

Developing Online Educational Materials
for Global Education in Korea
Project Report



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Project Planning · Managing

LIM Wonjin Head, Office of International Teacher Exchange, APCEU

(PM) SONG Yeojin Programme Specialist, Office of International Teacher Exchange, APCEU

(PM) CHOI Minyoung Programme Specialist, Office of International Teacher Exchange, APCEU

KIM Minsol Programme Specialist, Office of International Teacher Exchange, APCEU

LEE Jimin Assistant Programme Specialist, Office of International Teacher Exchange, APCEU

LEE Danbi Programme Assistant, Office of International Teacher Exchange, APCEU

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01

Overview

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Overview



Outline of the Project

(1) Background

Asia–Pacific Teacher Exchange for Global Education (APTE) has been carried out by the Ministry of Education Korea and UNESCO APCEIU in order to respond to the demand for educational exchanges and mutual understanding in the Asia–Pacific region.

The programme, which started with two partner countries, Mongolia and the Philippines in 2012, has grown into a bilateral exchange programme between Korea and seven Asia–Pacific countries after joined by Indonesia in 2013, Malaysia in 2014, Vietnam in 2015, Thailand in 2016, and Cambodia in 2017. Through this programme, participating teachers have contributed to promoting mutual understanding between Korea and the partner countries by sharing their educational vision and innovative pedagogy while conducting educational activities for about 3–5 months at their host schools.

However, 2020 has been such a challenging year to carry out face–to–face exchange due to the COVID–19. Accordingly, APCEIU developed online educational materials that Korean teachers could use at school as a part of online educational exchanges in order to continue educational exchanges between Korea and the partner countries.

This project aims to enhance the intercultural understanding of Korean teachers and students by utilizing global education and Global Citizenship Education(GCED) materials produced by partner countries' teachers. Simultaneously, for the teachers from partner countries, the project is expected to enhance their educational competency, global competency, and online teaching competency required in this pandemic era. The project also aims to establish an online teaching and learning model by using online educational materials in Korean classrooms and accumulate and expand educational achievements in response to the spread of online exchange.

(2) Project contents

- Participants
 - (Exchange Teacher) 10 primary and secondary school teachers in partner countries who have participated in APTE between 2012–2019 to have teaching experience in Korean schools and understand the educational environment as well as teaching–learning method in Korea along with the purpose and characteristics of APTE
 - (Korean School) Teachers in Korean schools who are interested in intercultural education and GCED
- Contents
 - (Conform to the Korean Curriculum) Develop educational materials based on academic subjects designated by the Korean primary and secondary school curriculum with cultural elements and GCED learning topics
 - (Interdisciplinary Lectures) Lectures that utilize cultural elements of partner countries to attract Korean students' interest and facilitate their participation
 - (GCED) Lectures that adapt GCED learning topics and objectives

- Production of the Lecture Videos: Editing and subtitling/dubbing to make videos in the form of educational materials after filming exchange teachers' lectures in their home countries

- Lecture Videos in Korean Classrooms: Establish a plan for effective utilization of the online educational materials by inviting 10 outstanding schools that participated in the APTE programme to use the lecture videos as educational materials during the class and share the feedbacks

- Dissemination of the Lecture Videos: Encourage Korean schools and other educational institutions to utilize the materials by uploading them to open online platforms for education and YouTube channels

(3) Process

- Selection of Lecturer
 - (Number of lecturers) Select a total of 10 out of about 600 exchange teachers from partner countries who participated in the Asia–Pacific Teacher Exchange during 2012–2019
 - (Criteria)
 - Follow–up activities after the participation of APTE
 - Lesson reports submitted during their participation in the programme
 - Whether they live in a region where videographers could visit considering the pandemic caused by COVID–19
 - (Result)
 - Philippines(2 teachers), Indonesia(1 teacher), Malaysia(2 teachers), Thailand(1 teacher), Cambodia(2 teachers)
 - ※ It was difficult to select lecturers from all partner countries due to the issues such as the busy academic calendar and difficulties in videographing due to the pandemic.
- Planning of Lecture Contents
 - (Format) 2 sessions for each lecturer within 30 minutes for a session(10 lecturers teach 20 sessions in total)
 - (Planning Lectures in line with Korean Curriculum) Analyze and organize Korean curriculum and develop lecture subjects and topics applicable to Korean curriculum under discussion with lecturers
 - (Content Selection) Interdisciplinary lecture covering the topics of lecturer's major subject, GCED, SDGs, and cultural diversity
 - (Lecture Design) Develop syllabus in consultation with lecturers according to the selected topic
 - Review the consistency of lecture contents
 - Check if the information addressed in the lectures is right
 - Review appropriateness and usefulness of the contents as teaching materials for Korean schools and students
 - Exclude inappropriate contents and expression
 - (Review of Lecture Material and Script)
 - Check whether the lecture material and the script are in line with the lecture plan
 - Check effectiveness and appropriateness of lecture composition and materials used for



- the delivery of lecture
- Check if the length of the lecture would be appropriate
- Exclude inappropriate contents and expressions

- Videographing
 - (Recruitment) Considering the difficulty of travelling between countries and regions due to the COVID-19, videographing companies whose staffs are residing in the six partner countries were hired
 - (Preparation) Provide shooting guidelines (for lecturer and videographer) that match to lecture and consultation with local photographers regarding equipment, filming methods, etc.
 - (Videographing) Coordinate and proceed with video shooting for each lecturer according to the schedule
- Editing
 - (Designing the Direction of Lecture Video Editing) Establish the editing direction according to each lecturer’s lecture contents and the nature of the original video
 - (Editing Educational Material)
 - Edit the original videos to make them suitable for educational purposes according to the editorial plan for each lecture
 - Insert subtitle/dubbed audio files after primary editing
 - Additional correction and editing proceeded after inserting the subtitle/dubbed audio files
 - (Subtitle)
 - Insert subtitle after primary editing
 - Proofread and edit translated subtitles
 - (Dubbing)
 - Four lecture videos were dubbed in Korean
 - Translate and review the videos
 - Choose a suitable voice actor for the lecturer then dub in Korean

(4) Schedule

Details	Content	Remarks
Selection of Lectures		~ August
Lecture Contents Planning	Lecture topic, lecture plans, lecture script, lecture material	September ~ October
Lecture Videographing in Partner Countries	Filmed by local photographers	September ~ October
Editing	Planning of editing direction, discuss filming guidelines, production of the opening clip and lecture videos	August ~ November
Lecture Videos in Korean Classrooms (10 Korean Schools)	Try out the lecture videos in Korean school as an educational material	October ~ November
Distribution of Lecture Videos	Distribute the lecture videos on online platforms	November

List of the Lecture Videos

Country	Name	School Level	Subject Suggestion	Lecture Topic (Lecture Title)	Lecture Contents (Session Title)
Malaysia	Norhailmi Bin Abdul Mutalib	Secondary	Science	The Importance of Biodiversity: the Ecosystem and Endangered Species of Malaysia and Korea	<p>(Session 1) Understand the importance of environmental protection through mangrove forest of Malaysia and coastal wetland of Korea</p> <p>(Session 2) Learn about endangered animals in Malaysia and Korea as well as efforts made to protect them</p>
	Khairunnisaa Binti Mohamad	Secondary	Social Studies/ Creative Activities/ Art	Saving the Sea Turtles	<p>(Session 1) Understand the issue of declining Malaysian sea turtle population and the solution</p> <p>(Session 2) How to save the sea turtles: Take a pledge! (Paper Quilling art)</p>
Viet Nam	Nguyen Thi Thanh Thao	Primary	Ethics/ Social Studies	City and Countryside of Viet Nam	<p>(Session 1) Understand a city life in Viet Nam through Ho Chi Minh city</p> <p>(Session 2) Understand a countryside life in Viet Nam through Tien Giang province</p>
	Huynh Ngo Minh Tam	Primary	PE	Traditional Games in Viet Nam	<p>(Session 1) Vietnamese traditional game: Nhảy sạp (Bamboo dance)</p> <p>(Session 2) Traditional games of the Viet Nam and Korea: Gong-gi-Thầy Đ á and Toho- Ném Cờn</p>
Indonesia	Hadi Sukoco Sumarya	Secondary	Science (Chemistry)	Indonesian Batik Experience through an Acid-Base Reaction	<p>(Session 1) Traditional cloth of Indonesia and Korea</p> <p>(Session 2) Experience the Indonesian traditional dyeing technique, Batik: The magic of the acid-base indicator, phenolphthalein!</p>
Cambodia	Kem Malyskrang	Secondary	Music	Traditional Music in Cambodia	<p>(Session 1) Let’s learn about traditional Cambodian drum</p> <p>(Session 2) Let’s learn about traditional Cambodian Xylophone</p>
	Bun Phalin	Primary	Ethics, Social Studies	Education and Human Rights	<p>(Session 1) What are Human Rights?</p> <p>(Session 2) School life in Cambodia and the right to education</p>
Thailand	Nanthaporn Keawharn	Secondary	Ethics/Wise Living/ Pleasant Living/ Social Studies	Loy Krathong: Beautiful Thai Festival and Environment Protection	<p>(Session 1) What is Loy Krathong festival? (Making paper Krathong)</p> <p>(Session 2) Understand water pollution issues and the ways to protect the environment through Loy Krathong festival</p>
The Philippines	Julyn A. Guba	Primary	Ethics/Wise Living/ Pleasant Living/ Social Studies/ English	Annyeong Minji, Kumusta, Maria	<p>(Session 1) Learn the contents of the story, ‘Annyeong Minji, Kumusta Maria’</p> <p>(Session 2) Comparison of the Philippines and Korea through a story, ‘Annyeong Minji, Kumusta Maria’</p>
	Kristine Joan D. Barredo	Primary	Ethics, Social Studies	Understand the Rice Culture of the Philippines and Korea and Appreciate the Food We Eat	<p>(Session 1) Learn the rice culture of Korea and the Philippines through a story</p> <p>(Session 2) Looking for ways to solve food waste problems</p>



Lecture Videos in Korean Classrooms

(1) Outline

- Objectives: To utilize the produced online educational materials at Korean schools and collect the feedbacks to measure the effectiveness of them as well as to establish future utilization plans of the materials
- Participating Schools: 10 Korean schools among which participated in the Asia–Pacific Teacher Exchange for Global Education (APTE) from 2012 to 2019
- Participating Teachers: 10 teachers from 10 schools (1 teacher per school) as a cooperating researcher and their fellow teachers in each participating school

• Details

– (Lecture Assignment)

- Assign 1 lecture (2 lecture videos) to each school
- Utilization of 6 lectures (12 lecture videos) at 10 Korean schools

– (Cooperating Researchers)

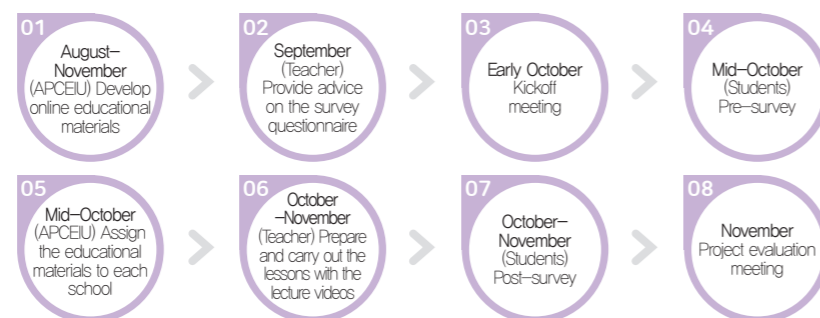
- 1 teacher from each school to be in charge of the lecture video utilization (10 teachers in total)
- Activities

Activity	Description
Kickoff Meeting	Establish a plan for lecture video utilization
Participate in Student Survey Management	Provide advice on the survey questionnaire and manage student survey
Lesson Management	Teach classes with the assigned lecture videos
Project Evaluation Meeting	Evaluate the project and share feedback
Lesson Report Submission	Lesson contents and class procedure Lesson outcome and the teacher's individual achievements Feedback on the lecture videos

– (Lessons with the Lecture Videos)

- Organize lessons with the participation of around 50 students at each school
- Depending on the number of students in each class, cooperating researchers or their fellow teachers carry out 2–4 lessons with the lecture videos

• Schedule



(2) List of the Participating Schools

No	School Level	School	Region	Teacher
1	Elementary	Daejeon Woalpyeong Elementary School	Daejeon	Kwon Seong–hun
2		Daejeon Dun San Elementary School	Daejeon	Gil Joon–han
3		The Attached Elementary School of Gwangju National University of Education	Gwangju	Moon Okjoo
4		Areum Elementary School	Sejong	Park Sae–rom
5		Muguk Elementary School	Chungcheongnam–do	Gwak Minseob
6		Geumjang Elementary School	Gyeongsangbuk–do	Park Ji–hye
7	Middle	Incheon Yangchon Middle School	Incheon	Han Ji–eun
8		Chunseong Middle School	Gangwon–do	Gweon Hee–jin
9		Damyang Middle School	Jeollanam–do	Shin Mi–ae
10		Daedong Middle School	Gyeongsangbuk–do	Kim Beom–kyu



02

Online Educational Materials

1. Summary of the Lecture Videos
2. Lecture Plans
3. Photos of the Lecture Videos

Online Educational Materials



Summary of the Lecture Videos

(1) (Malaysia) Norhailmi Bin Abdul Mutalib:

The Importance of Biodiversity: the Ecosystem and Endangered Species of Malaysia and Korea



This lecture will teach students about the importance of biodiversity through the ecosystem and the endangered species of Korea and Malaysia. In the first session, students will learn and compare the mangrove forest and the coastal wetland, the representative ecosystems of Malaysia and Korea. In the second session, students will look into the two endangered species, the Malayan tiger in Malaysia and the Asian black

bear in Korea, and discuss how to protect these endangered species.

Mr. Norhailmi will briefly introduce the animals and plants that inhabit each ecosystem and remind the students of how important it is to preserve these ecosystems. At the end of each lecture, through the activity sheets he made, students can think of the similarities and differences between the ecosystems and the endangered species of the two countries and reflect on what efforts should be made to conserve these ecosystems.

(2) (Malaysia) Khairunnisaa Binti Mohamad: **Saving the Sea Turtles**

This lecture aims to explore the marine ecosystem of Malaysia through sea turtles and to understand the problem of the declining sea turtle population and how to solve it. In the first session, students will be able to think of various ways to save endangered sea turtles. In the second session, students will create sea turtle cards through the paper quilling art and pledge to protect the sea turtles.

In particular, this lecture will allow the students to understand that their life in Korea and the sea turtle extinction crisis in Malaysia are connected and will remind students everyone needs to take action to protect the marine ecosystem (sea turtles) as global citizens.

Also, the students will see the activities carried out by the lecturer, Ms. Khairunnisaa and her Malaysian students to save the sea turtles and the promises that the Malaysian students made to protect the sea turtles.



(3) (Viet Nam) Nguyen Thi Thanh Thao: **City and Countryside of Viet Nam**

In this lecture, students will explore Ho Chi Minh, one of the largest cities in Vietnam, and Tien Giang, a provincial area of Viet Nam. With Ms. Thao, students will compare the city and country life in Viet Nam and Korea.

In the first session, Ms. Thao will explain the cultural characteristics, weather, transportation, and tourist destinations of Ho Chi Minh. During the lecture, there will also be videos about Viet Nam. A video of the schools in Ho Chi Minh filmed by the lecturer will allow the students to observe the schools in Viet Nam. During the second session, students will explore Tien Giang, a country area located in southern Viet Nam. Students can compare the geographical and cultural characteristics, climate, and tourist destinations of the region with those of Ho Chi Minh city. Furthermore, the students will be able to compare and have discussions about city and country life in Korea and Viet Nam.



(4) (Viet Nam) Huynh Ngo Minh Tam: **Traditional Games in Viet Nam**

Mr. Tam will introduce the traditional games of Vietnam, and similar traditional games from different countries, including Korea.

In the first session, students will learn about the characteristics and history of a traditional Vietnamese game called Nhay Sap, and will find out how to enjoy Nhay Sap with Mr. Tam's students. For the second session, students will learn about the characteristics and origin of Thay Da, a Vietnamese game that is similar to Gong-gi in Korea, and about Nem Con, a Vietnamese game that is similar to the game of Tooho in Korea. As well as the first session, Korean students will be able to experience these traditional games with Vietnamese students.





