



# SEAMEO-APCEIU Best Practice Cases

Utilizing Paintings from Southeast Asia and Korea

Funded by



MINISTRY OF  
EDUCATION  
REPUBLIC OF KOREA

## SEAMEO-APCEIU Best Practice Cases

Utilizing Paintings from Southeast Asia and Korea

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## SEAMEO-APCEIU Best Practice Cases

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# Foreword

Greetings from the Asia-Pacific Centre of Education for International Understanding (APCEIU), the Southeast Asian Ministers of Education Organization Regional Centre for Archaeology and Fine Arts (SEAMEO SPAFA) and the Southeast Asian Ministers of Education Organization Secretariat (SEAMEO Secretariat). Our three organizations, which strive to develop education, mutual understanding and intercultural appreciation throughout Southeast Asian countries and the Asia-Pacific region, are pleased to collaborate once again for the “2015 SEAMEO-APCEIU Best Practice Programme - Exploring the Usage of SEAMEO-APCEIU Educational Materials on the Paintings of Southeast Asia and Korea in the Curricular/ Extracurricular System of Southeast Asia” which was implemented within the framework of the “SEAMEO-APCEIU Collaboration on Educational Material Development for Cultural Understanding”.

Since 2005, our three organizations have collaborated on various projects related to multicultural education, including the educational card game “O’oh”, the digital game “SEA Journey”, as well as reading and audio-visual materials on folktales from Southeast Asia and Korea. Last year, we developed an educational resource book entitled, “100 Everyday Objects from Southeast Asia and Korea”, which constitutes of a teaching and learning framework with high quality visual data and interesting stories introducing one hundred of traditional objects related to artistic, social, and cultural histories relevant to the region in order to help the students to enhance international understanding of and respect for other cultural heritages.

This year, thanks to the generous support of the Ministry of Education of the Republic of Korea, we sought the expertise of secondary school teachers across Southeast Asia to develop innovative and diverse methods in using the project's educational materials produced between 2013 and 2015, namely, "Cultural Understanding through Paintings from Southeast Asia and Korea" and "Art Explorer – Southeast Asia and Korea", by hosting a competition across the secondary schools in Southeast Asia. As a result, this book introduces the most promising three practice cases demonstrating the usage of the aforementioned educational materials in different classroom settings, highlighting the innovative ways in teaching and learning about the traditional paintings from Southeast Asia and Korea with detailed lesson plans and student worksheets which can be consulted as a reference when preparing to use these materials in other classroom settings.

We sincerely wish that these introduced innovative methods of teaching and learning about paintings will be widely shared among teachers and educators across the region to encourage more practices and activities using our educational materials to foster greater mutual understanding between the countries of Southeast Asia, as well as between the region and Korea and continue to spread inspiration in promoting cultural literacy, understanding and diversity in the region. Lastly, we would like to extend our heartfelt appreciation to all the participating school teachers and coordinators who made this project possible.

Dr. Gatot Hari Priowirjanto



Director  
SEAMEO Secretariat

Dr. M.R. Rujaya Abhakorn



Centre Director  
SEAMEO SPAFA

Mr. Jong-Hun Kim



Acting Director  
APCEIU

## Introduction

SEAMEO-APCEIU Collaboration on Educational Material Development for "Cultural Understanding through Paintings of Southeast Asia and Korea" is a three-year collaborative project (2013-2015) by APCEIU in collaboration with SEAMEO Secretariat and SEAMEO SPAFA aimed to produce educational materials targeting secondary schools in Southeast Asia and Korea to be utilized as reference materials in relevant classroom settings to promote cultural literacy, understanding and diversity across the region. In 2013, the first year of the collaborative project, the organizers collected various paintings from Southeast Asia and Korea and published a book introducing the traditional rituals and festivities shown in the collected paintings. In 2014, the second year, an educational board game aimed at learning about teaching the cultural heritage of Southeast Asia and Korea was produced, incorporating the paintings collected the previous year.

### Cultural Understanding through Paintings from Southeast Asia and Korea (2013)



#### • Description

This book introduces a total of 21 genre paintings depicting local festivals and practices collected from 7 different countries, namely, Cambodia, Indonesia, Korea, Myanmar, Philippines, Thailand, and Vietnam. Shedding a new light on the historical and cultural significance behind the festivals and practices, the original paintings and corresponding explanatory texts in the book will be of good use for exploring diverse practices and faiths found in Southeast Asia and Korea, facilitating intercultural dialogue and action.

#### ART Explorer - Southeast Asia and Korea (English/2014)



#### • Description

This educational board game contains various paintings portraying tangible and intangible heritages across Southeast Asia and Korea. By playing the board game, students will be able to understand and appreciate the rich cultural traditions of their country as well as other countries.

In 2015, the third year of this collaborative project, the organizers hosted a competition during September to November to identify and further encourage good practices and activities using the educational materials produced between 2013 and 2015, inviting secondary school teachers across Southeast Asian countries to create original and innovative methodologies using the book, “Cultural Understanding through Paintings from Southeast Asia and Korea” and an educational board-game, “ART Explorer – Southeast Asia and Korea” in order to see their impact in the field of education, with the end aim of producing a publication. As a result, among the 18 applications received from the schools in Indonesia, Lao PDR, Malaysia, Philippines, Singapore, Thailand and Vietnam, 3 cases have been selected and recognized by the screening committee as the 3 most promising cases as follows;

- **Case 1:** Multicultural Ambassador / SMA Kristen 1 PENABUR Jakarta, Indonesia
- **Case 2:** Cultural Understanding Through Paintings of Southeast Asia and Korea / Jurongville Secondary School, Singapore
- **Case 3:** Cultural Awareness through Art Explorer Southeast Asia and Korea Programme (Extra curriculum in Udonpittayanukoon School: ASEAN Study and English for ASEAN Community for Grade 9 students) / Udonpittayanukoon School, Thailand

This programme was conducted through the following steps: 1) Call for Applications: the organizers sent invitation letters along with application forms and guidelines to secondary schools in Southeast Asian countries through the school networks of three organizations; 2) Distribution of Materials to Participating Schools: “Cultural Understanding through Paintings from Southeast Asia and Korea”, and “ART Explorer – Southeast Asia and Korea” were distributed to applicants who submitted the applications; 3) Development of Cases of Best Practice: Applicants made the full use of distributed educational materials and created innovative teaching and learning methodologies under the existing school system; 4) Submission of Final Reports and Supporting Documents: Applicants submitted the final reports and supporting documents such as lesson plans and students worksheets based on the guidelines; 5) Screening and Selection: Submitted final reports were reviewed by the Screening Committee, composed of experts in pedagogy and the representative of three organizers, who then selected the



3 best practices; 6) Announcement of Selected Cases: The selected applicants were notified by the organizers; 7) Awarding Ceremony and Presentation Meeting with the Organizers: The three selected school representatives were invited to APCEIU Headquarters to discuss their cases with the organizers; and 8) Revision & Publication and Dissemination: Final reports of selected cases were published as a summary book and disseminated to the countries in Southeast Asian countries, the Asia-Pacific region and beyond.

## Acknowledgement

The Southeast Asian Ministers of Education Organization Secretariat (SEAMEO Secretariat), the Southeast Asian Ministers of Education Organization Regional Centre for Archaeology and Fine Arts (SEAMEO SPAFA) and the Asia-Pacific Centre of Education for International Understanding (APCEIU) would like to thank the following institutions and individuals for their research and their invaluable contribution to this project:

- Mr. Martinez Julius, Saint John's Catholic School, Indonesia
- Ms. Rahayu Dwi Astuti, SMA Kristen 1 Penabur Jakarta, Indonesia
- Mr. Howard Steve, Kiettisack International School, Lao PDR
- Mr. Kongta Phengkhamhak, Sathit Secondary School, Lao PDR
- Ms. Abdul Hamid Hamizah, Johor Bahru Religious National Secondary School, Malaysia
- Mrs. Alias Saudah / SML Tunku Ampuan Durah, Malaysia
- Mr. Chong Chin Foong, St. George's Girls' School, Penang, Malaysia
- Ms. Elizabeth Foo Eng Lee, SMK Sanzac, Kota Kinabalu, Malaysia
- Mrs. Haslina Hashim, SML Tunku Ampuan Durah, Malaysia
- Ms. Suarez Glenn.T, Urdaneta City National High School, Philippines
- Ms. Wan Kheng TAN, Jurongville Secondary School, Singapore
- Ms. Suphaporn Phongmetha, Udonpittayanukoon School, Thailand
- Ms. Sarinya Inosod, Thewphaingarm School, Thailand
- Ms. Witchuda Kamprathom, Phetchaburi Rajabhat University Demonstration School, Thailand,
- Ms. Le Thi Thu, Nguyen Tat Thanh Secondary School, Vietnam
- Ms. Nguyen Thanh Tu, Hong Bang Secondary School, Vietnam
- Mr. Tuan Son Nguyen, Nguyen Tat Thanh Secondary School, Vietnam

\*The participants are listed by countries in alphabetical order.

# Table of Contents

- Foreword / i
- Introduction / iii
- Acknowledgement / vii

## Best Practice Cases

1. **Case 1:** Multicultural Ambassador / SMA Kristen 1 PENABUR Jakarta, Indonesia / 1
  - Author / School Profile
  - Final Report
    - 1. Background
    - 2. Project Description
    - 3. Impact & Reflection
    - 4. Conclusion
  - Lesson Plan
  
2. **Case 2:** Cultural Understanding Through Paintings of Southeast Asia and Korea / Jurongville Secondary School, Singapore / 29
  - Author / School Profile
  - Final Report
    - 1. Background
    - 2. Project Description
    - 3. Impact & Reflection
    - 4. Conclusion
  - Lesson Plan

## Best Practice Case 1

## Table of Contents

### 3. **Case 3:** Cultural Awareness through Art Explorer Southeast Asia and Korea Programme / 63

(Extra curriculum in Udonpittayanukoon School: ASEAN Study and English for ASEAN Community for Grade 9 students) / Udonpittayanukoon School, Thailand

- Author / School Profile
- Final Report
  - 1. Background
  - 2. Project Description
  - 3. Impact & Reflection
  - 4. Conclusion
- Survey Results
- ASEAN Club
- Lesson Plan

## Multicultural Ambassador

SMA Kristen 1 PENABUR Jakarta, Indonesia





## AUTHOR



Ms. Rahayu Dwi Astuti is a physics teacher in one of the best schools in Indonesia, SMA Kristen 1 PENABUR Jakarta. She was born on October 1st, 1988 in Salatiga, one of the small towns in Central Java-Indonesia. She got her bachelor degree in the field of physics education from Science and Mathematics Faculty, Satya Wacana Christian University, Salatiga, Indonesia.

As a teacher, she has received many achievements such as winning the 1st prize in Speech Competition run by PENABUR Jakarta Foundation on May 2014, the 1st prize in Teaching Competition run by PENABUR Jakarta Foundation on June 2014, and the 3rd prize of Information and Communication Technology Competition run by PENABUR Jakarta Foundation on May 2015. Furthermore, she has become the participant of International Teacher Exchange Program run by UNESCO APCEIU in 2014. She is a teacher who is interested in developing teaching-learning methodologies. She has joined Google apps for education training to develop the use of blended e-learning in SMAK 1 PENABUR Jakarta.

## ACKNOWLEDGEMENT

I would like to express my deep sense of gratitude to all the people who have supported this 'Multicultural Ambassador' project.

First, I am very much thankful to Ms. Saerom Lee, the former PIC of APCEIU International Teacher Exchange Program who had recommended me to join this best practice program. Thanks to Ms. Lee, I have successfully created a brand new program focusing on multiculturalism in my school.

Second, I would like to give sincere thanks to Ms. Endang Setyowati, the

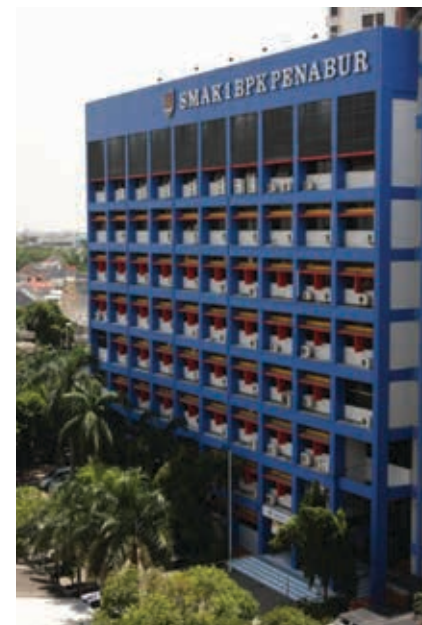
principal of SMA Kristen 1 PENABUR for giving me the opportunity to develop this Multicultural Ambassador Community project. Thanks to her support and guidance, I could explore the new methods to run Multicultural Ambassador class.

Third, I would like to express sincere gratitude to all the organizers (APCEIU, SEAMEO, SEAMEO SPAFA) and staff who have worked hard for running this best practice program.

Finally, I would like to give wonderful thanks to SMAK 1 PENABUR students, especially the members of Multicultural Ambassador Community who were committed to study and be ready as the ambassadors who will promote Southeast Asia culture to other schools.

I hope this book of best practices can be useful to all teachers in Korea and Southeast Asia countries as a reference to develop multicultural understanding among students around the world.

## SCHOOL PROFILE



SMAK 1 PENABUR Jakarta is well known as one of the best schools in Indonesia, according to the list of High School ranking provided by the Ministry of Education every year. SMAK 1 gives attention to students' competence in science, especially in Mathematics and Natural Science.

### Vision

To become a Senior High School that produces high-quality human resources who are excellent in science and technology and care about others based on Christians values.

### Mission

- Preparing future inventors/ scientists who are excellent in science and technology, and teaching them to be creative, innovative, self-supported, proactive, and have strong faith.
- Increasing professionalism of teachers and educational resources in accordance with the development of education.

SMAK 1 has obtained many academic and non-academic achievements in the prefectural, provincial, and national level in various subjects, such as natural sciences, economics, accounting, English, arts, sports, and social sciences. SMAK 1 has also achieved many awards in International Olympiads. In addition, in the National Final Examination held by Indonesian Ministry of Education, SMAK 1 continuously gets outstanding grades among the best schools in Indonesia, and often becomes the best. Lastly, the school has received an award from the Minister of Education as one of pioneer schools in Indonesia which integrates character education in teaching and learning program.

### CONTRIBUTOR



Ms. Endang Setyowati,  
School Principal of SMA Kristen 1 PENABUR Jakarta

## FINAL REPORT

### 1. BACKGROUND

The students are now living in a globalization era. The question is how does the school, as an education institution, prepare their students to encounter this globalization era? In the future, students will meet people from other countries as their partners in working fields. As an education institution, school has to equip their students with several skills such as critical thinking, problem solving, communication, team work, and also multicultural understanding so that students will be vigorous and thoughtful in this globalization era.

