

Inquiry Project Plan

Inquiry Title:	Multiculturalism	Time Frame	One month (270mins) Social Studies	Inquiry Approach:	Land-based pedagogy
Name:	Melody	Subject(s):		Grade(s):	3

Inquiry Project Rationale & Overview

Why does this topic matter to students?

Social diversity is a wide variety of characteristics amongst people such as age, gender, ethnicity, religion, physical abilities, socioeconomic status, sexual orientation, cultural backgrounds and so on (Nedha, 2016). The problem is that in the diversity of society, when people coming from various backgrounds get together, conflicts might happen if they have different or even opposite values, beliefs and so on. Some people even probably have discrimination against others such as different religions and sexual orientations. As the development of society, more and more people pay attention to the social diversity. To maintain a harmonious social environment, social diversity that acknowledges differences, prevents prejudice, stereotypes and discriminations, and provides opportunities for different experiences ought to be understood.

However, social diversity is just the concept which is the acknowledgement of different existences. To help the social diversity peacefully exist, multiculturalism appears. It generously reflects the diversity of cultures, giving equal opportunities to people to show their own identities, values, beliefs and traditions; it supplies a platform for people to interact, relate and engage in civic talk and action (Watters, Ward & Stuart, 2020).

In the world full of social diversity, education should keep up with times to promote multiculturalism, helping students learn knowledge, values, and cultures from different social communities and strengthen cosmopolitan perspectives working for equality and social justice (Nussbaum, 2002). Students should be allowed to interpret their own perspectives based on their personal experiences in their homes and their own cultures. Students are encouraged to have interactions with their peers from diverse racial and ethnic groups, assisting them to build good relationships.

Indigenous people are the citizens who live on the land before colonization. There are many indigenous people around the world. In Canada, due to the residential school and colonization of the land, the language and cultures of indigenous people are minimized or even tending to be lost (Wikipedia, 2020). Some indigenous cultures, destroyed by colonists, are strongly appealed to be healed and recovered, in order to confront with the oppression of western culture assimilation (Absolon, 2019). Hence, keeping traditions is the significant way for them to protect and inherit their own cultures. Keeping balance and harmony is what indigenous people immensely expect in terms of social relations; sharing traditions with peers and teaching generations to do them in person is beneficial to build intimate and positive relationships amongst indigenous groups. In terms of multiculturalism, indigenous cultures should be equally treated and known. Three indigenous traditions will be focused on: hand drum, pine needle basket and traditional plants.

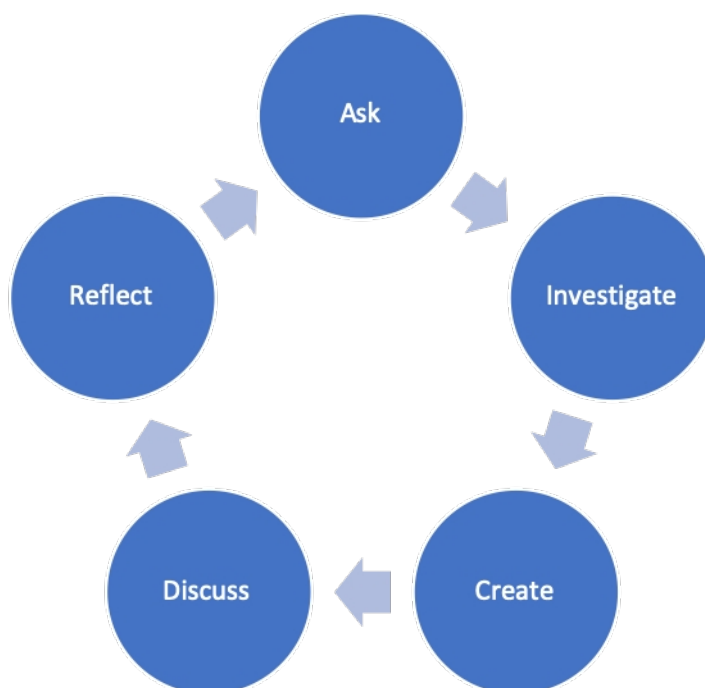
How does this project incorporate the inquiry cycle?