(5) (Indonesia) Hadi Sukoco Sumarya:

Indonesian Batik experience through an acid–base reaction



This is an interdisciplinary lecture that creatively combines an inter-cultural understanding with a science (chemistry) subject. Mr. Hadi will compare batik, a traditional garment and dyeing technique from Indonesia, with the hanbok, the traditional garment of Korea, with a focus on their designs. Then he will utilize phenolphthalein, an acid–base indicator, to draw the traditional Mega–Mendung cloud design of Indonesia.

In the first session, the students will be able

to learn about meaning and the philosophy of batik and the Hanbok. The lecture videos will introduce the traditional culture of Indonesia to the students and then offer a chance to think about cultural diversity. The second session consists of an interesting chemical experiment, which enables students to experience making the Indonesian traditional batik pattern, 'Mega–Mendung.' The students will make the 'Mega Mendung' pattern by drawing it with sodium hydroxide and using a phenolphthalein indicator that changes the sodium hydroxide solution to a red color.

(6) (Cambodia) Kem Malyskrang: Traditional Music in Cambodia

Ms. Kem introduces the traditional instruments of Cambodia, including the Skor Yike, a traditional drum, and the Roneat Ek, a traditional xylophone. In the first session, the lecturer will explain the Skor Yike in detail along with the various other traditional drums of Cambodia. Later, the students will learn the Cambodian song Tbong Pich and see how the Skor Yike is used to perform this song. In the second session, students will learn about the Roneat Ek and will play the song Cham Reang Lea Khnea, which is known as 'Goodbye Song' in Korea, with the xylophone.

For both sessions, the students will be able to learn the songs played with each instrument and the meaning of the lyrics, in addition to the instruments themselves. By learning about the instruments and the songs, as well as listening to the performance of a Cambodian teachers' band, the students will take one step closer to understand the beauty of the different cultures that each country has as global citizens.



(7) (Cambodia) Bun Phallin: Education and Human Rights

Ms. Bun will teach the students about the basic human rights provided to us through the Universal Declaration of Human Rights (UDHR) and will explore what responsibilities accompany these rights.

In the first session, the students will gain an understanding of what human rights are and will learn about the history and types of human rights through quiz. In the second session, the students will compare school life in Korea and Cambodia. Also, they will have chances to think about the "right to receive an education", which should be enjoyed by all regardless of nationality. In particular, the videos of Cambodian school filmed by Ms. Bun will enable the Korean students to vividly experience the school life in Cambodia.



(8) (Thailand) Nanthaporn Keawharn:

Loy Krathong: Beautiful Thai Festival and Environment Protection



The students will learn about Thailand's traditional festival Loy Krathong through this lecture, and then will indirectly experience the festival through colored paper folding and dancing activities. Taking one step further, students can also understand the environmental issues surrounding the Loy Krathong festival and the efforts that can be made to protect the river.

In the first session, the students will learn about the Loy Krathong festival of

Thailand* and will make a krathong** with colored paper. The second session will address the environmental issues surrounding the Loy Krathong festival and the students will explore ways to protect the river.

At the end of the first session, in particular, the students of Ms. Nanthaporn will present a Thai traditional dance with the paper krathong. In the second session, Ms. Nanthaporn will dress up as a news anchor to introduce the various opinions within the Thai society regarding an alternative Loy Krathong festival.

* Loy Krathong: A festival held during the full moon of December, according to the Thai calendar. Krathongs (lotus-shaped boat) containing candles, flowers and coins are floated on the river to make a wish to the water goddess.

** A lotus-shaped boat to float on the river along with a wish.

(9) (The Philippines) Julyn A. Guba: Annyeong Minji, Kumusta, Maria

This lecture will be based on a story created by Ms. Julyn. The students will listen to a story narrated by the lecturer and will reflect on the theme of inter-cultural understanding.

“Annyeong Minji, Kumusta, Maria!” is a story about a Korean student named Minji, who has to live in the strange land of the Philippines because of her father’s business. She meets Maria in a class and they begin to share each other’s cultures and build a friendship. The lecture and the stories of Ms. Julyn will

be carried out over two sessions, and will provide students with a chance to experience the friendship and interconnectivity that transcends borders as well as to understand the culture of the Philippines.

**(10) (The Philippines) Kristine Joan D. Barredo:**

Understand the rice culture of the Philippines and Korea and appreciate the food we eat



Based on the fact that both the population of Korea and the Philippines eat rice as a staple food, the lecture consists of learning about the culture and history of rice in Korea and the Philippines, as well as about the food waste problems involving rice, and ways to solve food waste problems.

In the first session, the students will learn about the rice culture and traditions of Korea and the Philippines through the story of Julio in the Philippines and Jimin in Korea, created by the lecturer. The second session will allow the students to explore the environmental issues caused by food waste and look into what efforts are being made in the Philippines regarding wasted rice. Lastly, the students will spend time reflecting on what efforts an individual can make to reduce food waste. Also, through watching the “DIY Compost Bottle” video made by Ms. Kristine, the students can take part in a collective effort to utilize food waste to protect the earth and reduce their carbon footprint.





Lecture Plans



1 (Malaysia) Norhailmi Abdul Mutalib:

The Importance of Biodiversity: the Ecosystem and Endangered Species of Malaysia and Korea

Lecture Plan		
Subject Suggestion	Science	
Topic/Title	Understand the importance of environmental protection through mangrove forest of Malaysia and coastal wetland of Korea	
Learning Objectives	Students will be able to compare and contrast two ecosystems in Malaysia and South Korea, and discuss the benefits of preserving them	
Lecture Materials	Activity Sheet A	
Learning Stage	Activity	Materials/Notes
Lecture Process	The lecturer explains the concept of the ecosystem and shows several different ecosystems from around the world. E.g.: Deserts, oceans, tropical jungles	PPT, Activity Sheet A
	Students will learn about one ecosystem in Malaysia, Mangrove forests. The general information about the Mangrove forests such as the flora and fauna living in the forest and the features of Mangrove trees will be shared.	
	Students will then learn about the ecosystem in South Korea, coastal wetlands. The general information about the coastal wetland including the value, the fetures and the flora and fauna living in the wetland.	
	After the class, students will compare and contrast the similarities and differences between these two ecosystems. They will write this in Activity Sheet and are free to discuss with their classmates.	
	[Problem Solving] Students in groups suggest ways to preserve the ecosystems in their own creative ways.	
Remarks		

[Appendix A] SIMILARITIES AND DIFFERENCES BETWEEN MANGROVE FOREST AND COASTAL WETLANDS

Similarities Between Mangrove Forest and Coastal Wetlands

Eg: Both playing big roles in balancing the ecosystem

Mangrove Forest	Differences	Coastal Wetlands
Mangrove Trees	Unique plants	Maehwamareum

HOW TO CONSERVE AND PRESERVE THESE ECOSYSTEMS?

How to Conserve and Preserve These Ecosystems?

Campaign to create awareness



Lecture Plan		
Subject Suggestion	Science	
Topic/Title	Learn about endangered animals in Malaysia and Korea as well as efforts made to protect them	
Learning Objectives	Students will be able to compare and contrast endangered species in both countries and creatively suggest ways to protect them	
Lecture Materials	Activity Sheet B	
Learning Stage	Activity	Materials/Notes
Lecture Process	The lecturer will show several endangered species.	
	Students will learn about features of the endangered species in Malaysia, the Malayan Tiger such as habitat, diet and population of it.	PPT, Activity Sheet B
	Students then will learn about features of one endangered species in South Korea, the Asian Black Bear such as habitat, diet and population of it.	
	After the class, students will compare and contrast the differences between these two endangered species. They will write in Activity Sheet B and are free to discuss with their classmates.	
Remarks		

[Appendix B] SIMILARITIES AND DIFFERENCES BETWEEN MALAYAN TIGER AND ASIATIC BLACK BEAR

Similarities Between Malayan Tiger and Asiatic Black Bear

Eg: Both are hunting on other animals

Malayan Tiger	Differences	Asiatic Black Bear
Eg: Tropical forests and broadleaf forests	Habitat	Eg: Broadleaf and coniferous forests

HOW TO CONSERVE AND PRESERVE THESE ENDANGERED SPECIES?

How to Conserve and Preserve These Endangered Species?

Campaign to create awareness



2 (Malaysia) Khairunnisaa Binti Mohamad: Saving the Sea Turtles



Lecture Plan		
Subject Suggestion	Social Studies/Creative Activities/Art	
Topic/Title	Understand the issue of declining Malaysian sea turtle population and the solution	
Learning Objectives	By the end of the lesson, students will be able to: 1. Identify the reasons for declining sea turtle populations in Malaysia 2. Identify ways to save the sea turtles	
Lecture Materials		
Learning Stage	Activity	Materials/Notes
Lecture Process	<ol style="list-style-type: none"> The lecturer introduces the types of sea turtles in Malaysia. The lecturer talks about decreasing sea turtle populations. The lecturer explains the reasons for the decrease. The lecturer demonstrates some of the ways that students could save sea turtles. The lecturer shows a video of her and her students picking up trash at a beach to keep the environment clean <p>Lecturer explains that each one of us has responsibilities to protect the environment for the future. Then students will be encouraged to take action for the sea turtles in their daily lives.</p>	PPT
Remarks		



Lecture Plan		
Subject Suggestion	Social Studies/Creative Activities/Art	
Topic/Title	How to save the sea turtles: Take a pledge! (Paper Quilling art)	
Learning Objectives	1. Take a pledge to make changes in their daily lives to save sea turtles 2. List ways they can help decrease threats posed to the sea turtle population	
Lecture Materials	Knife / Wooden stick or rolling pin / Glue / Tweezers / Scissors (if using magazines paper) / 3 colors of 5mm or 0,5cm thick paper (or magazine paper) – Dark color · 4 long strips · 5 half strips (3 long strips divided into halves) · 3 quarter strips (1 long strip divided into 4 parts) – Medium color : 4 half strips (2 long strips divided into halves) – Light color : 4 half strips (2 long strips divided into halves) Thick paper for the base of the pledge card / Markers	
Learning Stage	Activity	Materials/Notes
Lesson Process	<ol style="list-style-type: none"> The lecturer talks about how plastics and other garbage end up in our oceans. The lecturer explains how plastics and other garbage might affect sea turtles. The lecturer lists the ways students can help reduce the threats to sea turtles' lives. (E.g., shopping with reusable bags, bringing a reusable water bottle instead of buying single-use water bottles, foregoing plastic straws) With a highlight on repurposing, the lecturer tells students that they will be making a craft with a turtle as the main character. Lecturer introduces quilling art and what they will be making today: a turtle quilling card. The lecturer lists the required materials. As this is a repurposing activity, students can make their own DIY quilling kit from items that they use in their daily lives, or they can opt for a store-bought quilling kit (if they want to). The lecturer shows students how to make the card step by step. Students can start writing a pledge to make changes in their daily lives to save the sea turtles in the card. <p>Once they are done, they can post their craft on their social media accounts with the following hashtags: #koreanyouthforseaturtleconservation and #unescoapceiu</p>	PPT, Quilling kit
Remarks		



③ (Viet Nam) Nguyen Thi Thanh Thao: : City and Countryside of Viet Nam

Video
1

Lecture Plan		
Subject Suggestion	Social Studies, Ethics	
Topic/Title	Understand a city life in Viet Nam through the example of Ho Chi Minh city	
Learning Objectives	After the lesson, students will be able to: 1. understand life in the city of Viet Nam 2. compare life in the city of Viet Nam and that of Korea.	
Lecture Materials	PPT, puppets	
Learning Stage	Activity	Materials/Notes
Lecture Process	<ol style="list-style-type: none"> The lecturer explains the general information, geographical and cultural features, climate, population, and traffic of Ho Chi Minh City. The lecturer talks about the history of Ho Chi Minh City. The lecturer recommends places to visit in the city. <ul style="list-style-type: none"> Ben Thanh Market Ho Chi Minh City Hall Notre Dame Cathedral The lecturer talks about the daily lives of students, workers <ul style="list-style-type: none"> Lecturer shows a video of her school. Students play a word matching game as they look at pictures and choose the words that apply to the picture. <p>Activity: Lecturer will encourage students to compare city life in Vietnam and city life in Korea.</p>	PPT, Videos, Puppets
Remarks		

Video
2

Lecture Plan		
Subject Suggestion	Social Studies, Ethics	
Topic/Title	Understand a countryside life in Viet Nam through the example of Tien Giang province	
Learning Objectives	After the lesson, students will be able to: 1. understand life in the countryside of Viet Nam 2. compare life in the countryside of Viet Nam and that of Korea.	
Lecture Materials	PPT, video and puppets	
Learning stage	Activity	Materials/Notes
Lecture Process	<p>Before the lecture, the lecturer shows a video of the countryside of Viet Nam</p> <ol style="list-style-type: none"> Lecturer will explain life in the countryside, specifically, in Tien Giang Province <ul style="list-style-type: none"> General information Geological and cultural features Climate Population Traffic Lecturer talks about great places to visit in the province. <ul style="list-style-type: none"> Cai Be floating market (The lecturer shows video about the market) Vinh Trang Temple Lecturer introduces the daily life of a farmer who lives in the countryside. <ul style="list-style-type: none"> Lecturer shows a video on how kids in countryside play. Game: Students play a guessing game related to the lesson. Lecturer compares countryside life in Vietnam and in Korea. <p>Activity: Lecturer asks students to compare Vietnamese city life with Korean city life.</p>	PPT, Video
Remarks		



4 (Vietnam) Huynh Ngo Minh Tam: Traditional Games in Viet Nam

Video
1

Lecture Plan		
Subject Suggestion	Physical Education	
Topic/Title	Vietnamese traditional game: Nhảy sạp (Bamboo dance)	
Learning Objectives	Through this lesson, students will be able to 1. Learn traditional Vietnamese game, Nhảy sạp (bamboo dance) 2. Learn similar games with Nhảy sạp around the world	
Lecture Materials	6 or more long bamboo sticks (about 2 meters each)	
Learning Stage	Activity	Materials/Notes
Lecture Process	Introduction of the lecturer and the school • The lecturer introduces Vietnamese traditional game, Nhảy sạp • The lecturer introduces similar games around the world – Laos: Kratob Mai – Cambodia: Robam Kom Araek – Myanmar: Sawng Vat – Philippines: Tinkling – Thailand: Lao Kra Top Mai	PPT, Video
	• When and how it's played – Equipment – Number of players • Activity: let's learn Nhảy sạp together! – Lecturer shows how to play the game – Lecturer shows how Vietnamese students are playing the game	
Remarks	Teaching methods: hands-on activities with the teacher and the students, while providing a model for the activity	

Video
2

Lecture Plan		
Subject Suggestion	Physical Education	
Topic/Title	Traditional games of the Viet Nam and Korea: Gong-gi–Thầy Đá and Toohe–Ném Còn	
Learning Objectives	Through this lesson, students will be able to 1. Learn about games that both Vietnamese and Koreans play (1) Gong-gi and Thầy đá (2) Toohe and Ném còn 2. Compare the Vietnamese and Korean traditional games	
Lecture Materials	Small stones, balls, pieces of cloth, rings	
Learning Stage	Activity	Materials/Notes
Lesson Process	Introduction of the lecturer, his school, and the lecture topic Part 1: Gong-gi (stone tossing / Thầy đá) – Lecturer shows a video explaining about Korean Gong-gi. – Lecturer briefly explains similar games around the world – Lecturer explains the origin of stone tossing game – Lecturer shows how to play Thay Da with his Vietnamese students	
	Part 2: Toohe (Throwing Game / Ném còn) – Lecturer shows a video explaining about Korean Toohe – Lecturer explains the origin of the game – Lecturer explains how to play Ném còn – Lecturer shares a legend story about Ném còn – Lecturer shows a video of Vietnamese people play Ném còn in real life – Lecturer teaches the students how to make Ném còn and how to play the game	PPT
Remarks	Teaching methods: hand-on activities with the teacher and the students, while providing a model for the games	



5 (Indonesia) Hadi Sukoco Sumarya:

Indonesian Batik experience through an acid–base reaction



Lecture Plan		
Subject Suggestion	Science–Chemistry	
Topic/Title	Traditional cloth of Indonesia and Korea	
Learning Objectives	Through this lesson, students will be able to 1. Learn history and information about their traditional clothes. 2. Learn about intercultural understanding from traditional clothes (value & message).	
Lecture Materials		
Learning Stage	Activity	Materials/Notes
Lesson Process	<p>Main Activity</p> <ul style="list-style-type: none"> The lecturer introduces the Batik which is a traditional cloth, pattern, and dyeing method of Indonesia. The lecturer explains the history of Korean Hanbok to students. The lecturer will show a video about the history and philosophy of Batik, focusing on the Batik Mega Mendung The lecturer will explain about the traditional pattern (cloud pattern) of Batik and Hanbok <p>Post Activity</p> <ul style="list-style-type: none"> The lecturer tries to nurture students' creativity by asking some questions such as: – How could students preserve their heritage cloth as global citizen? 	PPT, Video
Remarks	Lecturer emphasizes that we need to value the traditional clothes, and introduces the various meanings that heritage cloth patterns have.	