The challenge for Indonesian schools in terms of building multicultural understanding among students is the education system in Indonesia which does not integrate multicultural material or subject in the curriculum even in extracurricular programs.

To build students' multicultural readiness in the globalization era, the teacher has created a new community in this school. The name of the community is "Multicultural Ambassador". The objectives of creating this community are:

1. To equip the students with multicultural understanding.
2. To create a group of students who are passionate in promoting multicultural understanding.
3. To promote multicultural understanding among SMAK 1 PENABUR students and other PENABUR foundation schools.
4. To invite other schools in Indonesia to create similar communities to equip their students with multicultural understanding.

This program has been promoted to students by social media and school magazine (PENSIL). The teacher also did a presentation to explain about this new community to SMAK 1 students on October 8th, 2015. Many students are interested in joining this community. Around 60 students become the member of this community.

The activities in this community are:

1. Multicultural class (using “Cultural Understanding through Paintings of Southeast Asia and Korea” book and board games from APCEIU-SEAMEO as students learning tools).
2. Multicultural day – Multicultural ZONE.
3. Buddy program with the sister school in Korea (Yonghwa Girls’ High School).
4. International student exchange programme



▲ [Figure 1] Advertising Banner for ‘Multicultural Ambassador Community’



▲ [Figure 2] ‘Multicultural Ambassador Community’ advertised on School Magazine

## 2. PROJECT DESCRIPTION

### 2-1. Goals and Objectives

1. Students get a multicultural understanding. They will realize the richness of Indonesian traditional culture as well as other countries.
2. Students are able to promote the traditional cultures in Southeast Asia countries and Korea.

### 2-2. Pedagogy and Teaching Methods

The teacher used cooperative learning method where teacher is not the only resource of learning. This method is collaborative learning in which students become the center of the learning (student center learning). By using this method, students are able to build team work skills. The teacher designs the new type of cooperative learning named “the ambassador”. This type will help students to build their critical thinking, problem solving, and communication skill.

- **Method :** Cooperative Learning
- **Type :** “The Ambassadors”
  - 1 group ► 4 students ► 2 host ambassadors + 2 guest ambassadors,

*OR*

  - 1 group ► 5 students ► 2 host ambassadors + 3 guest ambassadors

In this program, for the community members have been reached for 60 students, the teacher divides the multicultural class meeting into two classes; 1<sup>st</sup> class and 2<sup>nd</sup> class. The teacher teaches the 1<sup>st</sup> class prior to the 1<sup>st</sup> class teaching the 2<sup>nd</sup> class. So, after joining this class, the student will be able to be “the ambassador” to promote culture of other countries and also be able to teach the next multicultural class.

## 2-3. Main Activities

### 2-3-1. Pre

#### Step1

The class is divided into 7 groups of 4 students (or 5 students).

- 1 group ▶ 4 students ▶ 2 host ambassadors + 2 guest ambassadors,  
or
- 1 group ▶ 5 students ▶ 2 host ambassadors + 3 guest ambassadors

#### Step2

The teacher explains the learning objectives by showing the latest issue around the world. The teacher shows a video and then asks: “What kind of skill should the ambassadors have to take part in solving the problem between country A and B?”

- Communication skill (negotiation, promotion, explaining the ideas, etc)
- Multicultural understanding

The teacher explains that by joining this class, the students will be able to build those ambassadors’ skills by learning the traditional cultures of Southeast Asia and Korea

#### Step3

##### The Ambassador’s 1<sup>st</sup> Mission (Student Worksheet 1)

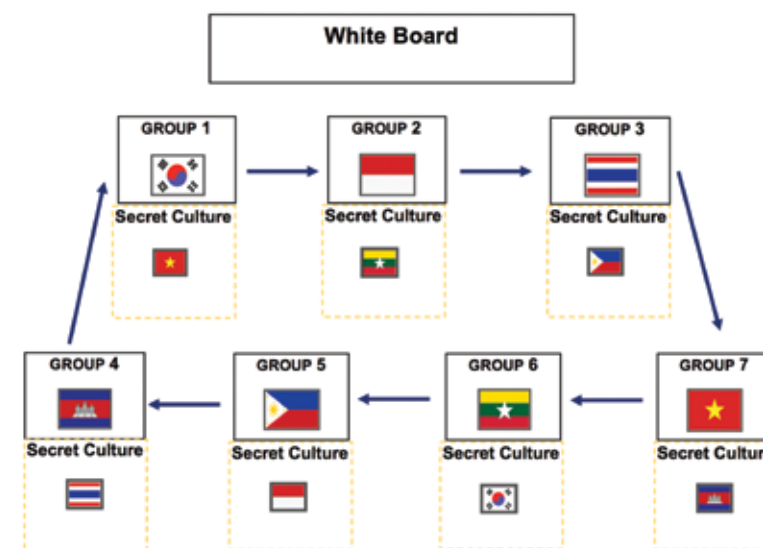
The teacher distributes an envelope to each group. The envelopes consist of a blind map, flag cards, and glue. Every group has to write down the name of the countries, their capital city and glue the flag card into the correct place on the map.



▲ [Figure 3] Students working on the 1st Mission

#### Step4

The first group who has finished the mission chose the country where they want to be the ambassador. And it is also applied to the rest of the groups. When they got the standing flag of their country, they should sit at their country ZONE. (\*look at the scheme of the class below)



The Scheme of the Class

### 2-3-2. During

#### Step1

The teacher distributes the Ambassador 2<sup>nd</sup> mission envelope to each group. The mission envelope consists of: print out of 1 Southeast Asia traditional culture from digital book, 7 medium flag cards, 7 painting cards, 1 big flag card, and ‘The Ambassador Mission’ paper.

##### • Note

Each group will receive materials about the traditional culture from another country (secret culture).

##### • Example

The group of Indonesia’s ambassadors will get traditional culture from Myanmar.





▲ [Figure 4] Teacher giving the 2nd mission envelope and standing flag



▲ [Figure 5] Host Ambassadors welcoming the guest ambassadors

## Step2

The students learn about other country's traditional culture in group and make the props to summarize their understanding of their secret culture.

## Step3

### The ambassador's 2<sup>nd</sup> mission

Every group works on their mission to find their own traditional culture.

- **Host ambassadors** will stay in their country zone, accept the guest ambassadors from other countries, and give the explanation about their secret cultures.
- **Guest ambassadors** will visit other countries and solve the mission to find their own traditional culture (Student Worksheet 2). They will only have 5 minutes to visit each country.

### • Note

When host ambassadors explain their secret culture, the guest ambassadors from other countries will work on the Ambassador Mission paper (making a note of the explanation, guessing the painting related to the explanation and then they have to guess which country is in the explanation according to the painting).

## Step4

After all groups finished doing their mission, each country will announce where their secret culture comes from. The country which is able to finish the mission well will get the flag from the country which keeps their traditional cultures (as the reward).



▲ [Figure 6] Each group with the flag as a reward

### Step5

Teacher will summarize the lesson by asking the similarity in traditional cultures/ paintings between Indonesia and other countries.

### Step6

Then the teacher will share the value of the lesson.

#### • Value

Southeast Asian countries and Korea are connected each other in many aspects. For example, there are similarities in some part of the traditional culture (multicultural understanding). So, we have to live in peace so that we can make a circle of peace in this world, start from Southeast Asian countries and Korea.

## 2-3-3. Post

### Step1

The teacher demonstrates the use of the art explorer board game.

### Step2

The teacher gives project to the members of multicultural ambassador community. They have to share what they have learned to other SMAK1 students in promoting Southeast Asia traditional cultures and paintings.



▲ [Figure 7] Teacher demonstrating how to play the Art Explorer board game

- The students display their props that have been made in this class at Multicultural Ambassador's ZONE.
- The students promote Southeast Asian and Korean cultures' paintings by playing the board games with other students in SMAK 1 on Multicultural Day at Multicultural Ambassador's ZONE.

### Step3

Students give feedback of the teaching-learning process by accessing [http://gg.gg/multicultural\\_ambassador](http://gg.gg/multicultural_ambassador).



► [Figure 8] Students giving feedback by using their own gadgets

## MULTICULTURAL AMBASSADOR ZONE

The next week, after joining the class, students displayed their props (cardboard) in Multicultural Ambassador Zone. Many other students of SMAK 1 visited to see and read their props.

The other activity in this zone is playing the board game. During the break time, students played the board game and led by the 1st batch ambassadors who have already learned how to play that game. The ambassadors also introduce the paintings of Southeast Asia and Korea to other students while playing the game.

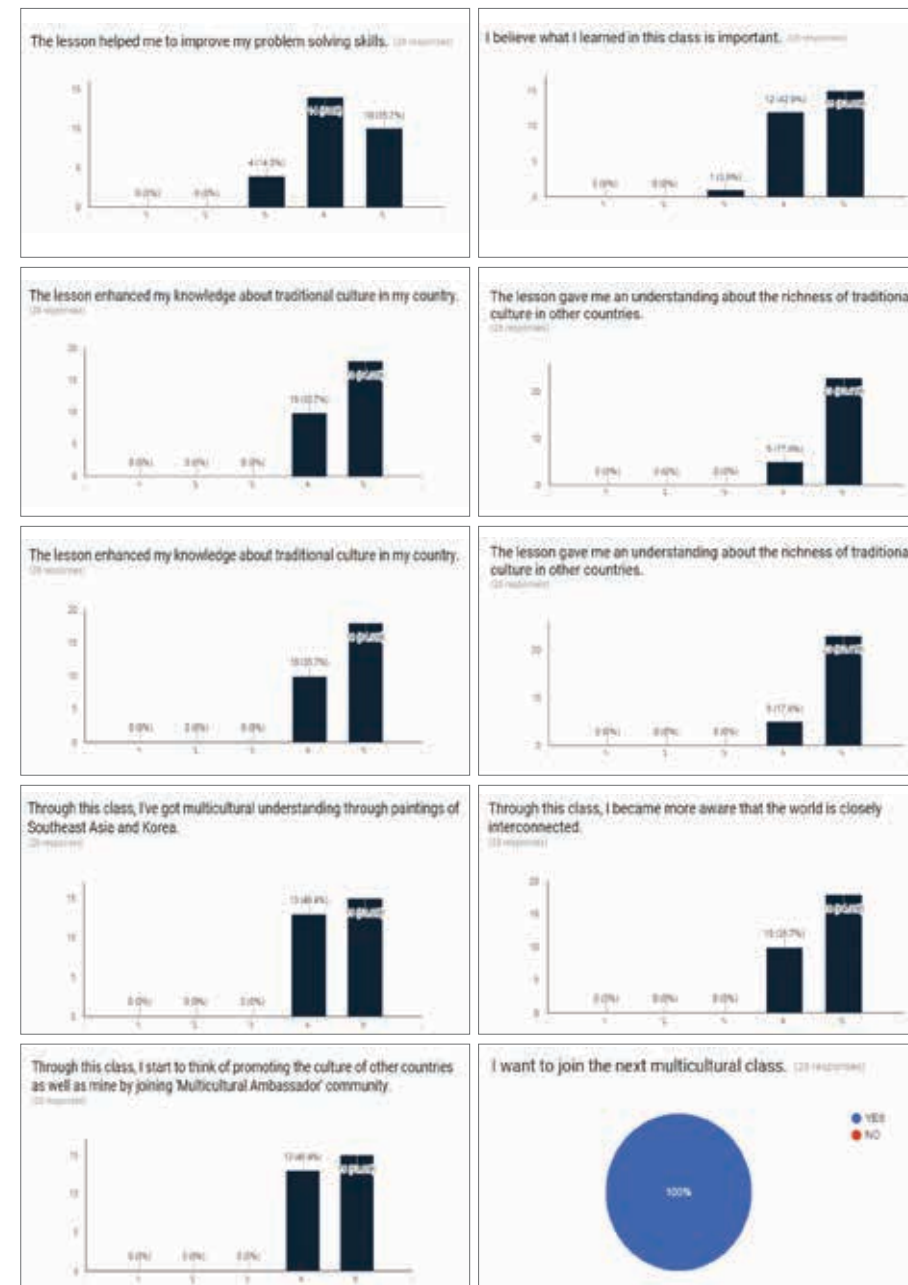
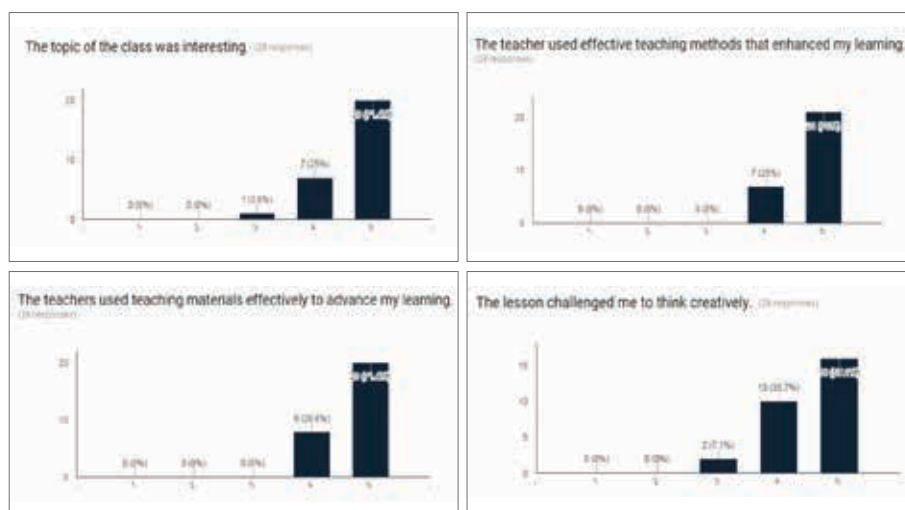


▲ SMAK 1 Students participating in the MA ZONE



### 3. IMPACT & REFLECTION

After joining the community and the multicultural class, the students are more aware about multicultural understanding. For example, when the teacher presented the blind map game, not all students could finish it easily, and they sometimes made some mistakes. It means that at the first time they did not really know much about other countries' flag and their capital city. However, during the class, the students worked to find information about other countries cultures or geographical information. By having MA zone, the students had the space to promote the culture of Southeast Asia and Korea. They also had a fun time by playing a board game and sharing with other students how to play that game while promoting Southeast Asia and Korea paintings. The biggest impact of this program is about students' changing mindset. At the beginning, students tend to focus only in gaining knowledge without considering how to improve their skill in critical thinking, collaboration, problem solving, and multicultural understanding, although these skills are important for them in the future to make them survive in this globalization era. This program also made students start to think globally. After the class, students also gave feedback by filling the survey which was provided by teacher. Hereby is the student survey's graph and analysis.



This multicultural class also shows the students' evidence of achievements like leadership. Therefore, students are equipped with the skills to be the real ambassadors and gained the ability to promote other countries culture.

