|  |
| --- |
| **Onsite Lesson Plan 3**  |
| **Lesson Title:** Socio-Cultural Practices and Safe Drinking Water | **Timeframe:** Day 3 |
| **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 is the relationship between socio-cultural practices, such as water collection and use, meeting minimum daily drinking water requirements and hygiene needs?  |
| **Lesson Content Understandings:** *Students will understand that* the how socio-cultural practices impact access to clean drinking water and sustainability of water resources.  |
| **Materials & Resources:** Internet Resources; Social Networking Tools; iPads; Laptop Computers; LCD Projector |

|  |  |  |
| --- | --- | --- |
| **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 to share/ justify their point of views.
* Interpret information from interviews, video and slideshow for multimedia presentation.
* Express opinions on socio-cultural and religious practices related to water access, safety and sustainability in India/ Pakistan.

**Culture** * Gain insights on Indian/Pakistani perspectives about social, cultural and religious practices for accessing clean drinking water by obtaining information through personal and other sources.
* Compare and contrast Indian/Pakistani/American perspectives about social, cultural and religious practices related water access, safety and sustainability.

**Global** * Analyze, integrate and synthesize information taking into account cultural and linguistic contexts with regard to social, cultural and religious practices related to water access, safety and sustainability.
* Explain how cultural interactions influence situations, events, issues and ideas about gender related to water access, safety and sustainability .
* Use 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. Exchange information about socio-cultural practices related to accessing clean water obtained from the homework video and family interviews.

2.  Listen to a series of **vignettes (** [**Hindi/**](https://sites.google.com/a/kean.edu/startalk2013/Om%20G%20water%20experience.mp3?attredirects=0&d=1) [**Urdu)**](https://sites.google.com/a/kean.edu/startalk2013/Ammi%20and%20Water.WMA?attredirects=0&d=1)  related by various native Indian/ Pakistani individuals about cultural practices for obtaining clean water that are part of daily life.3. Identify key practices contained in the vignettes in collaborative groups. 4. Based on the key practices identified from the vignettes, the homework video and parent interviews, formulate a series of questions to verify if these practices are still taking place in India/ Pakistan. **Skype/Videoconferencing Session**  (9:30- 10:30)1. Exchange information about practices identified in the vignettes and verify with native students.

2. Ask native Indian/ Pakistani students about their personal reaction to the perspectives of heritage students acquired through vignettes, video-clip and parent interviews. 3.  Respond to the questions asked by the native students related to U.S. practices on accessing clean water.**Debriefing/Reflection/New Learning** (10:30- 12:15)1. Determine the extent to which experiences of native peers are the same or different from the perspectives shared during the Skype session. 2. View the beginning part of a teacher-created **Photo-story** **(**[**Hindi**/](https://sites.google.com/a/kean.edu/startalk2013/Photo_Story_Jivalo.pptx?attredirects=0&d=1) [**Urdu)**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%203%20%20%20%20%20%20%20%D9%86%D9%88%D8%B1%D8%A7%DA%BA%20%DA%A9%DB%8C%20%DA%A9%DB%81%D8%A7%D9%86%DB%8C%202.pdf?attredirects=0&d=1) on socio-cultural perspectives related to clean water access. Create an ending to the story working in collaborative groups and then compare the original-ending of the story with the new one created. 3. Brainstorm ideas and create a rough draft for a **multimedia message** about socio-cultural practices for accessing clean water using information gathered to date working in collaborative groups. (Examples of multimedia messages will be provided by teachers.) [**Task Rubric Guidelines**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%203-%20Rubric%20for%20multimedia%20presentation.docx?attredirects=0&d=1) | **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*

[Questions Urdu EOL](https://sites.google.com/a/kean.edu/startalk2013/Lessonm%203%20EOL%20Statements.jpg?attredirects=0&d=1)* + - 1. Teacher observation/ feedback during sharing of issues and brainstorming- *Interpersonal*
			2. List of verifying questions - *Presentational*

**Skype/Videoconferencing Session**1. Teacher observation/recording of interactions- *Interpretive/Interpersonal*
2. Teacher observation / recording of interactions (asking questions and expressing opinions) –*Interpretive/ Interpersonal*
3. Teacher observation/ recording of interactions (asking questions and expressing opinions) –*Interpretive/ Interpersonal*

**Debriefing/Reflection/New Learning**1. Teacher observation/feedback during discussion- *Interpretive/ Interpersonal*1. Photo story ending- *Interpretive/Interpersonal/*

*Presentational*[Urdu EOL](https://sites.google.com/a/kean.edu/startalk2013/Lesson%203%20EOL%20Nooraan%27s%20Story.jpg?attredirects=0&d=1)3. Teacher observation/ coaching during brainstorming and working on draft- *Interpersonal*  |
| **Lunch** (12:15 – 1:00) |
|  | **Collaboration/Transfer of Learning****Coaching Lab** (1:00- 3:30)1.   Draft written scripts and select appropriate electronic resources to create a multimedia message using [**Task Rubric Guidelines**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%203-%20Rubric%20for%20multimedia%20presentation.docx?attredirects=0&d=1)**.**2.   Share draft scripts and seek peer and teacher feedback.1. Complete an entry in their **reflective blog**

on today’s learning. **Extended Learning Tasks** (3:30 – 3:45)1. Complete the multimedia presentation using [**Task Rubric Guidelines**](https://sites.google.com/a/kean.edu/startalk2013/Lesson%203-%20Rubric%20for%20multimedia%20presentation.docx?attredirects=0&d=1).Note: *Native students create multimedia presentations on the impact of socio-cultural practices on water accessibility, safety and sustainability in the U.S.***Differentiation**:  In all oral and written tasks:-Intermediate level students will be provided support to produce strings of sentences by combining and recombining known information -Advance level students will be encouraged to produce paragraph level discourse related to known and unknown situations. | **Collaboration/ Transfer of Learning**1. Teacher observation/ feedback during student interactions creating scripts- *Interpersonal*
2. Peer/ Teacher evaluation of script- *Presentational-Writing*
3. Completed blog entry – *Presentational*
 |
|  |