of the Multi-cultural Education Training Workshop. Read or paraphrase: Yesterday we looked at cultural and multicultural education generally. The 2nd day of this workshop is dedicated to the specific issues facing the teacher and school administrators as they implement multi-cultural education. We will discuss various activities that are good vehicles for multicultural education. By the end of the day, you will have created a multicultural education action plan for your school.
- Ask each person to say their name as a reminder to all participants or make sure each person is wearing a nametag.

Activity 2: Icebreaker (20 minutes)

Name activity

Ask the participants to form small groups of 3-4 people.

Ask the participants to take turns talking about their names.

Read the following questions out loud and post them on the wall to help guide the discussion.

Name Activity Questions:

- Does your name have any meaning?
- Do other people in your family have the same name?
- Do you have a nickname? Where did it come from?
- Did you have a nickname as a child?
- Do you have a name that is only used in your family or only in the home?
- Do you know the origin of your family name or surname?

Alternative Icebreaker:

Preparation: Write a list of questions that reflect the material from the first day of the workshop.

Write one question for each participant on the second day. Write each question on a small piece of paper. Crumple up one piece of paper into a ball. Crumple another question paper around that one, and so on, until all pieces of paper are crumpled together into a ball.

Ask all the participants to stand in a circle. Toss the ball of paper to anyone. Have them remove the outside piece of paper. Ask them to read the question out loud and answer the question. If they do not know the answer, they may ask for help or you may ask someone else to volunteer to answer the question. Once the question has been answered, ask the participant to toss the ball to someone who has not yet answered a question. Continue until all the questions are answered and everyone has participated.

SESSION 2: Implementing Multicultural Education

Aim

- Participants will feel confident in implementing Multicultural Education in their classroom and at their schools. Participants will explore the various aspects of multi-cultural education.

Procedure

Activity 1: Multicultural Education in the Classroom (1 hour)

Part 1:

Explain that this session will focus on multicultural education at school and in the classroom. Tell the group that a volunteer will read a story. Pass out *Handout 8: Implementing Multicultural Education*. Ask them to think about how this school is not multicultural. If necessary, they can refer to *Handout 5: Multicultural Education* from Day One. Have a volunteer read the story out loud to the group.

School Story:

There is a school where students only learn the history and culture of one group of people. The students who are not from that group are teased for being different. Teachers do not defend these children but hope that this teasing will make them become more like the rest of the students.

The cultural differences between the children are not explored and celebrated but ignored and avoided. Students are taught that there is one way to do things and one way of understanding life, experiences, and ideas. There are only right and wrong answers at this school.

Students are taught to read and write and do math. But they are not taught how to question or critically evaluate information and arguments. They are not taught to form their own opinions.

There are many injustices in the community. There is little cultural understanding in the community, so there is tension between the cultural groups and some violence. But the students do not learn that these are wrong. They are not given the skills to change their community. And so, they believe that these injustices cannot be changed.

This school has no toilet facilities and does not provide meals for students. Boys and girls sit together, and the teacher refuses to let students wear hats or scarves. The school is located far from the town and main road. The school has many stairs, and no ramps.

Content is only taught one way. Students who learn differently are at a disadvantage. The students are only taught by repetition and memorization. They become bored and learn very slowly. If they need help with their studies, they must pay extra fees to the teachers.

Many of the exams do not test them on what they have learned. To do well on an exam, they must pay extra fees from the teacher. Some students cannot afford these fees, or their families refuse to pay any more to educate a girl.

Ask the participants to list the unwelcoming characteristics of the school.

Part 2:

- Ask the participants to get into their school groups. Tell them that the next part of this activity will focus on applying what they have learned to their own school. Ask them to identify at least 2 ways that they could make their classroom or school more welcoming to all children. If they struggle with this, ask them to identify at least 2 ways that their school or classroom is not welcoming to all children.
- Ask each group to report their ideas and write them on a large piece of paper. Record “problems” (unwelcoming characteristics) on one piece of paper and “solutions” on another.
- Ask the group if they can offer any solutions to the problems. Add these suggestions to the solutions list. Keep these two posters on the wall.
- Tell the participants that the next 4 sessions will focus on different ways they can implement multicultural education.