Teacher asks students about their identities, values, beliefs, customs and traditions; asks their understandings of social diversity, multiculturalism, the significance of indigenous traditions like hand drum, pine needle basket and traditional plants. Students investigate those questions by videos watching, storytelling, outdoor education, land-based learning, walking curriculum and experiential learning. Next students create the knowledge, share their own perspectives and individual experiences with peers, teacher and indigenous people through the investigations. Then students discuss about the essential inquiry questions relevant to learning contents with peers. Finally, students have reflections on the significance of multiculturalism.

Key Questions For Inquiry

Core Question	Supporting Questions
1. What does social diversity mean?	1. Why does social diversity exist?

2. What does multiculturalism mean? 3. Why should we promote multiculturalism? 4. What's significance of hand drum to indigenous people? 5. What's your opinion of cultural assimilation? 6. Why do indigenous make pine needle basket? 7. Why some cultures are disappearing? 8. The role of multiculturalism in cultural protection. 9. Why do indigenous people protect traditional plants? 10. What's your reflection on the relationship between the nature and humans?	2. What are benefits or disadvantages that social diversity might bring? 3. What's difference between social diversity and multiculturalism? 4. How can we keep a harmonious social environment at school? 5. What do indigenous people want to express through hand drumming? 6. What are the negative effects that cultural assimilation brought to indigenous people according to the history of residential school? 7. What meaningful things would you like to do to show connections with your hometown? 8. What's the significance of pine needle basket to indigenous people? 9. What other losing cultures in the world do you know? 10. Do you have any disappearing arts or customs or traditions or cultures within your own backgrounds to share with us? 11. How to protect disappearing cultures? 12. What traditional plants do you know? 13. What's your feeling and what stories you recall when wandering in a garden? 14. What are the benefits that plants can bring to humans' well-being? 15. Do you know what bad results that humans will encounter if we destroy plants? 16. How can we maintain a harmonious relationship with the living environment?
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Inquiry Approach and Rationale

This inquiry project has meaningful interactions like discussion, storytelling, problem-solving and field practice through digital technologies, multiple media and learning activities (Buckner& Kim, 2014; Khalaf, 2018) to produce sophisticated and deeper understanding of knowledge that they acquire and to create a more engagement learning environment (Friesen & Scott, 2013; Justice, Rice, Roy, Hudspith & Jenkins, 2009).

The places for inquiry are flexible. Learning should not be limited in the classroom. Outdoor activities are beneficial for students to improve physical, mental, and emotional well-being (Maltais, 2020). In this project, students not only study in the classroom, but also go to the grass ground, local community and garden to learn indigenous traditions and understand the meaning of multiculturalism, which reflect the walking curriculum (Judson, 2018) and place-based pedagogy (David, 2013).

Storytelling is a non-textual pedagogy that creates a dynamic interaction platform for tellers and listeners to have a co-creation of stories based on their individual perspectives and life experiences (McDowell, 2018; First Peoples Principles of Learning, 2020). Storytelling is reflected in workshop activity: students will learn the significance of doing hand drum, the history of pine needle basket and the meaning of traditional plants through stories.

Some experts are invited to help students better involve in the learning process and assessment from teachers and experts will be carried out to evaluate the learning outcomes (Friesen & Scott, 2013; Bailey, 2020). Indigenous people are the experts who show hand drum and teach students how to make a pine needle basket in this project. Students' performances during the class learning are assessed. Homework and group work are assessed.

Rewards are suggested instead of punishments (Clifford & Friesen, 2003). Students will be given some gifts as the rewards for excellent work.

