**STUDENT PROGRAM LEARNING PLAN 5**

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| **Grade Range of Learners: 9-12** | **Targeted Performance Level: Adv-Mid** |
| **Time Allotted for This Learning Plan:** *Global Project-Based Learning* serves as the framework for unit/lessons which are organized in 5 blocks with multiple 15-20 minute episodes per block. | |
| **Unit Theme:  *Environmental Challenges and Public Health in India and Pakistan***  **LESSON Title: *Connecting the Environment and Public Health***  **Lesson Essential Question:** *The World Health Organization (WHO) defines environment, and its connection to health, as “all the physical, chemical, and biological factors external to a person, and all the related behaviors*.” *To what extent are cultural behaviors/practices a significant part of the “environment” and how they may impact health?* | |

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| **INTERPERSONAL: NOTE: Can Dos addressed in this lesson appear in Red**   * I can maintain spontaneous extended SPOKEN or WRITTEN CONVERSATIONS and DISCUSSIONS in Hindi/Urdu across various time frames using series of connected sentences and probing questions about targeted topics, issues, experiences and events related to the theme of Environmental Challenges and Public Health in India and Pakistan. * I can take an active role in formal and informal FACE-TO-FACE or SKYPE DISCUSSIONS with STARTALK peers, peers in partner schools, instructors and experts on topics related to the program theme by using probing questions, providing explanations, supporting, reacting to and comparing opinions and preferences, and expressing advice and emotions. (Intercultural Competency-CIA; Global Competency-Communicating Ideas) * I can interact using CULTURALLY APPROPRIATE VERBAL AND NON-VERBAL LANGUAGE and can recognize when use of language, body language or tone of voice is culturally inappropriate. (Intercultural Competency- CIA) * I can EXPRESS, SUPPORT and DEFEND my OPINIONS/VIEWPOINTS, RECOMMENDATIONS OR PERSPECTIVES and explain other's perspectives clearly in both formal and informal discussions, panels or debates and in planning for activities, events or taking a course of action. (Intercultural Competencies-CP/CIA; Global Competencies- Recognize Perspectives and Communicate ideas) * I can explain WHY CULTURAL PRACTICES and PRODUCTS IMPACTING THE ENVIRONMENT may hinder prospects for improvement of environmental conditions in India/Pakistan. (Intercultural Competencies- CPP/CIA; Global Competencies- Recognize Perspectives and Communicate ideas) * I can explain HOW CULTURAL PERSPECTIVES about the DIAGNOSIS/TREATMENT of ILLNESSES/DISEASES RELATED to the ENVIRONMENT impact successful treatment of and the potential for elimination of such diseases. (Intercultural Competencies-CP/CIA; Global Competencies- Recognize Perspectives and Communicate ideas) * I can use Hindi/Urdu TO INTERACT EFFECTIVELY with STARTALK peers, peers in partner schools and the broader Hindi/Urdu community in order to TAKE COLLABORATIVE ACTION that improve conditions related to environmental pollution and environmentally-related public health issues in India/Pakistan. (Intercultural Competency- CIA; Global Competencies-Communicate Ideas/Take Action)   **INTERPRETIVE**:   * I can understand the underlying message and most supporting details that are SPOKEN or WRITTEN in Hindi/Urdu from complex, organized audio/audio visual descriptive informational texts and some fictional texts across time frames related to the theme of Environmental Challenges and Public Health in India and Pakistan. * I can accurately REPRESENT THE IDEAS AND PERSPECTIVES SPOKEN ABOUT by peers and other Hindi/Urdu speakers in informal conversations or discussions and in formal presentations to inform the completion of various tasks and to create cultural products and performances. (Intercultural Competency-CP; Global Competency- Recognize Perspectives) * I can accurately REPRESENT THE IDEAS AND PERSPECTIVES WRITTEN ABOUT in informational and some literary texts, and by peers and experts to inform the completion of various tasks and to create cultural products and performances related to the program theme. (Intercultural Competency-CP; Global Competency- Recognize Perspectives) * I can