**STUDENT PROGRAM LEARNING PLAN 7**

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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: *Impact of Traditional and Conventional Healthcare***  **Lesson Essential Questions:** According to the World Health Organization(WHO), “environmental health” consists of preventing or controlling disease, injury, and disability related to the interactions between people and their environment*. To what extent are traditional or conventional practices used specifically to prevent and treat environmentally-related public health problems and to what degree are they effective? What role do cultural factors play in increasing the likelihood of diseases caused by the environment, especially among people* *at lower socio-economic levels* *whose health status is already at risk?* | |

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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 may 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** |
| * Patient health-seeking behaviors lead to delays in obtaining conventional medical care due to cultural and religious beliefs and practices. * Cultural beliefs and practices often lead to self-care or the use of home remedies, especially in rural areas of India/Pakistan and consultations with traditional healers. * Indians believe Ayurvedic practices cure disease by a restoration of the balance of body humors through meditation, yoga, diet, and natural medicine. * In India/Pakistan, traditional medical practices include incorporating plant-, animal- and mineral-based medicines, spiritual therapies, cleansing techniques, manual techniques and exercises, applied singly or in combination to treat, diagnose and prevent illness or maintain good health. * Many Pakistanis in rural areas resort to using spiritual leaders, such as *hakeems* for cures for a variety of reasons (e.g., proximity, family pressure and strong community influence). The empathetic attitude and active listening offered by more traditional healers attract more people as compared to conventional practitioners. * Some common traditional Pakistani remedies include *Mohri, Tavi, Khabbal, Sanasha, Thom and Karela* | * Health beliefs, treatment and medicine mix fluidly with religion in Indian culture. India has a variety of medical systems, of which Western medicine is only one. * Ayurveda, roughly translated as "the science of life," is a complex medical system that emphasizes physical, mental, and spiritual health. Ayurveda classifies patients by body types, or *prakriti*, which are determined by proportions of the three body humors, or *doshas- Vata, Pitta, and Kapha*. * The medical heritage of Muslim practices, called Unani tibbi, integrates Arabic medicine, homeopathic systems, and regional and local health practices. * Unani systems involve four elements- earth, air, wather and fire; along with four natures- cold, hot, wet and dry; and four humors- blood (hot/wet), phlegm (cold/wet), yellow bile (hot/dry) and black bile (cold/dry) * Pakistan as a rich tradition in the use of medicinal plants for the treatment of various ailments. | | * Low-frequency vocabulary about traditional and conventional healthcare 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 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 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**   * Teacher observation of accuracy of content, vocabulary use and spoken language structures during exchanges about the similarities and differences between traditional and conventional healthcare practices based on the videoclip * Information recorded on Comparison Chart Graphic Organizers on differences between traditional and conventional healthcare practices. * Interview data obtained from parents/relatives and recorded on Comparison Chart Graphic Organizers * Questions composed for native-speaking peers | |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.** (**Learner Resources appear in green)**  ***LEARNERS:***   * Exchange information recorded in their notes about how traditional Ayurvedic and Unani healthcare practices discussed in the videoclip viewed in the extended learning activity differ from conventional/western/allopathic medicine and add information to **Comparison Chart Graphic Organizers**. * Create questions for native-speaking peers that have arisen as a result of viewing the videoclip. * Compare interview data obtained by parents and relatives about their personal experiences with Ayurveda or Unani and note information on **Comparison Chart Graphic Organizers.**   **Differentiation Strategies**  Learners work in Pre-Skype/Skype Teams. | | | |
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| **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 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 the video clip and interview data * Information recorded on Facts and Perspectives Graphic Organizers about native-speaking peers’ perspectives regarding the comparison of traditional and conventional healthcare practices and data obtained from interviews * Information recorded on Facts and Perspectives Graphic Organizers about native-speaking peers’ *experiences* with traditional healthcare practices | |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted**  ***LEARNERS:***   * Exchange information about information/perspectives obtained from the videoclip with native-speaking peers as well as interview data obtained from parents/relatives and make note of new information obtained on **Facts and Perspectives Graphic Organizers.** * Pose questions about healthcare practices that were previously created or that have arisen during the exchange of information. * Ask native-speaking peers to relate their personal experiences with traditional medical practices and home remedies, such as *totkas,* and to express their opinions on the effectiveness of these practices. Make note of new information on **Facts and Perspectives Graphic Organizers.