To present a brilliant inquiry project, applying “design thinking” is very significant for teachers. Teachers need to make some innovative changes by taking what students and parents’ needs and want to design the teaching contents and process (Clark, 2020; Quinn, Bartlett, McNeil & Miner, 2018). Generally, this project breaks the traditional rules of teaching in the classroom by textbooks. Outdoor activities are adopted to have experiential learning, which is the innovation. Students like going outside and handmade practice. Parents want their children to be physically and mentally healthy. Hence, in my project design, students have chances to acquire knowledge outside the classroom. During this process, students will enjoy the experiential education; their physical and mental health will be enhanced by some interesting, relaxed outdoor activities. This is the humanity design project for students to acquire knowledge.

Core Principles of Effective Teaching (Sharon Friesen)

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.

**What aspects of the inquiry are the most challenging and meaningful for students?*

Students seek the meaning of social diversity and multiculturalism by video watching before the teacher introduces the concepts. The ability to have independent thinking is practiced.

Students have a critical thinking about cultural assimilation and then understand how important it is to promote multiculturalism.

	<p>Students explore the reasons for disappearing cultures Analyze the advantages that plants bring to human beings.</p> <p>Understand of the concepts of sustainable environmental development.</p>
<p>Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i></p>	<p>Teacher and students share their identities, values, beliefs, and individual experiences, and explore the significance of multiculturalism at school by a debate, which is connected to their daily lives.</p> <p>Students share the meaningful things they would like to do for showing connections to their hometown.</p> <p>Students share some losing arts or customs or traditions or cultures within their own backgrounds.</p> <p>Teacher and students have experiential learning of traditional plants in a garden.</p>
<p>Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i></p>	<p>Class performances, individual work and group work will be assessed.</p>
<p>Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i></p>	<p>Students have interactions with indigenous people about hand drumming. Indigenous people sing and dance with hand drumming, which is the across discipline involving music.</p> <p>Students have interactions with indigenous people through pine needle basket making. This is a handmade practice for students.</p> <p>Students learn the traditional plants through the real environment in a garden</p> <p>Students have connections with the nature</p>
<p>Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i></p>	<p>Teacher and indigenous people work together to teach students about indigenous tradition: hand drum.</p> <p>Teachers cooperate with indigenous people to teach students indigenous tradition: pine needle basket</p>

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<p>Positive interactions and collaborations with peers are the communication skills students should have.</p> <p>Students have interactions by sharing identities, values and beliefs</p> <p>Discussion on essential questions Collaboration through a debate on “English Only” at school</p> <p>Students have interactions by essential questions discussion, and ideas sharing about connections to their hometown</p> <p>Students talk about the significance of pine needle basket</p> <p>Students share their feelings and stories with peers when wandering in a garden</p>	<p>Creative and critical thinking needs to be developed.</p> <p>Creative and critical thinking is developed through the debate on “English Only” at school</p> <p>Critical thinking is practiced by expressing their ideas on cultural assimilation Imagination is developed through thinking about doing meaningful things to show connections to their hometown.</p> <p>Think about the why some cultures are disappearing</p> <p>Shape ideas for culture protection</p> <p>Creative thinking is developed when thinking about how to keep a harmonious relationship with living environment</p>	<p>Students are trained to have personal awareness, positive and cultural identity, social awareness and responsibility.</p> <p>Students have personal awareness through identities, values, beliefs sharing and they realize their responsibilities to keep a harmonious social environment.</p> <p>Students learn indigenous tradition “hand drum”, appreciate and respect indigenous culture</p> <p>Students aware of their own cultural backgrounds</p> <p>Students learn indigenous tradition “pine needle basket”, appreciate and respect indigenous culture</p> <p>Students aware of their responsibilities to protect the environment</p>

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

Indigenous knowledge is passed down through traditions. Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

Nurture multicultural awareness

Learn indigenous tradition: hand drum, pine needle basket and traditional plants

Indigenous people’s spiritual connection with their land, and indigenous views about well-being

Respect for diversity

BC Curriculum Learning Standards (STUDENTS DO)