## 4. CONCLUSION

Based on the result of the survey, this Multicultural Ambassador community worked to build multicultural understanding among students, especially through multicultural class activity. The methodology used was also able to develop skills of communication, problem solving, and critical thinking. Students enjoyed the class. The proof is coming from the last point in student survey, 100% of the students want to join the next multicultural class. It means the topic and the method used were interesting and able to stimulate the curiosity among students.

Moreover, the materials can be used effectively. The teacher can improve certain methods to nurture additional skills that the teacher wants to build by adding some more issues around the world to be analyzed.

In conclusion, other schools can use this program and methodology to equip their students with intended skills to make them ready in this globalization era. Other schools may start adopting this program and then develop it to suit the school's and students' needs. The other goal of this program is to be the role model for other schools in Indonesia so that every school is able to run multicultural classes in their school even though they do not have multicultural subject in their curriculum. This community will promote this program to other schools. It will start by promoting this program to all PENABUR schools which are 70 schools in Jakarta and around (elementary-high school level) by making an article in BEST TEENS (PENABUR magazine). The information about this community has been uploaded to school's web (<http://smak1.bpkpenaburjakarta.or.id/>) so that other schools in Indonesia and around the world can get the information about this program.

## NEWS

### MULTICULTURAL AMBASSADOR COMMUNITY

**“Keep your language. Love its sounds, its modulation, its rhythm.  
But try to march together with men of different languages, remote from  
your own, who wish like you for a more just and human world.”**

— Hélder Câmara, Spiral Of Violence —



Every day is a chance to do a new thing. Since the previous October, SMAK 1 PENABUR Jakarta has added a new program, which is called “Multicultural Ambassador”. Multicultural Ambassador, or MA for short, is a brand new community focusing on the multiculturalism in Southeast Asia and South Korea. This community is supported by SEAMEO (*South-east Asian Ministers of Education Organization*) and APCEIU, Korea (*Asia-Pacific Centre of Education for International Understanding*).

MA provides fun-learning activities to build up nationalism in each of ourselves, and will help the young generations to defend the countries from the globalization effect. Many of the traditions have faded away, so we should not let more of them be

forgotten! In every Ambassador meeting, we will be discussing traditional cultures in each Southeast Asian countries and also Korea. There are also many things to be learned from the official Multicultural book given by SEAMEO and APCEIU. The fun part is we have many group activities, presentations, and a special board game.

This community is followed by another program, and this is probably our favorite activity, “The Buddy Project!” A number of 51 Ambassadors are paired

with a student in our sister school, Yonghwa Girls' High School, in Korea. Each week we are given a specific topic regarding our different cultures and also world problems, such as global warming. Then, we will discuss those topics with our “buddy” in Korea through e-mail, Google Hangout, or even video calls!

As the Ambassador, we are encouraged to promote these cultures to our friends, teachers, and other people who are yet to realize the importance of multiculturalism. If you were to visit SMAK 1, don't forget to drop by at our MA Zone in the 2nd floor! The ambassadors will be there during break time to play the board game, and if not, you could look at our wall magazines and read about interesting cultures from the countries. Let's witness the beautiful traditions in Southeast Asia and Korea and protect them!



## LESSON PLAN

### LESSON OVERVIEW

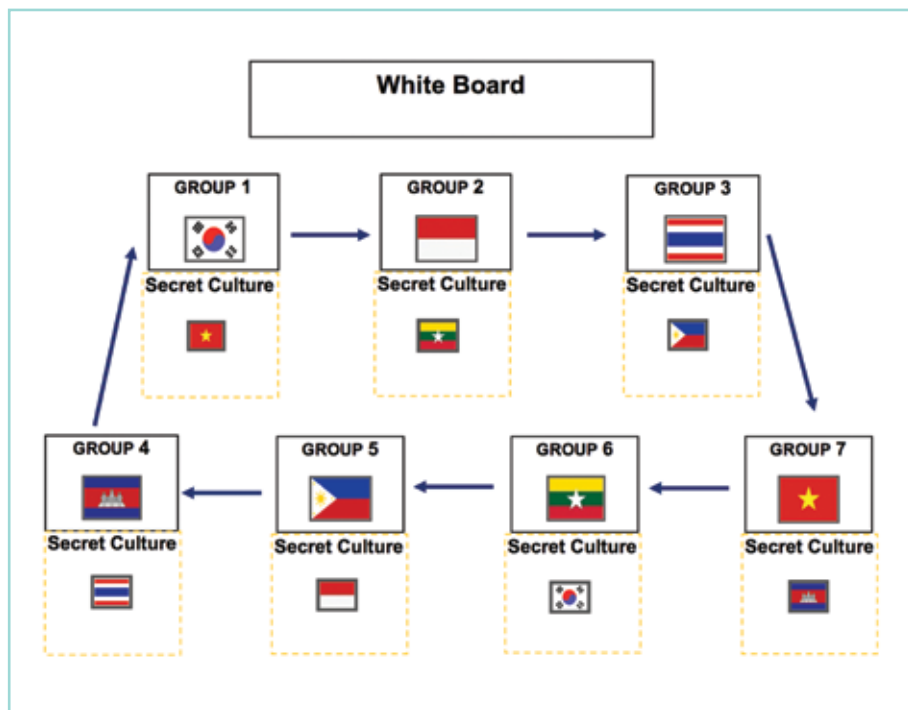
Lesson Topic/ Title	Multicultural Ambassador
Learning Objectives	1. Students get a multicultural understanding. They will realize the richness of Indonesian traditional culture as well as other countries. 2. Students are able to promote the traditional cultures in Southeast Asia countries and Korea.
Lesson Duration	100 minutes
Grade Level	X, XI, XII (1 <sup>st</sup> -3 <sup>rd</sup> grade of Senior High School)
Subject Area	Extracurricular class
Methodology	Method: Cooperative Learning Type : “The Ambassadors”
Procedure	① Ambassadors’ skills ② ‘Multicultural Ambassador’ Activity ③ Multicultural Ambassador’s ZONE and ‘Art Explorer’ Board Game
Materials	<ul style="list-style-type: none"> <li>• Student worksheet 1: A blind map of Southeast Asia-Korea and Small flag cards of Korea, Indonesia, Thailand, Cambodia, The Philippines, Vietnam, and Myanmar [APPENDIX 2-1, 2-2]</li> <li>• Mission envelope: ‘The Ambassador Mission’ paper (Student worksheet 2), print out of 1 southeast Asia traditional culture from digital book, 7 medium flag cards, 7 painting cards, and 1 big flag card [APPENDIX 3-1, 3-2, 3-3, 3-4]</li> <li>• Standing flags of Southeast Asia and Korea</li> <li>• Big flag cards</li> <li>• Book: “Cultural Understanding through Paintings of Southeast Asia and Korea”</li> <li>• Board game: ‘Art Explorer-Southeast Asia and Korea’</li> <li>• Glue, color marker, cardboard</li> </ul>
Cross Curriculum Integration	Language Arts, Multicultural, Social Studies, Art Studies

LEARNING STAGE	ACTIVITY	TIME	MATERIALS/ NOTES
Pre (10')	1. The teacher makes 7 groups of 4 students (or 5 students).  <div> <p>• <b>1 group</b> 4 students ► 2 host ambassadors + 2 guest ambassadors</p> <p>Or</p> <p>• <b>1 group</b> 5 students ► 2 host ambassadors + 3 guest ambassadors</p> </div>	10'	- Student worksheet 1 - Glue
	2. The teacher explains the learning objectives by showing the latest issue around the world. The teacher shows a video and then asks: “What kind of skill should the ambassadors have to take part in solving the problem between country A and B?” <ul style="list-style-type: none"> <li>• Communication skill (negotiation, promotion, explaining the ideas, etc.)</li> <li>• Multicultural understanding</li> </ul>		
	3. The teacher explains that by joining this class, the students will be able to build those ambassadors’ skills by learning the traditional cultures of Southeast Asia and Korea.  <b>The Ambassador’s 1<sup>st</sup> Mission</b>		
	4. The teacher distributes an envelope to each group. The envelopes consist of blind map, flag cards, and glue. Every group has to write down the name of the countries, their capital city and glue the flag card into the correct place on the map.		
	5. The first group who has finished the mission chose the country where they want to be the ambassador. It is also applied to rest of the groups. After they got the standing flag of their country, they should sit at their country ZONE. [APPENDIX 1. The scheme of the class]		

LEARNING STAGE	ACTIVITY	TIME	MATERIALS/ NOTES
During (75')	<p><b>The Ambassador's 2nd Mission</b></p> <p>1. The teacher distributes the Ambassador's 2nd mission envelope to each group. The mission envelopes consist of: print out of 1 Southeast Asia traditional culture from digital book, 7 medium flag cards, 7 painting cards, 1 big flag card, and 'The Ambassador Mission' paper.</p> <div> <p>• <b>Note</b> Each group will receive materials about the traditional culture from another country (secret culture).</p> <p>• <b>Example</b> the group of Indonesia's ambassadors will get traditional culture from Myanmar.</p> </div> <p>2. Students will learn about other country's traditional culture and make the props to summarize their understanding of their secret culture.</p> <p>3. Every group works on their mission to find their own traditional culture.</p> <p>• <b>Host ambassadors</b> will stay in their country zone, accept the guest ambassadors from other countries, and give the explanation about their secret cultures.</p> <p>• <b>Guest ambassadors</b> will visit other countries and solve the mission (student worksheet 2) to find their own traditional culture. They will only have 5 minutes to visit each country.</p> <div> <p>• <b>Note</b> When host ambassadors explain their secret culture, the guest ambassadors from other countries will work on the Ambassador Mission paper (making a note of the explanation, guessing the painting related to the explanation and then they have to guess which country is in the explanation according to the painting).</p> </div>	<p>5'</p> <p>25'</p> <p>30' (6 × 5')</p>	<p>- Southeast Asia-Korea standing flags - Mission envelope - Book</p> <p>- Color marker and cardboard</p> <p>- Student worksheet 2</p> <p>- Big flag cards</p>

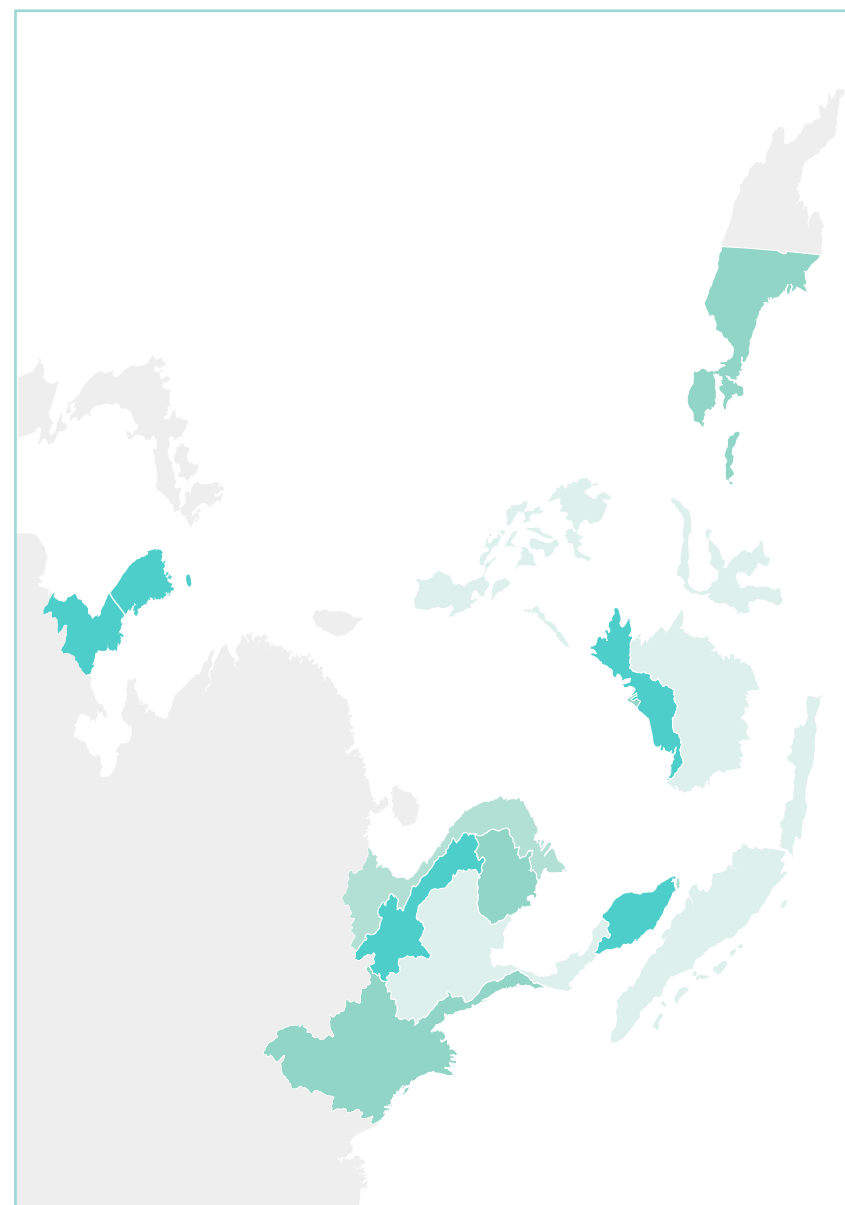
	<p>4. After all groups finished doing their mission, each country/ group will announce where their secret culture comes from. The country which is able to finish the mission well will get the flag from the country which keeps their traditional cultures (as the reward).</p> <p>5. The teacher will summarize the lesson by asking the similarity in traditional cultures/ paintings between Indonesia and other countries.</p> <p>6. Then the teacher will share the value of the lesson.</p> <div> <p>• <b>Value</b> Southeast Asian countries and Korea are connected each other in many aspects. For example, there are similarities in some part of the traditional culture (multicultural understanding). So, we have to live in peace so that we can make a circle of peace in this world, start from Southeast Asian countries and Korea.</p> </div>	<p>10'</p> <p>5'</p>	<p>- Big flag cards</p>
Post (15')	<p>1. The teacher demonstrates the use of the art explorer board game.</p> <p>2. The teacher gives project to the members of multicultural ambassador community. They have to share what they have learned to other SMAK1 students in promoting Southeast Asia traditional cultures and paintings.</p> <p>• The students display their props that have been made in this class at Multicultural Ambassador's ZONE.</p> <p>• The students promote Southeast Asian and Korean cultures' paintings by playing the board games with other students in SMAK 1 on Multicultural Day at Multicultural Ambassador's ZONE.</p> <p>3. Students give feedback of the teaching-learning process by accessing <a href="http://gg.gg/multiculturalambassador">http://gg.gg/multiculturalambassador</a></p>	<p>10'</p> <p>5'</p>	<p>- Board Game</p> <p>- Students' gadget</p>

## APPENDIX 1. The scheme of the class



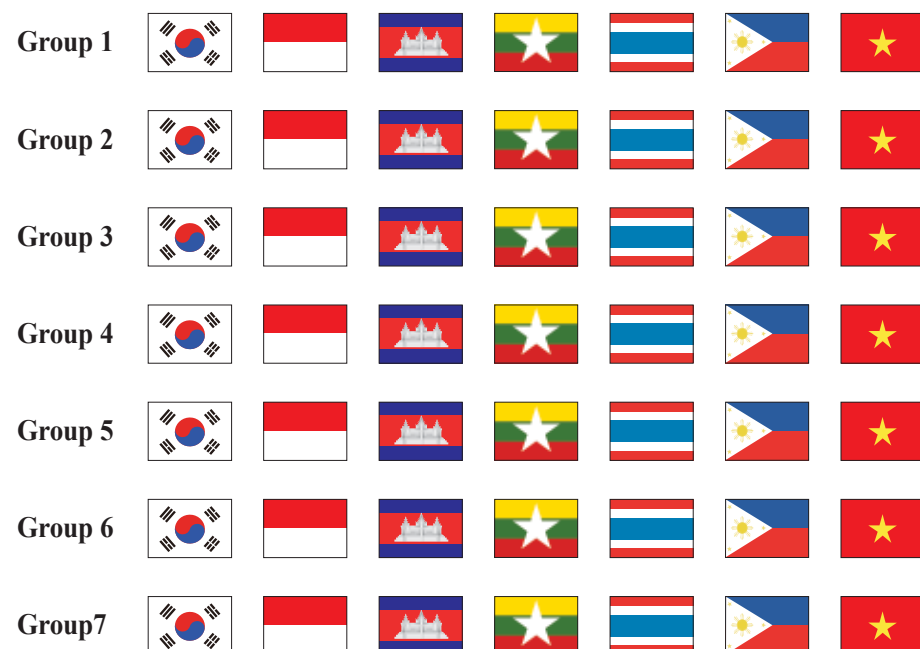
## APPENDIX 2-1. Student Worksheet 1

SOUTHEAST ASIA-KOREA MAP



## APPENDIX 2-2. Small Flag Cards

### FLAGS



### Guiding Tip

Every group has to glue the flags of 7 countries which are provided by the teacher. After that, they have to write down the name of the countries and their capital city on the map.