Lecture Plan		
Subject Suggestion	Science–Chemistry	
Topic/Title	Experience the Indonesian traditional dyeing technique, Batik: The magic of the acid–base indicator, phenolphthalein!	
Learning Objectives	Through this lesson, students will be able to 1. Understand the characteristic of Natrium Hydroxide (NaOH) 2. Make Batik pattern and understand the acid–base reaction through an experiment	
Lecture Materials	White paper, sprayer bottle, small brush, 100 ml Natrium Hydroxide (NaOH) solution, 100 ml of 1% Phenolphthalein (PP)	
Learning Stage	Activity	Materials/Notes
Lecture Process	<p>Pre activity</p> <ul style="list-style-type: none"> The lecturer will explain the materials that will be used in this experiment <p>Main Activity</p> <ul style="list-style-type: none"> The lecturer will explain the characteristics of NaOH & 1% Phenolphthalein. The lecturer will draw the Indonesian traditional pattern (Mega Mendung) on white paper with the Natrium Hydroxide (NaOH) solution using a small brush. After drawing the pattern, the lecturer will spray the phenolphthalein (PP) 1% solution to the paper <p>Post Activity</p> <ul style="list-style-type: none"> The lecturer shows how the color of the pattern changed, and explains the reason why (Acid–base reaction) 	PPT, Video
Remarks		



⑥ (Cambodia) Kem Malyskrang: **Traditional Music in Cambodia**



Lecture Plan		
Subject Suggestion	Music	
Topic/Title	Let's learn about Cambodian traditional traditional drum	
Learning Objectives	<ul style="list-style-type: none"> – Cognitive: Students acknowledge types of Cambodian and Korean musical instruments and compare them. – Knowledge: Students learn the melody and the lyrics of Cambodian song Tbong Pich "Diamond Song". – Emotion: Students learn to appreciate the uniqueness of each culture as global citizen. – Behavior: Students value each society. 	
Lecture Materials	PPT, Activity Sheet A	
Learning Stage	Activity	Materials/Notes
Lesson Process	<ul style="list-style-type: none"> • Greeting • Short self-introduction • The lecturer shows students various kinds of Cambodian traditional drums • The lecturer focuses on teaching Yike drum <ul style="list-style-type: none"> – Feature of Yike drum and occasions when Yike drum is used • Discussion <ul style="list-style-type: none"> – What are the similarities and differences between Cambodian Yike drum and Korean drum? • The lecturer teaches about the melody and the lyrics of Tbong Pich, or "Diamond Song" • The lecturer explains details of the song. • The lecturer plays a video of Tbong Pich, performed by a Cambodian teachers' band • Practice: Questions and Answers <p>The lecturer thanks the students who paid attention and joined the lesson to strengthen global relationships by sharing each other's cultures.</p>	PPT, Yike drum, Other musical instruments
Remarks	<p>Tbong Pich (Diamond Song)</p> <ul style="list-style-type: none"> • (Lecture) The lecturer gives a lecture on musical instruments used, melody, lyrics, and the meaning of the song. • (Performance) The Cambodia teachers' band performs the Tbong Pich. Two teachers sing the song, one plays the Yike drum, another one plays Khmer xylophone. <p>*Other instruments than Yike drum are optional and are subject to change in case it is necessary.</p>	

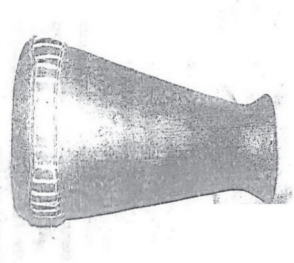


Lecture Plan		
Subject Suggestion	Music	
Topic/Title	Let's learn bout the traditional Cambodian xylophone	
Learning Objectives	<ul style="list-style-type: none"> – Cognitive: Students acknowledge the similarities and differences between Cambodian and Korean traditional xylophones – Knowledge: Students learn about the song, Cham Reang Lea Khnea orthe Goodbye Song, with a Khmer xylophone – Emotional: Students care, love and preserve traditional instruments that are the identity of nations and world heritage. – Behavior: Students develop their creativities as they learn a new instrument and compare it with other instruments 	
Lecture Materials	PPT, Activity Sheet B	
Learning Stage	Activity	Materials/Notes
Lesson Process	<ul style="list-style-type: none"> • The lecturer greets the students and introduce herself briefly • The lecturer shows students a traditional Cambodian instrument, the "Roneat Ek"(Khmer xylophone). • The lecturer shows video of Roneat Ek(Khmer xylophone) performance. • The lecturer introduces various kinds of Cambodian xylophones. • The lecturer focuses on explaining Roneat Ek(Khmer xylophone) <ul style="list-style-type: none"> – Parts of Roneat Ek – Features of Roneat Ek – Occasions that Roneat Ek is used – Roneat Ek Melody in Cham Reang Lea Khnea(Goodbye Song) • Discussion <ul style="list-style-type: none"> – "What are the similarities and differences between Cambodian traditional Xylophone and Korean traditional xylophone?" • The lecturer teaches the students the melody and lyrics of Cham Reang Lea Khnea(Goodbye Song) and how it's played using Roneat Ek. • The lecturer explains details of the song. • The lecturer plays a video of Cham Reang Lea Khnea Song performed by Cambodian teachers' band. • The lecturer thanks the students who paid attention and joined the lesson. 	PPT, Khmer xylophone, Other musical instruments
Remarks	<p>Cham Reang Lea Khnea (Goodbye Song)</p> <ul style="list-style-type: none"> • (Lecture) The lecturer gives a lecture on musical instruments used, melody, lyrics, and the meaning of the song. • The original song is a Scottish folk song, 'Auld Lang Syne', which was also used as the Korean National Anthem before. • (Performance) The Cambodia teachers' band performs the Tbong Pich. Two teachers sing the song, one plays the Yike drum, another one plays Khmer xylophone. <p>*Other instruments than Yike drum are optional and are subject to change in case it is necessary.</p>	

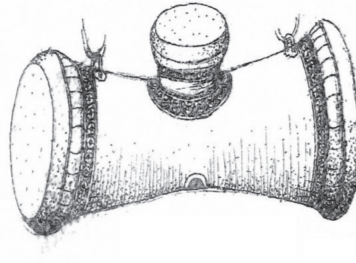


Activity Sheet A
Answer Sheet

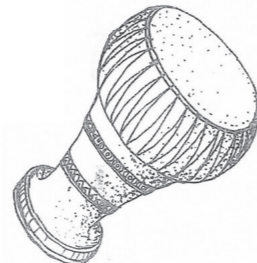
Exercise Answers (Sko=Drum)
Types of Cambodian Traditional Drums



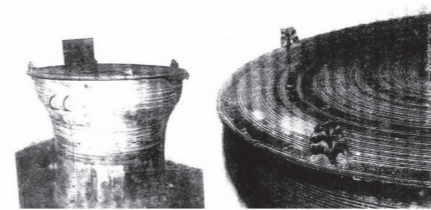
Sko Arek Kouy



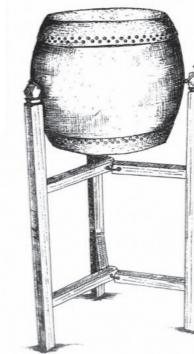
Sko Poay



Sko Thaun



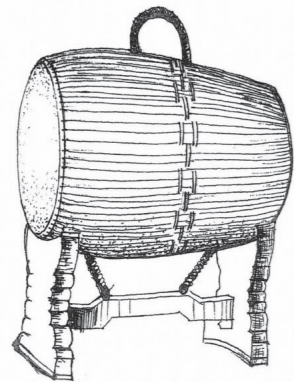
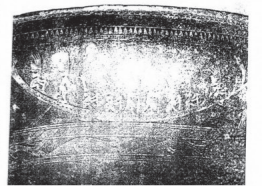
Sko Pleing



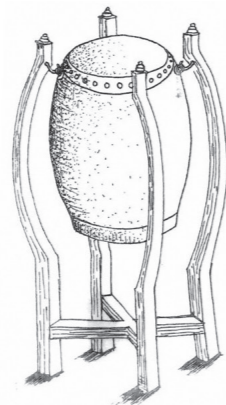
Sko Thom Bassac



Sko Mohatek



Sko Sampho



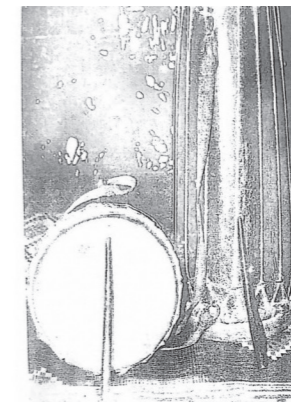
Sko Lock



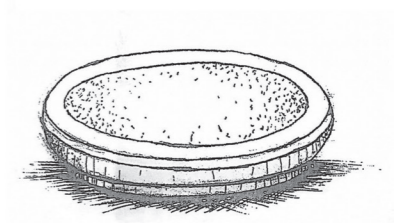
Sko Thom Pin Peat



Sko Phlous



Sko Kanang

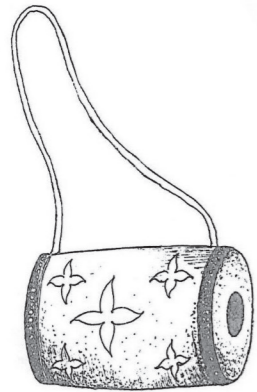


Sko Rumonea

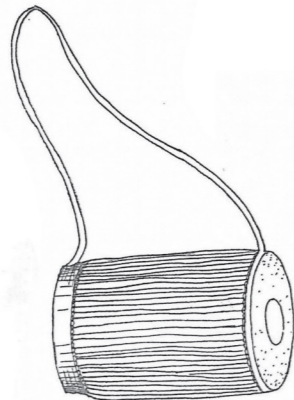


Activity Sheet B
Answer Sheet

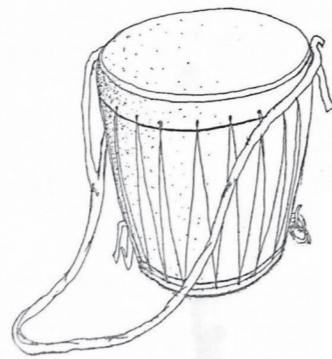
Exercise Answers (Roneat=Xylophone)
Types of Cambodian Traditional Xylophones



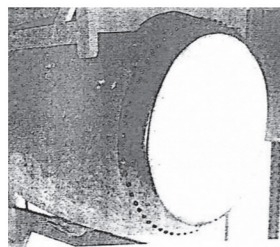
Sko Chhneah



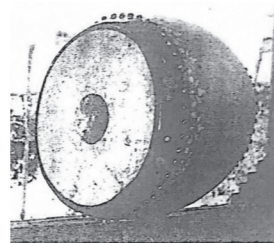
Sko Peat Maing



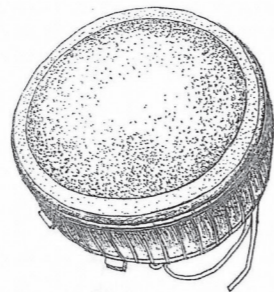
Sko Robam
Donsoang



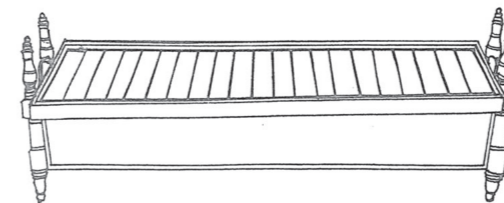
Sko Pheary resting
on a support



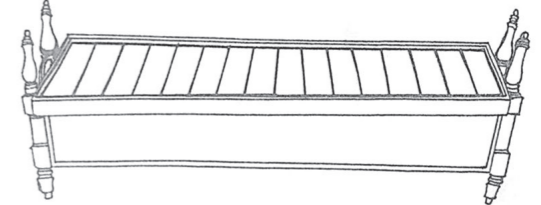
A hanging Sko
Pheary



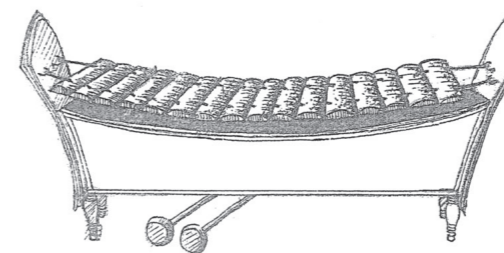
Sko Yike



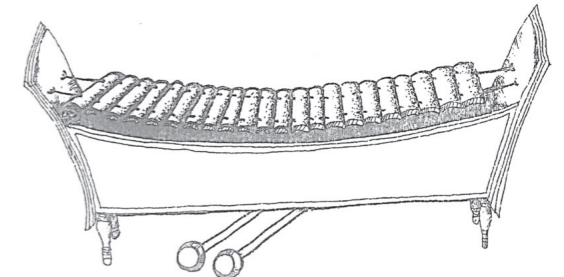
Roneat Daek



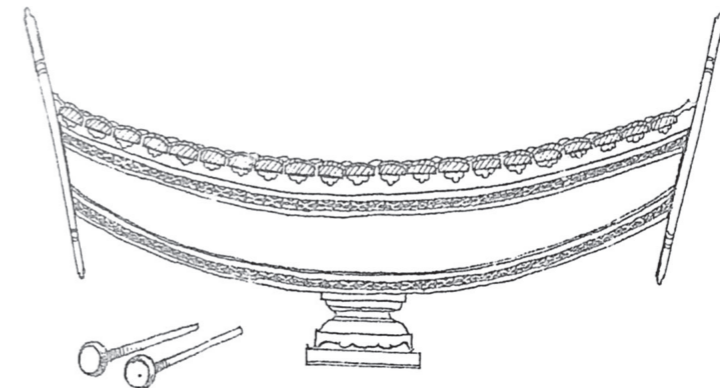
Roneat Toang



Roneat Tung Thom



Roneat Tung



Roneat Ek



7 (Cambodia) Bun Phallin: Education and Human Rights



Lecture Plan		
Subject Suggestion	Ethics, Social Studies	
Topic/Title	What are Human Rights?	
Learning Objectives	Through this lesson, students will be able to <ul style="list-style-type: none"> – Understand the concepts, entitlement, and responsibility of human rights – Know different forms of human rights violations – Incorporate their informed rights with responsibilities and act more responsibly in their lives 	
Lecture Materials	PPT	
Learning Stage	Activity	Materials/Notes
Lecture Process	<ul style="list-style-type: none"> • The lecturer introduces the contents of the lecture • The lecturer asks, "What can protect and promote our living conditions?" to arouse students' curiosity. <p>Part 1: What are human rights?</p> <ul style="list-style-type: none"> • The lecturer starts explaining the students concept of human rights • The lecturer explains what UDHR is • To review the lesson, the lecturer gives students True/False questions <p>Part 2: What rights does everyone have?</p> <ul style="list-style-type: none"> • The lecturer continues to explain entitlements of human rights, especially in terms of clauses of UNHR. • To review the lesson, lecturer gives students multiple choice questions. <p>Part 3: Our responsibilities</p> <ul style="list-style-type: none"> • The lecturer explains the word "responsibility" to students and makes a comparison between rights and responsibilities to make sure the students become informed of their responsibilities as well 	PPT
Remarks		



Lecture Plan		
Subject Suggestion	Ethics, Social Studies	
Topic/Title	School life in Cambodia and the right to education	
Learning Objectives	Through this lesson, students will be able to <ul style="list-style-type: none"> – Build a better understanding of their rights in education – Acknowledge the issues on schooling of other countries through watching a video – Compare their school life with Cambodia – Appreciate the value of their chance in schooling and address their roles to help society through writing an exit card 	
Lecture Materials	Exit card, PPT	
Learning Stage	Activity	Materials/Notes
Lecture Process	<p>Part 1: School life in Cambodia</p> <ul style="list-style-type: none"> • The lecturer introduces elementary school life in Cambodia <ul style="list-style-type: none"> – School features – School programs and support – Classrooms – Common games that students play • Quick comparison with Korean elementary schools <p>Part 2: Right to Education</p> <ul style="list-style-type: none"> • The lecturer explains what a 'right to education' is by telling students 4 things they can get from school. <p>Practice</p> <ul style="list-style-type: none"> • The lecturer proposes 2 questions for students to answer on their exit card before they finish class. <ul style="list-style-type: none"> – Write 2 similarities and differences between school in Cambodia and your school. As you have learned about your right to education, write down 3 responsibilities that you should carry out. 	PPT, Video
비고		

Name:



Exit Card

1. Compare Schools in Cambodia and Korea:

Similarities

.....