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<p>Students use social studies inquiry to ask questions, interpret and analyze ideas. Compare the changes or differences; explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events; recognize implicit and explicit ethical judgments.</p> <p>Compare the difference between social</p>	<p>Traditions as evidence about past First Peoples cultures. Relationship between humans and their environment.</p> <p>Relationships between people</p> <p>Tradition (hand drum) as evidence about past First Peoples culture</p>

<div>diversity and multiculturalism</div> <div>Interpret their ideas on the meaning of hand drum and cultural assimilation</div> <div>Students analyze the reasons for disappearing culture</div> <div>Explain why indigenous people protect traditional plants</div> <div>Have ethical judgment</div>	<div>Tradition (pine needle basket) as evidence about past First Peoples culture</div> <div>Relationship with living environment</div>
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Indigenous Connections/ First Peoples Principles of Learning

First peoples promote experiential learning in social studies curriculum. One of the major curricular competencies in the new curriculum is comparing different perspectives, which will include the consideration of indigenous knowledge and consideration of First Peoples memory and stories. Learners can acquire knowledge through storytelling.

Teacher and students acquire knowledge and broaden their horizons through storytelling about their individual experiences.

Experiential learning of hand drum

Know the meaning of hand drum to indigenous people by storytelling

Experiential learning of pine needle basket

Know the meaning of pine needle basket to indigenous people by storytelling

Experiential learning of traditional plants

Know the significance of traditional plants to indigenous people.

Respectful Relations

Students have interactions through questions discussion, video reflections, storytelling and debate. They are encouraged to show their own perspectives, individual experiences and imaginative ideas.

Project Overview

Time Estimate		Description of Teacher and Student Activities	Assessment Principles with Explanation of Inquiry Connection
Ask	29mins	Teacher asks students about their identities, values, beliefs, customs and traditions; asks their understandings of social diversity, multiculturalism, the significance of indigenous traditions like hand drum, pine needle basket and traditional plants.	Students' participations are assessed. They can get marks if they bravely answer these invitation questions.

		<p>What does social diversity mean? What does multiculturalism mean? Why should we promote multiculturalism?</p> <p>Do you know indigenous people? Do you know indigenous traditions? What's significance of hand drum to indigenous people? Do you know the history of residential school in Canada?</p> <p>Do you know some disappearing arts or cultures? Do you know pine needle basket?</p> <p>What kinds of plants do you like? Why?</p>	<p>Teacher learns what students have already known in "asking" step, and focuses on what they are unfamiliar with later.</p>
Investigate	75mins	<p>Students investigate those questions by videos watching, storytelling, outdoor education, land-based learning, walking curriculum and experiential learning.</p> <p>Students watch a video of social diversity and explore the meaning of it.</p> <p>A video of multiculturalism is presented.</p> <p>Some examples of multiculturalism are demonstrated by the teacher such as immigration and foreign restaurants.</p> <p>Indigenous people show hand drum performance.</p> <p>Teacher introduces the significance of hand drum to indigenous people by storytelling. (including the spiritual connections to their ancestors and motherland, the way to show indigenous worldviews and the protection of culture, the negative effects that cultural assimilation had on indigenous people in the past due to residential school)</p> <p>Indigenous people tell students the history of pine needle basket</p> <p>Indigenous people teach students to make pine needle basket</p> <p>Teacher asks students to share any disappearing arts or customs or traditions or cultures within their own backgrounds</p> <p>Teacher introduces the traditional plants by storytelling Teacher lets students have spiritual connections with the plants around them</p> <p>Students observe the traditional plants in the garden</p>	<p>Students' investigation process is assessed.</p> <p>The interactions between peers, teacher and indigenous people are assessed. Students get good marks if they actively investigate the learning contents.</p>