## APPENDIX 3-1. Student Worksheet 2

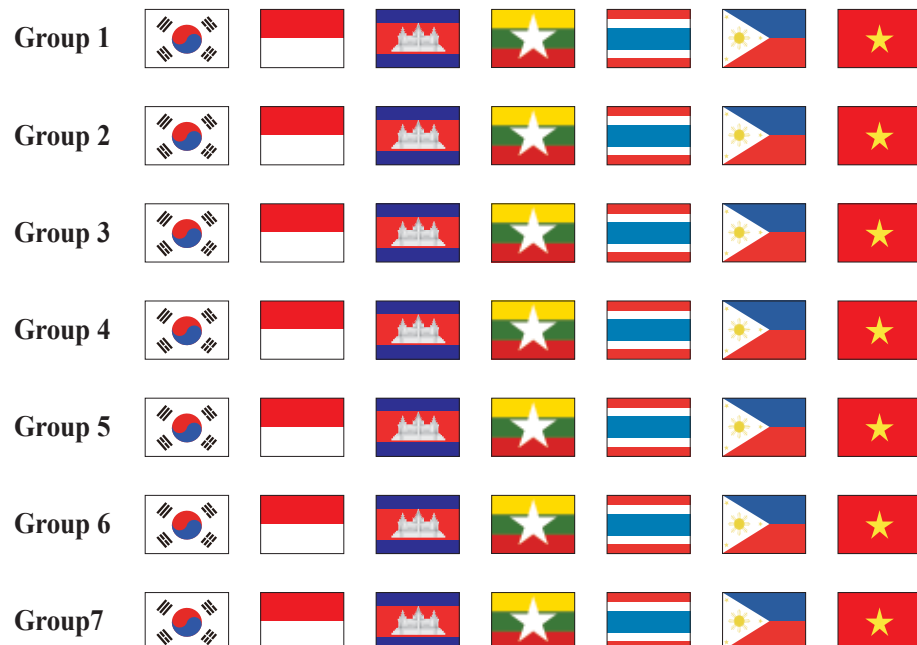
### THE AMBASSADOR MISSION

THE SECRET TRADITIONAL CULTURE	COUNTRY						
	PAINTING						
TRADITIONAL CULTURE							
HOST COUNTRY							



## APPENDIX 3-2. Medium Flag Cards

### FLAGS



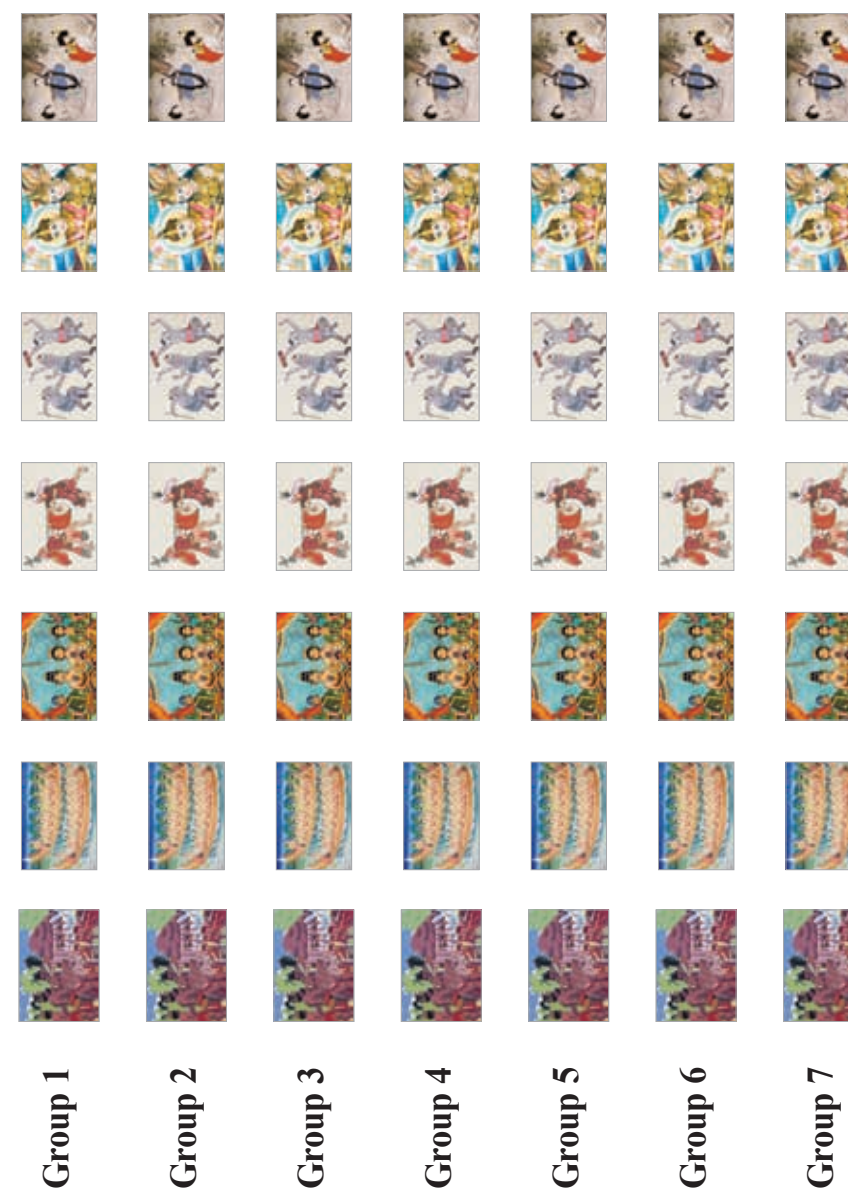
### Guiding Tip

**Every group consists of 4 students.**

1. Guest ambassadors (2 students): They have to visit other countries to make a note of the explanation on the 'TRADITIONAL CULTURE' column. After that, they have to guess the painting which matches the explanation and then put the painting card in the 'PAINTING' column. Finally, they have to guess where that traditional culture comes from by putting the flag of the country in the 'COUNTRY' column.
  2. Host ambassadors (2 students): They have to stay at their country and give the explanation about their secret traditional cultures to the guest ambassadors who visit their country.
- By finishing this mission, students not only can find out the country which keeps their traditional culture, but also learn about other countries' culture.

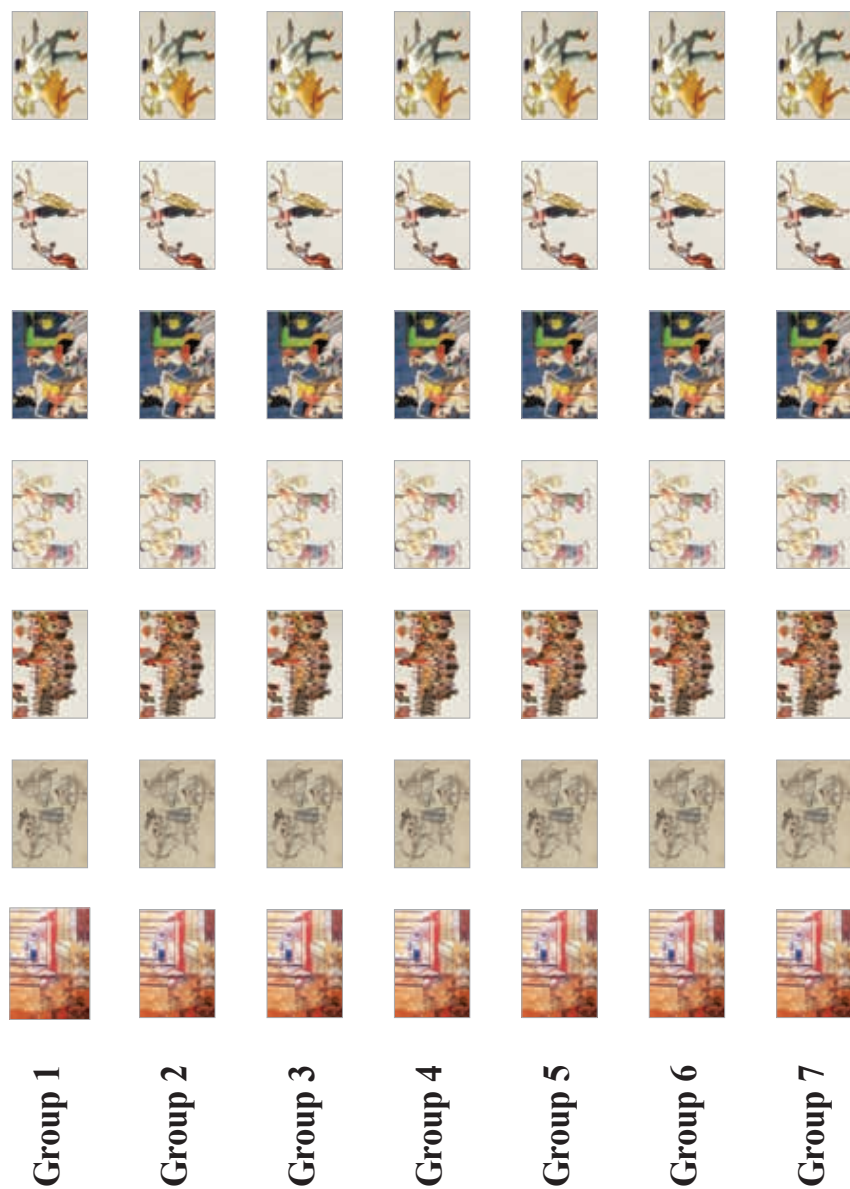
## APPENDIX 3-3. Painting Cards (Batch 1)

### Paintings (Multicultural Class Batch 1)



## APPENDIX 3-4. Painting Cards (Batch 2)

### Paintings (Multicultural Class Batch 2)



## Best Practice Case 2

### Cultural Understanding Through Paintings of Southeast Asia and Korea

Jurongville Secondary School, Singapore



## AUTHOR



Ms. TAN Wan Kheng (Singapore) obtained her Diploma in Education (1992) at the National Institute of Education, Nanyang Technological University, Singapore. She graduated at Curtin University of Technology, Australia, with a Bachelor of Arts Honours II Upper (1999), and completed her Master in Education (2009) at Monash University, Australia. Her teaching experiences included serving as an Art teacher in Bukit Batok Secondary School (1992-1996)

and Westwood Secondary School (2000-2003) before assuming as Head-of-Department (HOD)/ICT (2003-2008) at Westwood Secondary. She has also served as a Curriculum Planning Officer/Art at the Aesthetics, Health & Moral Education Branch, Curriculum Planning & Development Division, Ministry Of Education (Singapore) (2010-2011). She then served as HOD/Craft & Technology in Jurongville Secondary School (2012-2015). She is currently Vice-Principal of South View Primary School.

Her key responsibilities as HOD include setting the directions, advising and giving practical assistance for the following subjects: Art, Design & Technology, General Music and Nutrition & Food Science. She plans, implements and evaluates a comprehensive programme of instruction in the subjects with her teachers; develops and adapts effective teaching strategies to increase learning effectiveness; develops teachers in their subject areas through classroom observations, induction of new teachers, conferencing and workshops; develops evaluation strategies and instruments to assess learning effectiveness; and cultivates a spirit of professionalism and scholarship in the subjects and keep up with current trends and developments in the subject areas concerned.

## ACKNOWLEDGEMENT

This Best Practice Project is made possible with the kind support and help of many individuals and organizations. I wish to thank my fellow art teachers, Mr. Sazali Othman and Mdm. Sharifah Farradillah for the stimulating discussions, and for all the fun we have had in developing the project. I also thank my other school colleagues who have willingly spent their time to help us to understand the board game, Art Explorer. I wish to acknowledge the friendship that began and became ripe throughout my years at Jurongville Secondary School.

I sincerely thank the school leaders from Jurongville Secondary school, Mr. David Chan, Vice-Principal (Curriculum), Ms. Elain Tan, Vice-Principal (Student Development), and especially Mr. Benny Lee (Principal), for the permission and support given to plan and integrate the project into the school's art curriculum.

I also like to thank the National Heritage Board (Singapore) for the invitation to participate in SEAMEO-APCEIU Best Practices Programme.

Finally, I recognize that this research would not have been possible without the collaboration among Asia-Pacific Centre of Education for International Understanding (APCEIU), the Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat and the Southeast Asian Ministers of Education Organization Regional Centre for Archaeology and Fine Arts (SEAMEO SPAFA), as well as the generous funding from the Ministry of Education of the Republic of Korea, and I express my gratitude to these organizations.

## SCHOOL PROFILE



Jurongville Secondary School started as a government school on 15 December 1993, with an initial enrolment of 507 students. In 2010-2011, the school underwent PRIME (Project for Renovating and IMproving Existing Schools) and moved into new premises. This new school campus was officially opened in 2013, in conjunction with the school's 20th anniversary celebrations. Currently, the school has 125 staff catering to about 1,200 students.