Differences

.....

2. Write 3 responsibilities that you need to do in school:

- a.
- b.
- c.



UNIVERSAL DECLARATION OF HUMAN RIGHTS

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Comisión na hÉireann um Chearta an Daine agus Comhionannas
Irish Human Rights and Equality Commission

The Universal Declaration of Human Rights is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 as a common standard of achievement for all peoples and all nations.

<p>ARTICLE 1</p> <p>When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.</p>	<p>ARTICLE 2</p> <p>Everyone can claim the following rights, despite - a different sex - a different skin colour - speaking a different language - thinking different things - believing in another religion - seeing things or life - being born in another social group - coming from another country. It also makes no difference whether the country you live in is independent or not.</p>	<p>ARTICLE 3</p> <p>You have the right to live, and to live in freedom and safety.</p>	<p>ARTICLE 4</p> <p>Nobody has the right to treat you as his or her slave and you should not make anyone your slave.</p>	<p>ARTICLE 5</p> <p>Nobody has the right to torture you.</p>	<p>ARTICLE 6</p> <p>You should be legally protected in the same way everywhere, and live your life.</p>
<p>ARTICLE 7</p> <p>The law is the same for everyone: it should be applied in the same way to all.</p>	<p>ARTICLE 8</p> <p>You should be able to ask for legal help when the rights your country grants you are not respected.</p>	<p>ARTICLE 9</p> <p>Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without a good reason.</p>	<p>ARTICLE 10</p> <p>If you must go on trial this should be done in public. The people who try you should not let themselves be influenced by others.</p>	<p>ARTICLE 11</p> <p>You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.</p>	<p>ARTICLE 12</p> <p>You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.</p>
<p>ARTICLE 13</p> <p>You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one and you should be able to return to your country if you want.</p>	<p>ARTICLE 14</p> <p>If someone hurts you you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you yourself do not respect what is written here.</p>	<p>ARTICLE 15</p> <p>You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to another country if you wish.</p>	<p>ARTICLE 16</p> <p>As soon as a person is legally married, he or she has the right to marry and have a family. Neither the colour of your skin, nor the country you come from nor your religion should be impediments to doing this. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The Government of your country should protect your family and its members.</p>	<p>ARTICLE 17</p> <p>You have the right to own things and nobody has the right to take these from you without a good reason.</p>	<p>ARTICLE 18</p> <p>You have the right to profess your religion freely, in or out of your country, either on your own or with other people.</p>
<p>ARTICLE 19</p> <p>You have the right to think what you want, and to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas - also with people from any other country.</p>	<p>ARTICLE 20</p> <p>You have the right to organise peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.</p>	<p>ARTICLE 21</p> <p>You have the right to take part in your country's political affairs either by belonging to the Government yourself or by choosing politicians who have the same ideas as you. Governments should be elected for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.</p>	<p>ARTICLE 22</p> <p>The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) that are offered to you and to all the men and women in your country.</p>	<p>ARTICLE 23</p> <p>You have the right to work, to be free to choose your work and to get a salary that allows you to live and support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.</p>	<p>ARTICLE 24</p> <p>Each work day should not be too long, and everyone has the right to rest, and should be able to take regular paid holidays.</p>
<p>ARTICLE 25</p> <p>You have the right to have whatever you need so that you and your family do not fall ill. Do not get hungry, have clothes and a house and are heated if you are out of work. If you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help, such as a mother who is going to have a baby and her baby should get special help. All children have the same rights, whether or not the mother is married.</p>	<p>ARTICLE 26</p> <p>You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, their religion or the country they come from. Your parents have the right to choose how and when you will be taught at school.</p>	<p>ARTICLE 27</p> <p>You have the right to share in your community's arts and sciences, and in any good they do. Your work as an artist, a writer or a scientist should be protected, and you should be able to benefit from them.</p>	<p>ARTICLE 28</p> <p>To make sure that your rights will be respected, there must be an 'order' that can protect them. This 'order' should be local and worldwide.</p>	<p>ARTICLE 29</p> <p>You have duties towards the community within which your personality can fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.</p>	<p>ARTICLE 30</p> <p>No society and no human being in any part of the world should act in such a way as to destroy the rights that you have just been reading about.</p>

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THE IRISH TIMES

Comisión na hÉireann um Chearta an Daine agus Comhionannas
Irish Human Rights and Equality Commission



8 (Thailand) Nanthaporn Keawharn:

Loy Krathong: Beautiful Thai Festival and Environment Protection



Lecture Plan		
Subject Suggestion	Ethics, Wise living, Pleasant living, Social Studies	
Topic/Title	What is Loy Krathong festival? (Making paper Krathong)	
Learning Objectives	1. Students learn the history of Loy Krathong Festival 2. Students can make a Krathong by folding paper 3. Students learn and perform basic Thai dancing	
Lecture Materials	Materials for making Krathong: colored paper (21cm x 21cm)	
Learning Stage	Activity	Materials/Notes
Lecture Process	1. The lecturer introduces herself and the lesson topic 2. The lecturer explains the history of Loy Krathong Festival 3. Explain what Thais believe about Loy Krathong Festival and show materials that are used for making Krathong in Thailand – When the festival is held – What it's celebrated for – How people make Krathong 4. Teach how to make Krathong by folding paper (origami) 5. Demonstrate basic Thai dancing with Krathong Students will learn the name of each posture	PPT, Videos
Remarks		



Lecture Plan		
Subject Suggestion	Ethics, Wise living, Pleasant living, Social Studies	
Topic/Title	Understand water pollution issues and the ways to protect the environment through Loy Krathong festival	
Learning Objectives	1. Students learn about the environmental problems related to Loy Krathong Festival 2. Students learn about using biodegradable materials and keeping waterways clean	
Lecture Materials		
Learning Stage	Activity	Materials/Notes
Lecture Process	1. Show Loy Krathong Festival atmosphere video. – Discuss the atmosphere of the festival – Explain problems caused by the festival 2. Show a video on environmental problems related to Loy Krathong Festival. – Discuss what the festival has tried to be more eco-friendly	PPT, Videos
	3. Explain the use of biodegradable materials and keeping waterways clean (link with SDG goal 6. Clean Water and Sanitation) – Introduce what Thai people think of eco-friendly Loy Krathong 4. Introduce "Loy Krathong Online" and wrap up	
Remarks		



9 (The Philippines) Julyn Guba: **Annyeong Minji, Kumusta, Maria**



Lecture Plan		
Subject Suggestion	Ethics, Wise Living, Pleasant Living, Social Studies, English	
Topic/Title	Learn the contents of the story, 'Annyeong Minji, Kumusta Maria'	
Learning Objectives	Through this lesson, students will be able to 1. Learn how to say hello in Tagalog 2. Learn cultural similarities and differences between Korea and the Philippines 3. Develop cultural understanding between Korean and Filipino culture	
Learning Stage	Activity	Materials/Notes
Lecture Process	Introduction of the lesson The lecturer briefly introduces herself and her lesson. Pre-Story Activities <ul style="list-style-type: none"> • Activity 1: Motivation The lecturer asks interesting questions about Korea and the Philippines. • Activity 2: Vocabulary Development The lecturer explains the following words mentioned in the story to facilitate better understanding of the story for students. Annyeonghaseyo / Kumusta Story Activity The lecturer reads the story, "Annyeong, Minji! Kumusta, Maria?"	PPT, Story: "Annyeong, Minji! Kumusta, Maria?"
	Post-Story Activities <ul style="list-style-type: none"> • Activity 1: Discussion Questions <ul style="list-style-type: none"> – Who is Minji? – Where is she from? – Why did her parents decide to move to the Philippines? – Who approached Minji in the canteen? – What did they talk about? • Activity 2: Enrichment Activity The lecturer shows pictures of the events that happened in the story. She lets the students identify which happened first, next, and last. • Activity 3: Values Integration The lecturer talks about the characteristics of the two girls in the story to introduce some important values. Integration of Cultural Understanding The lecturer explains how the two girls develop cultural understanding between their countries and shows the importance of relating to others. The lecturer explains the following key concepts: <ul style="list-style-type: none"> – Interconnectedness – Responsible Citizenship 	
Remarks		



Lecture Plan		
Subject Suggestion	Ethics, Wise Living, Pleasant Living, Social Studies, English	
Topic/Title	Comparison of the Philippines and Korea through a story, 'Annyeong Minji, Kumusta Maria'	
Learning Objectives	Through this lesson, students will be able to learn 1. Traditional attire and games of Korea and the Philippines 2. Weather in Korea and the Philippines 3. Develop cultural understanding between Korean and Filipino culture 4. Appreciate one's culture through literacy	
Learning Stage	Activity	Materials/Notes
Lecture Process	Introduction of the lesson The lecturer briefly introduce herself and today's lesson Review of the story Review of the story, "Annyeong, Minji! Kumusta, Maria?" Discussion: Enumerate the cultural identities of Korea and the Philippines that are present in the story	PPT, Story: "Annyeong, Minji! Kumusta, Maria?"
	<ul style="list-style-type: none"> • Activity 1: Seasons The lecturer explains the difference between the seasons in Korea and the Philippines Then, she shows samples of clothes worn by Koreans and Filipinos to distinguish the difference between the two countries. • Activity 2: Traditional Attire The lecturer reminds students about the scene where Minji and Maria introduced their traditional attire to each other. Then, she shows samples of the traditional attire of the two countries to explain how this attire reflects the culture of Korea and the Philippines. • Activity 3: Traditional Games The lecturer gives explanation on two games that Minji and Maria played during their break time, and gives details of the two games. • Activity 4: Other cultural identities of Korea and the Philippines that are not mentioned in the story. <ul style="list-style-type: none"> – Traditional food – National flags – Language Application The lecturer asks students questions how they can relate to Minji and Maria. Then, the lecturer puts emphasis on the friendship that they created despite their cultural identities. In relation to that, she explains the following key concepts: <ul style="list-style-type: none"> – International understanding – Intercultural respect – Appreciation of diversity – Understanding of shared values 	
Remarks		



10 (The Philippines) Kristine Joan D. Barredo:

Understand the rice culture of the Philippines and Korea appreciate the food we eat

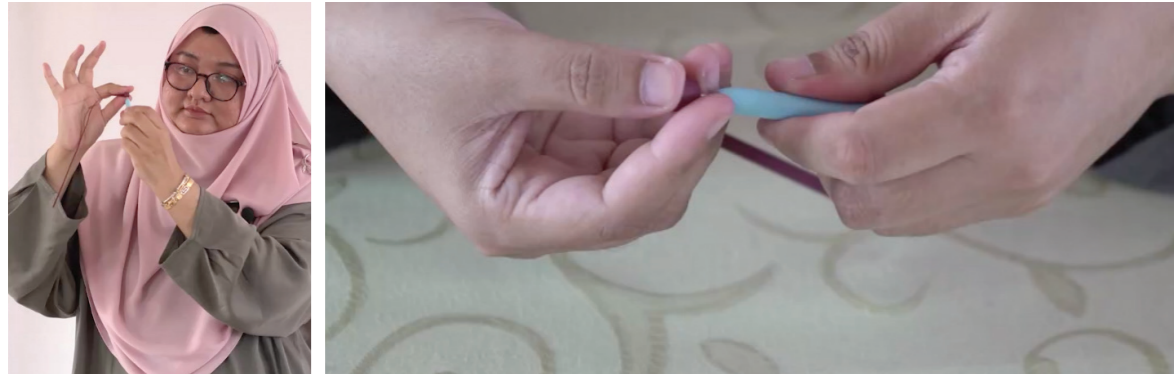


Lecture Plan		
Subject Suggestion	Ethics, Social Studies	
Topic/Title	Learn the rice culture of Korea and the Philippines through a story	
Learning Objectives	At the end of the lecture, the students will be able to: 1. Describe the living conditions of ancient Filipinos and Koreans, especially related to farming. 2. Express empathy and respect for differences and diversity.	
Lecture Materials	DIY Palay box – color papers, picture, pen, glue, tape, scissor	
Learning Stage	Activity	Materials/Notes
Lecture Process	<p>Engage and Elicit The lecturer will ask: • What is your favorite meal? • Do you know that in Asian countries, rice is often the staple food? It is usually combined with their favorite dish.</p> <p>Explore: The lecturer will show two varieties of rice: Indica and Japonica. She will briefly explain the 2 different rices.</p> <p>Explain: The lecturer will tell the story, "The Golden Grains: From Korea and the Philippines". The story follows two boys who lived in the ancient times from Korea and the Philippines as they discover how farming began in their communities and how these golden grains impact their lives.</p> <p>Guiding Questions 1. Who are the characters of the story? 2. Can you describe the living conditions of Julio from the Philippines? How about Jimin from Korea? 3. Do they have similarities, despite living in different countries? How about their differences?</p> <p>Elaborate: Rice has been an important cultivated crop, but in historical times, it was a luxurious food and it was too valuable to consume for the farmers who produced it. How could you express your appreciation to our farmers?</p> <p>Activity: Crafting Time: DIY Gift "Palay" Boxes The lecturer will show a step-by-step guide for students to craft their own "Palay" gift boxes, where they can create and include their own message of appreciation to farmers.</p> <p>Wrap-up The lecturer will show her box and read what's written inside it to wrap up the class.</p>	PPT, Digital storytelling written by the teacher herself
	Remarks	



Lecture Plan		
Subject Suggestion	Ethics, Social Studies	
Topic/Title	Looking for ways to solve food waste problems	
Learning Objectives	At the end of the lesson, the students will be able to: 1. Learn about the current issue of food waste 2. Select strategies to reduce food waste	
Lecture Materials	For DIY compost bottle – Plastic bottle, scissor, cutter, packaging tape, scrap of used papers/newspaper, dried leaves, fruit and vegetable scraps, soil	
Learning Stage	Activity	Materials/Notes
Lecture Process	<p>Engage: The lecturer will greet the students. She then encourages students to share their ideas about food.</p> <p>Explore She will ask the students questions: • How much food has been thrown away from your plate? • Do you know how many people in the Philippines have experienced hunger? • Do you know how much food is wasted every year in the Philippines?</p> <p>Elaborate: Introduce the "Be RICEponsible" Advocacy Campaign of the Philippines, the responsibility of citizens to value every grain of rice, and the hardships of a farmer in producing crops.</p> <p>Extend: The lecturer will show them pictures of situations that might be happening in their homes. • Katryn's birthday is over but there is still too much food on the table. • Aling Teresita harvested too many ripe tomatoes for the consumption of their family. • Ji-hoon has milk in the refrigerator which will expire the next day. The lecturer encourages students to choose and decide what to do in these kinds of situations to reduce food waste.</p> <p>Activity: DIY compost bottle The lecturer will show how to make DIY compost bottle so that they can reduce the amount of food waste at their home.</p> <p>Evaluate To conclude, the lecturer revisits the lesson objectives and summarizes the lesson. Students think of ways to reduce the food waste, and the lecturer encourages the students to take action with their family and friends.</p>	PPT, Be RICEponsible Advocacy Campaign posters
	Remarks	<p>References • World's Largest Lesson retrieved from http://cdn.worldslargestlesson.globalgoals.org/2017/07/Every-Plate-Tells-A-Story-PP-May-181.pdf</p>

Photos of the Lecture Videos





Today, I pledge to play my part in saving the sea turtle by

- ✓ Saying NO to plastic straw and single use water bottles
- ✓ Saying NO to plastic straw and single use water bottles
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25th November 2020

여러분의 카드에 바다거북이 멸종되지 않도록 도와주겠다는 약속을 작성해 주

오늘 배워볼 놀이는 대나무 춤이예요.