SESSION 3: Multicultural Teaching (Integrated lesson which related to culture)

- Explain that the idea of cultural education is not about adding new lessons to the curriculum. It is about adapting the lesson or the homework so that the students can learn about different cultures.
- The classroom should reflect the needs and identities of the students. Multi-cultural education should start with the celebration of classroom diversity. All students should not only feel welcome, but see their own histories and cultures being represented in the curriculum. A critical part of multi-cultural education is a teacher with whom students feel comfortable. A teacher should be supportive and help all students find academic success.

Aim:

- Participants will obtain tangible skills for implementing multi-cultural education.

Procedure

Activity 1: School Access Role Play (1 hour)

Part 1:

Read or paraphrase the following: In addition to content and method, the teacher and how he or she interacts with the students is critical to the success of multi-cultural education. The teacher should aim to make the classroom a friendly and open place. Students should feel comfortable going to teachers with their problems. The next activity illustrates this.

Post on the wall the problems and solutions sheets created on Day One during the School Access activity. This role play activity will use this information to help teachers address these problems.

Act as the “teacher” and ask a participant to volunteer to act as the “student”.

Ask the “student” why they are not coming to school. The “student” can give any of the reasons identified on Day One. As the “teacher,” give the “student” support and offer one of the solutions paired with that barrier.

Sample script:

Teacher: Cheata, I see you have not been coming to school every day. Why is that?

Cheata: Sir, I am not smart and I struggle in class.

Teacher: Cheata, you are very smart. You are just shy and need to study more. If you study more and practice, you will learn the material.

Cheata: Sir, I will, but I also need to help my mother sew to earn money.

Part 2:

Ask the participants to form pairs and role play where one of them is the “teacher” and the other is the “student.” Ask them to use at least 2 barriers/solutions in their role play. Give the pairs 3 minutes to role play. Then have them switch roles and roles play again for 3 minutes. They should not be reading from the script but rather choosing a barrier and identifying a solution.

Part 3:

(Note: Participants can be given the materials for this activity and finish it later in the day.)

As a school group, ask the participants to create a “chutes and ladders” board game for classrooms, with “chutes” being barriers and “ladders” being solutions. (**Create a sample game before the training.)

Activity 2: Two Lesson Plans (30 minutes)

Read or paraphrase the following: A big part of multi-cultural education is what is taught in the classroom and how it is taught. The content of the lessons should consider various cultural groups and their perspectives. Lessons should incorporate student interaction and input wherever possible. All students and their input should be valued equally.

Lesson Plan 1:

The teacher lectures for 30 minutes. The content is on the life of a key figure during this country’s independence. This historical figure is from the main cultural group. After the lecture, students are given a multiple choice exam on the lecture.

Lesson Plan 2:

The teacher introduces the subject of the country’s independence. She asks the students what they already know about the independence. She writes some of the key points on the board. She asks the students to divide into small groups. She presents each group a different handout. Each handout represents a different group that played a role in the independence. She asks each group to study their handout and prepare a short oral presentation on their group. After the presentations, she asks each student to write an essay on how the different groups contributed to independence.

Have a volunteer read the description of the 2 lesson plans. Ask the group which lesson plan they prefer and why.

Ask the group which lesson plan is multi-cultural and why.