The school's flagship programme is her "Sports for Life" programme. The school uses sports to nurture all students on a journey of self-discovery, building their character and social-emotional skills through real-life activities. Jurongville has also recently launched an Applied Learning Programme in the area of health and wellness, known as "In Health We Thrive". The programme will provide students with authentic learning experiences in STEM (Science, Technology, Engineering and Mathematics). Jurongville adopts Restorative Practice as a whole-school approach to forge positive peer and teacher relationships. The approach focuses on restoring of relationships and achieving social discipline through participatory learning and decision making.

The school believes in growing her teachers. It has therefore put in place a

Talent Management Framework to develop the skills and competencies of potential teacher-leaders of the school.

Jurongville places emphasis on leveraging partnership to expand the learning opportunities and raise global awareness / cross-cultural sensitivities in her students. The school has established many strong networks with sister schools overseas. For example, the school has regular student exchange and teacher sharing programmes with schools in China (Tianjin Hai He High School), Indonesia (SMAN 48), Thailand (Srinakarinwirot University), Korea (schools in Seogu district) and Denmark (OdsherredsEfterskole).

## CONTRIBUTOR



Mr. Sazali Bin Othman  
Art Teacher at Jurongville Secondary School.  
Conducted the Art Explorer game and co-facilitated the 'Cultural Themes' activity.

### 1. BACKGROUND

The Upper Secondary Art syllabus advocates that the awareness and critical appraisal of artists/artworks and the context in which artworks are made allow students to experience and engage with the visual arts in greater breadth. As such, we have a component in the total art syllabus titled ‘The Study of Visual Art (SOVA)’. The SOVA emphasises the development of critical thinking skills such as description, analysis, interpretation and evaluation<sup>1</sup>. It provides students with the opportunities to respond to and discover insights from artists/artworks. These learning experiences inculcate in students greater appreciation for the visual arts and their role in society.

The content for the SOVA is organised along three broad themes. These themes provide a broad framework for the study of different artists/artworks across different periods of modern history. These themes touch on diverse realms of human experience and provide this component of the Art syllabus with the necessary scope and focus. The broad themes with the list of artists/artworks are:

- **Theme I: Art as Narrative and Inspiration**

Many artists use their artworks to depict history, the environment and ways of life. Their artworks show the record and investigation of historical events, personal experiences and daily lifestyles of people. Through this theme, students will learn how these records and investigation are inspired and interpreted with an appropriate application of the elements of art and principles of design. These artworks often become sources of inspiration and influence.

- **Theme II: Art as Expression and Identity**

Artworks are often used as a product/process in which artists illustrate

ideas, emotions and identities. These artworks suggest the forming of people’s beliefs and aspirations. Students will learn how artists represent the mentality, personalities, and social and physical being of themselves and others; depict the diversity and dynamics of human relationships; and build historical and cultural heritage through art.

- **Theme III: Art as Communication and Design**

The use of art as a visual form of communication and its utilitarian function is often associated with design. Students will learn about the importance of art as a visual language to convey meaning and purpose, and understand how artists communicate their intent through the functional application of their artworks in modern society.

The culture of Southeast Asian nations is diverse and yet somewhat familiar to many of our students, e.g. through their study of the Humanities subjects. The SEAMEO - APCEIU educational materials, beyond provision as an extension to enhance the learning of the Visual Arts of our curriculum, the materials are good sources for exposure to further understand the cultural diversities of our world through discussions and research on the Southeast Asian and Korean arts and artists with our students.

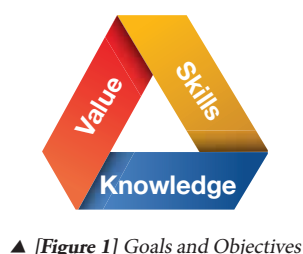
1. Feldman, Edmund Burke, “Practical Art Criticism”, p.23–44, Prentice Hall, 1994. Reference: Revised General Certificate of Education Ordinary Level Art syllabus 6123



## 2. PROJECT DESCRIPTION

### 2-1. Goals and Objectives

By the end of the lesson unit, students should be able to enhance following abilities:



#### I. Knowledge:

Demonstrate knowledge of the fundamental or “formal properties” of art: Elements of Art and Principles of Design

#### II. Skills:

- Visual Inquiry: Practice and develop art critique skills to articulate critical insight into the ways cultural context influences creative expression
- Communication: Synthesize and demonstrate their thought process, opinion, and interpretation through verbal, written and visual means

#### III. Value:

Art has a role in society and culture

### 2-2. Pedagogy and Teaching Methods

#### 1. Pedagogy

- Collaborative Learning
- Learner-Centred Teaching
- Feldman’s Approach to Art Criticism (Formal Analysis)

#### 2. Infusion of Relevant Values, Skills and Competencies

- Civic Literacy, Global Awareness and Cross-cultural Skills
  - National and Cultural Identity: Sense of self derived from the distinct characteristics of a nation and its culture as a whole.

- Socio-Cultural Sensitivity and Awareness: Perception and articulation of the thoughts, feelings and behaviour of members of other socio-cultural groups.

### 2-3. Main Activities

The main activities are composed of 3 Units as follows:

Unit	Time	Lesson
Unit 1	2 periods (100 Min)	Introduction
		Pre-Activity: Art Explorer Board Game
	1 period (50 Min)	Cultural Themes 1
		Homework
Unit 2	1 period (50 Min)	Cultural Themes 2
	3 periods (150 Min)	Student-Led Sharing on Selected Paintings
		Homework
Unit 3	6 periods or more (300 Min or more)	Individual Visual Artwork

[Figure 2] Unit Plan

#### 2-3-1. Unit 1: Introduction, Pre-Activity and Cultural Themes I, II

##### A. Introduction & Pre-Activity

- Estimated Time: 2 Periods / 100 Min

Activity/Pedagogy/Assessment for Learning	Rationale of planned activity
<b>Introduction</b> Teacher to go through with the class the learning objectives of the lesson unit.	Setting objectives is the process of establishing a direction to guide learning. <ul style="list-style-type: none"> <li>• teacher to scope the content and assessment for the students</li> <li>• students can see the connections between what they are doing in class and what they are supposed to learn</li> <li>• provide a basis for evaluating the lesson unit</li> </ul>



### Pre-Activity – Art Explorer Board Game

Students are to pair up for the game. (Criteria for Pairing: Different ethnic group)

The teacher will

- explain the Rules of the Game
- highlight the various Categories that are identified on the painting cards

After the Board Game, the students will move to the back of the art room where all the paintings from the Exploring the Painting Book (Painting Cards) are displayed on the noticeboards. Each pair will draw lot for a country

Board Game to spark interest and curiosity as well as to bring attention to the visual images for discussion later.

Image flooding as reference materials to give constant overview of the materials for discussion on cultural elements



▲ [Figure 3] Introduction & Pre-Activity

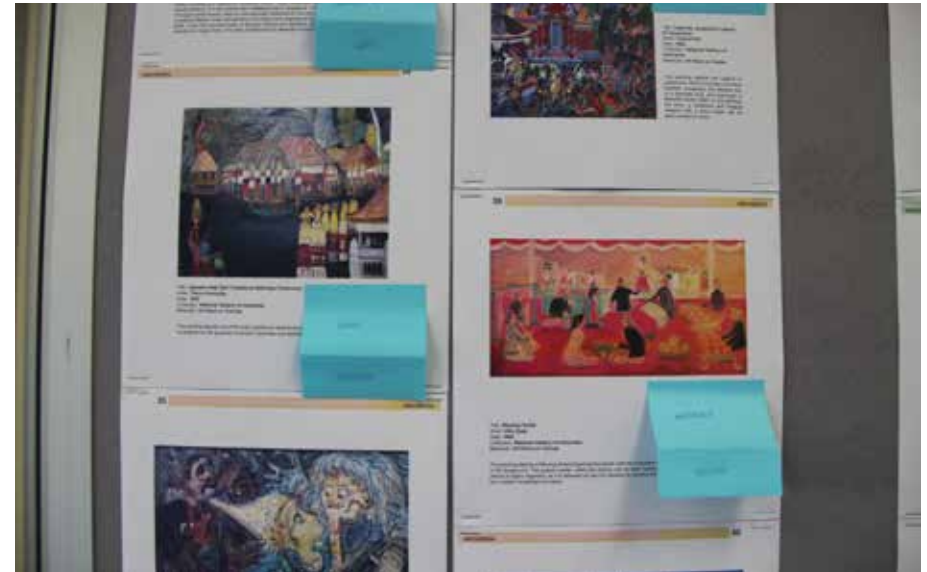
## B. Cultural Themes I

- Estimated Time: 1 Period / 50 Min

Activity/Pedagogy/Assessment for Learning	Rationale of planned activity
<p><b>Cultural Themes I</b></p> <p>The teacher will instruct the pairs to discuss and categorise the 10 paintings from the country they have picked with 1 suitable theme. The pairs will be instructed to rotate to the next country and put up another theme for each painting.</p> <p>At the end of the activity, the teacher will pick out a few examples and ask the pair to explain to the class how they identify the different themes in the same painting.</p> <p><b>Conclusion</b></p> <p>The teacher will summarise the lesson unit with the following questions and probe deeper depending on the students' responses:</p> <ul style="list-style-type: none"> <li>• How did you come to an understanding of the theme for each painting?</li> <li>• What is the advantage of the criteria of the pairing? Give an example</li> </ul>	<p>Collaborative Learning to encourage Knowledge Co-Construction</p> <p>Pairing to support students to work out the themes through dialogues and engagement by tapping on one another's knowledge (of different cultures)</p> <p>- Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify elements that contribute to cultural identity using themes</li> <li>• highlight that their understanding / new knowledge of the different culture is enhanced through the discussions with their partner from different ethnic groups</li> <li>• appreciate the distinct characteristics of one's and other's cultures</li> </ul>
<p><b>Homework</b></p> <p>Individual/Pair Task</p> <p>Each individual/pair to pick one painting to critique using the given Graphic Organiser with the guiding criticism questions (Formal Analysis). [APPENDIX 1]</p>	<p>Graphic Organiser helps students to simplify information and stimulate thinking skills.</p> <p>The guiding questions using Formal Analysis help to scaffold and provide an organised approach to studying a work of art.</p>



▲ [Figure 4] Intense discussion by synthesizing their thought process, opinions and interpretation



▲ [Figure 5] Students working out the themes for each painting



▲ [Figure 6] Themes proposed by different pairs

## C. Cultural Themes II

- Estimated Time: 1 Period / 50 Min

Activity/Pedagogy/Assessment for Learning	Rationale of planned activity
<p><b>Cultural Themes II</b></p> <p>Each student is given a total of 24 themes and assigned to categorise all the themes for each of the paintings in 1 country.</p> <p>The teacher will summarise the activity with the following questions and probe deeper depending on the students' responses:</p> <ul style="list-style-type: none"> <li>• What do you see that prompted you to use this theme?</li> <li>• What are some common themes found across the different countries' paintings? What can you infer from this?</li> <li>• (Pick out 2 paintings with the same theme from 2 different countries) What are the variations between different countries' paintings under the same theme?</li> <li>• Do/How do the themes inform us of the different cultural aspects?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• practice and develop art critique skills to articulate insight into the ways cultural context influences creative expression</li> <li>• understand that there is as much variation within cultures, as between them and that individuals express their cultures in various ways depending on the circumstances</li> </ul>



▲ [Figure 7] Collaborating to sort out the 24 themes for the 10 paintings



▲ [Figure 8] Carefully considering the appropriateness of the themes for the 10 paintings



▲ [Figure 9] Explaining the class the elements that contribute to cultural identity





▲ [Figure 10] Mapping the possible themes into similar clusters



▲ [Figure 11] Mapping of the themes

## 2-3-2. Unit 2 Student-Led Sharing on Selected Paintings

### A. Student-Led Sharing on Selected Paintings

- Estimated Time: 3 Periods / 150 Min

Activity/Pedagogy/Assessment for Learning	Rationale of planned activity
<p><b>Student-Led Sharing on Selected Paintings</b></p> <p>Each student/pair will share their findings on the selected painting of their choice with the class.</p> <ul style="list-style-type: none"> <li>• Introduce general information about the artwork (Title, Artist, Media, Country)</li> <li>• Share findings using Formal Analysis (Description, Analysis, Interpretation, Judgement)</li> <li>• Cite specific examples from the artwork to support each part of their critique</li> </ul> <p>The teacher will</p> <ul style="list-style-type: none"> <li>• facilitate with probing questions to draw responses from other students on their opinions and interpretations of the painting after each sharing.</li> <li>• paraphrase where necessary</li> <li>• praise and highlight the good points raised by the students</li> <li>• recap the learning objectives of the activity</li> </ul> <p>At the end of the lesson, the students will choose one painting to reference for their visual presentations.</p> <p>Worksheet [APPENDIX 2] Students to complete the worksheet on SOVA</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of the fundamental or “formal properties” of art: Elements of Art and Principles of Design</li> <li>• synthesize and demonstrate their thought process, opinion, and interpretation through oral presentation and discussion</li> <li>• describe and discuss how society, culture and personal beliefs influence artists and artworks</li> </ul> <p>Teacher’s facilitation to:</p> <ul style="list-style-type: none"> <li>• encourage active and rich sharing as well as seek clarifications</li> <li>• develop understanding of distinct characteristics of a nation and its culture</li> <li>• encourage and affirm each student’s effort</li> <li>• relate purpose of activity to learning objectives (knowledge, skills and value)</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• transfer the art critique skills acquired through the process of the oral presentation to written form</li> </ul>



▲ [Figure 12] Selected paintings projected on screen while students share his/her analysis



▲ [Figure 13] New information through sharing by presenters and audiences

## 2-3-3. Unit 3 Individual Visual Artwork

### A. Individual Visual Artwork

- Estimated Time: 6 Periods or more / 300 Min

Activity/Pedagogy/Assessment for Learning	Rationale of planned activity
<p><b>Individual Visual Artwork</b></p> <p>Students have earlier indicated their interest to explore a craft type of their choice.</p> <p>Each student will consult with the teacher regarding their ideas developed from one of the painting and explain their plans to carry out the work.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• make personal choices synthesising their interpretation of a selected painting and present through visual means (artwork)</li> </ul>



▲ Painting of her parent's wedding inspired by the Javanese Wedding Couple (Indonesia)



▲ Researching on the internet on Indonesian Barong for her fashion illustration work



