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|  **Onsite Lesson Plan 6** |
| **Lesson Title:** Making a Difference: Water Access, Safety and Sustainability | **Timeframe:** Day 6 |
| **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):** Have measures taken to date by the World Health Organization and UNICEF had a positive effect on resolving water access, safety and sustainability issues in South Asia? What is the impact of other initiatives being undertaken by NGOs in India and Pakistan? |
| **Lesson Content Understandings:** *Students will understand that* various initiatives are being undertaken by governmental and non-governmental organizations to resolve issues surrounding water access, safety and sustainability.  |
| **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*** ***Student Learning (EOL)*** |
| **Linguistic*** Express and support opinions.
* Ask informational and clarifying questions.
* Draw conclusions orally and in writing about video clips and articles read.
* Explain the intent and purpose of a proposed NGO initiative in a well developed paragraph.
* Summarize information on water access, safety and sustainability for a Wikipedia article.

**Culture** * Gain insight into Indian/Pakistani perspectives related to the role of government and politics on issues related to water access, safety and sustainability.
* Compare and contrast Indian/Pakistani /American cultural perspectives related to the role of government and politics on issues related to water access, safety and sustainability.

**Global** * Analyze, integrate and synthesize information related to the impact of NGOs on water access, safety and sustainability 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 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. Conduct a peer review of slogans and lyrics; make necessary edits to prepare for Skype session.

**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’ slogans and song lyrics on federal and state government response to water issues in the U.S
3. Ask native students to provide recommendations for possible questions and topics to be used for the Skype sessions with experts in the next lesson. Similarly, heritage students will provide recommendations for possible questions and topics to be used for the Skype sessions with experts from the US.

**Debriefing/Reflection/New Learning** (10:30 – 12:15)1. Compare and contrast insights gained from native students’ perspectives during the Skype session on governmental policies and various organizational support in the U.S / India/ Pakistan.
2. Explore the types of initiatives undertaken by government entities, individuals and NGOs by viewing **TV/Radio news (**[**Hindi**](http://hindi.indiawaterportal.org/node/37818)/ **Urdu)**, **commercials** **(**[**Hindi**](http://youtu.be/ktC_mDbGnhw)/ **Urdu) and reading two articles (**[**Hindi**](https://sites.google.com/a/kean.edu/startalk2013/Lesson-6_%E0%A4%AD%E0%A4%BE%E0%A4%97%E0%A5%80%E0%A4%A6%E0%A4%BE%E0%A4%B0%E0%A5%80%20%E0%A4%B8%E0%A5%87%20%E0%A4%B9%E0%A4%B2%20%E0%A4%B9%E0%A5%81%E0%A4%88%20%E0%A4%AA%E0%A4%BE%E0%A4%A8%E0%A5%80%20%E0%A4%95%E0%A5%80%20%E0%A4%B8%E0%A4%AE%E0%A4%B8%E0%A5%8D%E0%A4%AF%E0%A4%BE.doc?attredirects=0&d=1)/ **Urdu)**; take notes.
3. Debrief on main ideas in groups.
4. Conduct additional research on the degree of success reported by various NGOs and speculate why some are more successful than others. Report findings.
 | **Preparing for Cross-Cultural Interactions** 1. Teacher observation /feedback

 *Interpretive/ Interpersonal***Skype/Videoconferencing Session** 1. **Slogans/Song Lyrics:** [**Hindi EOL**](http://rampurwala.wordpress.com/slogan/)**-** *Presentational*

 **Slogans/Song Lyrics**: **Urdu**  **EOL-** *Presentational*1. Peer review of native students slogans and song lyrics –*Interpretive/ Interpersonal*
2. Teacher observation /feedback

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

 *Interpretive/ Interpersonal** + - 1. **Notes: Hindi EOL-** *Interpretive*

 **Notes**: **Urdu EOL-** *Interpretive** + - 1. Teacher observation and feedback

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

-*Interpretive/Interpersonal* |
| **Lunch** (12:15 – 1:00) |
|  | **Collaboration/Transfer of Learning****Coaching Lab** (1:00 – 3:30)1. Create a concept for a new NGO to resolve water issues by working with a partner and present in a well-developed paragraph.
2. Present NGO initiatives to the group for feedback that includes pros and cons on the feasibility of the initiatives.
3. Modify the NGO initiative for presentation to the experts on Day 7 & 8.
4. Working with a partner, begin an outline for a Wikipedia article on water access, safety and sustainability in India and Pakistan based on information gained from a variety of resources to date.

**Extended Learning Tasks** (3:30 – 3:45)1. Create at least 5 interview questions based on experts’ bios/backgrounds and their assigned in depth topics for day 7.
2. Create a first draft of the Wikipedia article summarizing information on the water issue.
3. Complete an entry in their reflective blog on today’s learning.

 Note: *Native students complete the same task focusing on U.S. NGOs.***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/Facilitation *–Interpretive/Interpersonal*
2. [**NGOs: Hindi EOL**](http://hi.wikipedia.org/wiki/%E0%A4%B8%E0%A4%A6%E0%A4%B8%E0%A5%8D%E0%A4%AF_%E0%A4%B5%E0%A4%BE%E0%A4%B0%E0%A5%8D%E0%A4%A4%E0%A4%BE%3AThenucleartaco#.E0.A4.87.E0.A4.82.E0.A4.A6.E0.A5.8D.E0.A4.B0.E0.A4.BE_.E0.A4.85.E0.A4.AE.E0.A5.83.E0.A4.A4_.E0.A4.8F.E0.A4.A8_.E0.A4.9C.E0.A5.80_.E0.A4.93)

– *Presentational* **NGOs: Urdu EOL** *– Presentational*1. Teacher Observation/Facilitation

*– Interpretive/Interpersonal*1. Teacher Observation/Facilitation

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