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**DAY 9**

**Service Learning Field Trip**

**Senior Community Center**

**STUDENT PROGRAM LEARNING PLAN**

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| **Date:** | 8/9/16 | **Grade Range of Learners:** | 9-12 /13-14 |
| **Total Number of Minutes:** | 8:45-3:45 (7 hours/420 minutes)5 blocks: multiple 20-minute episodes per block | **Targeted Performance Level:** | AL/AM |

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| **Unit Essential Questions:** * *To what extent do cultural perspectives related to health practices/wellness influence the diagnosis and treatment of illness and disease in India/Pakistan?*
* *How might cultural barriers related to health and wellness be addressed to improve conditions?*
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| **Targeted Learning Plan Essential Question:** * *How might knowledge about traditional and conventional practices related to medicine and health and the ability to use the Hind/Urdu language in situations related to healthcare be beneficial in* ***real world interactions in healthcare settings****?*
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| **Global/Intercultural Content Understandings:** **Learners will understand that** the ability to use the Hindi/Urdu language in interactions related to healthcare benefit them in their personal lives, if interested in pursuing careers in medicine and health and in seeking opportunities for collaboration that contribute to local/global improvement of health conditions. |

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| **Learning Goals: *Can-do statement(s) from the curriculum template addressed in this lesson appear in red.*** |
| **Interpersonal:*** I can speak fluently, accurately, and effectively in various timeframes about targeted topics, issues, experiences and events related to perspectives and practices concerning medicine and healthcare in India/Pakistan.
* I can take an active role in formal and informal face-to-face and Skype discussions with peers, instructors, medical experts and patients in healthcare settings.
* I can support my opinions clearly and precisely in both formal and informal discussions, panels and debates.
* I can express and defend my viewpoint or recommendations in planning for activities and events and in determining solutions to problems.
* I can gather/relate basic medical information in simulated or real world medical settings.
* I can inform and instruct about disease prevention and treatment and promoting positive health behaviors using culturally appropriate verbal and non-verbal language.
* I can explain why and how cultural perspectives related to the diagnosis and treatment of illness and disease continue to influence medical and healthcare practices in India and Pakistan (Intercultural Competency)
* I can use Hindi/Urdu to interact effectively with members of the target language community in order to create opportunities for collaborative action that improves conditions both locally and globally. (Global Competency)

**Interpretive(L/R)**:* I can use main ideas and details containing low frequency medical/healthcare-related vocabulary from audio/ audio visual texts in creating a variety of cultural products and performances. (L)
* I can follow banter heard in Skype sessions and video clips containing culturally authentic expressions. (L)
* I can summarize the points of view heard in informal arguments and formal presentations reflecting varying cultural perspectives. (L)
* I can accurately represent the perspectives heard from peers, community members, and medical experts using specific and relevant examples. (L) (Global Competency)
* I can obtain information, ideas, and opinions from a variety of pre-selected electronic informational and some literary texts, and from peers and experts related to targeted medical/healthcare topics/issues. (R)
* I can summarize stated or implied attitudes and opinions from a variety of pre-selected electronic informational and some literary texts, and from peers and experts related to targeted medical/healthcare topics/issues. (R)
* I can develop a clear position on an important medical/healthcare issue(s) based on evidence from sources that reflect multiple perspectives and draw reasonable conclusions. (R) (Global Competency)
* I can analyze, synthesize, and weigh sources of evidence to develop coherent, well-supported, responses to current healthcare issues. (R) (Global Competency)

**Presentational(S/W):*** I can narrate with ease and detail on targeted medical/healthcare topics/ issues based on information obtained from research and other sources. (S)
* I can present on many concrete and some abstract topics related to medicine and healthcare. (S)
* I can advocate for and defend a viewpoint related to medicine and healthcare in India/Pakistan in a clear and logical manner, while acknowledging varying cultural perspectives. (S)
* I can propose culturally -appropriate actions that may assist in overcoming barriers to the diagnosis and treatment of specific diseases that are widespread in India/Pakistan. (S) (Intercultural Competency)
* I can select and use appropriate technology and media to develop and present a creative product OR to present information or ideas of significance related to healthcare and wellness. (S) (Global Competency)
* I can express and defend my viewpoints in well written texts on topics/issues related to medicine and healthcare using culturally appropriate expressions.(W)
* I can write clear, detailed descriptions of a factual nature on information related to disease prevention and promoting positive health behaviors. (W)
* I can write about targeted medicine and healthcare issues clearly and fluidly with consistent control of time frames and mood. (W)
* I can write about proposed solutions to healthcare issues and inequities based on knowledge gained about these issues and related cultural perspectives.(W)
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| **Block 1: Opening/Pre Skype Activity:** NA in this lesson due to field trip |

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| **Block 2: SKYPE Session:** NA in this lesson due to field trip |