ANALYZE, SYNTHESIZE AND WEIGH SOURCES of SPOKEN or WRITTEN evidence to develop a clear position(s) or to propose solutions reflecting multiple cultural perspectives regarding environmental pollution and environmentally-related public health issues in India/Pakistan. (Intercultural Competencies- CPP/CP; Global Competencies-Investigate the World/Recognize Perspectives/Take Action)   **PRESENTATIONAL:**   * I can deliver detailed and organized SPOKEN or WRITTEN presentations in Hindi/Urdu at the paragraph level and in various time frames based on information obtained from research and other sources on topics related to Environmental Challenges and Public Health in India and Pakistan. * I can advocate, present a point of view taking into consideration cultural perspectives, and/or present SPOKEN or WRITTEN arguments with supporting evidence using organized paragraphs in various time frames. (Intercultural Competency-CP; Global Competencies- Communicate Ideas/Recognize Perspectives) * I can propose culturally-appropriate actions/solutions that are SPOKEN or WRITTEN based on evidence that considers previous approaches, different perspectives and possible consequences to improve environmental conditions and related public health issues. (Intercultural Competency-CP; Global Competencies-Communicate Ideas/Take Action) * I can select and use technology and media resources for effective collaboration and for potential audience impact in SPOKENorWRITTEN presentations. (Global Competency- Communicate Ideas) | | | |
| **Culture** | **Content** | | **Language** |
| * Relationship between culture and health, especially cultural perspectives and practices affecting health-improving behaviors * Contrary to scientific findings, for many Indians, understanding of germs, viruses and genetic faults, illness and disease are considered to be a matter of imbalance in the *doshas.* They believe disease is caused by this imbalance of the bodily humors (*not by environmental conditions*), and cured by a restoration of the balance through meditation, diet, and natural medicine. * Many Pakistanis believe maintaining spiritual peace is an essential part of good health. Following religious teachings and not doing evil are therefore viewed as an integral part of staying healthy and are considered *more important than the quality of air,* for example. Seeking traditional approaches when disease strikes is common and and western medical help is often a last resort. | * Leading non-communicable diseases in India/Pakistan as measured by their prevalence in various geographic regions that may be attributed to environmental conditions (e.g., Chronic obstructive pulmonary disease- COPD and Cancer), the prevention and cure of which is affected by cultural perspectives and practices * Types of communicable diseases as measured by their prevalence in various geographic regions that may be attributed to environmental conditions (e.g., bacterial, diarrheal, tuberculosis, parasitic, malaria), the prevention and cure of which is affected by cultural perspectives and practices * Examining statistical information about the environment and related health issues and drawing conclusions based on evidence | | * Low-frequency vocabulary related to communicable and non-communicable diseases caused by environmental conditions and related cultural practices and perspectives * Informal/formal language structures needed to undersand and talk about content |
| **BLOCK 1 EPISODE: PRE-SKYPE** | | | |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed**   * I can advocate, present a point of view taking into consideration cultural perspectives, and/or present SPOKEN or WRITTEN arguments with supporting evidence using organized paragraphs in various time frames. * I can accurately REPRESENT THE IDEAS AND PERSPECTIVES WRITTEN ABOUT in blogs, informational and some literary texts, and by peers and experts to inform the completion of various tasks and to create cultural products and performances related to the program theme * I can take an active role in formal and informal FACE-TO-FACE or SKYPE DISCUSSIONS with STARTALK peers, peers in partner schools, instructors and experts on topics related to the program theme by using probing questions, providing explanations, supporting, reacting to and comparing