|  |  |
| --- | --- |
| **Onsite: Lesson Plan 1** | |
| **Lesson Title:** Overview of Education Equity Issues in India and Pakistan | **Timeframe:** Day 1 |
| **Lesson Components** | |
| **Unit Essential Question(s):** Is education equity an issue solely in developing countries?  **Targeted Lesson Essential Question(s):** What are the barriers to education equity? | |
| **Lesson Content Understandings:** *Students will understand that* there are many reasons why education equity remains an issue for developing and other countries in the 21st century*.* | |
| **Materials & Resources:** Internet Resources; Social Networking Tools; iPods; Laptop Computers; LCD Projector | |

|  |  |  |
| --- | --- | --- |
| **Goals/Objectives**  ***Students will be able to:*** | **Learning Activities/Instructional Strategies**  **Lesson Sequence**  ***Students will:*** | **Formative Assessments/**  ***Evidence of***  ***Learning (EOL)*** |
| **Linguistic**   * Exchange information about themselves and their schools. * Ask and respond to questions related to Indian/ Pakistani and American schools.   **Culture**   * Recognize common cultural practices in Indian/ Pakistani schools. * Compare and contrast Indian/ Pakistani and American schools and school practices.   **Global**   * Explain why education equity is a global issue. * Identify common barriers to education equity in developing and other countries. * Begin to establish virtual peer relationships with Indian/Pakistani students. * Gain others’ perspectives related to Indian/ Pakistani schools and school practices. * Use the Hindi/ Urdu language for interpersonal, interpretive and presentational purposes, including appropriate verbal and non-verbal behavior and strategies to communicate effectively about the global issue of education equity. * Use a variety of international sources, media, and experiences in Hindi and Urdu to identify and weigh relevant evidence related to the global issue of education equity. * Select and use appropriate technology and media to connect with native speakers, present information, concepts or ideas related to the global issue of education equity. | **Preparing for Cross-Cultural Interactions**  (8:45 – 9:30)   1. View a **slideshow** created by [**(Indian**](http://www.youtube.com/watch?v=q1B1axODTqo&feature=youtu.be)**/** [**Pakistani**](http://www.youtube.com/watch?v=PitY4FDS__g&feature=share) students with information about themselves, their school and their adopted school that was previously viewed during program orientation. 2. Complete a short **interpretive (**[**Hind**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Lesson%201%20cloze%20activity.pdf?attredirects=0&d=1)**i**/ [**Urdu**](https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6MTU5NDZmMDAwODk0N2IwMw)task to demonstrate understanding of the information presented in the slideshow. 3. Share/ compare responses in small groups. 4. Rehearse personal introductions for Skype session in small groups (name, age, grade, hobbies/ area of interest). 5. Create a list of statements about what they know regarding Indian/ Pakistani schools (e.g., schools buildings are constructed differently, students wear uniforms, many students speak English) in preparation for the Skype session activity.   **Skype/Videoconferencing Session**  (9:30 – 10:30)   1. Exchange two-way introductions with students in India/ Pakistan. 2. Participate in an *icebreaker* activity to determine if their perceptions about schools in India/ Pakistan are accurate according to Indian/ Pakistani students. Alternatively, students from India/ Pakistan will share their perceptions about schools in the U.S. to determine if their information is accurate according to STARTALK students *(e.g., When I think about Indian/ Pakistani schools, I believe that ... Is that true?).*   **Debriefing/Reflection/New Learning**  (10:30 – 12:15)   1. Discuss additional information gained from native students about Indian/Pakistani schools or U.S. schools from interactions during the Skype Session, as well as the accuracy of native students’ perceptions about U.S. schools. 2. View a **“hook video”** **(**[**Hindi**](http://www.youtube.com/watch?v=QCPlx6DW9yY&NR=1&feature=endscreen)/ [**Urdu**](http://www.youtube.com/watch?v=ltXWl15jlpQ&feature=share)**)** on Indian/ Pakistanieducation in order to identify *barriers* that impact education equity in India/ Pakistan and make note of the issues. 3. Share and discuss findings with the whole class using a **graphic organizer (**[**Hindi**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Lesson-1_Graphic%20Organizer.pdf?attredirects=0&d=1)/ [**Urdu**](https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6NTcyYzdhODcyOGFkN2E3Nw)**).** 4. View a teacher-created **PowerPoint** **(**[**Hindi**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Ed_Equity.pptx?attredirects=0&d=1)/ [**Urdu**](https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6YjkxOWIyOTZlYjkwYjNk)**)** summarizing and elaborating on the issues they will further investigate in the project. 5. Identify two issues of personal interest for further research with collaborative groups. 6. Be assigned to collaborative groups for research on the issue they have chosen. | **Preparing for Cross-Cultural Interactions**   1. X 2. Completion of task -*Interpretive*   [**Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Toshali%2001.JPG)  [**Urdu EOL**](https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6NGVmOGJmZDY4OGIyYjViMQ)   1. Teacher observation/feedback during sharing and comparing responses- *Interpersonal*      1. Teacher observation/coaching during student practice 2. Creation of list of statements about Indian/Pakistanis schools- *Presentational*   [**School Statements: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%201-List%20of%20Statements%20-%20EOL.docx)  [**School Statements: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%201-List%20of%20Statements%20-%20EOL.docx)  **Skype/Videoconferencing Session**   1. Teacher observation and recording of exchange- *Interpersonal* 2. Icebreaker- creation of statements- perceptions and questions about Indian/Pakistani schools- *Interpersonal*   [**Perceptions of Schools: Hindi EOL**](https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6MzA0YjQzOGNjMmE3MjNlMQ)  [**Perceptions of Schools: Urdu EOL**](https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6M2RmNmQ4MTg5ZTdjZjE2Nw)  **Debriefing/Reflection/**  **New Learning**   1. Teacher observation and feedback during debriefing discussion- *Interpersonal* 2. Notes about issues- *Interpretive*   [**Notes about issues: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/photo15.JPG)  [**Notes about issues: Urdu EOL**](https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6MThhMjZhYmFjNzU2YjViNA)   1. Teacher observation/ feedback during sharing/ discussion of findings- *Interpersonal* 2. X 3. Identification of issues of personal interest- *Interpretive* 4. X |
| **Lunch**  (12:15 – 1:00) | | |
|  | **Collaboration/Transfer of Learning**  **Coaching Lab**  (1:00 – 2:45)   1. Become familiar with using Hindi/ Urdu fonts on the computer. 2. Practice using fonts by completing assigned tasks. 3. Self assess language skills using Linguafolio.   **Extended Learning Tasks**  (2:45 – 3:00)   * 1. Interview a member of their family to learn about personal education experiences and to gain perspectives on education issues in India/Pakistan. Use iPods to record audio/video interviews to be included in their electronic portfolio.   2. Complete an entry in their reflective blog on today’s learning.   Note: *Native students will research barriers to education equity in the US. They will focus on the impact of socio-economic issues on education in the U.S. in preparation for the next Skype session.* | **Collaboration/ Transfer of Learning**   1. X 2. Completion of tasks with Hindi/Urdu fonts -*Interpretive Communication and Culture* 3. Information in Linguafolio account |
| **Lesson Reflections**  To be posted by teachers on Kean Startalk PBworks | | |