Importance of Mangrove

- Sequestration of Carbon Dioxide
- Natural Coastal Protection
- Soil Stabilization
- Erosion Protection
- Nutrient Retention
- Water Quality Improvement
- Flood Mitigation

천연 정화조이기도 한 맹그로브 숲은 수질 개선은 물론 동식물의 영양분 보존에도 이바지합니다.

HUMAN RIGHTS

- The document stated the human rights is called "Universal Declaration of Human Right (UDHR)".
- It has 30 articles/rights stated in that to promote peaceful world.
- Every government and citizen are expected to follow the standards and rules stated in UDHR.

인권을 명시하는 문서는 세계인권선언 또는 짧게 UDHR이라고 불러요.

During break time

"Ou Jumping Game".

II. Features of Roneat Ek

Instruments that are beaten or struck

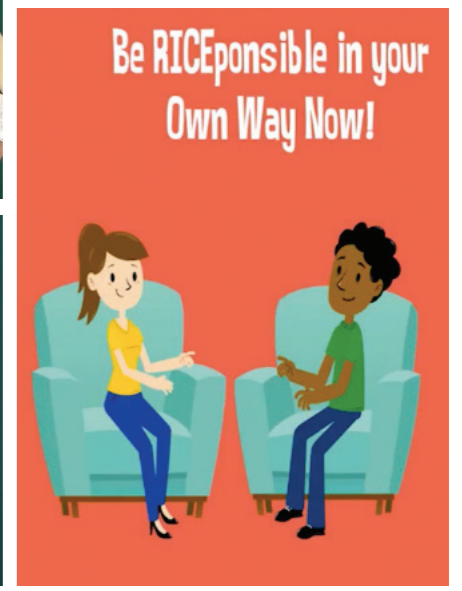
1. Body of Roneat Ek
2. Tone Bar: 21 Keys made from hardwood or bamboo
3. The Head of mallet



THAILAND LOYKRATHONG FESTIVAL

The festival of lights, takes place on the night of the full moon of the 12th month in the Thai Lunar Calendar

빛의 축제라고도 알려진 라이 크라통 축제는 태국 음력 12번째 달의 보름달이 뜨는 밤에 열려요.





03

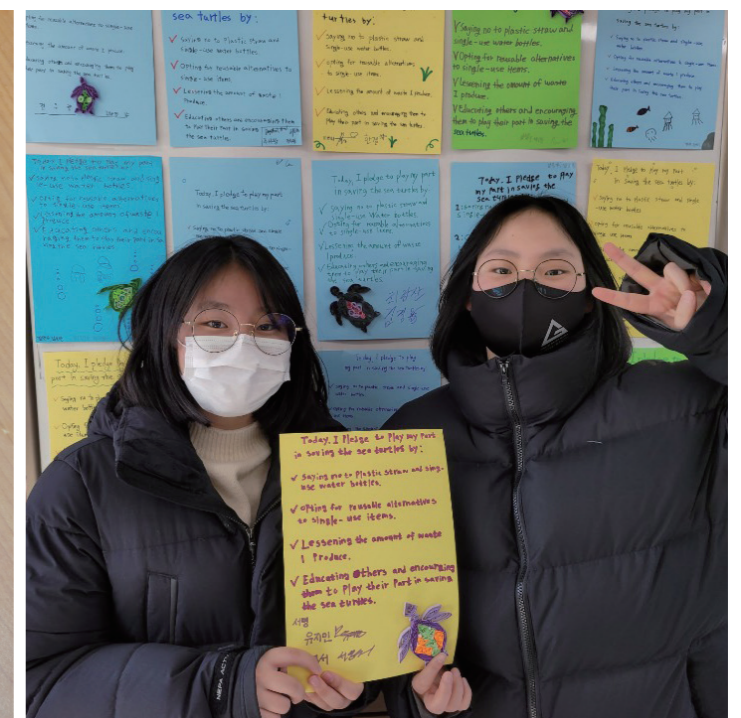
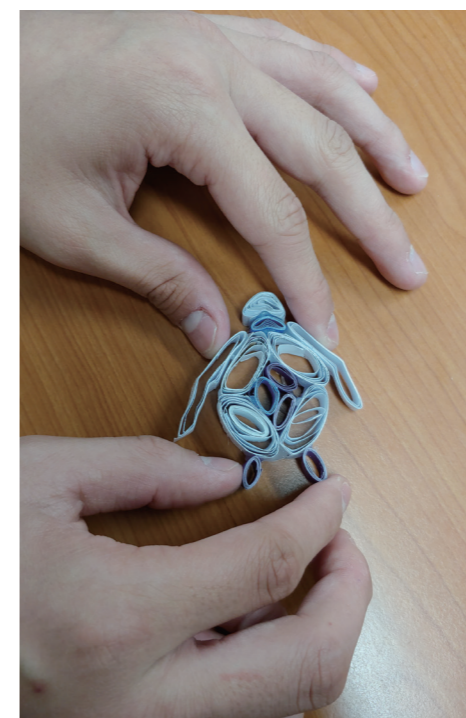
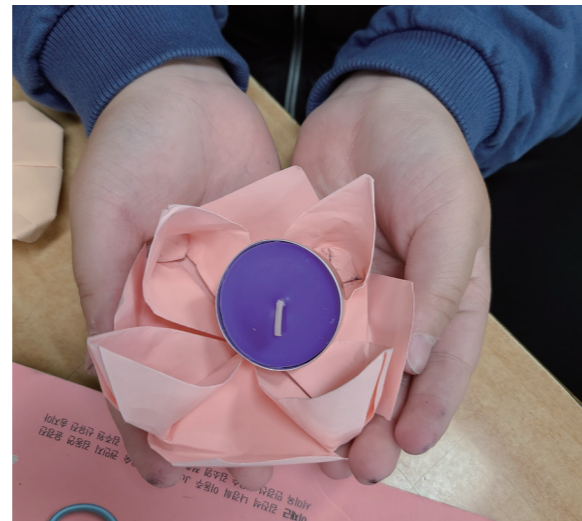
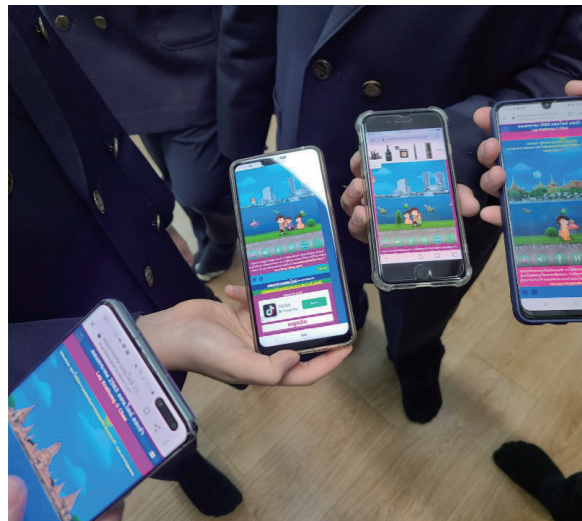
Outcomes of the Lecture Videos Utilization in Korean Classrooms

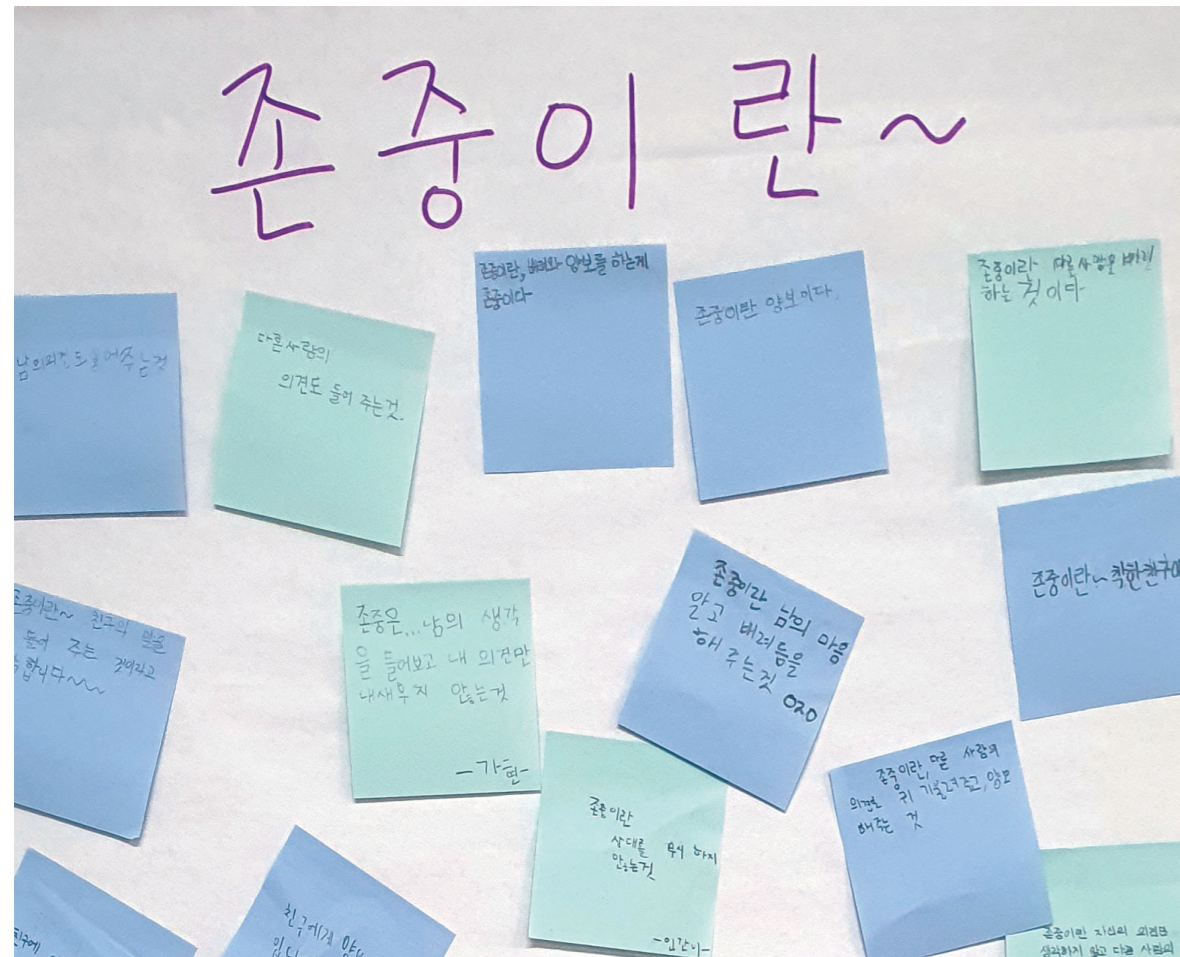
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1. Photos of the Lecture Videos in Korean Classrooms
 2. Lesson Report
 3. Survey Result

Outcome of the Lecture Videos Utilization in Korean Classrooms



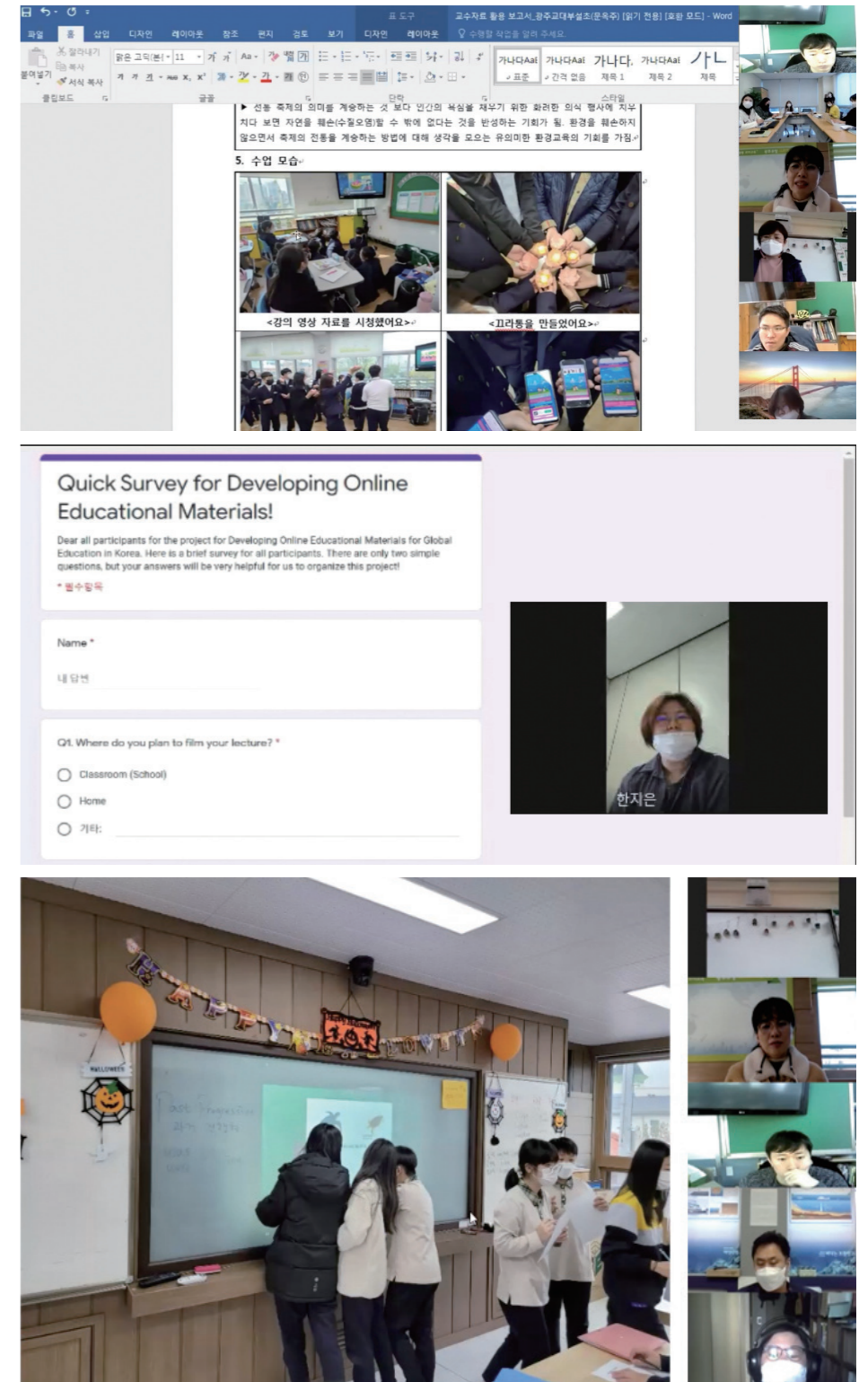
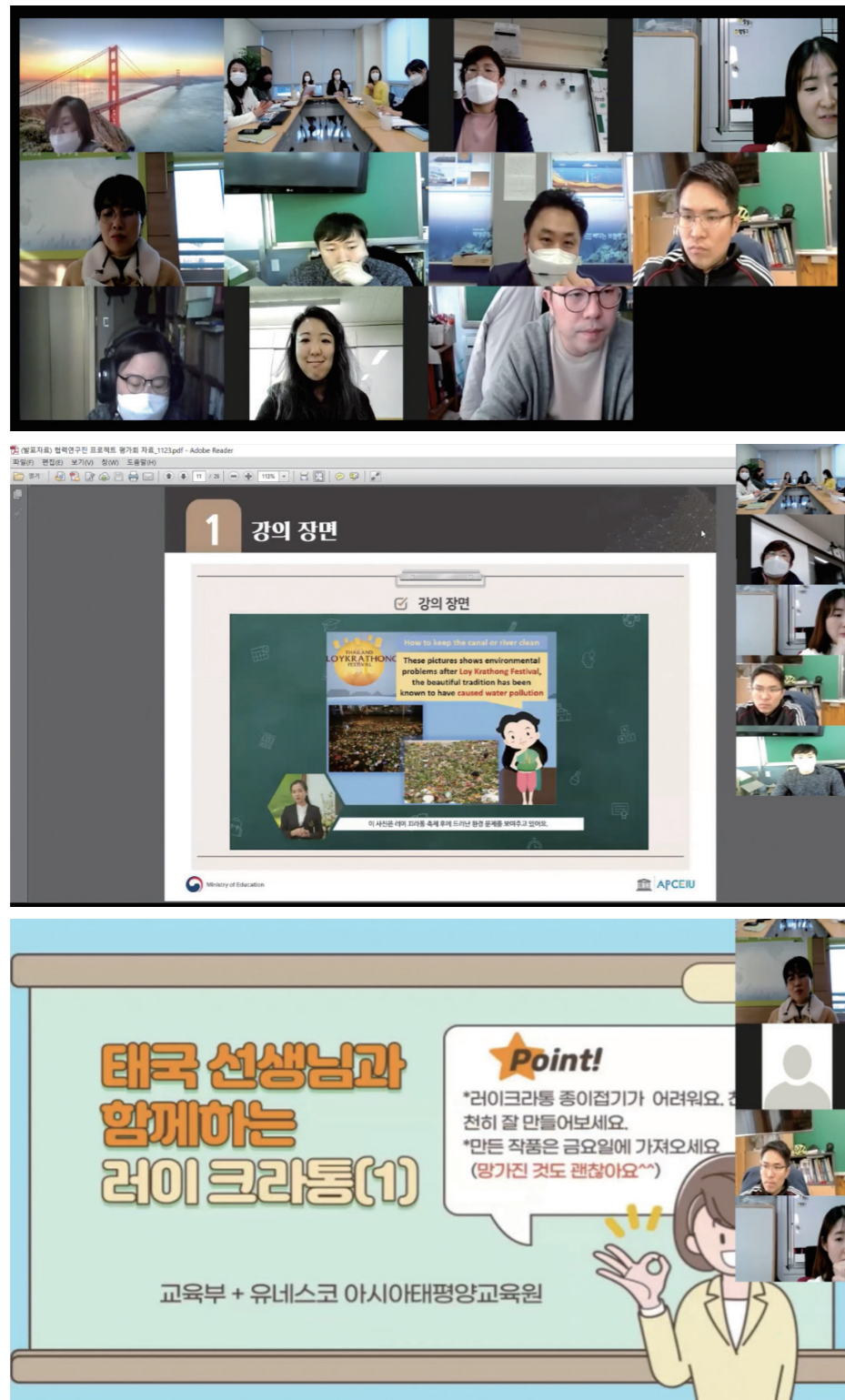
Photos of the Lecture Videos in Korean Classrooms