opinions and preferences, and expressing advice and emotions. * I can explain WHY CULTURAL PRACTICES and PRODUCTS IMPACTING THE ENVIRONMENT may hinder prospects for improvement of environmental conditions in India/Pakistan | | **STAGE 2 Check for Learning**   * Blog postings about video clips for accuracy of content, vocabulary use and written language structures * Teacher observation of accuracy of content, vocabulary use and spoken language structures during exchanges about possible responses to questions related to the video * Information recorded on Facts and Perspectives Graphic Organizers on ideas/information obtained from peers about discussion questions | |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.** (**Learner Resources appear in green)**  ***LEARNERS:***   * Read peer blog posts with links to their choice of video clip that best illustrates the overall connection between environmental conditions (including cultural behaviors/practices affecting the environment) and public health in India/Pakistan and the reason(s) for their choice. * Vote on one video clip for sharing with native-speaking peers during the Skype session. * Consider the following discussion questions: To what extent are cultural behaviors/practices a significant part of the “environment” (as defined by the WHO) and how they may impact health? Can long standing cultural and religious practices/celebrations continue to be justified given the harm they cause to the environment and health? Why/Why not? * Exchange possible responses to these questions in small groups and then share with class. Record ideas/information obtained from peers on **Facts and Perspectives Graphic Organizers.** * Prepare questions about the practices viewed in the video clip for native-speaking peers.   **Differentiation Strategies**  Learners work in Pre-Skype/Skype Teams | | | |
| **BLOCK 2 EPISODE: SKYPE Session with Partner School** | | | |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed**   * I can take an active role in formal and informal FACE-TO-FACE or SKYPE DISCUSSIONS with STARTALK peers, peers in partner schools, instructors and experts on topics related to the program theme by using probing questions, providing explanations, supporting, reacting to and comparing opinions and preferences, and expressing advice and emotions. * I can interact using CULTURALLY APPROPRIATE VERBAL AND NON-VERBAL LANGUAGE and can recognize when use of language, body language or tone of voice is culturally inappropriate. * I can accurately REPRESENT THE IDEAS AND PERSPECTIVES SPOKEN ABOUT by peers and other Hindi/Urdu speakers in informal conversations or discussions and in formal presentations to inform the completion of various tasks and to create cultural products and performances. * I can explain WHY CULTURAL PRACTICES and PRODUCTS IMPACTING THE ENVIRONMENT may hinder prospects for improvement of environmental conditions in India/Pakistan * I can EXPRESS, SUPPORT and DEFEND my OPINIONS/VIEWPOINTS, RECOMMENDATIONS OR PERSPECTIVES and explain other's perspectives clearly in both formal and informal discussions, panels or debates and in planning for activities, events or taking a course of action. | | **STAGE 2 Check for Learning**   * Teacher observation of culturally approriate verbal and non verbal language, accuracy of content, vocabulary use and spoken language structures during exchanges about short stories, and in guided discussion based on video clip and slide show * Information recorded on Facts and Perspectives Graphic Organizers on ideas/information obtained from native-speaking peers about discussion questions after viewing video clip and slide show | |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * Share podcats of the two realistic fiction short stories on global warming from lesson 4 voted as “most creative, yet factually accurate”, based on rubric guidelines, and solicit feeback from native-speaking peers. * View the video clip slected by the class with native-speaking peers during the Skype session, as well as a slideshow depicting various cultural practices that impact both the environment and health. * Engage in a guided discussion based on the video clip and slideshow around the questions: To what extent are cultural behaviors/practices a significant part of the “environment” and how they may impact health? Can long standing cultural and religious practices/celebrations continue to be justified given the harm they cause to the environment and health? * Record ideas/information obtained from native-speaking peers on **Facts and Perspectives Graphic Organizers.**   **Differentiation Strategies**  Continue working in Pre-Skype/Skype Teams | | | |