Activity 3: Identify lessons which related to culture and demonstration lesson (30nm)

- Break teachers into groups according to grade. Ask them to identify the lesson in their textbook that related to the culture on the flipchart or A4. z
- Give demonstration on lesson on greeting of Grade 1. Ask children how they usually greet. What do they do in other cultures? Have pictures of people greeting people in different cultures. Ask them to stand under the picture of how they greet. What homework they could give to the students. (Eg draw the picture of how you greet your relatives)

- Brainstorm about different techniques for insuring that more than one culture is discussed within the regular lessons in the curriculum. (Answer include have picture of different cultures (display in the classroom), ask extra questions about what other cultures do, ask children to research at home _ ask question to their parents for homework. Ask students to write (or draw) what their cultural norm is stand display their work in the classroom or if it is very good to the library or cultural center.
- Ask the teacher to work in their grades to write down how they would adapt. 4 lesson to make it relevant for multi-culture: what additional question would they ask, what materials or pictures would they need, what homework would they give. First do an example with them, based on the grade 1 demonstration lesson on greetings.

Grade ____ Lesson _____			
Additional Question	Resources needed.	Homework	Result
How do you greet?	Pictures/gestures	Draw how you greet in your family	Pictures displayed on wall

- Ask teachers to write their lesson plan for each grade, remembering to include multi-culture elements.
- When they have finished, they should check their plan with another teacher of the same grade.
- Teachers should start to make materials that they can use to display in the classroom or use during lessons to ensure their lesson in multicultural.
- Action plan. How and when will you implement multi-culture in your school? Think about in the classroom, in the library, in the culture center, on the noticeboard and how you will make students aware of culture diversity in the community. (Sit in school groups) think about who will be involved with each task: Teachers, Director, Student council, grade 5 or 6 students, resource person, community members.

Action Plan		
Topic	When/Date	Who in involved?
Teaching culture theory	7 March 2011 May, 2011	School teachers: grade 1,2,3,4 (October grade 3 teacher)
Lesson plan including multicultural and keep lesson plans for review with director and MORE at end of March	From now and all lessons relating to culture	Teacher: lesson Plans Director: Review KAPE: Review

SESSION 5: Community Field Trips

This next session will look at Community Field Trips, specifically those that pertain to culture and cultural understanding.

Aim:

- Participants will understand how community field trips can be a part of multi-cultural education. Participants will have the tools to organize a productive community field trip.

Procedure

Activity 1: Community Field Trips (30 minutes)

Part 1:

Read or paraphrase the following: Community Field Trips are trips that a class or group of students take together to a place in the community that promotes cultural understanding. This can include visits to two villages, one Cham, one Khmer; or places of worship; historical sites; restaurants that offer different cuisine or any other cultural destination.

Ask the participants if their schools already do any community field trips and where they go. Listen to the answers. If one of the answers would be a good destination for a cultural field trip, let the group know.

Ask the participants to form groups of 5 people. Ask the groups to brainstorm on good locations for a Community Field Trip. Ask the groups to report their ideas and write them on a large piece of paper on the wall.

Ask the group to explain the process of organizing a field trip. Write each step on a piece of flipchart paper. These might include contacting the location to see if they agree, getting permission from the school director and parents, organizing transportation, etc.

Par 2:

Ask the participants to pick one of the locations (or set of locations). Ask them to create a list of questions that their students should answer during and after the trip. Explain that this can draw on information you would give them, information they can gather from informal interviews at the site, observation, or posted information. Explain that giving the field trip structure through a question worksheet will help students get the most out of the trip.

Have each group tell the group their location and read off their questions to the group.

Steps and Activities:

Step 1: Understanding the Topic

- Brainstorming
- Speaking to a local expert/specialist
- Interviews with people in the community
- Research of documents, online, library or government

Step 2: Finding out what the community knows about the topic

- Designing a questionnaire or semi-structured interview.
- Testing a questionnaire or semi-structured interview.
- Carrying out a questionnaire or semi-structured interview.
- Writing a report
- Prepare presentation of findings.

Step 3: Analyzing the findings.

- Presentation of findings.
- Problem tree analysis.
- Identification of possible solutions.

Step 4: Developing an implementation plan.

- Selection of feasible solution.
- Action planning for outreach activities (Campaigns, games, stories, roleplays, etc.)
- Presentation of plans
- Preparing for implementation

Step 5: Implementing the plan.

- Orientation (introductions)
- Implementation of outreach activity
- Feedback and thanks.