Photos of Activities of Cooperative Researchers





Lesson Report

1 Shin Mi-ae, Damyang Middle School
(Malaysia) Khairunnisaa Binti Mohamad: Saving the Sea Turtle

Lesson Summary

Subject	English	Year/Class	2nd Grade / Class 3	Class Time	40 minutes
Topic	Saving Malaysian sea turtles				
Objectives	<ul style="list-style-type: none"> • Students will present ways to protect the sea • Students will be able to name the sea creatures and make their own sea-themed artwork • Students will sing "Under the Sea" 				
Item	Procedure	Activity	Teaching Materials		
Lesson Structure	Introduction	<ul style="list-style-type: none"> • Take a virtual trip to Malaysia (Pantai Penarik) using Google Earth • Draw pictorial of sea creatures 	• Printouts		
	Main Focus	<ul style="list-style-type: none"> • Students watch the session 1 video via google classroom to summarize it in English as homework and make a presentation (how to protect the sea and the sea turtles, etc.) • As suggested in the session 2 video, students make sea turtles using a paper quilling method. • Students make their own seascape using the paper turtles and fish they made. 	<ul style="list-style-type: none"> • Materials for making the paper turtles (recycled paper, newspaper, colored paper, glue, glue gun, scissors, pencils, etc.) 		
	Wrap-up	<ul style="list-style-type: none"> • Students learn the song "Under the Sea" and dance along with the song like sea creatures 	<ul style="list-style-type: none"> • Play "Under the Sea" on YouTube 		

Lesson Outcomes

- Students showed concern for the future of the sea and thought about different ways to save the environment.
- Students learned how to create the sea turtles out of paper by watching the lecture. They initially struggled to make them, but they eventually made their turtles in their own way and used a variety of materials to decorate the turtles, which they enjoyed.

Classroom Photos



Students watching the lecture during the first part of the class, and going on a virtual trip to Malaysia using Google Earth



Students making turtles out of paper in the second part of the class



Students decorated the classroom with a seascape using the turtles they have created



Students singing "Under the Sea" and dancing like sea creatures

Conclusion

Item	Remarks
Learning Outcomes	In the lecture, the egg poaching issue of sea turtle made students sad. Through the lesson, students had a chance to think about the ways to protect the sea and save the turtles. Even though I have a lot of experience in lessons based on activity, having educational activities with the students is not always easy. Nevertheless, the activity made the class interactive, lively, and energetic, which was good.
Comments and Suggestions	The students have very busy, full study schedules. In this regard, it would be great if we had enough time to utilize these high-quality educational materials. I would like to thank the Malaysian lecturer again for delivering such a calm and good lesson. Visiting a school (preferably in Malaysia) to make a video together with the students there would also be great idea to try next time, as we would be able to have an interactive class and really feel like we are there.



2 Gweon Hee-Jin, Chunseong Middle School
(Malaysia) Khairunnisaa Binti Mohamad: Saving the Sea Turtle

Lesson Summary

Subject	English	Year/Class	2nd Grade/ Class 2	Class Time	2 periods (40 minutes/period)
Topic	Animals in Danger				
Objectives	Through studying endangered animals, the students are able to gain a deeper understanding of environmental protection and use the topic-related English words and phrases				
Item	Procedure	Activity	Teaching Materials		
Lesson Structure (Lecture 1)	Introduction	<ul style="list-style-type: none"> Information on the topic, 'Endangered Animals': types of endangered animals, etc. Information about Malaysia: location, language, religion, etc. English vocabulary that will be used 	<ul style="list-style-type: none"> Website: endangered animals, information on Malaysia Handouts: English vocabulary list 		
	Main Focus	<ul style="list-style-type: none"> Sea turtles introduction Watch the lecture Complete the handouts in pairs 	<ul style="list-style-type: none"> Lecture, handouts (writing reports) 		
	Wrap-up	<ul style="list-style-type: none"> Check the reports and fix errors Report (Things we can do to protect the sea turtles) Finish and make a presentation on their work 			
Lesson Structure (Lecture 2)	Introduction	<ul style="list-style-type: none"> How to make a turtle using a paper quilling method Write a pledge to protect the environment and the sea turtles 	<ul style="list-style-type: none"> Lecture, paper for the quilling art, glue 		
	Main Focus	<ul style="list-style-type: none"> Make a paper quill turtle Write the pledge in English 	<ul style="list-style-type: none"> Lecture, rolling pin, paper, thick paper 		
	Wrap-up	<ul style="list-style-type: none"> Present our pledges decorated with the turtles 			

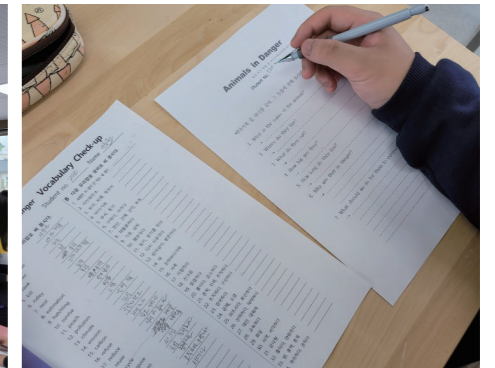
Lesson Outcomes

- Students learned where Malaysia is located and some basic information about the country.
- Students learned how to do paper quilling, and their artwork turned out much nicer than they expected.
- Students promised to protect the environment by writing their own environmental protection pledge.
- The lecture was a unique way to show something new and to cultivate the students' interest in English.
- Students learned about the sea turtle habitat and how it is in serious danger.

Classroom Photos



Students watching the lecture and learning how to complete the worksheets



Students writing their pledges



Students making paper quill turtles



Students reading their pledges

Conclusion

Item	Remarks
Learning Outcomes	<ul style="list-style-type: none"> • Students were able to do something outside of the textbook, so it was a new experience for them. • Students were able to learn exciting things about Malaysia. • Students were able to recognize the importance of environmental protection and pledged to change their behavior.
Comments and Suggestions	<ul style="list-style-type: none"> • The lecture was so long that it was difficult to finish the activities within the designated time. Considering that I needed to stop the lecture to practice English or give an additional explanation, as well as the time needed to complete the worksheet, a 15-minute lecture would be more appropriate.



③ Han Ji-eun, Incheon Yangchon Middle School

(Indonesia) Hadi Sukoco Sumarya: Indonesian Batik experience through an acid-base reaction

Lesson Summary

Subject	English	Year/Class	3rd Grade / Class 1	Class Time	45 minutes
Topic	Indonesian Batik Mega Mendung and understanding cultural diversity				
Objectives	<ul style="list-style-type: none"> • Students will learn about Indonesian Batik and be able to explain it to other students • Students will be able to use new English expressions with the proper pronunciation and answer the questions in the worksheet 				
Item	Procedure	Activity	Teaching Materials		
Class Time	Introduction	<ul style="list-style-type: none"> • Explain the general information of Indonesia, such as location, language, population. • Ask the students what they want to know about Indonesia. 	<ul style="list-style-type: none"> • Worksheet 		
	Main Focus	<ul style="list-style-type: none"> • Watch the lecture of Mr. Hadi Sokoco showing the acid-base reaction in the Indonesian Batik dyeing process • The teacher divides the lecture into 4 parts and arranges the contents of the lecture along with the English expression used. • Students work in groups to complete the worksheets and write notes • Each group upload what they learned from the lecture on the web board and give responses to the questions from other groups. • Students fill the information from other groups on their worksheets 	<ul style="list-style-type: none"> • Lecture Video – Hadi Sukoco – Indonesian batik dyeing through an acid-base reaction • Worksheet • Write a post 		
	Conclusion	<ul style="list-style-type: none"> • Each group makes a presentation on what they learned • Answer the Indonesian Batik quiz in English • Color the Indonesian and Korean traditional patterns 	<ul style="list-style-type: none"> • Group presentations and posts 		

Lesson Outcomes

- Students were interested in the lectures knowing that the Indonesian lecturer made this lecture with Korean students in mind.
- Students learned about Batik and Mega Mendung, recognized similar patterns, and discussed the topic.
- Through the lecture video, students who initially knew very little about Indonesia could learn and experience Indonesian culture from Indonesian lecturer, not just acquiring basic information.

Classroom Photos



Students creating content for their video

Students creating materials to post



Student writing topic summaries



Student presenting in the class

Conclusion

Item	Remarks
Learning Outcomes	<ul style="list-style-type: none"> • Students enjoyed learning with a lecturer from different country. The lecturer used plenty of images of Batik and Mega Mendung so that even the students who had difficulty in understanding English Expression were able to follow the lesson. • Students felt a sense of accomplishment after learning about another culture in English.
Comments and Suggestions	<ul style="list-style-type: none"> • It would have been more fun if we could see the school life in Indonesia, or if the Indonesian students could explain part of the lecture themselves. • If the lecturer used some simple Korean, the students might be more interested.



4 Kim Beon-kyu, Daedong Middle School

(Cambodia) Bun Phallin: Education and the Human Rights

Lesson Summary

Subject	English	Year/Class	2nd Grade / Class 1-3	Class Time	2 Periods (45 minutes/period)
Topic	Basic human rights education				
Objectives	Students understand that everyone has the right to self-preservation and to live a good life				
Item	Procedure	Activity	Teaching Materials		
Lesson Structure	Introduction	<ul style="list-style-type: none"> Discuss the rights and responsibilities that we need in our everyday lives 	<ul style="list-style-type: none"> Video Printouts 		
	Main Focus	<ul style="list-style-type: none"> Learn about the 30 human rights listed in the UDHR Students learn about the right to education while comparing and contrasting the Korean and Cambodian education systems 	<ul style="list-style-type: none"> Video Printouts 		
	Wrap-up	<ul style="list-style-type: none"> Emphasize that we all have the responsibility to uphold human rights Finish the class by stating that everyone has an equal right to education 	<ul style="list-style-type: none"> Video Printouts 		

Lesson Outcomes

- Students reviewed the issue of human rights in general, then compared and contrasted the right to education in Cambodia and Korea. As they compared the two countries, they were able to see the importance of human rights.
- The students were active participants in the lesson and had a good time discussing the education systems of the two countries.

Classroom Photos



Students listening during class

Conclusion

Item	Remarks
Learning Outcomes	<ul style="list-style-type: none"> From the day we are born, we have certain rights and responsibilities, and everyone in a society has an equal right to live, and that right is precious. However, without proper education from childhood, some might disregard these human rights, not knowing what is right or wrong, and there are also those who ignore basic human rights. This class gave the students a clear understanding of human rights and responsibilities, and it was a great opportunity for them to understand that these rights allow us to live a happier life as a democratic citizen.
Comments and Suggestions	<ul style="list-style-type: none"> The lecturer in the lecture spoke very fast, and the subtitles were small, making it difficult for the students to read the subtitles



5 Park Sae-rom, Areum Elementary School
(Cambodia) Bun Phallin: Education and the Human Rights

Lesson Summary

Subject	Ethics	Year/Class	4th Grade / Class 6-7	Class Time	Two periods
Topic	Understand the meaning of human rights, and know how to appreciate and respect other cultures				
Objectives	<ul style="list-style-type: none"> Students will understand the issues on human rights, and will compare Korean school life and Cambodian school life. Students will know how to appreciate and respect other cultures. 				
Item	Procedure	Activity	Teaching Materials		
Lesson Structure	Introduction	<ul style="list-style-type: none"> Think about the meaning of the word, "respect" Read page 102 from the Ethics textbook together 	<ul style="list-style-type: none"> Post-its Easel pad Ethics textbook 		
	Main Focus	<ul style="list-style-type: none"> [Activity 1] What are human rights? <ul style="list-style-type: none"> Think about the meaning of "human rights" Watch the lecture together [Activity 2] Compare Cambodian school life and learn about the right to education <ul style="list-style-type: none"> Compare the Cambodian and Korean school life Find similarities between Cambodian and Korean students 	<ul style="list-style-type: none"> Lecture videos printouts Activity sheets (Exit Card) 		
	Wrap-up	<ul style="list-style-type: none"> Summarize what we learned today 			

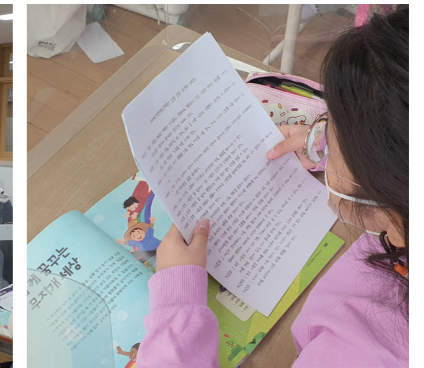
Lesson Outcomes

- The students who had taken human rights for granted became interested in this subject, and they were able to understand the similarities (school subjects, class times, games played at school) and the differences (meals, required school hours, facilities) between Cambodian and Korean schools.
- After the lesson, we studied the reunification of the Korean peninsula. The students remembered the Universal Declaration of Human Rights and concluded that "North Korea isn't adhering to human rights." I think this lesson was successful.
- During the class, the students saw the Cambodian lecturer, and many remarked that "she looks like us," so it was a good opportunity to teach the students that race and nationality are not always the same.

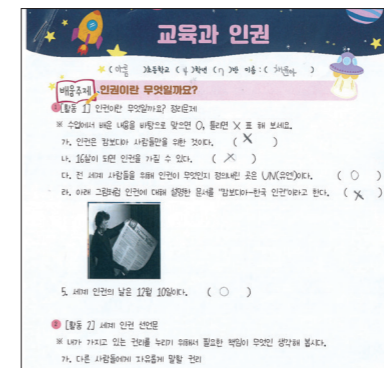
Classroom Photos



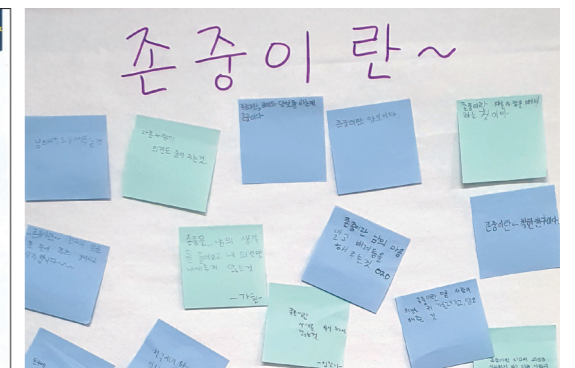
Students watching the lecture



A student completing a worksheet



Answer sheet



Introduction activity

Conclusion

Item	Remarks
Learning Outcomes	<ul style="list-style-type: none"> The students were excited to have a foreign teacher and were focused and participating well. It made me want to use those video materials for my lessons again. Currently, elementary schools teach the topic of human rights to 5th and 6th-grade students, but this experience taught me that the concept of human rights is also easily accessible to 3rd and 4th-grade students.
Comments and Suggestions	<ul style="list-style-type: none"> The subtitles were small and hard for the students in the back of the classroom to read. The length of the lecture (about 25 minutes) was long compared to our class period (30 minutes), so it was difficult to stop the lecture to give additional explanations. It was also quite long for elementary school students to maintain their concentration. I would suggest shortening the length of the lecture so that there is more time to work with the materials.