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| **BLOCK 3 EPISODE: Debriefing, Reflection and New Learning** | |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed**   * I can maintain spontaneous extended SPOKEN or WRITTEN CONVERSATIONS and DISCUSSIONS in Hindi/Urdu across various time frames using series of connected sentences and probing questions about targeted topics, issues, experiences and events related to the theme of Environmental Challenges and Public Health in India and Pakistan * I can understand the underlying message and most supporting details that are SPOKEN or WRITTEN in Hindi/Urdu from complex, organized audio/audio visual descriptive informational texts and some fictional texts across time frames related to the theme of Environmental Challenges and Public Health in India and Pakistan. * I can accurately REPRESENT THE IDEAS AND PERSPECTIVES SPOKEN ABOUT by peers and other Hindi/Urdu speakers in informal conversations or discussions and in formal presentations to inform the completion of various tasks and to create cultural products and performances. * I can accurately REPRESENT THE IDEAS AND PERSPECTIVES WRITTEN ABOUT in informational and some literary texts, and by peers and experts to inform the completion of various tasks and to create cultural products and performances related to the program theme. * I can EXPRESS, SUPPORT and DEFEND my OPINIONS/VIEWPOINTS, RECOMMENDATIONS OR PERSPECTIVES and explain other's perspectives clearly in both formal and informal discussions, panels or debates and in planning for activities, events or taking a course of action. * I can explain WHY CULTURAL PRACTICES and PRODUCTS IMPACTING THE ENVIRONMENT may hinder prospects for improvement of environmental conditions in India/Pakistan. | **STAGE 2 Check for Learning**   * Teacher observation of accuracy of content, vocabulary use and spoken language structures during exchanges about perspectives gained from native-speaking peers, asking clarifying questions, and during exchanges about findings on the relationship of geographical, demographic, industrial and other factors to incidence of communicable and non-communicable diseases * Responses given during Word Challenge Game * Notes taken by students on readings and information related to map and chart data * Conclusions recorded on Facts and Perspectives Graphic Organizers based on what was read and heard during the exchange of information on the relationship of various environmental factors to the incidence of disease |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * Exchange new information/perspectives obtainedfrom the guided discussion with the native-speaking peers during the Skype session on the **Facts and Perspectives Graphic Organizer.** * Listen to *pre-reading guidance* provided by teachers regarding informational texts (including maps, charts and statistical data) on environmentally-related communicable and non-communicable diseases and how the information will be used for the purpose of creating a **Travel Advisory** in the form of an **Interactive Map** for **TripAdvisor.** * Listen to and view a **model** of the **travel advisory** **interactive map** created by teachers along with accompanying rubric and pose clarifying questions as needed. * Read articles in a jigsaw activity containing statistics about the incidence of communicable and non-communicable diseases in various regions of the country making note of important information. * Engage in a **Word Challenge Game**. * Examine maps of India/Pakistan: Physical, Demographic, Industries/Occupations making note of important information for each region to determine the relationship between map/chart data and regional incidence of diseases. * Exchange information about their findings on the relationship of these and other factors to incidence of communicable and non -communicable diseases. * Draw conclusions based on what was read and heard during the exchange of information and record on **Facts and Perspectives Graphic Organizers.**   **Differentiation Strategies:** *TBD based on observations from previous activities* | |