▲ Appropriating the painting style of Wattana Poolcharoen's (Thailand) Wat Arun



▲ Reinterpreting Hang Trong's (Vietnam) folk paintings of White tiger in 3D form



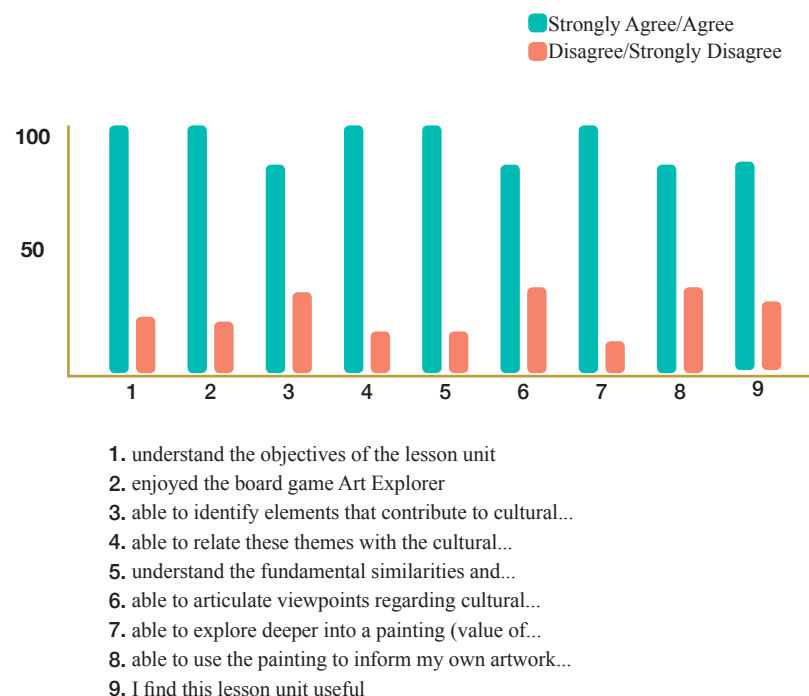
▲ Reinterpreting Tomas Bernardo's (Philippines) Mayon Volcano through digital illustration



▲ Reinterpreting Diosdado M. Lorenzo's (Philippines) Barrio Scene using mixed media

### 3. IMPACT & REFLECTION

A student survey was conducted with the students to collect feedback on the lesson unit. The responses are generally very positive towards this lesson unit. [APPENDIX 3]



#### A. Board Game – Art Explorer

More than 90% of the students strongly agreed that they enjoyed the Board Game. The verbal feedback from students indicated that besides associating a painting to a country, they enjoyed working together to strategize a plan to get their painting cards curated. The purpose of pairing them for the game is to get them to interact in a relaxed setting and warm them up for the discussions in the main activities. During the process of the game, students were made to look at the categories on their painting cards. While there is no in-depth discussion of the categorisation, they were able to make the association of the categories with the painting through their observations and clarifications with each other.

#### B. Exploring the Paintings

- Verbal Presentation / Sharing
- Written Assignment
- Visual Artwork

#### C. Cultural Themes I

Each pair is tasked to write a theme they identified for the paintings under each country (without reference to the painting cards). This helps to reinforce how artists across different countries use similar themes in their artworks to depict the diversity of events, experiences and lifestyle of people that express the cultural differences. The students interacted with each other as they made decisions on the one theme to put up for each painting. The constraint of putting up only one theme forces the students to engage in dialogue as each of them may have more than one idea or different ideas for the theme. At the end of the activity, when asked to explain how they identify the themes in the same painting, students acknowledged that in the process of interacting with each other, they have to synthesize their thought process, opinions, and interpretation in order to share with their partners their rationale for the theme. They have to negotiate their diverse ideas and direct them towards a collective understanding of the most appropriate theme.

#### D. Cultural Themes II

In order to reinforce students' understanding of the varied elements that contribute to cultural identity using themes, a second activity of 24 themes were given to the students where they again categorise onto the 10 paintings for each country. This activity further encourages them to distinguish and make connections between different visual qualities and phenomena in the paintings.

#### E. Student-Led Sharing on Selected Paintings

This activity requires students to take responsibility for their learning, made decision on individual or pair work and follow up with research for their work leading to a sharing where they will lead. Each individual/pair will also make the decision for the choice of one painting to critique. To help the students organise their information, they were given a Graphic Organiser with the guiding criticism questions (Formal Analysis). However, they will have to decide the final deliverables, e.g. they may organise information to focus more on one aspect for sharing.

The Graphic Organiser and guiding critique questions guide the students to organize the content independently as they may not have developed



sophisticated learning skills like an adult. The teacher teaches students using this scaffold how to describe, analyse, interpret and evaluate information. As the content is not teacher-delivered, the students are given control over their learning process, and at the same time, they are also encouraged to accept responsibility for decisions they make about learning; like how they do the assigned work, what content they will present to the class for sharing based on their ability. The low progress students may present less but the rest of the class will provide responses to the painting either based on their own observations or the teacher's guiding questions. In this way, each painting is still given significant discussion and the presenter is not intimidated with his/her lack of information and analysis of the painting. The written assignment is an assessment where the art critiques skills practised in the above activities are transferred in written form.

#### **F. Individual Visual Artwork**

Similarly in this activity, the students have a free choice of craft type they will explore. They set their own agenda for what they want to deliver in consultation with the teacher. Generally, as the students make the decisions on the areas of learning, the motivation to learn increases and they become more independent. However, this form of learning is still challenging for the low progress students despite the scaffold as indicated consistently in all the survey questions by at least 1 student.

## **4. CONCLUSION**

### **4-1. Board Game – Art Explorer**

The Art Explorer Board Game is the most well-received activity by the students. However, the rules of the game can be quite complex without the teacher's guide. We recommend that it is possible to modify some of the rules according to the student's age group or to meet the intent of the lesson, e.g. students have to use the painting card as a talking point, instead of bidding, before the paintings are allowed to be curated at the museum. The ideas are limitless. Before implementing in the class, the art teachers invited other subject teachers to join in the game. The Humanities and Math teachers suggested that they can also use the Board Game to teach their subject areas.

### **4-2. Exploring the Paintings**

The teacher's role in learner-centred teaching is more demanding as the range of paintings is varied and extensive. More time to pre-study and analyse each work before the lesson is required. The teacher needs to have the situational awareness and skill to pick up on the information and guide the students at whichever point of their presentation. It is especially difficult for low progress students using this pedagogy as they may not be able to consolidate the learning themselves and prefer teacher-delivered content. Alternatively, teachers may choose to fix the list of paintings by scoping the learning areas, e.g. in a worksheet that uses paintings from 2 neighbouring countries to find similarities or differences in their cultures and find out the reasons why. Ultimately the range of paintings offers the teachers a lot more choices and possibilities to design their lesson. They also serve as visual stimulus when put up around the room. Through dialogues about a painting, students can pick up ideas for their own artworks.

### **4-3. Publication on Cultural Understanding through Paintings of Southeast Asia and Korea**

This publication can be used as additional reading material for interested students.

## UNIT/LESSON PLAN

### UNIT OVERVIEW

Lesson Topic/Title	Cultural Understanding Through Paintings of Southeast Asia and Korea																							
Learning Objectives	By the end of the lesson unit, students should be able to:  <b>Knowledge:</b> Demonstrate knowledge of the fundamental or “formal properties” of art: Elements of Art and Principles of Design  <b>Skills:</b> Visual Inquiry • Practice and develop art critique skills to articulate critical insight into the ways cultural context influences creative expression Communication • Synthesise and demonstrate their thought process, opinion, and interpretation through verbal, written and visual means  <b>Value:</b> Art has a role in society and culture																							
Lesson Period	Block of 50 minutes / period																							
Grade Level	Secondary 3 / Year 9																							
Subject Area	Arts																							
Methodology	• Collaborative Learning • Learner-Centred Teaching • Feldman’s Approach to Art Criticism (Formal Analysis)																							
Procedure	<table><tr><th>Units</th><th>Time</th><th>Subject</th></tr><tr><td rowspan="5">Unit 1</td><td rowspan="2">2 periods (100 Min)</td><td>Introduction</td></tr><tr><td>Pre-Activity: Art Explorer Board Game</td></tr><tr><td rowspan="2">1 period (50 Min)</td><td>Cultural Theme 1</td></tr><tr><td>Homework</td></tr><tr><td rowspan="2">1 period (50 Min)</td><td>Cultural Theme 2</td></tr><tr><td>Unit 2</td><td>3 periods (150 Min)</td><td>Student-Led Sharing on Selected Paintings</td></tr><tr><td></td><td></td><td>Homework</td></tr><tr><td>Unit 3</td><td>6 periods or more (300 Min or more)</td><td>Individual Visual Artwork</td></tr></table>			Units	Time	Subject	Unit 1	2 periods (100 Min)	Introduction	Pre-Activity: Art Explorer Board Game	1 period (50 Min)	Cultural Theme 1	Homework	1 period (50 Min)	Cultural Theme 2	Unit 2	3 periods (150 Min)	Student-Led Sharing on Selected Paintings			Homework	Unit 3	6 periods or more (300 Min or more)	Individual Visual Artwork
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Unit 1	2 periods (100 Min)	Introduction																						
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	1 period (50 Min)	Cultural Theme 2																						
Unit 2		3 periods (150 Min)	Student-Led Sharing on Selected Paintings																					
		Homework																						
Unit 3	6 periods or more (300 Min or more)	Individual Visual Artwork																						

<b>Materials</b>	<ul style="list-style-type: none"> <li>- Art Explorer Board Game</li> <li>- Exploring the Paintings Book</li> <li>- Graphic Organiser</li> <li>- Written Worksheet</li> </ul>
<b>Cross Curriculum Integration</b>	Language Arts, Multicultural, Social Studies, Art Studies

Unit 1	Activity	Materials/ Notes
Unit 1	<b>1 period</b> <b>Introduction</b> Teacher to go through with the class the learning objectives of the lesson unit.	
	<b>1 period</b> <b>Pre-Activity: Art Explorer Board Game</b> 1. Students are to pair up for the game. (Criteria for Pairing: Different ethnic group) 2. The teacher will <ul style="list-style-type: none"> <li>• explain the Rules of the Game.</li> <li>• highlight the various Categories that are identified on the painting cards.</li> </ul>	Board Game
	<b>1 period</b> 1. After the Board Game, the students will move to the back of the art room where all the paintings from the Exploring the Painting Book (Painting Cards) are displayed on the noticeboards. 2. Each pair will draw lot for a country.  <b>Cultural Themes I</b> 3. The teacher will instruct the pairs to discuss and categorise the 10 paintings from the country they have picked with 1 suitable theme. 4. The pairs will be instructed to rotate to the next country and put up another theme for each painting. 5. At the end of the activity, the teacher will pick out a few examples and ask the pair to explain to the class how they identify the different themes in the same painting.  <b>Conclusion</b> 6. The teacher will summarise the lesson unit with the following questions and probe deeper depending on the students’ responses: <ul style="list-style-type: none"> <li>• How did you come to an understanding of the theme for each painting?</li> <li>• What is the advantage of the criteria of the pairing? Give an example.</li> </ul>	

Unit 1	Homework	<b>Individual/Pair Task</b> Each individual/pair to pick one painting to critique using the given Graphic Organiser with the guiding criticism questions (Formal Analysis)	Graphic Organiser
	1 period	<b>Cultural Themes II</b> 1. Each student is given a total of 24 themes and assigned to categorise all the themes for each of the paintings in 1 country. 2. The teacher will summarise the activity with the following questions and probe deeper depending on the students' responses: <ul style="list-style-type: none"> <li>• What do you see that prompted you to use this theme?</li> <li>• What are some common themes found across the different countries' paintings? What can you infer from this?</li> <li>• (Pick out 2 paintings with the same theme from 2 different countries) What are the variations between different countries' paintings under the same theme?</li> <li>• Do/How do the themes inform us of the different cultural aspects?</li> </ul>	

Unit 2		Activity	Materials/Notes
Unit 2	3 periods	<b>Student-Led Sharing on Selected Paintings</b> 1. Each student/pair will share their findings on the selected painting of their choice with the class. <ul style="list-style-type: none"> <li>• Introduce general information about the artwork (Title, Artist, Media, Country)</li> <li>• Share findings using Formal Analysis (Description, Analysis, Interpretation, Judgement)</li> <li>• Cite specific examples from the artwork to support each part of their critique</li> </ul> 2. The teacher will <ul style="list-style-type: none"> <li>• facilitate with probing questions to draw responses from other students on their opinions and interpretations of the painting after each sharing</li> <li>• paraphrase where necessary</li> <li>• praise and highlight the good points raised by the students</li> <li>• recap the learning objectives of the activity</li> </ul> 3. At the end of the lesson, the students will choose one painting to reference for their visual presentations.	
	Homework	Worksheet [APPENDIX 2] Students to complete the worksheet on SOVA	

Unit 3		Activity	Materials/Notes
Unit 3	6 periods or more	<b>Individual Visual Artwork</b> 1. Students have earlier indicated their interest to explore a craft type of their choice. 2. Each student will consult with the teacher regarding their ideas developed from one of the painting and explain their plans to carry out the work.	

## APPENDIX 1. Graphic Organizer Guiding Critique Questions

### JURONGVILLE SECONDARY SCHOOL ART CRITIQUE

Name \_\_\_\_\_

Description: Literal qualities What is in the work? What is taking place?	Analysis: Design qualities What elements are used? How are principles used?	Interpretation: Expressive qualities What are the moods, feelings, or ideas being communicated?	Judgement: Is the work successful? WHY or WHY NOT? (Support your statement)	Other external info: Who? When? Where? What style? Why?

### Guiding Criticism Questions

#### What? Description

- What are the objects you see?
- What are the dominant Elements of Art (e.g. colours, lines, shapes) in this work?
- How would you describe them?
- How would you describe the textures you see in this work (both implied and actual)?
- How would you describe the use of space in this work?
- How would you describe the three dimensional quality (form) displayed in this work?
- Additional:
- What is the subject matter of this work?
- What is the art form of this work?
- What is the media used for this work?
- What are some of the skills or techniques used in this work?

#### How? Analysis

- Where is the emphasis (centre of interest)? What element(s) help create the emphasis?
- What type of balance is used in this work?
- What element(s) are used to create balance?
- Where is emphasis or contrast used? What element(s) are used to achieve it?
- Choose any other dominant principle and ask how that principle is achieved.

#### Why? Interpretation

- What do you think the artist is trying to communicate in this work?
- What feelings or moods are evident within this work?
- Why do you think the artist made the choices in techniques, materials and subject matter?
- What symbol(s) are evident in this work? How do they relate to the artist's technical choices and contribute to the intended purpose?
- What do you think was the main intent of the artist with this work? Realism? Expressionism? Formalism? Other?

#### Decisions! Judgment

- What do you think is the artwork's value? (e.g. impart beauty, evoke feelings of emotions, etc). Explain why you feel this way.
- Rank this work according to how well you like this work personally. Support your choice with valid explanations.

## APPENDIX 2. SOVA Worksheet

### Jurongville Secondary School ART – Study of Visual Arts

Name: \_\_\_\_\_

Class: Sec 3 ( )

Additional Materials: Answer Paper  
Insert

#### Question Paper

Read these instructions first.

Write in dark blue or black pen on both sides of the paper.

You may use diagrams if they help you to clarify your answer.

