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| **Onsite: Lesson Plan 3** | |
| **Lesson Title:** Gender Barriers to Education Equity | **Timeframe:** Day 3 |
| **Lesson Components** | |
| **Unit Essential Question(s):** Is education equity an issue solely in developing countries?  **Targeted Lesson Essential Question(s):** How do issues related to gender impact education equity? | |
| **Lesson Content Understandings:** *Students will understand that* cultural perspectives regarding gender have a significant influence on making education equity a reality for all children. | |
| **Materials & Resources:** Internet Resources; Social Networking Tools; iPods; 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***  ***Student Learning*** |
| **Linguistic**   * Exchange information obtained from video and interviews. * Use persuasive language and appropriate verbal/non-verbal etiquette in role plays. * Interpret information from interviews, video and slideshow for multimedia presentation. * Express opinions on gender issues related to education equity in India/ Pakistan and the U.S.   **Culture**   * Gain insights on Indian/Pakistani perspectives on gender issues related to education equity based on information obtained through personal and other sources. * Compare and contrast Indian/Pakistani/American cultural perspectives related to gender and education equity.   **Global**   * Analyze, integrate and synthesize information taking into account cultural and linguistic contexts related to gender issues and education equity. * Explain how cultural interactions influence situations, events, issues and ideas about gender related to education equity. * 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. Share information about gender issues related to education equity they have obtained from the video and interviews. 2. Listen to a series of vignettes shared by female heritage language teachers about incidents they personally experienced related to education because of their gender. 3. Brain storm possible responses for the *Skype role play* task below.   **Skype/Videoconferencing Session**  (9:30- 10:30)   1. Use the information gained about gender issues to engage in a role play with Indian/ Pakistani peers.   Role Play: *Heritage students (playing the role of Indian/ Pakistani daughters) are asked to persuade native students (playing the role of Indian and Pakistani parents) to allow their daughters to participate in a study abroad opportunity at Kean University.* *Alternatively,* *native students (playing the role of American daughters) are asked to persuade heritage students (playing the role of American parents) to allow them to participate in a study abroad opportunity at the University of Mumbai/Karachi*. [**Task Rubric**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Lesson%203%20Rubric%20for%20Roleplay.docx)   1. Ask Indian/ Pakistani students how they would personally react if their sisters wanted to go on a study abroad program to gain the perspectives of their peer group. Provide personal views as appropriate. 2. Ask questions about Indian/ Pakistani students’ findings on gender issues related to education in the U.S. and offer personal views and experiences in response.   **Debriefing/Reflection/New Learning**  (10:30- 12:15)   1. Determine the extent to which the perspectives of native peers on gender issues related to education are the same or differ from their parents based on the role plays and discussions that followed during the Skype session. 2. View a teacher-created **Photo-story** **(**[**Hindi**/](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Photo%20story%20Gender%20equity.pptx) [**Urdu**](https://sites.google.com/a/kean.edu/startalk/%D8%BA%D8%B2%D8%A7%D9%84%DB%81%20%DA%A9%DB%8C%20%DA%A9%DB%81%D8%A7%D9%86%DB%8C%20%D8%A7%D8%B3%20%DA%A9%DB%8C%20%D8%B2%D8%A8%D8%A7%D9%86%DB%8C-%20Lesson%203.ppt)**)** on socio-cultural perspectives related to gender issues and education equity and ask questions as needed. 3. Brainstorm ideas for a script for a multimedia message about gender issues related to education using information gathered to date. [**View exemplars**](http://www.youtube.com/watch?NR=1&feature=endscreen&v=SsE8S4pQEMg) (e.g., Sesame Workshop, Meena). **[Task Rubric](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Lesson%203-%20Rubric%20for%20multimedia%20presentation.docx)** | **Preparing for Cross-Cultural Interactions**   * + - 1. Teacher observation/ feedback during sharing of issues and brainstorming- *Interpersonal*       2. Clarifying questions posed and statements made by students after hearing vignettes-   *Interpretive*   * + - 1. Teacher observation/ feedback during sharing of issues and brainstorming- *Interpersonal*   **Skype/Videoconferencing Session**   1. Persuasive language / cultural perspectives recorded during role play- *Interpersonal*   [**Role play: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/startalkHindi.m4v)  [**Role play: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/StartalkUrdu.m4v)     1. Teacher observation and recording of interactions (asking questions and expressing opinions) –*Interpretive/ Interpersonal* 2. Teacher observation and recording of interactions (asking questions and expressing opinions)- *Interpretive/ Interpersonal*   **Debriefing/Reflection/New Learning**  1. Teacher observation/feedback during discussion- *Interpretive/ Interpersonal*  2. Photo story questions- *Interpretive/Interpersonal*  3. Teacher observation/ coaching during brainstorming- *Interpersonal* |
| **Lunch**  (12:15 – 1:00) | | |
|  | **Collaboration/Transfer of Learning**  **Coaching Lab**  (1:00- 2:45)   1. Draft written scripts and select appropriate resources to create a multimedia message using [**Task Rubric**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Lesson%203-%20Rubric%20for%20multimedia%20presentation.docx) guidelines. 2. Share draft scripts and seek peer and teacher feedback.   **Extended Learning Tasks**  (2:45 – 3:00)   1. Complete the multimedia presentation using rubric guidelines. 2. Complete their entry in a reflective blog on today’s learning.   Note: *Native students create multimedia presentations on the impact of gender issues on education equity in the U.S.* | **Collaboration/ Transfer of Learning**   1. Teacher observation/ feedback during student interactions creating scripts- *Interpersonal* 2. Peer/ Teacher evaluation of script- *Presentational-Writing* |
| **Lesson Reflections**  To be posted by teachers on Kean Startalk PBworks | | |