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| **Block 3: New Learning** |
| **STAGE 1** | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | **Checking for Learning** | **Learning Activities** |
| **Interpretive:** * I can accurately represent the perspectives heard from peers, community members, and medical experts using specific and relevant examples. (L) (Global Competency)
* I can obtain information, ideas, and opinions from community members, and medical experts related to targeted medical/healthcare topics/issues. (L)
* I can summarize stated or implied attitudes and opinions from community members, and medical experts related to targeted medical/healthcare topics/issues. (L/W)
 | **Interpretive:** * Low frequency **vocabulary** contained in various informational texts on
* *Cardiovascular diseases*
* *Diabetes mellitus*
* *COPD*
* *Cancer*
* *Reproductive diseases*
* *Psychiatric disorders*
* **Vocabulary** used to:
* Ask/tell about common symptoms/common complaints, common tests (e.g., blood) and screenings (e.g., X ray, ultra sound, CAT scan )
* Take and report vital signs
* Prescribe common medications and how to take them
* Informal/formal **language structures** needed to understand and talk about the content above
 | **Interpretive:** * Observations recorded based on the patient/physician interactions that include culturally appropriate verbal and non-verbal behaviors
 | **Interpretive:*** Listen to physician/patient interactions taking place in the Senior Healthcare Facility and record observations that include culturally appropriate verbal and non-verbal behaviors.
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| **Interpersonal:*** I can speak fluently, accurately, and effectively in various timeframes about targeted topics, issues, experiences and events related to perspectives and practices concerning medicine and healthcare in India/Pakistan.
* I can take an active role in formal and informal face-to-face discussions with peers, instructors, medical experts and patients in healthcare settings.
* I can gather/relate basic medical information in simulated or real world medical settings.
* I can inform and instruct about disease prevention and treatment and promoting positive health behaviors using culturally appropriate verbal and non-verbal language.
 | **Interpersonal:** | **Interpersonal:*** Information gathered from seniors during interviews/Videotapes of various interviews
 | **Interpersonal:*** Using the Interview Protocol **a**nd **Interview Questionnaire** previously developed, use culturally appropriate verbal and non-verbal behaviors and knowledge about cultural perspectives and practices to interact effectively with patients:
	+ Gather information included in the interview questionnaire related to region of origin, health care practices in India/Pakistan, healthcare practices since living in the U.S., current state of health and current health problems. **(Interview** **segments are videotaped when feasible**)
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| **Presentational:*** I can select and use appropriate technology and media to develop and present a creative product (S)
 | **Presentational:*** Culturally authentic poetry, songs and dances selected by instructors and students
 | **Presentational:*** Videotape of the performance for seniors
 | **Presentational:*** Participate in a performance (created by students) specifically for seniors containing **culturally authentic poetry readings, song and dancing.**
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| **Block 4: Transfer/Application of Learning:** NA in this lesson due to field trip- *Follow up in Lesson 10* |

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| **Block 5: Extended Learning** |  |
| **STAGE 1** | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | **Checking for Learning** | **Learning Activities** |
| **Interpretive*** I can accurately represent the perspectives heard from peers, community members, and medical experts using specific and relevant examples. (W) (Global Competency)
* I can summarize stated or implied attitudes and opinions from community members, and medical experts related to targeted medical/healthcare topics/issues. (W)
* I can explain why and how cultural perspectives related to the diagnosis and treatment of illness and disease continue to influence medical and healthcare practices in India and Pakistan (Intercultural Competency)
 | **Interpretive** * *Same as Block 3*
 | **Interpretive*** Blog posting containing information about experiences, observations and feelings about the field trip to the senior facility based on **Blog Posting Rubric Guidelines**
 | **Interpretive*** Read the article entitled: **Health and Health Care of Asian Indian American Elders** for additional perspectives that may be included in the blog post

[**https://web.stanford.edu/group/ethnoger/asianindian.html**](https://web.stanford.edu/group/ethnoger/asianindian.html)* Write a blog post reflecting on experiences, observations and feelings about the field trip to the senior facility.
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| **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 2016 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)

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| **Hindi Links** | **Urdu Links** |
| **Block: 5****Link Title: Health and Health Care of Asian Indian American Elders**[**https://web.stanford.edu/group/ethnoger/asianindian.html**](https://web.stanford.edu/group/ethnoger/asianindian.html) | **Block: 5****Link Title: Health and Health Care of Asian Indian American Elders**[**https://web.stanford.edu/group/ethnoger/asianindian.html**](https://web.stanford.edu/group/ethnoger/asianindian.html) |
| **Block:** **Link Title:** | **Block:** **Link Title:** |

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**Lesson Specific Instructional Materials found on a separated document include:**

1. **Interview Questionnaire for Visit to Senior Care Facility**
2. **Blog Posting Rubric Guidelines**