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| **Onsite Lesson Plan 1** | |
| **Lesson Title:** Issues related to Water Access, Safety and Sustainability in India, Pakistan and the U.S. | **Timeframe:** Day 1 |
| **Lesson Components** | |
| **Unit Essential Question(s): *Can India and Pakistan meet UN Millennium Development Goal 7 by halving the proportion of the population without sustainable access to safe drinking water by 2015****?*  **Targeted Lesson Essential Question(s):** What are the greatest challenges to increasing access to and use of safe drinking water sources in both rural and urban areas and to sustainability of reliable water supplies? | |
| **Lesson Content Understandings:** *Students will understand that* there are major obstacles to accessing safe drinking water and sustainability of reliable water supplies in both developing and developed countries even in the 21st century*.* | |
| **Materials & Resources:** Internet Resources; Social Networking Tools; iPads; Laptop Computers; LCD Projector | |

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| **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 facilities used to access safe drinking water in schools and at home.   **Culture**   * Recognize common cultural practices related to accessing clean drinking water in Indian/ Pakistani schools. * Compare and contrast Indian/ Pakistani and American practices related to accessing clean drinking water.   **Global**   * Explain why water access, safety and sustainability is a global issue. * Identify issues related to water access, safety and sustainability in developing and other countries. * Begin to establish virtual peer relationships with Indian/Pakistani students. * Gain others’ perspectives related to Indian/ Pakistani practices related water access, safety and sustainability. * 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 water access, safety and sustainability. * 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 water access, safety and sustainability. * Select and use appropriate technology and media to connect with native speakers, present information, concepts or ideas related to the global issue of water access, safety and sustainability. | **Preparing for Cross-Cultural Interactions**  (8:45 –  9:30)  1. View a **video** created by **(**[**Indian**](http://www.youtube.com/watch?v=EJboI6Pudr0&feature=youtu.be)**/** [**Pakistani)**](http://youtu.be/ro7GextDPiY) students with information about themselves, their school and basic information about available facilities to access safe drinking water in school and at home.  2. Read teacher-created statements containing information provided in the video by native Indian/ Pakistani students and determine whether the statements are accurate. If the statements are inaccurate, provide the correct information.    3.  Share/ compare responses in small groups.  4. Develop brief biographical sketches for introductory purposes during the initial Skype session and practice what they are going to say in small groups (Sketches include: name, age, grade, areas of interest, academic goals and information about access to safe water and water facilities in school and at home).  5. Create a list of statements about what they know regarding issues related to clean water access in India/ Pakistan based on information in the video in preparation for a Skype session activity. (e.g., Schools may not have access to clean water. People get sick regularly due to contaminated water. Children bring water to school in special water bottles.)  **Skype/Videoconferencing Session**  (9:30 – 10:30)  1. Exchange introductions and biographical sketches with native students in India/ Pakistan.  2. Participate in an icebreaker activity to determine if their perceptions about accessing clean water in India/ Pakistan are accurate according to Indian/ Pakistani native students. *(e.g., When I think about access to safe drinking water in schools, I believe this is a problem for only in a small percentage of schools. Is that true?)*  3. Listen to and confirm beliefs of native students’ perceptions about access to safe drinking water in the U.S.    **Debriefing/Reflection/New Learning**  (10:30 – 12:15)  1.  Share information gained from the native students about Indian/Pakistani practices related to accessing safe water during the Skype Session.  2.   Take a survey **“Fresh Water 101”** to assess the extent of their knowledge about access to safe drinking water.  