The three assessment domains are:

1. Artistic Perception and Interpretation (API)
  - Discuss and analyze visual aspects in works of art, based on an understanding of elements or art and principles of design;
  - Discuss, analyze and interpret how artists express their intentions in their artworks.
2. Cultural and Aesthetic Appreciation (CAA)
  - Describe and discuss how society, cultural and personal beliefs influence artists and artworks;
  - Forge links between different artists and artworks.
3. Personal Response (PR)
  - Form and express personal opinions regarding artists and artworks;
  - Demonstrate critical thinking and reflection.

Reference: General Certificate of Education Ordinary Level Art syllabus 6123 (n.d.).  
[http://www.seab.gov.sg/content/syllabus/olevel/2015Syllabus/6123\\_2015.pdf](http://www.seab.gov.sg/content/syllabus/olevel/2015Syllabus/6123_2015.pdf)

### Section A: Structured Questions

#### Art as Expression and Identity

Artworks are often used as a product/process in which artists illustrate ideas, emotions and identities. These artworks suggest the forming of people's beliefs and aspirations. Students will learn how artists represent the mentality, personalities, and social and physical being of themselves and others; depict the diversity and dynamics of human relationships; and build historical and cultural heritage through art.

- 1) Thaipusam 1 by Tan Chiang Kiong 1985  
Watercolour on Paper  
National Visual Arts Gallery Malaysia, Kuala Lumpur
  - a) Describe the subject matter of this work. [10]
  - b) What is the artist trying to state in this work? [10]
  - c) How effectively has the artist used materials in this painting? [10]

### Section B: Structured Comparison Questions

#### Art as Communication and Design

The use of art as a visual form of communication and its utilitarian function is often associated with design. Students will learn about the importance of art as a visual language to convey meaning and purpose, and understand how artists communicate their intent through the functional application of their artworks in modern society.

- 2) Masjid Jame' Asr (Jame' Asr Mosque) by Ibrahim Maidin 1988  
Oil Paint on Canvas  
Brunei Museum, Brunei  
  
Light of Golden Land (Wat PhraKaew) by PreechaThaothong 2007  
Acrylic Paint on Canvas  
Sombatpermpoon Gallery, Bangkok, Thailand



- a) Comment on the use of colour, shapes, patterns and light in these two paintings. [10]
- b) Compare the use of forms and colours. [10]
- c) Assess how and why you think one painting is more effective in reflecting the cultural aspects. [10]

#### **Art as Narrative and Inspiration**

Many artists use their artworks to depict history, the environment and ways of life. Their artworks show the record and investigation of historical events, personal experiences and daily lifestyles of people. Through this theme, students will learn how these records and investigation are inspired and interpreted with an appropriate application of the elements of art and principles of design. These artworks often become sources of inspiration and influence.

3) Dano Day by Yun-bok Shin 18th Century  
Ink and Colour on Paper  
Kansong Art Museum, Korea

Life by the River by Liu Kang 1975  
Oil Paint on Canvas  
National Collection, Singapore

- a) Describe the people, activities and environment depicted in these two paintings. [10]
- b) Compare the influences from either/both Eastern or/and Western cultures in the two paintings. [10]
- c) How differently are the people and activities in the two paintings portrayed? [10]

## **APPENDIX 3. Survey on Cultural Understanding through Paintings**

### **Survey on Cultural Understanding through Paintings**

1. I understand the objectives of the lesson unit on Cultural Understanding through Paintings.



2. I enjoyed the board game Art Explorer.



3. I am able to identify elements that contribute to cultural identity through the classifications of themes.



4. I am able to relate these themes with the cultural aspects of the countries through my class discussions.



5. I understand the fundamental similarities and differences among cultures during the class discussions.



6. I am able to articulate my viewpoints regarding cultural aspects in the artwork.

Strongly Agree      Agree      Disagree      Strongly Disagree

7. I am able to explore deeper into a painting (value of intention – why the artistic choice).

Strongly Agree      Agree      Disagree      Strongly Disagree

8. I am able to use the painting to inform my own artwork (to communicate to the viewer).

Strongly Agree      Agree      Disagree      Strongly Disagree

9. I find this lesson unit useful.

Strongly Agree      Agree      Disagree      Strongly Disagree

10. Please provide feedback on how to improve the lesson to better your learning (if any):

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- Thank you -

## Best Practice Case 3

### Cultural Awareness through Art Explorer Southeast Asia and Korea Programme

(Extra curriculum in Udonpittayanukoon School:  
ASEAN Study and English for  
ASEAN Community for Grade 9 students)

Udonpittayanukoon School, Thailand



## AUTHOR



Ms. Suphaporn Phongmetha, 55 years old has been a teacher for 33 years, working as a teacher at Udonpittayanukoon School, UdonThani Province, Thailand. She has a Master of Education degree (M.Ed) in Teaching English as a Foreign Language (TEFL) from a university in Bangkok called Sillapakorn University. Her experiences in educational training and study tours abroad are as follow; teacher training course in Australia in 2009, connecting classroom activities in UK in 2011. In 2014, she attended AFS Intercultural learning and living programme in Hungary and in 2015 her school won the SEAMEO-Japan ESD 2014 Award in which the school proudly attend the awarding ceremony in Japan. She also got awards of being outstanding teacher by The Teacher Council of Thailand in 2012 and 2015, teacher trainer of student who won gold medal of English Skills: Spelling Bee & Multi Skills, National Competition by OBEC, and MOE of Thailand in 2012-2014. Her international achievements include SEAMEO-Japan ESD Award 2014.

## ACKNOWLEDGEMENT

I would like to express my gratitude to SEAMEO-APCEIU for giving me the great opportunity to run the activities by using Educational Materials on the Paintings from Southeast Asia and Korea in extracurricular system in my school and finally to be selected as one of the 3 most promising cases on the usage of 2015 SEAMEO-APCEIU Best Practice Programme.

I would like to thank Mr. Sujint Kaokaew, the Director of Udonpittayanukoon School, who allowed me to run this activity in school and to share this to our school networks. I really appreciate volunteer students from ASEAN Club

for being game leaders and project assistants while running the activities. I want to give thanks to all staff from Foreign Language Department for all the suggestions and comments to improve my project work. I am grateful to teachers and students who participated in this programme as well as my mom and sisters who always helped and supported me.

Finally, I would like to thank the organizers, APCEIU with SEAMEO Secretariat and SEAMEO SPAFA for a great opportunity to share my work to others. Hopefully it will be beneficial in developing how to promote students to understand inter-cultural knowledge in order to live happily in a multicultural community.

## SCHOOL PROFILE



Udonpittayanukoon School was founded and given the name on September 21, 1902 by Prince Watana RongShong, a grandson of King Rama III while he was assigned by King Rama the fifth to govern the citizens of the northeast of Thailand which covered many bordering towns in the area. From past to present in the span of 113 years, Udonpittayanukoon started from a small school

and succeeded into being the school of Udon Thani Province and currently holds 5,278 students, 238 teachers, and 70 staffs. The school is in the top 100 quality schools of Thailand in the year 2014 and ranked as the 18th place of the country. Udonpittayanukoon is the number one school of the Northeastern Region of Thailand. Udonpittayanukoon School teaches their students to follow the rules of religion and strives for their students to achieve the knowledge and education

needed to graduate in national and international standards. We teach our students the responsibilities of being a good citizen, teamwork and being aware of the importance and benefit of both their own religion and the religions from other countries.

## CONTRIBUTOR



Mr. Sujint Kaokaew  
Director of Udonpittayanukoon School



▲ Volunteer Students of ASEAN Club

## FINAL REPORT

### 1. BACKGROUND

Udonpittayanukoon School strongly emphasizes the importance of preparing students into quality citizens of the world. Students will learn to live life according to economic sufficiency under the footsteps of the His Majesty the King of Thailand starting from inside the school. They will continue into activities and experience outside the school and share knowledge with the community and the School Network by exchanging cultures with international partnership schools. The objectives are to develop students into being citizens with knowledge, valuation, creativity, problem solving, and the ability to adapt in the 21st century. All of these will result in a sustainable future for the students, for future generations, and for the world.

As the Ministry of Education (MOE) has chosen our school, Udonpittayanukoon School, as the lead school in campaigning awareness about the ASEAN community to the students, teachers, and nearby communities. In order to do so, the ASEAN Study Centre was established and developed, as well as the Spirit of ASEAN project. Above all, the school's administrators see the significance of developing the potential of students and teachers in order to join ASEAN community in 2015. This has been done by giving opportunity to students, teachers and the community to experience and move forward together.

Cultural Awareness through Art Explorer Southeast Asia and Korea Programme aims to encourage students to have knowledge and understanding, cognitive skills, non-cognitive skills and behavioural capacities. The project desires to develop students by using the education for a sustainable future method with SEAMEO-APCEIU materials called Art Explorer game. This strictly focuses on the students and holds activities to foster students to fit the criteria of the 21st century learning.

We designed the activities that suit the students who attend extra-curriculum for M1 and M3 students (grade 7 and 9) namely ASEAN Study for grade 7



and English for ASEAN Community for grade 9. There are 25-30 students in each group, so we can do the activities very well indeed. The teachers set up a meeting among ASEAN Study Centre committee and announced for volunteers from ASEAN Club to help create the instruction and rules of playing game to make it easier for students.

After the teachers and volunteers had tried out the game and presented Cultural Awareness through Art Explorer Southeast Asia and Korea to students in Udonpittayanukoon School, they used the materials in ASEAN Study and English for ASEAN community class, the students were all impressed, so there was a plan to share good experiences to students in School Networks under Spirit of ASEAN project that now has 28 schools. As there was very short time only 3 schools were chosen to present these activities. We have done very good job in 3 school networks and still have a plan to do to other school networks in the future.

## 2. PROJECT DESCRIPTION

### 2-1. Goals and Objectives

As Udonpittayanukoon school strongly emphasizes the importance of preparing students into quality citizens of the world, so it is crucial to follow the important Standard Indicators which are: students will achieve a positive point of view on having cultural diversity among ASEAN Community and supporting students to have awareness, value and also being a good citizen in ASEAN Community.

#### Objectives of the programme

1. To support students to understand inter-cultural knowledge in order to live happily in a culturally different community through the materials called Art Explorer game.
2. To support creative thinking skills, learning to share and being able to analyze and solve problems resulting in a sustainable future.
3. To support to have awareness, value and also be a good citizen in ASEAN Community.
4. To accept to live together under cultural diversity beyond ASEAN

Community.

5. To be responsible and participating in making decision, considering information and reasons into judging by using life skills.(Using essential questions developing life skills : R=Reflect, R = Reflect, C = Connect, and A = Apply)

### Learning Outcomes

Students will be able to

- understand and have knowledge about different cultures, traditions and daily lives of ASEAN community and Korea
- participate and maintain responsibilities for their own task and while working in a group
- collaborate to present ASEAN cultures to others and emphasise the awareness about cultural diversity of people in ASEAN: accepting different cultures and being able to cooperate with different cultures in one society

### 2-2. Pedagogy and Teaching Methods

Teachers use many techniques and procedures in order to reach the goals and objects of the learning standard under the Office of Basic Education Commission (OBEC), the Ministry of Education (MOE) of Thailand, according to the context of the activity being held by using the education for a sustainable future method and hosting activities regarding the 21st century with these 5 steps;

#### Step 1

Learning to question: This is the start of developing thinking skills which students will carry out throughout their whole life and supports students to learn how to evaluate.

#### Step 2

Learning to search: Starting to search, question, interview, and test to gather useful information from different sources and will learn how to use this strategy on a daily basis.

#### Step 3

Learning to construct: Education that promotes understanding of analyzing reasons which can be attained in many ways such as Deductive & Inductive but the teachers will only be the facilitator.



#### Step 4

Learning to communicate: Language is an important factor that is needed to survive today's society. Students will have learned and practiced the language as well as develop techniques in presentation which covers education on using technology wisely in communication.

#### Step 5

Learning to serve: This develops common sense on being a good citizen. Students will learn how to cooperate, carry out responsibilities, be public minded, and find out ways on making the society a peaceful and long-lasting place to live.

To manage classroom activities that encourage student to participate by using Art Explorer Southeast Asia and Korea game is very challenging because it took some time to create and prepare more instructional medias and also how to play game properly to students' level and be able to draw students' interest to the context of the Artworks from ASEAN Member Countries and Korea from Powerpoint by making them to the art painting cards. After finishing the game instructions and media, teachers also created a lesson plan to do the classrooms activities to reach the objectives and follow learning standards.



▲ [Figure 1] Students planning instructions on the board game

### 2-3. Main Activities

This programme was started by searching for volunteers from ASEAN Club in our school after the committee of ASEAN Study had finished official meeting and let them help preparing instructional media and created rules of playing the game. Then we created a well-organized lesson plan for classroom activities to reach the objectives of the project.

The programme focused on student centered approach and ran the activities step by step, started with pre-teach, during and post teaching as follow:

#### 2-3-1. Pre

##### Step 1

Greeting by using ASEAN greeting words and also Korean word.

##### Step 2

Create group of six and look at various pictures of ASEAN top attraction and ways of life in ASEAN. Let students predict and identify the location of the pictures.

##### Step 3

Reflect on ways in which developing and raising students' awareness of ASEAN culture can be combined.

##### Step 4

Ask a few students which place in Southeast Asia they would like to visit and why.

##### Step 5

Pre-teach vocabulary (identify and clarify): Categories, food culture, history & traditions, architecture, rituals & festivities, religions & beliefs, traditional clothing, and performance & recreation.



▲ [Figure 2] Students playing the board game

## 2-3-2. During

### Step 1

Introduce the Art Explorer Southeast Asia and Korea game and explain how to play.

### Step 2

One from each group will be representative to play the game in front of the class.

### Step 3

Group of six plays Art Explorer Southeast Asia and Korea game following the instruction while the students in each group will get one card of art painting. (20 - 30 mins)

### Step 4

Students in each group study the art painting and take note on Art Explorer worksheet.

### Step 5

Students in each group talk about the event or details in art painting card and share the idea on cultural awareness then compare with others. Discuss each picture in turn.

### Step 6

Let the students work together by selecting 4 art painting cards to write down in group worksheet.

### Step 7

Once the group of six has finished playing Art Explorer game, the teacher announces the winner of the game and talk about how the game works. Give the winner and other five players some souvenirs from ASEAN countries.

### Step 8

Give each group a period of time to brainstorm about elements or details of all the art painting card and allow a representative of each group explain and show the picture they got and their own idea about the picture.



▲ [Figure 3] Students reading the board game instruction



▲ [Figure 4] A group working on the group worksheet



▲ [Figure 5] Student working on the Student Worksheet

## 2-3-3. Post

### Step 1

Students and teacher conclude how important to understand inter-cultural knowledge in order to live in a peaceful community.

### Step 2

Ask the students by using R-C-A questions to develop life skills.

Question for reflection (R)

- Which number of art exploring card did you get and from what country?
- Do you think you did your best on your own task?