Activity Sheet

The activity sheet below was developed by Ms. Park Sae-rom for the lesson using the lecture videos.

교육과 인권

() 초등학교 () 학년 () 반 이름: ()

배움주제 인권이란 무엇일까요?

1 인권이란 무엇일까요? 정리문제


※ 수업에서 배운 내용을 바탕으로 맞으면 O, 틀리면 X 표 해 보세요.

가. 인권은 캄보디아 사람들만을 위한 것이다. ()

나. 16살이 되면 인권을 가질 수 있다. ()

다. 전 세계 사람들을 위해 인권이 무엇인지 정의내린 곳은 UN(유엔)이다. ()

라. 아래 그림처럼 인권에 대해 설명한 문서를 “캄보디아-한국 인권”이라고 한다. ()




© Wikimedia Commons

5. 세계 인권의 날은 12월 10일이다. ()

2 세계 인권 선언문에 대해 알아보기

※ 다음 물음에 알맞은 답을 고르세요.


가. 다음 그림에 해당하는 권리는 무엇일까요?()



© Wikimedia Commons


① 국가에 속할 권리 ② 놀 수 있는 권리
 ③ 사상이나 믿음에 대한 권리 ④ 민주주의에 대한 권리

나. 다음 그림에 해당하는 권리는 무엇일까요?()



① 재산을 소유할 권리 ② 노예제도 및 매매금지의 권리
 ③ 일할 권리 ④ 결혼과 가족을 이룰 권리

다. 다음 그림에 해당하는 권리는 무엇일까요?()



© Pixy.org

① 사상이나 믿음의 권리 ② 이동의 권리
 ③ 고문 받지 않을 권리 ④ 법 앞에 평등할 권리

※ 내가 가지고 있는 권리를 누리기 위해서 필요한 책임이 무엇인 생각해 봅시다.

가. 다른 사람들에게 자유롭게 말할 권리

나. 종교를 선택하고, 믿을 수 있는 권리

다. 다른 사람들에게 사랑과 존경을 받을 권리

라. 안전하고, 안전하다고 느낄 권리

3 캄보디아와 우리나라 학교생활

※ 캄보디아와 우리나라 학교를 비교하여 봅시다.

가. 공통점

나. 차이점

공통점 : _____

차이점 : _____

※ 우리가 학교 생활을 할 때 지켜야 할 것들에게 대해 3가지 써 보세요.

1. _____

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〈세계인권선언문(1948년 12월 10일 유엔총회 제정)〉

- 제1조 : 모든 사람은 태어날 때부터 자유롭고, 존엄하며, 평등하다. 모든 사람은 이성과 양심을 가지고 있으므로 서로에게 형제애의 정신으로 대해야 한다.
- 제2조 : 모든 사람은 인종, 피부색, 성, 언어, 종교 등 어떤 이유로도 차별받지 않으며, 이 선언에 나와 있는 모든 권리와 자유를 누릴 자격이 있다.
- 제3조 : 모든 사람은 자기 생명을 지킬 권리, 자유를 누릴 권리, 그리고 자신의 안전을 지킬 권리가 있다.
- 제4조 : 어느 누구도 노예가 되거나 타인에게 예속된 상태에 놓여서는 안 된다. 노예제도와 노예매매는 어떤 형태로든 일절 금지한다.
- 제5조 : 어느 누구도 고문이나 잔인하고 비인도적인 모욕, 형벌을 받아서는 안 된다.
- 제6조 : 모든 사람은 법 앞에서 ' 한 사람의 인간으로 인정받을 권리가 있다.
- 제7조 : 모든 사람은 법 앞에 평등하며, 차별 없이 법의 보호를 받을 수 있다.
- 제8조 : 모든 사람은 헌법과 법률이 보장하는 기본권을 침해당했을 때, 해당 국가 법원에 의해 효과적으로 구제받을 권리가 있다.
- 제9조 : 어느 누구도 자의적으로 체포, 구금, 추방을 당하지 않는다.
- 제10조 : 모든 사람은 자신의 행위가 범죄인지 아닌지를 판별 받을 때, 독립적이고 공평한 법정에서 공평하고 공개적인 심문을 받을 권리가 있다.
- 제11조 : 범죄의 소추를 받은 사람은 자신을 변호하는 데 필요한 모든 것을 보장받아야 하고, 누구든지 공개재판을 통해 유죄가 입증될 때까지 무죄로 추정될 권리가 있다.
- 제12조 : 개인의 프라이버시, 가족, 주택, 통신에 대해 타인이 함부로 간섭해서는 안 되며, 어느 누구의 명예와 평판에 대해서도 타인이 침해해서는 안 된다.
- 제13조 : 모든 사람은 자기 나라 영토 안에서 어디든 갈 수 있고, 어디서든 살 수 있다. 또한 그 나라를 떠날 권리가 있고, 다시 돌아올 권리도 있다.
- 제14조 : 모든 사람은 박해를 피해, 타국에 피난처를 구하고 그곳에 망명할 권리가 있다.
- 제15조 : 누구나 국적을 가질 권리가 있다. 누구든지 정당한 근거 없이 국적을 빼앗기지 않으며, 자기 국적을 바꾸거나 다른 국적을 취득할 권리가 있다.

- 제16조 : 성년이 된 남녀는 인종, 국적, 종교의 제한을 받지 않고 결혼할 수 있으며, 가정을 이룰 권리가 있다. 결혼에 관한 모든 문제에 있어서 남녀는 똑같은 권리를 갖는다.
- 제17조 : 모든 사람은 단독으로 또는 타인과 공동하여 재산을 소유할 권리를 가진다. 누구나 자의적으로 자신의 재산을 빼앗기지 않는다.
- 제18조 : 모든 사람은 사상, 양심, 종교의 자유를 누릴 권리가 있다.
- 제19조 : 모든 사람은 의사 표현의 자유를 누릴 권리가 있다.
- 제20조 : 모든 사람은 평화적인 집회 및 결사의 자유를 누릴 권리가 있다.
- 제21조 : 모든 사람은 직접 또는 자유롭게 선출된 대표자를 통해, 자국의 정치에 참여할 권리가 있다. 모든 사람은 자기 나라의 공직을 맡을 권리가 있다.
- 제22조 : 모든 사람은 사회의 일원으로서 사회보장을 받을 권리가 있다.
- 제23조 : 모든 사람은 일할 권리, 자유롭게 직업을 선택할 권리, 공정하고 유리한 조건으로 일할 권리, 실업 상태에서 보호받을 권리가 있다. 모든 사람은 차별 없이 동일한 노동에 대해 동일한 보수를 받을 권리가 있다.
- 제24조 : 모든 사람은 노동시간의 합리적인 제한과 정기적 유급휴가를 포함하여, 휴식할 권리와 여가를 즐길 권리가 있다.
- 제25조 : 모든 사람은 먹을거리, 입을 옷, 주택, 의료, 사회서비스 등을 포함해 가족의 건강과 행복에 적합한 생활 수준을 누릴 권리가 있다.
- 제26조 : 모든 사람은 교육받을 권리가 있다. 초등교육과 기초교육은 무상이어야 하며, 특히 초등교육은 의무적으로 실시해야 한다. 부모는 자기 자녀가 어떤 교육을 받을지 '우선적으로 선택할 권리가 있다.
- 제27조 : 모든 사람은 자기가 속한 사회의 문화생활에 자유롭게 참여하고, 예술을 즐기며, 학문적 진보와 혜택을 공유할 권리가 있다.
- 제28조 : 모든 사람은 이 선언의 권리와 자유가 온전히 실현될 수 있는 체제에서 살아갈 자격이 있다.
- 제29조 : 모든 사람은 자신이 속한 공동체에 대해 한 인간으로서 의무를 진다.
- 제30조 : 이 선언에서 말한 어떤 권리와 자유도 다른 사람의 권리와 자유를 짓밟기 위해 사용될 수 없다. 어느 누구에게도 남의 권리를 파괴할 목적으로 자기 권리를 사용할 권리는 없다.



⑥ Moon Okjoo, The Attached Elementary School of Gwangju National University of Education

(Thailand) Nanthaporn Keawharn:

Loy Krathong: Beautiful Thai Festival and Environment Protection

Lesson Summary

Subject	Science	Year/Class	5th Grade / Class 1-4	Class Time	Two periods 80 minutes in total
Topic	Learn about the beautiful Loy Krathong festival; find out the reasons for water pollution and how to fix this problem.				
Objectives	Students will learn about the Thai traditional festival, 'Loy Krathong.'				
Item	Procedure	Activity	Teaching Materials		
Lesson Structure	Introduction	<ul style="list-style-type: none"> Meet the Thai lecturer Talk about how it would feel about participating in Loy Krathong festival 	• Video		
	Main Focus	<ul style="list-style-type: none"> Learn about Loy Krathong festival <ul style="list-style-type: none"> Meaning of the festival, how it started, when it is celebrated, etc. Talk about what it would feel like to participate in Loy Krathong festival Make a Krathong out of colored paper Use the Krathong to learn a folk dance Learn about environmental issues arising from Loy Krathong festival <ul style="list-style-type: none"> Reasons why rivers become polluted: plastic and styrofoam that are used to make the festival baskets blocks the pipes and waterways which causes the pollution Learn how to reduce pollution in the rivers <ul style="list-style-type: none"> Changing the basket material: choose a material that is natural or biodegradable Reuse/recycle Volunteer to clean up litter Campaign: news, etc. Join Loy Krathong festival online 	<ul style="list-style-type: none"> Video 21cm x 21cm colored paper, Krathong, electric candles Video, notebook Group discussion, then watch the lecture Imagine what materials you could use to make a creative Krathong 		
	Wrap-up	<ul style="list-style-type: none"> Join the online Loy Krathong festival <ul style="list-style-type: none"> Use Google to search for the website Students recorded what they learned and their own ideas on their notebooks. <ul style="list-style-type: none"> What I think about traditional festivals What I learned and how I felt about it 	<ul style="list-style-type: none"> Smart device Notebook 		

Lesson Outcomes

- Students were able to learn about Thai culture through Loy Krathong traditional festival, and they wanted to take part in the festival themselves.
- Students were able to experience Thai culture in a very interesting way by making colored paper Krathong and trying traditional Thai dance with the Krathong they made.
- It was a good opportunity to think about how focusing on a fancy ceremony of the festival, rather than inheriting the meaning of a traditional festival, could destroy the environment. Students took time to think about how to celebrate the traditional festival in a way that doesn't harm the environment.

Classroom Photos



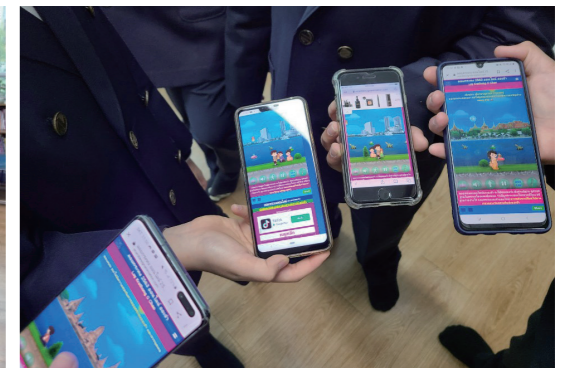
Students watching the lecture



Making Krathong origami



Folk dance



Students joining the online Loy Krathong Festival

Conclusion

Item	Remarks
Learning Outcomes	<ul style="list-style-type: none"> • Students were very interested in learning about other country's traditions. They especially loved that the class was filled with activities. It was also great that students were able to actively accept Thai culture with first-hand activities such as making Thai Krathong and learning Thai folk dance. • Students were able to focus on the true meaning of the festival by taking a look at the problems that can arise from traditional festivals and exploring the ways to reduce the pollution caused by humans. This approach made the lesson an interesting environmental education material dealing with the value that humanity should strive for.
Comments and Suggestions	<ul style="list-style-type: none"> • It would have been better if the screens and the subtitles were bigger. The screen size was fine for online learning but too small to be used in the classroom. As for the subtitles, I had to stop the lecture to explain the meaning when needed, and the students came to the front of the classroom to view the screen. • The origami Krathong had a lot of steps for the 5th graders, which caused the paper to be easily ripped. Hence, it would be better to use a thicker paper. • The Thai dance was a lot of fun, but it was difficult to finish the Thai dance learning within the class time due to the long lecture video. • Considering that the lecture is taught in a foreign language, it would be great if the statistic explained by the lecturer in the second session was also shown in visualized resource such as a graph.



7 Park Ji-hye, Geunjang Elementary School
 (Thailand) Nanthaporn Keawharn:
 Loy Krathong: Beautiful Thai Festival and Environment Protection

Lesson Summary

Subject	English	Year/Class	6th Grade / Class 5-6	Class Time	Two periods
Topic	Learn about a Thai festival and how it is related to environmental problems				
Objectives	Students will learn about the Thai festival, 'Loy Krathong' and think of ways to protect the environment.				
Item	Procedure	Activity	Teaching Materials		
Lesson Structure (1st period)	Introduction	<ul style="list-style-type: none"> Ask the students if they remember the Thai teachers who came last year and what they learned 	<ul style="list-style-type: none"> PowerPoint (photos from Thai teachers' class last year) 		
	Main Focus	<ul style="list-style-type: none"> Thai lecturer explains the origins of Loy Krathong Learn about Krathong (paper flower lanterns for Loy Krathong festival) and how to make them Students make their own Krathong 	<ul style="list-style-type: none"> APCEIU lecture video (first video) Two sheets of paper (21cm x 21cm) 		
	Wrap-up	<ul style="list-style-type: none"> Finish Krathong: Assign this as homework for the students who cannot finish during class time 			
Lesson Structure (2nd period)	Introduction	<ul style="list-style-type: none"> Check the finished Krathong and summarize the last session 	<ul style="list-style-type: none"> Finished Krathong 		
	Main Focus	<ul style="list-style-type: none"> Recognize the environmental problems arising from Loy Krathong festival Learn about how Thai people are working to solve the environmental problems caused by Loy Krathong festival 	<ul style="list-style-type: none"> APCEIU lecture video (second video) 		
	Wrap-up	<ul style="list-style-type: none"> Students write down their thoughts on the worksheet 	<ul style="list-style-type: none"> Worksheet 		

Lesson Outcomes

- Since our school had a good experience with the Thai exchange teachers who came to our school last year and was hoping to meet other foreign exchange teachers this year. However, due to the COVID-19, our school could not invite foreign teachers. I believe the lecture videos were able to compensate for that a little bit.
- The lectures were of high quality, which kept the students' attention. The activities that the lecturer prepared helped the students to focus well during the class.
- Since they are 6th graders, I was worried that they might find the paper folding to be too easy for them, but the students were quite interested in the activity and helped each other.
- The lecturer spoke slowly to explain the environmental problems caused by the festival, so the students kept their focus well.

Classroom Photos



Conclusion

Item	Remarks
Learning Outcomes	<ul style="list-style-type: none"> • Being able to not only teach the students about Thai culture through a festival, but also connecting this to an environmental protection issue was very impressive. The students are only in elementary school, but they were able to think deeply about this topic and share their opinions. It was a meaningful lesson.
Comments and Suggestions	<ul style="list-style-type: none"> • The subtitles were small and hard to read in the classroom. Making the subtitles larger would help to make them readable in the classroom setting. • For elementary students, the lecture should take less than 10 minutes per class session. I uploaded several videos for remote teaching-learning and found out that elementary students could only focus on for a maximum of 10 minutes. In my opinion, it would be more effective if the lengths of the lectures are around 10 minutes so that teachers who utilize the lecture can use the rest of the time more directly involved to the lesson. • There was some additional information that was too difficult for elementary school students. The PowerPoint presentation had a lot of writing, making it difficult for the students to follow. For elementary school students, using more visual materials would be great.



