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|  **Onsite: Lesson Plan 6** |
| **Lesson Title:** Current Initiatives in India/ Pakistan Addressing Education Equity  | **Timeframe:** Day 6 |
| **Lesson Components** |
| **Unit Essential Question(s):** Is education equity an issue solely in developing countries?**Targeted Lesson Essential Question(s):** What types of initiatives are being undertaken to address education equity?  |
| **Lesson Content Understandings:** *Students will understand that* good faith attempts are being undertaken to address the many issues surrounding education equity. |
| **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 (EOL)*** |
| **Linguistic*** Evaluate written and oral information posted on blogs.
* Express and support opinions.
* Ask informational and clarifying questions.
* Draw conclusions orally and in writing about video clip and articles read.

**Culture** * Gain insight into Indian/Pakistani perspectives related to the role of government and politics on education.
* Compare and contrast Indian/Pakistani /American cultural perspectives related to the role of government and politics in education.

**Global** * Analyze, integrate and synthesize information related to the impact of NGOs on education equity taking into account varying cultural contexts.
* 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. Conduct a peer review of blog postings of slogans and lyrics on government /politics as a barrier to education equity (at least two blog postings).

**Skype/Videoconferencing Session**  (9:30 – 10:30)1. Present slogans and song lyrics to Indian/ Pakistani students who will act as peer reviewers and provide their perspectives.
2. Act as peer reviewers for native students’ blogs on government policies and fundingas barriers for education equity in the U.S.

**Debriefing/Reflection/New Learning** (10:30 – 12:15)1. Discuss new insights gained from student slogans and lyrics on government /politics as a barrier to education equity.
2. Explore the kinds of initiatives undertaken by government entities, individuals and NGOs by viewing **video-clips of interviews (**[**Hindi**](http://www.newsonair.com/writereaddata/archive/News-Feature-Audio-Programes-208-229201114590.mp3)/ [**Urdu**](http://www.youtube.com/watch?v=28vUdW3tphE&feature=share)**)**, **movies (**[**Hindi**](http://www.youtube.com/watch?NR=1&feature=endscreen&v=FZY4z8odwrc)/ [**Urdu**](http://www.youtube.com/watch?v=uEv_Ur8YvHo&feature=share)**),** **news segments** **(**[**Hindi**/](http://www.newsonair.com/writereaddata/archive/News-Feature-Audio-Programes-208-1310201115242.mp3) [**Urdu**](http://www.youtube.com/watch?v=-OcyJuAABJY&feature=share)**)** and **commercials** **(**[**Hindi**](http://www.youtube.com/watch?v=ZH-fcDUnbS0)/ [**Urdu**](http://www.youtube.com/watch?v=mtBnginjhpM&feature=share)**)** at four different learning stations.
3. Exchange information about what they have seen and heard based on the video-clips using **discussion** [**Task Rubric.**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/lesson-%206%20video%20audio%20clip%20questions.docx)
4. Work with a partner to create their own “NGO” initiative by taking the best ideas from the interviews, videos, etc. they have seen and heard.
 | **Preparing for Cross-Cultural Interactions** 1. Peer responses to blog postings (minimum five sentences)-

*Interpretive/Interpersonal*[**Responses: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%206-Peer%20responses%20to%20blog%20postings%20-%20EOL.docx)[**Responses: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%206-Peer%20responses%20to%20blog%20postings%20-%20EOL.docx)**Skype/Videoconferencing Session** 1. [**Slogans/Song Lyrics: Hindi EOL-**](http://shikshaabhiyan.wordpress.com/day-5/) *Presentational*

[**Slogans/Song Lyrics**: **Urdu EOL**](http://startalkurdu.wordpress.com/2012/07/29/%DB%8C%DB%81-%D9%86%D8%B9%D8%B1%DB%81-%D8%A2%D9%BE-%D9%84%D9%88%DA%AF%D9%88%DA%BA-%DA%A9%DB%92-%D9%84%DB%8C%DB%92-%D9%85%D8%AB%D8%A7%D9%84-%DB%81%DB%92/#comments)**-** *Presentational*1. Peer review of native students blogs on education in the US.

 –*Interpretive/ Interpersonal***Debriefing/Reflection/New Learning** 1. Teacher observation /feedback

 *Interpretive/ Interpersonal*1. Teacher observation and feedback

*-Interpretive/Interpersonal*1. Teacher observation and feedback

-*Interpretive/Interpersonal*4. X |
| **Lunch** (12:15 – 1:00) |
|  | **Collaboration/Transfer of Learning****Coaching Lab** (1:00 – 2:45)* + - 1. Present their NGO initiatives to the group for feedback (e.g. pros and cons on the feasibility of the initiatives).
			2. Conduct additional research on current initiatives addressing the problems of education equity.
			3. Begin an outline for a factual article with appropriate citations for Wikipedia in Hindi/ Urdu about an existing NGO working with a partner.

**Extended Learning Tasks** (2:45 – 3:00)1. Complete a first draft of the Wikipedia article by following the [**Task Rubric**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Presentational%20Written%20Rubric%20-Wikipedia.docx)**.**
2. Create five questions based on experts’ bios/backgrounds and their assigned in depth topics for day 7.
3. Complete an entry in their reflective blog on today’s learning.

 Note: *Native students complete the same task focusing on U.S. NGOs.* | **Collaboration/ Transfer of Learning**1. [**NGOs: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/photo3.JPG)

– *Presentational* [**NGOs: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%206%20NGO%20Initiative%20EOL.JPG) *– Presentational*1. Teacher Observation/Facilitation *–Interpretive*
2. Teacher Observation/Facilitation

*– Interpretive/Interpersonal* |
| **Lesson Reflections**To be posted by teachers on Kean Startalk PBworks |