Question for connection (C)

- Have you ever seen the painting that similar to the picture you've got?
- Could you describe that painting?

Question for applying (A)

- In the future when you and your friend get the assignment from the teacher, but if he/she acts irresponsible or does nothing, how should you tell and encourage him/her to do attentively?

### Step 3

Students and teacher help finding things from the activities and game. Discuss and express own idea to make better activities next time.

After finishing all the activities, the instructors summarized with RCA questions and then did the survey to find out the satisfactions of the students who participated in the activities and also the teacher and others. The teachers collected examples of the students' tasks which are perfect and well done to show the abilities of them.

The total of participants in this programme are 220, consisting of 62 students and 4 teachers from Udonpittayanukoon School and together with 141 students, 12 teachers and a director from school networks.

## 3. IMPACT & REFLECTION

The impacts and positive outcomes of participants after the classroom activities, measured by the result of the survey by using satisfaction questionnaire it was found that the participants are mostly interested in Art Explorer game and they thought that it was challenging [Annex 1]. They participated and maintained responsibilities for their own tasks and while working in a group properly and curiously. They understood and gained knowledge about different cultures, traditions and daily lives of ASEAN community and Korea quite a lot. Some of the participants complained about the difficulty of vocabularies in the context of each painting cards, and some were confused about how the complexity and difficulty of the rules of playing game. We accepted all the opinions and suggestions to improve classroom activities to be easier and more interesting.

Staffs tried to encourage the participants to collaborate to present ASEAN cultures to others and emphasise the awareness about cultural diversity of people in ASEAN: accepting different cultures and being able to cooperate with different cultures in one society that is the learning outcomes of the participants we set before running the project.

Focus on our own school; one could say that the Cultural Awareness through Art Explorer Southeast Asia and Korea Programme gave the students a good opportunity to create classroom activities that became best practice in classroom management. The students not only gained a lot of knowledge of other cultures in ASEAN Community and Korea, but also had fun to explore and play the game, a kind of very good educational innovation indeed.

Students' direct benefit is that students will be aware of cultural diversity in the ASEAN countries and Korea and then they will be ready to move forward to ASEAN community at the end of this year. Students will be capable of living in the ASEAN community and will be a qualified citizen of the world because of personal spirit, problem solving, team work, communication, and thinking skills that they gained from the activities provided.

School's benefit is that the school had a good chance to be the leader of using the Art Explorer Southeast Asia and Korea game as the important instructional media to promote students to understand inter-cultural knowledge and encourage them to have creative thinking skills, learning to share and being able to analyze

and solve problems resulting in a sustainable future. This project supports students to be aware, value and also be a good citizen in ASEAN Community.

Moreover Udonpittayanukoon School is a sister school of Spirit of ASEAN Programme, so it is necessary to share good experiences to school networks. Cultural Awareness through Art Explorer Southeast Asia and Korea Programme is the good model and the school's case of best practice is to be proud of and would like to promote this project to the entire school networks in the future if possible.

## 4. CONCLUSION

After conducting the classroom activities with the Art Explorer Southeast Asia and Korea in our school, it was found out that all students were impressed and participated in the activities curiously, so the school discussed in ASEAN Study Centre Committee meeting and resulted that it would be nice to share the wonderful activities to our school networks under Spirit of ASEAN project which now has 28 schools, so the participants proposed this project to the School Board.

The school sent official letter to school networks to ask for permission to present Cultural Awareness through Art Explorer Southeast Asia and Korea project to their schools. The 3 school networks in our area that we presented the activities are Tessaban 3 Ban Lao School, Udonthanipittayakhom School and Udonpattanakarn School. An hour was spent to present classroom activities for them. All students participated in the activities attentively and happily.

This was a good opportunity to share the experiences to teachers and students from those school networks and to get some suggestions and recommendations to improve our work in the future such as:

### Opinions and suggestions for survey results

1. This activity is very interesting but rather difficult for students' level.
2. Should expand these project activities throughout school networks and other schools.
3. Should spend more time to do the activities and let the students discuss about art works from the painting cards and more.
4. Ask for the original board game to do the activities in their own schools.

## ANNEX 1 Survey Results from Satisfaction Questionnaire

### Survey Results from Satisfaction Questionnaire

Cultural Awareness through Art Explorer Southeast Asia and Korea Project  
Organized by ASEAN Study Centre Udonpittayanukoon School (Sister School)

1. Participants total: student + teacher = others = 220

① Gender Male = 86 Female = 133

② Reputation Teacher = 16 Student = 203 Others = 1 (Director)

Activity	Results			
	X	S.D	Meaning	Order
<b>Procedures and management</b>				
1. Period of Time	4.70	0.46	excellent	7
2. Relate to goal and objective	4.75	0.43	excellent	3
3. Continuation	4.70	0.46	excellent	7
4. Analyzing knowledge	4.65	0.48	excellent	12
<b>Game Leader and facilitators</b>		0.40	excellent	1
1. Game Leader's personality	4.80	0.43	excellent	3
2. Preparation of game presentation	4.75	0.43	excellent	3
3. Confidence and ability to draw participants' attention	4.75	0.46	excellent	7
4. Opportunities for participation	4.70			
		0.40	excellent	1
<b>Instructional Media</b>	4.80	0.49	good	16
1. Interesting and Challenging	4.40	0.43	excellent	3
2. Clear and easy to understand	4.75	0.46	excellent	7
3. Readiness of documents, media, and game	4.70			
4. Creative and accurate		0.46	excellent	7
	4.70	0.49	excellent	13
<b>Service Quality</b>	4.60			
1. Content of the activity		0.50	excellent	14
2. Be able to take the knowledge learned and apply to use in daily life	4.55			
3. Exchanging knowledge and experiences between participants	4.45	0.50	good	15
4. Be able to convey understanding and knowledge learned to others				
Total	4.60	0.49	excellent	



### Opinions and suggestions

1. This activity is very interesting but rather difficult for students' level.
2. Should expand these project activities throughout school networks and other schools.
3. Should spend more time to do the activities and let the students discuss about art works from the painting cards more.
4. Ask for the original game to do the activities in their own schools.

## ANNEX 2 ASEAN CLUB

### The information of ASEAN Club, community and networking

ASEAN Club is the group of volunteer students in Udonpittayanukoon School. The students who are interested in working with people, joining camps, running exhibitions and activities for school networks and community about promoting and preparing students and people to be good citizens in ASEAN Community, can apply and participate in ASEAN Study Centre projects because the school strongly emphasizes the importance of preparing students into quality citizens of the world. Each academic year the school announces for students who would like to be members of ASEAN Club. There are about 30 – 40 members both in secondary and high school levels each year. The objectives of ASEAN Club are to develop students into being citizens with knowledge, creativity, problem solving, and being ones who can adapt in the 21st century.

Community refers to people who live in the area around the school or in the city of UdonThani Province that located in the northeast of Thailand. School networks here refer to 28 schools under Spirit of ASEAN Programme, which established ASEAN Study Centre of Udonpittayanukoon School: Sister School, which was supported by the Office of the Basic Education Commission, Ministry of Education (MOE) since 2010. The main activities that are provided for community and school networks are ASEAN roadmap exhibition, ASEAN Camp and also held seminar or workshop for teachers to develop their teaching skills.

## LESSON PLAN

### LESSON OVERVIEW

Lesson Topic/ Title	Cultural Awareness through Art Explorer Southeast Asia and Korea
Learning Objectives	Students will be able to <ul style="list-style-type: none"><li>• understand and have knowledge about different cultures, traditions and daily lives of ASEAN community and Korea</li><li>• participate and maintain responsibilities for their own task and while working in a group</li><li>• collaborate to present ASEAN cultures to others and emphasis the awareness about cultural diversity of people in ASEAN: accepting different cultures and being able to cooperate with different cultures in one society</li></ul>
Lesson Duration	2 Hours
Grade Level	Grade 9 - 11
Subject Area	Extracurricular class / Life Skill Integration
Procedure	<ol style="list-style-type: none"><li>① Awareness raise on ASEAN culture</li><li>② Pre-teaching the vocabulary</li><li>③ Playing the 'Art Explorer Southeast Asia and Korea' board game</li><li>④ Discussing and sharing ideas on each art painting and</li><li>⑤ Reflection on understanding inter-cultural knowledge by using R-C-A questions</li></ol>
Materials	<ul style="list-style-type: none"><li>- Art Explorer Southeast Asia and Korean Board game</li><li>- Pictures of ASEAN top attractions</li><li>- Artworks from ASEAN Member Countries from Powerpoint (Art Painting Cards)</li><li>- Other supplies such as: souvenirs from ASEAN countries, brochures or booklets about each country in ASEAN and Korea</li><li>- Student worksheet</li></ul>
Cross Curriculum Integration	Language Arts, Multicultural, Social Studies, Art Studies





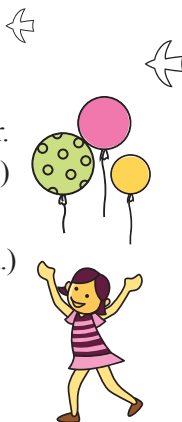
APPENDIX 1-1. INSTRUCTION



Art Explorer Game

4 – 6 Players

- 1. Shuffle Green Cards and hand out eight to each player. (Players cannot see what they have gotten beforehand.)
- 2. Shuffle Art Cards and hand out 4 to each player. (Players cannot see what they have gotten beforehand.)
- 3. Place the Art Bus at Bangkok.
- 4. Place one theme card for each country.
- 5. The youngest player starts the game.
- 6. Each player gets one Secret Country Card; each player should try to go to the country that they have gotten.
- 7. The first player draws 2 cards, if they are the same number, the player can fly to any country on the board. If not, the player has to move based on the number on the card they first drew.
- 8. Once the player has landed on a country, every player looks at the theme card on the country and compares points based on the matching symbols of the theme card and art card.
- 9. The player with the most points wins the auction and is able to share their artwork in that country as well as taking home the points. If they won the auction at their secret country, they get plus six points.
- 10. Once everyone is able to win four auctions, the person with the most points wins.



APPENDIX 1-2. Score Sheet



Score Sheet



	Player 1	Player 2	Player 3	Player 4	Player 5	Player 6
Round 1						
Round 2						
Round 3						
Round 4						
Round 5						
Round 6						
Round 7						
Round 8						
Round 9						
Round 10						
Round 11						
Round 12						
Round 13						
Round 14						
Round 15						

APPENDIX 2. Exploring Art Worksheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Number: \_\_\_\_\_

Exploring Art Worksheet



Picture number \_\_\_\_\_ Country \_\_\_\_\_

Title: \_\_\_\_\_

Artist: \_\_\_\_\_

Date: \_\_\_\_\_

Collection: \_\_\_\_\_

Materials: \_\_\_\_\_

Picture Elements and Details:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Some idea:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Culture Awareness: Same/difference

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX 3. Exploring Art Worksheet



Exploring Art Worksheet

Country				
Topic				
Title				
Artist				
Date				
Collection				
Materials				
Picture Elements/ Details				
Some Idea				
Culture Awareness Same/ difference				

## APPENDIX 4. Personal Assessment

## Personal Assessment

Day of Assessment                      Month                      Year

Directions: Use the following symbol ✓ in the box that matches your thoughts

Behavior Name - Surname	Focus			Being on Time			Personal Discipline			Work finesse			Active-ness			Total
	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	15

(Signed)

Assessor

(

)

## Scoring Measurements

3 = Good

2 = Okay

1 = Needs Improvement

Assessor is

- Group partner
- Peer/friend
- Teacher

## Quality Measurements

Scores	Quality
15	Good
6-10	Okay
1-5	Needs Improvement

## APPENDIX 5. Group Work Assessment

## Group Work Assessment

Group\_\_\_\_\_

Members 1	2	3
4	5	6

Directions: Use the following symbol ✓ in the box that matches your thoughts

	Assessments	Scores				Total
		4	3	2	1	
1	Participation in sharing thoughts and ideas					
2	Listening to what others have to say					
3	Cooperation					
4	Determination					
Total						

(Signed) \_\_\_\_\_ Assessor  
( \_\_\_\_\_ )

## Scoring Measurements

4 = Excellent

3 = Good

2 = Okay

1 = Needs Improvement

Assessor is

- Group partner
- Peer/friend
- Teacher

## Quality Measurements

Scores	Quality
16	Excellent
11-14	Good
6-10	Okay
1-5	Needs Improvement



## APPENDIX 6. Presentation Assessment

### Presentation Assessment

Group \_\_\_\_\_

Members 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_  
4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

	Assessments	Quality			
		4	3	2	1
1	Presents correctly				
2	Creativity				
3	Time				
4	Courage				
5	Characteristics/personality				
Total					

#### Scoring Measurements

Was clear and complete      4    Scores  
Had small faults                3    Scores  
Had faults here and there      2    Scores  
Had mostly faults                1    Scores

#### Quality Measurements

Scores	Quality
17 - 20	Excellent
13 - 16	Good
9 - 12	Okay
5 - 8	Needs Improvement



Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO was established in 2000 by the Agreement between the Government of the Republic of Korea and UNESCO in order to promote and develop Education for International Understanding (EIU) towards a Culture of Peace within 48 UNESCO Member States and 2 UNESCO Associate Members of the Asia-Pacific region.

As a think tank of EIU and GCED, APCEIU organizes diverse workshop programmes, implements policy development domestically and internationally, and produces and disseminates learning/teaching materials in English, Korean, and other Asia-Pacific languages throughout its Member States and UNESCO network.

Since the 'Global Education First Initiative (GEFI)' launched in 2012 by UN Secretary-General Ban Ki-moon, APCEIU has played a hub in promoting Global Citizenship Education (GCED).



The Southeast Asian Ministers of Education Organization (SEAMEO) is a regional intergovernmental organization established to promote regional cooperation in education, science and culture in the region. Its 11 Member Countries include Brunei Darussalam, Cambodia, Lao PDR, Indonesia, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor Leste and Vietnam. It embodies 8 Associate Member Countries: Australia, Canada, France, Germany, the Netherlands, New Zealand, Spain and United Kingdom; and three Affiliate Members, namely the International Council for Open and Distance Education (ICDE), the University of Tsukuba, Japan, and the British Council. Over the past four decades, SEAMEO has provided regional leadership in human resource development and diverse expertise in education, culture, health, environment, agriculture, and natural resources. ([www.seameo.org](http://www.seameo.org))



The Southeast Asian Ministers of Education Organization Regional Centre for Archaeology and Fine Arts (SEAMEO SPAFA) acts as a regional coordinator in the fields of archaeology and fine arts. The Centre organizes research and capacity-building activities in the aim to highlight cultural diversity and regional identity in the Southeast Asian region, to cultivate awareness and appreciation of cultural heritage, and to advance knowledge and professional competence in the fields of its mandate. In so doing, the Centre hopes to promote mutual understanding and collaboration for increased collective knowledge among the countries of Southeast Asia. ([www.seameo-spafa.org](http://www.seameo-spafa.org))



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