⑧ Gwak Minseob, Muguk Elementary School
(The Philippines) Julyn Guba: Annyeong Minji, Kumusta, Maria

Lesson Summary

Subject	Social Studies	Year/Class	4th Grade / Class 1	Class Time	40 minutes
Topic/Objectives	Understand Filipino culture and create a cultural exchange by making materials about introducing Korean culture to foreign visitors.				
Item	Procedure	Activity		Teaching Materials	
Lesson Structure	Introduction	<ul style="list-style-type: none"> Watch a video about foreigners who enjoy Korean culture 		<ul style="list-style-type: none"> YouTube video 	
	Main Focus	<ul style="list-style-type: none"> Watch the lecture <ul style="list-style-type: none"> Activity 1. What kinds of things represent Korean culture? Use a PowerPoint presentation and Flash to learn about Korean culture <ul style="list-style-type: none"> Activity 2. Create materials to introduce Korean culture to foreign tourists On the worksheet, make promotional flyers about Korea 		<ul style="list-style-type: none"> PowerPoint presentation Flash Worksheet 	
	Wrap-up	<ul style="list-style-type: none"> Share your promotional flyer with a classmate Watch a video about foreign tourists enjoying Korean culture, and gain an attitude of mutual respect by experiencing another culture 		<ul style="list-style-type: none"> YouTube video 	

Lesson Outcomes

- Students learned that Korean culture could be exciting and new to foreigners, though it is ordinary things to them.
- Students gained more appreciation for their culture.
- They also had fun and learned new things by experiencing a different country's culture.
- The students learned to respect other countries' culture.

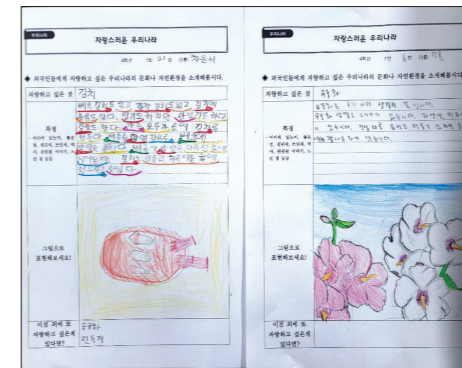
Classroom Photos



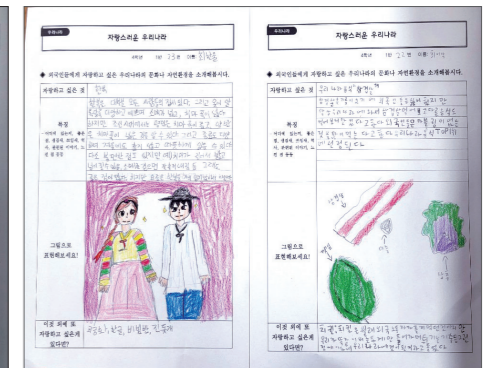
Students watching the lecture



Class activity



Student work



Student work

Conclusion

Item	Remarks
Learning Outcomes	<ul style="list-style-type: none"> • Students who didn't know anything about the Philippines were able to learn about Filipino culture. Students became interested in other cultures and had fun, so I plan on having more classes about other neighboring countries.
Comments and Suggestions	<ul style="list-style-type: none"> • The lectures were very well made. But the subtitles were so small that students had trouble reading them. With the bigger subtitles, the lecture would be more effective



9 Gil Joon-han, Daejeon Dun San Elementary School

(The Philippines) Kristine Joan D. Barredo: Understanding the rice culture of Korea and the Philippines and appreciate the food we eat

Lesson Summary

Subject	Social Studies	Year/Class	6th Grade/ Class 4	Class Time	35 minutes
Topic	Learning how people in other countries live and respecting their way of life				
Objectives	Students will learn how people in other countries live and be able to respect their way of life				
Item	Procedure	Activity	Teaching Materials		
Lesson Structure	Introduction	<ul style="list-style-type: none"> Students have a look at Filipino foods Students examine what they will learn in the lesson 	<ul style="list-style-type: none"> "Top 10 Filipino Foods" on YouTube 		
	Main Focus	<ul style="list-style-type: none"> Discussing Korean rice-based foods Taking a look at the Filipino rice culture Thinking about the reasons why these two cultures are different 	<ul style="list-style-type: none"> Lecture videos 		
	Wrap-up	<ul style="list-style-type: none"> Writing a letter to appreciate the effort of farmers 	<ul style="list-style-type: none"> http://gg.gg/nongbutx 		

Lesson Outcomes

- By learning about other countries' culture with a foreign lecturer, students found the information more reliable, and it was more memorable for them.
- It was a good opportunity for the students to learn about another country from the point of view of a person from that country, not Korean.
- As the lecture was different from what the students usually experience, they were more curious and seemed to enjoy the new experience.

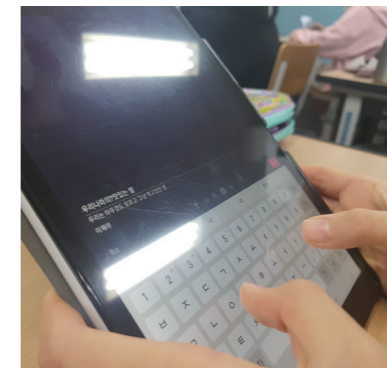
Classroom Photos



Students learning about the Filipino rice culture



Students listening to a story about rice



Student writing a thank-you letter to farmers



A postcard uploaded to Padlet

Conclusion

Item	Remarks
Learning Outcomes	<ul style="list-style-type: none"> • Learning about other countries' culture through the stories of someone from that country was very effective for students to change their point of view. I plan to use this method when teaching about different cultures next time.
Comments and Suggestions	<ul style="list-style-type: none"> • It would be great if more educational materials were uploaded and shared so that more videos would be available.



10 Kwon Seong-hun, Daejeon Woalpyeong Elementary School
 (The Philippines) Kristine Joan D. Barredo: Understand the rice culture of Korea and the Philippines and appreciate the food we eat

Lesson Summary

Subject	Social Studies	Year/Class	3rd Grade/ Class 2	Class Time	Two periods
Topic	Understanding Korean and Filipino Cultures				
Objectives	Students will learn about the cultures of our neighboring countries (The Philippines and Indonesia)				
Item	Procedure	Activity	Teaching Materials		
Lesson Structure	Introduction	<ul style="list-style-type: none"> Students discuss the various aspects of different cultures that they enjoy in their daily lives 			
	Main Focus	<ul style="list-style-type: none"> [Activity 1] Watch the lecture and do activity: understanding and comparing Korean and Filipino cultures <ul style="list-style-type: none"> Compare the location, flag, national flower, traditional clothing, foods and houses of the two countries Learn about the Filipino rice culture through a story [Activity 2] Virtual class with an Indonesian teacher <ul style="list-style-type: none"> Sing and dance (experiencing Indonesian culture) 			
	Wrap-up	<ul style="list-style-type: none"> Students will share one thing that they learned from this lesson 			

Lesson Outcomes

- The students had fun learning about other countries through games and dancing and were able to focus well on their tasks.

Classroom Photos



Students learning a traditional Indonesian dance (Indonesian exchange teacher in 2019 led the class virtually as an instructor)



Students learning about the Korean and Filipino rice culture through a story

Conclusion

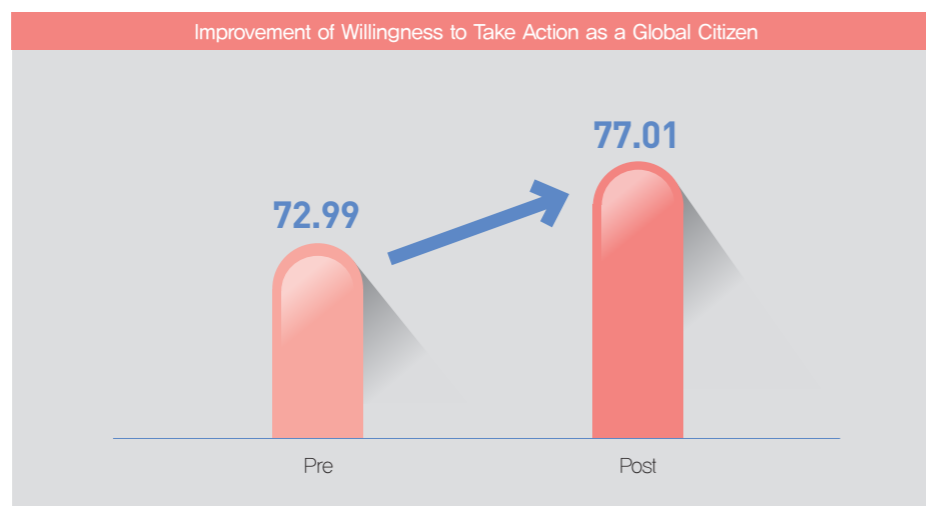
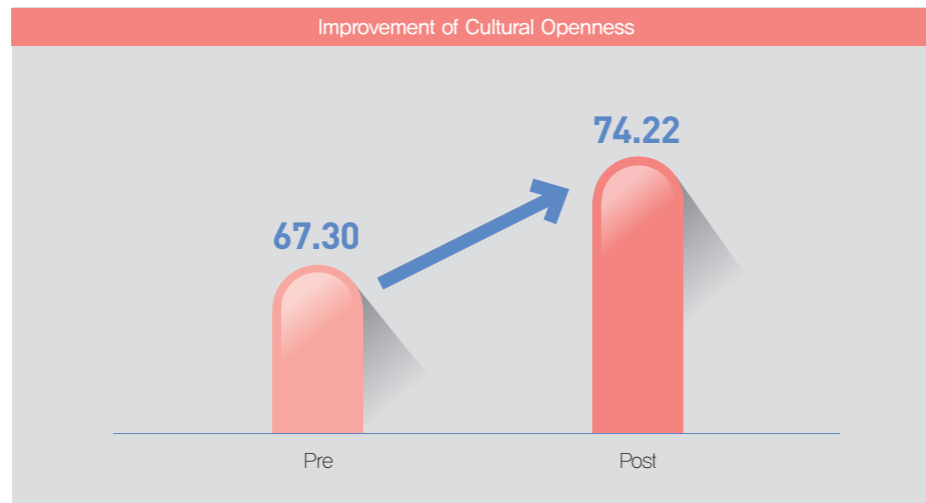
Item	Remarks
Learning Outcomes	<ul style="list-style-type: none"> The students were able to learn about other countries' culture. They had fun and were very interested in being able to experience different foods, dances, and games. Things to consider for the next class: I would like to teach the students more about each country's cuisine and dances.
Comments and Suggestions	<ul style="list-style-type: none"> The students might have an easier time watching videos with larger-sized subtitles.

Survey result

Survey results after the utilization of lecture videos

The outcome of the project can be shown with the survey result of students' intercultural literacy. The Korean students who participated in classes using lecture videos of teachers from partner countries surveyed before and after the classes. Students from total of ten Korean schools that used the lecture videos participated. The result of the survey on key indicators is as shown in the graph below. With the improvement of key indicators such as 'cultural openness' and 'willingness to take action as a global citizen,' the pre- and post-survey results show improved intercultural literacy of the students.

Survey Results of Key Indicators





04

Others

- Postface
- Appendix: List of Platforms to Discover the Materials

Postface

"As long as our hearts are connected, the exchange will continue even if our borders are closed."

For Developing Online Educational Materials for Global Education in Korea Project under the Asia-Pacific Teacher Exchange for Global Education (APTE), ten teachers from six countries participated in the production of these educational materials, and ten lectures (20 sessions) were produced. The educational materials were designed to be interconnected with the Korean national curriculum so that they can be used during regular classes. Also, local teachers from the partner countries of APTE participated in the production of the videos. In these aspects, the educational materials are differentiated from other materials for intercultural understanding education or Global Citizenship Education. In addition, starting from the planning stage, we endeavored to reflect the contents that are already being handled in school classes, and promote a mutual understanding of cultures, while also including diverse elements such as games, dances, experiments, and instrument playing to create videos that Korean students would be interested.

The project, which was launched in August, underwent numerous hardships due to the outbreak and spread of COVID-19. The pandemic affected the overall project in terms of selecting the participating teachers, recruiting local videographers, and the filming and editing schedules. The possibility of travel between regions changed frequently, and we even had to receive permission from the local police. Other than hardships caused by COVID-19, natural disasters made it challenging to film. Despite this situation, the personnel in charge of this project did their best to film safely, complete the production of the educational materials within the designated year year, and distribute high quality materials to Korean schools.

From the perspective of planning the educational materials, this project was also challenging. While utilizing the benefits of working with the exchange teachers, the national curriculum of Korea had to be considered to select and propose subjects and topics that would be useful at Korean school. Endless internal discussions were carried out to create materials that would



be valuable in terms of intercultural literacy education and Global Citizenship Education, and many hours were spent editing the contents with the selected lecturers. Also, a great deal of effort went into planning the editing direction, to reflect the characteristics of each lecture and to deliver the intentions of the lecturer in the most effective manner.

This project, which resulted from the hard work of the staffs of APCEIU, lecturers, local filming crews, editors, and Korean teachers who used the lecture videos despite difficult circumstances, started out with the intention to show that exchange can continue even when the borders are closed as long as our hearts remain connected. Thanks to the active cooperation of the Korean teachers, the video lectures that were introduced in Korean schools were met with an enthusiastic reaction from the Korean students, and helped the students to understand and respect people from a different cultural background and solve common problems together. This result coincides with the role and existing values of the APTE. The areas that need to be improved include some technical difficulties especially in terms of the size of the subtitles and the length of the lecture. If a similar project is carried out in the future, more attention should be paid to this matter.



We would like to thank all of those who have worked hard on this project, including the lecturers who always responded willingly to endless discussions and feedback requests and Korean teachers who remained dedicated to the project even when they were busier than ever at their schools due to the pandemic. Seeing these teaching materials utilized at many schools and reaching many students will bring us a great deal of joy.

Appendix

List of Platforms to Discover the Materials

1. Youtube Channel UNESCO APCEIU –Asia–Pacific Teacher Exchange

(<https://www.youtube.com/channel/UCXSD87rvUWwFR-ordVMrKSA/featured>)

	Lecturer	Title	Session	Link
 Malaysia	Norhailmi Bin Abdul Mutalib	The Importance of Biodiversity: the ecosystem and endangered species of Malaysia and Korea	1st	https://youtu.be/wbNfJQgNuA
			2nd	https://youtu.be/3geiZqcK-CQ
	Khairunnisaa Binti Mohamad	Saving the Sea Turtles	1st	https://youtu.be/l1K6gg0QS00
			2nd	https://youtu.be/FtjGrZtpFoc
 Viet Nam	Nguyen Thi Thanh Thao	City and Countryside of Viet Nam	1st	https://youtu.be/5TGambP0kDA
			2nd	https://youtu.be/tlnieMHJauY
	Huynh Ngo Minh Tam	Traditional Games in Viet Nam	1st	https://youtu.be/hadGBlkupRU
			2nd	https://youtu.be/SsVr39LR_d8
 Indonesia	Hadi Sukoco Sumarya	Indonesian Batik experience through an acid–base reaction	1st	https://youtu.be/_Ah-AOqibXU
			2nd	https://youtu.be/uQ0hX-aHpPc
 Cambodia	Kem Malyskrang	Traditional Music in Cambodia	1st	https://youtu.be/FBzw5d8qqs4
			2nd	https://youtu.be/gBCSI25yx3l
	Bun Phalin	Education and Human Rights	1st	https://youtu.be/25JoBZRLxM0
			2nd	https://youtu.be/PAuJ9VNY11E
 Thailand	Nanthaporn Keawham	Loy Krathong: Beautiful Thai Festival and Environment Protection	1st	https://youtu.be/P2yQAV6tkeQ
			2nd	https://youtu.be/tHQwEAex19g
 The Philippines	July A. Guba	Annyeong Minji, Kumusta, Maria	1st	https://youtu.be/72xv5jyO2Wk
			2nd	https://youtu.be/9rO6jwbzUI
	Kristine Joan D. Barredo	Understand the rice culture of the Philippines and Korea and appreciate the food we eat	1st	https://youtu.be/hJQfcig-Pzo
			2nd	https://youtu.be/71XuzCTPH8s

2. Other Platforms

- (1) EDUNET T–CLEAR (<http://www.edunet.net/nedu>)
- (2) National center for multi–culture education (<https://edu4mc.or.kr>)
- (3) T Sherpa (<http://e.tsherpa.co.kr>)