**   **Differentiation Strategies**  Learners work 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 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 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 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. | **STAGE 2 Check for Learning**   * New information on healthcare practices, focusing on traditional practices, obtained from native-speaking peers recorded on Facts and Perspectives Graphic Organizers. * New information/persectives obtained from guest physician recorded on Facts and Perspectives Graphic Organizers * Responses given in Word Challenge Game * Paragraphs written about conclusions obtained from video clip, interviews, native-speaking peers and physician’s presentation * Ideas obtained from peers placed on graphic organizers after sharing paragraphs on conclusions |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted**  ***LEARNERS:***   * Exchange new information on healthcare practices, focusing on traditional practices, obtained from native-speaking peers and place on **Facts and Perspectives Graphic Organizers.** * Listen to a presentation by an invited **Indian/Pakistani physician** on common traditional practices used to prevent and cure disease, especially those related to environmental conditions, and pose clarifying questions. * Make note of new information/persectives obtained on **Facts and Perspectives Graphic Organizers.** * Engage in a **Word Challenge Game** * Based on facts and other evidence obtained from the video clip, interviews, native-speaking peers and physician’s presentation, individually draw conclusions in writing in a minimum of two paragraphs about the extent to which: * *traditional or conventional practices are used to prevent and treat environmentally-related public health problems and the degree to which are they effective.* * *cultural beliefs and practices play a role in increasing the likelihood of diseases caused by the environment, especially among people at lower socio-economic levels whose health status is already at risk.* * Exchange information with peers and make note of interesting ideas and perspectives 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 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 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 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 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**   * Teacher observation of accuracy of content, vocabulary use and spoken language structures during exchanges about information to be included in the video clip * Draft script for videoclip and culturally appropriate selection of graphics . * Storyboard pairing graphics images with the narration * Feedback with supporting evidence from peers/instructors on storyboard * Final versions of the video clip reflecting modifications made based on peer and instructor input |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted**  ***LEARNERS:***   * Considering the beliefs and perspectives about traditional and conventional healthcare practices held by many in India/Pakistan, create a **YouTube clip** making the case for the use of *both traditional and conventional healthcare approaches* to cure cancer, COPD or a serious communicable disease for community education purposes following **rubric guidelines**. * Based on what they have seen, read or heard, analyze, synthesize and weigh information to be included in the clip. * Create a draft of the video clip script for peer and instructor feedback. * Select culturally-appropriate graphics/images to be used in the clip. * Use a **storyboard** to pair images with the narration and share with peers for review and comment. * Make modifications based on peer and instructor input. * Post final version on You Tube and upload 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 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. | **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:***   * Research current initiatives undertaken by the Government and NGOs related to environmental sustainability and public health (e.g. the CLEAN campaign in India; IUCN, Leads Pakistan, WWF in Pakistan). Select an initiative that has had a track record of success and make note of accomplishments and future challenges.   **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**  * [**https://www.youtube.com/watch?v=qeJ9VCNnVg8**](https://www.youtube.com/watch?v=qeJ9VCNnVg8) * **Debate about Ayurvedic and allopathy 1:13;11 to 1:20: 35**   [**https://www.youtube.com/watch?v=qvWwYhxNYxg**](https://www.youtube.com/watch?v=qvWwYhxNYxg)   1. **Articles:**  * [**https://www.artofliving.org/in-hi/ayurveda**](https://www.artofliving.org/in-hi/ayurveda)   **आयुर्वेद क्या है?**   * **[हिन्दू महा सागर](https://hindumahasagar.wordpress.com/)** [39 – आयुर्वेदिक चिकित्सा पद्धति](https://hindumahasagar.wordpress.com/2012/08/13/39-%e0%a4%86%e0%a4%af%e0%a5%81%e0%a4%b0%e0%a5%8d%e0%a4%b5%e0%a5%87%e0%a4%a6%e0%a4%bf%e0%a4%95-%e0%a4%9a%e0%a4%bf%e0%a4%95%e0%a4%bf%e0%a4%a4%e0%a5%8d%e0%a4%b8%e0%a4%be-%e0%a4%aa%e0%a4%a6%e0%a5%8d/) | * **Unani and Modern Healthcare Practices Comparison**   [**http://hindiurduhealth.org/node/98.html**](http://hindiurduhealth.org/node/98.html)   * **Hakeem Kale Khan**   [**http://urduaiis.lrc.columbia.edu/lesson/hakeem- kale-khan/**](http://urduaiis.lrc.columbia.edu/lesson/hakeem-%20%20kale-khan/)   * **Unani Medicine An Introduction by Hakeem Mohammad Taqiuddin Mansour (in Urdu)**[**https://www.youtube.com/watch?v=AIN\_2zdrqCc**](https://www.youtube.com/watch?v=AIN_2zdrqCc) * **Rawalpindi’s neighborhood is suffering from - waterborne diseases** [**http://www.samaa.tv/urdu/editor-s-choice/2016/06/421971/**](http://www.samaa.tv/urdu/editor-s-choice/2016/06/421971/) * **Health-healing practices in Pakistan** [**https://prezi.com/rh2spekdncsu/health-healing-practices-in-pakistan/**](https://prezi.com/rh2spekdncsu/health-healing-practices-in-pakistan/) | |

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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?* |