3.   Debrief using the Four Corners strategy.  4.   View a **“hook video”** **(**[**Hindi**](http://www.youtube.com/show/satyamevjayate)/ [**Urdu)**](http://www.youtube.com/watch?v=ZEKtkzWB_VI) on water issues in India/ Pakistan in order to identify *barriers* to water access, safety and sustainability and take notes on key points.  **Differentiation**: Intermediate level Urdu students will be provided support and extra time for establishing habits of note taking in Urdu script.   1. Share notes in small groups and then with the class. Record information on a graphic organizer and come to consensus on identification of key barriers. 2. View a teacher-created **PowerPoint** **(**[**Hindi**](https://sites.google.com/a/kean.edu/startalk2013/Water_Access_Safety.pptx?attredirects=0&d=1)/ [**Urdu)**](https://sites.google.com/a/kean.edu/startalk2013/Water%20Accessibility%20Issues.pdf?attredirects=0&d=1) to provide additional information on barriers to clean water access, safety and sustainability 3. Identify two issues of personal interest based on additional information provided in the PPT for further research. | **Preparing for Cross-Cultural Interactions**   1. X 2. Completion of task -*Interpretive*   [**Hindi EOL**](https://sites.google.com/a/kean.edu/startalk2013/Anarav-Day%201-%208.5.13%20-Font%20Task.docx?attredirects=0&d=1)  [**Urdu EOL**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%201%20-first%20assignment.jpg?attredirects=0&d=1)   1. Teacher observation/feedback during sharing and comparing responses- *Interpersonal* 2. Teacher observation/coaching during student practice 3. List of statements about water sources in India/Pakistan - *Presentational*   **School Statements: Hindi EOL**  [**School Statements: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%201%20-%20Statements.jpg?attredirects=0&d=1)  **Skype/Videoconferencing Session**   1. Teacher observation/ recording of information- *Interpersonal* 2. Icebreaker statements- perceptions and questions about water sources in India/Pakistan- *Interpersonal*   **Perceptions: Hindi EOL**  [**Perceptions: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%201%20-ice%20breaker%20statements.jpg?attredirects=0&d=1)   1. Teacher observation/ feedback- *Interpersonal*   **Debriefing/Reflection/**  **New Learning**   1. Teacher observation/feedback during debriefing discussion- *Interpersonal* 2. X 3. Teacher observation/ feedback during sharing/ discussion of findings- *Interpersonal* 4. X 5. Teacher observation/ feedback during sharing/ discussion of findings- *Interpersonal/ Presentational* 6. Teacher observation/ feedback during sharing/ discussion of findings- *Interpretive* 7. Identification of issues of personal interest- *Interpretive* |
| **Lunch**  (12:15 – 1:00) | | |
|  | **Collaboration/Transfer of Learning/**  **Coaching Lab**  (1:00 – 3:30)   1. Become familiar with using ([Hindi](https://sites.google.com/a/kean.edu/startalk2013/Font_Task.docx?attredirects=0&d=1)/ [Urdu)](https://sites.google.com/a/kean.edu/startalk2013/Lesson%201-Tasks%20for%20Using%20Fonts.docx?attredirects=0&d=1) fonts on the computer. 2. Practice using fonts by completing assigned tasks. 3. Become familiar with writing blogs using font based in Devanagri/ Nastaleeq and complete an entry in their reflective blog on new learning in lesson 1. 4. Self assess language skills using Linguafolio.   **Extended Learning Tasks**  (3:30 – 3:45)  1. Interview a member of their family to learn about their experiences regarding access to safe drinking water and any related cultural practices. Use audio/video recording devices to record audio/video interviews to be included in their electronic portfolio.  Note: *Native students research issues related to water access, safety and sustainability in the U.S.*  **Differentiation**:  In all oral and written tasks:  -Intermediate level students will be provided support to assist them in producing strings of sentences by combining and recombining information.  -Advanced level students will be encouraged to produce paragraph level discourse related to familiar and new information and situations. | **Collaboration/ Transfer of Learning/ Coaching Lab**   1. X 2. Completion of tasks with Hindi/Urdu fonts -*Interpretive Communication and Culture* 3. Teacher feedback on reflective blog -  *Interpersonal* 4. Information in Linguafolio account |
| **Lesson Reflections**  To be posted by teachers on Kean Startalk PBworks | | |