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| **BLOCK 4 EPISODE (PM SESSION): Transfer/Application of Learning** | |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed**   * I can maintain spontaneous extended SPOKEN or WRITTEN CONVERSATIONS and DISCUSSIONS in Hindi/Urdu across various time frames using series of connected sentences and probing questions about targeted topics, issues, experiences and events related to the theme of Environmental Challenges and Public Health in India and Pakistan. * I can take an active role in formal and informal FACE-TO-FACE or SKYPE DISCUSSIONS with STARTALK peers, peers in partner schools, instructors and experts on topics related to the program theme by using probing questions, providing explanations, supporting, reacting to and comparing opinions and preferences, and expressing advice and emotions. * I can explain HOW CULTURAL PERSPECTIVES about the DIAGNOSIS/TREATMENT of ILLNESSES/DISEASES RELATED to the ENVIRONMENT impact successful treatment of and the potential for elimination of such diseases. * I can EXPRESS, SUPPORT and DEFEND my OPINIONS/VIEWPOINTS, RECOMMENDATIONS OR PERSPECTIVES and explain other's perspectives clearly in both formal and informal discussions, panels or debates and in planning for activities, events or taking a course of action. * I can ANALYZE, SYNTHESIZE AND WEIGH SOURCES of SPOKEN or WRITTEN evidence to develop a clear position(s) or to propose solutions reflecting multiple cultural perspectives regarding environmental pollution and environmentally-related public health issues in India/Pakistan. * I can deliver detailed and organized SPOKEN or WRITTEN presentations in Hindi/Urdu at the paragraph level and in various time frames based on information obtained from research and other sources on topics related to Environmental Challenges and Public Health in India and Pakistan. * I can select and use technology and media resources for effective collaboration and for potential audience impact in SPOKENorWRITTEN presentations. | **STAGE 2 Check for Learning**   * Information included in hyperlinks/digital bubble links on maps by region * Teacher observations of interactions during creation of map products for accuracy of content and spoken language * Written drafts of information in hyperlinks/bubble links * Podcasts with oral presentations of information on links * Final interactive map products |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * After being assigned a specific region of focus in India/Pakistan, create a **Travel Advisory** in the form of an **Interactive Map** for **Trip Advisor** to apprise tourists about environmental-related health risks when traveling to India/Pakistan. Follow **rubric guidelines.** * Analyze, synthesize and weigh information to be included about the region on the map (e.g., environmental pollution factors due to industry/occupations, cultural practices impacting the environment, demographics/overpopulation, geographical and/orweather-related factors influencing potential for disease) to be inserted in hyperlinks/bubble links. * Create a draft of their group’s information to be included on links for peer review and comment. * Work collaboratively with other groups, to ensure information links for each assigned region are ultimately able to be included on a single map for posting on a travel website. * Present orally and record information on a podcast about their regions of the map to the class. * Upload podcast and interactive maps on Linguafolio.   **Differentiation Strategies:** *TBD based on observations from previous activities* | |