Step 6: Reflection

- Reflection on the outreach activity.

SESSION 6: Action Research

Action Research is a participatory form of inquiry that seeks to research a problem or issue and then implement an action to address the problem or issue. Teachers can use this approach when their students research one of the cultural topics selected on the first day.

Aim:

- Participants will understand action research as an aspect of multi-cultural education. They will have the skills to implement action research at their schools.

Procedure

Activity 1: Action Research Activity (1 hour, 20 minutes)

Part 1:

Give the group the above explanation of Action Research. Go through the 6 steps of action research and ask the whole group to contribute activities that might fall under each step.

Write these on a large piece of paper on the wall under each step. If they offer an activity that goes under a different step, put it under the correct step and explain why it fits better there.

Part 2:

Give each group *Handout 9: Action Research*. Next to each activity, they should write the step that the activity would fall under.

Part 3:

Tell the participants that they will be doing a mini- research project, using the active research process and any of the resources available in the room. Divide the participants into small groups. Give each person *Handout 9B: Action Research* that lists the 6 steps and the related activities.

Ask the groups to pick from the list of topics from Day One.

Ask them to fill out the worksheet that takes them through the 6 steps. They should draw on the resources in the room. For Step 1, they should see what their group already knows about the topic. For Step 2, they should survey/interview people from other groups.

Ask them to fill in the actions they took or would take to complete steps 1-6.

Have each group present their findings to the group.

SESSION 8: Multicultural Educational Activities

Aim

This section will reinforce the Multicultural Activities that have been discussed in the training. It will give the participants an opportunity to ask questions and get more information on the logistics of implementing Multicultural Education.

Procedure

Activity 1: Multi-cultural Educational Activities Fair (1 hour)

This activity allows each participant to learn about Multicultural Education activities in an interactive setting. If there are not enough facilitators, this activity can be done in two sessions.

Part 1:

Five facilitators sit around the room representing a different school activity (**teaching, youth club, community project, action research, teacher group**).

Ask participants to choose an activity station that interests them.

For 15 minutes each facilitator discusses their activity and how to implement it.

After 15 minutes, tell participants to pick another activity. Depending on time they can do one, two or all three stations. Alternatively, or additionally, you can have a free roaming period, where participants may visit the stations and ask questions.

Pay attention to the questions being asked. If there are questions that many people are asking or questions that suggest a misunderstanding, address the whole group at the end of the activity.

Part 2:

Ask participants to meet back with their school group and discuss how they would like to implement multicultural education at their school.

Ask each school group to design a Multi-cultural Education action plan for their school.

Ask each school group to share their ideas with the whole group.

If appropriate and both groups agree, ask the Islamic schools and State schools to plan an activity or event together for their students.

SESSION 9: Closing

Aim

- Participants will reflect on the workshop. Participants will evaluate the workshop.

Procedure

Activity 1: Reflection (15 minutes)

Ask participants, as individuals, to think about the workshop. Ask them to form small groups of 3 people and share their favorite thing about the workshop.

What activity did they enjoy? What did they learn?

Activity 2: Evaluation (10 minutes)

Pass out evaluation forms to each participant. They may do the evaluation alone or in groups.

Activity 3: Closing (5 minutes)

Thank all the participants for coming and contributing to the workshop.

Give them their packets of information. The packets should include materials on how to do the training and activities.

Evaluation:

(1= understood very well; 2= understood; 3= did not understand)

Introduction/Icebreaker	1	2	3
Implementing Multicultural Ed	1	2	3
Multicultural Teaching	1	2	3
Youth Clubs	1	2	3
Field Trips	1	2	3
Action Research	1	2	3
Teacher Groups	1	2	3
Activities Fair	1	2	3
Reflection	1	2	3

(1=good; 2=okay; 3=bad)

Atmosphere	1	2	3
Facilitator	1	2	3

Optional:

- What was the best part of the workshop?
- What was the worst part of the workshop?
- What could be improved? How?
- What was the most important thing you learned today?
- What is missing from this workshop?