		<p>when listening to teacher's introduction</p> <p>Students watch the video of medicine making and environmental issues</p>	
Create	70mins	<p>Students create the knowledge, share their own perspectives and individual experiences with peers, teacher and indigenous people through the investigations.</p> <p>Students share their identities, mother languages, values and beliefs with peers.</p> <p>Students share their personal experiences if they encountered prejudice or discrimination, and then have ethical judgment on this phenomenon.</p> <p>A debate about whether it is good to advocate "English Only" at school.</p> <p>Students compare the differences between social diversity and multiculturalism.</p> <p>Students are divided into several groups and share their ideas about what they would like to do to show connections to their hometown.</p> <p>Students are divided into several groups and they are guided to make a pine needle basket with their group members by indigenous people.</p> <p>Students share the disappearing arts or customs or traditions or cultures within their own backgrounds with peers. If they don't know, the teacher will tell students some disappearing cultures.</p> <p>Students feel the plants in the garden, share their feelings and stories they recall when having the spiritual connections with those plants</p>	<p>Students' sharing about their values, beliefs, feelings and experiences are assessed. Individual homework and group work are assessed.</p> <p>Students get good marks if they critically make an analysis of learning contents, creatively present their understandings of social diversity, multiculturalism, hand drum, pine needle basket and traditional plants.</p> <p>The requirements of homework and group work for every workshop are presented in "Extensions" section.</p>
Discuss	43mins	<p>Students discuss about the essential inquiry questions relevant to learning contents with peers.</p> <p>Students think about why social diversity exist, talk to peers beside them and share their ideas with the class.</p> <p>Students have a discussion with peers about the significance of promoting multiculturalism in society.</p> <p>Students share their own perspectives on cultural assimilation with the whole class.</p>	<p>Students' discussion is assessed. If students share their perspectives on questions logically and reasonably, they will get good marks.</p>

		Students talk to peers and figure out the benefits of protecting plants and the bad results of destroying plants.	
Reflect	53mins	<p>Students have reflections on the significance of multiculturalism.</p> <p>Students have reflections on how to keep a harmonious social environment at school.</p> <p>The meaning of multiculturalism to indigenous people.</p> <p>The role of multiculturalism in culture protection</p> <p>How to maintain a harmonious relationship with the living environment?</p>	<p>Students' reflection is assessed. If students clearly express their comprehension on indigenous traditions and multiculturalism, they will get good marks.</p> <p>Students will be give gifts as rewards for their good performances in class and excellent homework or group work.</p>

Materials of Teaching Contents and Resources of Inquiry Approach

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Organizational Strategies

Prepare all of the teaching materials in advance. Let's students preview the general concepts of social diversity and multiculturalism before the workshop. Parents help their children do the preview and guide children to have respectful attitudes towards differences.

Prepare all of the teaching materials. Look for an appropriate grass ground for children to have this outdoor education. Make sure that indigenous people have time to come and show hand drum performance.

Teacher and local community prepare materials for basket making
Indigenous people prepare the storytelling of the history of pine needle basket

Teacher goes to the garden to get familiar with the traditional plants in advance.
Look for an appropriate multimedia room that is not far away from the garden.
Make sure the video of medicine making by traditional plants can be played.

Proactive, Positive Classroom Learning Environment Strategies

Students freely express their perspectives on social diversity and multiculturalism and they share their own identities, values and beliefs with peers and teacher. Storytelling about the individual experiences is conducted. Debate involves students' collaboration with group members.

Students sit on the grass ground in a big circle. Teacher and indigenous people sit in the middle of the circle. It is not like the formal class sitting on chairs. Students have freedom to move their bodies. This is a natural, relaxing outdoor education.

Students go to the local community which creates the interactive, healthy learning environment

The garden is a natural learning environment for students

Extensions

Homework for the first workshop: every student draws a picture (they can also use some photos from the internet and paste them on the paper) to show their understandings of multiculturalism. Some key words or short sentences can be written on it. Parents assist students to complete this homework.

Homework for the second workshop: all students will make a short video of themselves to verbally interview their parents or elders about the traditions or customs or religions within their backgrounds.

Homework for the third workshop: students are divided into several groups. Every group seeks one losing culture and finds some photos or a video or a short article of it. Group homework will be assessed.

After the fourth workshop, students are asked to plant a small plant they like.