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| **BLOCK 5 EPISODE-Extended Learning** | |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed**   * I can understand the underlying message and most supporting details that are SPOKEN or WRITTEN in Hindi/Urdu from complex, organized audio/audio visual descriptive informational texts and some fictional texts across time frames related to the theme of Environmental Challenges and Public Health in India and Pakistan. * I can accurately REPRESENT THE IDEAS AND PERSPECTIVES SPOKEN ABOUT by peers and other Hindi/Urdu speakers in informal conversations or discussions and in formal presentations to inform the completion of various tasks and to create cultural products and performances. | **STAGE 2 Check for Learning**  *(Check for learning on completion of activities below occurs at the beginning of lesson 2)* |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * View a video clip on the problem of e-waste disposal in India/ Pakistan and speculate on the reasons why this has become such an environment/health issue along with any other insights you have obtained from the clip in a blog posting. * Read a teacher-selected article on e-waste disposal in the U.S.and compare with practices in India/Pakistan.   **Differentiation Strategies:** *NA* | |

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| **MATERIALS NEEDED** |
| **Resources:**  The primary **resources** for this program include daily use of a range of technology tools (e.g., Skype, laptops, iPads, Web 2.0). Indian and Pakistani experts from the fields of medicine and health and NGOs will also serve as program resources. Lesson plans from the program will be posted on the Kean STARTALK 2017 website. Links to all resources, as well as samples of student work will hyperlinked by the end of the program.  **Culturally Authentic Interpretive Materials** (electronic listening, reading and viewing materials, which support the unit theme/topics)   |  |  | | --- | --- | | **Hindi Links** | **Urdu Links** | | 1. **Video Clips**  * **Digital India: E-Waste Management (Hindi)**   [**https://www.youtube.com/watch?v=131WJUdNJ2Q**](https://www.youtube.com/watch?v=131WJUdNJ2Q)   * **What Happens to E-Waste ?( Hindi)** [**https://www.youtube.com/watch?v=XXSXsjjGGpE**](https://www.youtube.com/watch?v=XXSXsjjGGpE)  1. **Articles**  * [**http://hindi.indiawate rportal.org/node/50132**](http://hindi.indiawaterportal.org/node/50132) * [**www.jagranjosh.com/general-knowledge/भिन्न-प्रकार-के-रोग-एवं-उनके**](http://www.jagranjosh.com/.../भिन्न-प्रकार-के-रोग-एवं-उनके)**-लक्षण-1311159830-2** * [**https://casi.sas.upenn.edu/hindi/iit/non-communicable-diseases-india-dispensing-global-and-zeroing-domestic**](https://casi.sas.upenn.edu/hindi/iit/non-communicable-diseases-india-dispensing-global-and-zeroing-domestic)भारत में गैर-संचारी रोग (NCDs): वैश्विक स्तर पर इससे निपटना और घरेलू स्तर पर इसका निर्मूलन * [**http://www.amarujala.com/uttar-pradesh/gorakhpur/pollution-increases-in-river**](http://www.amarujala.com/uttar-pradesh/gorakhpur/pollution-increases-in-river) * [**https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjs15Cp5KnUAhWIzRQKHTckCssQjRwIBw&ur**](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjs15Cp5KnUAhWIzRQKHTckCssQjRwIBw&ur)   **नदियों किनारे बसे लोगों में बढ़ी फेफड़े और पेट की बीमारी अमर उजाला ब्यूरो, गोरखपुर**   * **India map with disease (Example) l=http%3A%2F%2Fnexusacademicpublishers.com%2Ftable\_contents\_detail%2F4%2F573%2Fhtml&psig=AFQjCNEiQfcPPGSIiphRaz8gw-W8c4tBZg&ust=1496857695247591** * **The-disease-map-India.html http://www.dailymail.co.uk/indiahome/indianews/article-2723168/VISUAL-EDIT-** * **India map with disease (Example)**   [**http://www.chp.gov.hk/en/view\_content/22554.html**](http://www.chp.gov.hk/en/view_content/22554.html)   * **Interactive Infographic**   [**http://indiatoday.intoday.in/education/story/who-non-communicable-diseases/1/720306.html**](http://indiatoday.intoday.in/education/story/who-non-communicable-diseases/1/720306.html)WHO releases report of 2015 Non-communicable Diseases Global Survey: India first to develop specific national targets and indicators   * **mohfw.nic.in/hi/**   **प्रमुख-कार्यक्रम/संचारी-रोग**   * **mohfw.nic.in/hi दस्ता/वेज/सांख्यिकी** * **Travel Doctor**   [**http://www.traveldoctor.info/vaccinations/india.116.html**](http://www.traveldoctor.info/vaccinations/india.116.html)   * **Resource For Interactive Map**   [**http://hindi.webdunia.com/environment-day-special/**](http://hindi.webdunia.com/environment-day-special/)   * **पर्यावरण संरक्षण अधिनियम : खास बातें**[**http://thewirehindi.com/12181/uttarakhand-govt-challenges-ganga-yamuna-living-entity-status-in-supreme-court/**](http://thewirehindi.com/12181/uttarakhand-govt-challenges-ganga-yamuna-living-entity-status-in-supreme-court/)  गंगा-यमुना के जीवित इकाई के दर्जे के ख़िलाफ़ सुप्रीम कोर्ट पहुंचीउत्तराखंड सरकार  1. **Slide Show**  * **Environment and Health Status in Urban/Rural India** [**https://www.slideshare.net/gauravhtandon1/environment-and-health-status-in-urban-and-rural-india**](https://www.slideshare.net/gauravhtandon1/environment-and-health-status-in-urban-and-rural-india) **(Excellent with a focus on water)** * **U.S. uses India as electronics garbage dump** (Additional information on e-waste disposal in the US)[**https://www.youtube.com/watch?v=kuUxtFL9sYw**](https://www.youtube.com/watch?v=kuUxtFL9sYw) | * 1. **Materials on Specific Diseases**   **Water Borne diseases**   * [**https://www.youtube.com/watch?v=bia4zw7djNk**](https://www.youtube.com/watch?v=bia4zw7djNk)   **Cancer Statistics**   * [**http://www.alhasan.com/sites/default/files/Cancer\_Statistics\_in\_Pakistan-2013.png**](http://www.alhasan.com/sites/default/files/Cancer_Statistics_in_Pakistan-2013.png)   **Cancer Cases in Pakistan**   * [**https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjkt9OA4qnUAhVJlxQKHTwACH0QjRwIBw&url=http%3A%2F%2Fwww.jpma.org.pk%2Ffull\_article\_text.php%3Farticle\_id%3D3739&psig=AFQjCNFXacQbkf68JkuMP5NCxtwPxu1tOQ&ust=1496857239480081**](http://www.jpma.org.pk/full_article_text.php?article_id=3739)   **Cancer**   * [**https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiF4-nr4qnUAhVKnRQKHf-IAiwQjRwIBw&url=http%3A%2F%2Fccfpakistan.org%2Fpatient-distribution%2F&psig=AFQjCNFXacQbkf68JkuMP5NCxtwPxu1tOQ&ust=1496857239480081**](http://ccfpakistan.org/patient-distribution/) * [**http://www.alhasan.com/sites/default/files/Cancer\_Statistics\_in\_Pakistan-2013.png**](http://www.alhasan.com/sites/default/files/Cancer_Statistics_in_Pakistan-2013.png)   **Malaria**   * [**http://img.static.reliefweb.int/sites/reliefweb.int/files/resources/CEC7D9F3824CFA5A8525778C006318E0-map.JPG**](http://img.static.reliefweb.int/sites/reliefweb.int/files/resources/CEC7D9F3824CFA5A8525778C006318E0-map.JPG)   **Polio**   * [**https://images.search.yahoo.com/yhs/search?p=map+of+Pakistan+with+stats+of+diseases&fr=yhs-adk-adk\_sbnt&hspart=adk&hsimp=yhs-adk\_sbnt&imgurl=https%3A%2F%2Fimage.slidesharecdn.com%2Fasthmainpakistan-101212120205-phpapp01%2F95%2Fasthma-in-pakistan-5-728.jpg%3Fcb%3D1292156304#id=27&iurl=http%3A%2F%2Fnewswatch.nationalgeographic.com%2Ffiles%2F2014%2F04%2Fgitn\_1204\_polio.png&action=click**](https://images.search.yahoo.com/yhs/search?p=map+of+Pakistan+with+stats+of+diseases&fr=yhs-adk-adk_sbnt&hspart=adk&hsimp=yhs-adk_sbnt&imgurl=https%3A%2F%2Fimage.slidesharecdn.com%2Fasthmainpakistan-101212120205-phpapp01%2F95%2Fasthma-in-pakistan-5-728.jpg%3Fcb%3D1292156304#id=27&iurl=http%3A%2F%2Fnewswatch.nationalgeographic.com%2Ffiles%2F2014%2F04%2Fgitn_1204_polio.png&action=click) * [**https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjAt5C24qnUAhVB7xQKHckfD1oQjRwIBw&url=https%3A%2F%2Fopeni.nlm.nih.gov%2Fdetailedresult.php%3Fimg%3DPMC2630917\_1471-2334-8-171-3%26req%3D4&psig=AFQjCNFXacQbkf68JkuMP5NCxtwPxu1tOQ&ust=1496857239480081**](https://openi.nlm.nih.gov/detailedresult.php?img=PMC2630917_1471-2334-8-171-3&req=4)   **World Map of diseases**   * [**https://images.search.yahoo.com/yhs/search?p=map+of+Pakistan+with+stats+of+diseases&fr=yhs-adk-adk\_sbnt&hspart=adk&hsimp=yhs-adk\_sbnt&imgurl=https%3A%2F%2Fimage.slidesharecdn.com%2Fasthmainpakistan-101212120205-phpapp01%2F95%2Fasthma-in-pakistan-5-728.jpg%3Fcb%3D1292156304#id=6&iurl=https%3A%2F%2Fimage.slidesharecdn.com%2Fasthmainpakistan-101212120205-phpapp01%2F95%2Fasthma-in-pakistan-5-728.jpg%3Fcb%3D1292156304&action=click**](https://images.search.yahoo.com/yhs/search?p=map+of+Pakistan+with+stats+of+diseases&fr=yhs-adk-adk_sbnt&hspart=adk&hsimp=yhs-adk_sbnt&imgurl=https%3A%2F%2Fimage.slidesharecdn.com%2Fasthmainpakistan-101212120205-phpapp01%2F95%2Fasthma-in-pakistan-5-728.jpg%3Fcb%3D1292156304#id=6&iurl=https%3A%2F%2Fimage.slidesharecdn.com%2Fasthmainpakistan-101212120205-phpapp01%2F95%2Fasthma-in-pakistan-5-728.jpg%3Fcb%3D1292156304&action=click) | |

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| **PERSONAL REFLECTION**  *How did this lesson go? What could you do to improve this learning plan if you do these activities again?* |