**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date:**  **August 1 , 2018** |  | **Grade Range:**  **High School/Early College** |  | **Targeted Performance Level:**  **Advanced-Mid** |  | **Total Time for this Plan:**  **Day 3** |
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| **Lesson Essential Question:** *Why do long held cultural beliefs and practices continue to affect girls’ rights to an equitable education in India/Pakistan despite access to knowledge through technology even in poorer regions?*  **Curriculum Connection Program Can-Do Statement & Performance Assessment Task** | | |
| **INTERPERSONAL** |  | **Interpersonal Performance Assessment Tasks:** |
| I can exchange information and ideas and maintain discussions about education equity topics with Hindi /Urdu speakers using appropriate content-specific vocabulary, related cultural information, language structures and verbal /non-verbal behavior.  I can converse comfortably with Hindi/Urdu speakers in familiar and some unfamiliar situations and show respect for/understanding of cultural differences (Intercultural Can Do) when addressing situations in conversations or to meet group needs.  I can sustain conversations on concrete (and sometimes abstract topics) related to education equity using culturally authentic sources to support and justify my opinions, reactions and emotions.  **PRESENTATIONAL**    I can present information to authentic audiences to give a preference, opinion or persuasive argument with supporting evidence on topics related to education equity using organized paragraphs in different time frames. | Learners engage in onsite and virtual exchanges of information and ideas on a wide variety of topics related to education equity with Hindi/Urdu speakers during lesson-specific pre- Skype activities, Skype sessions, post-Skype debriefings and to complete Application of Learning tasks.  Learners interact in small groups or teams to meet social and academic group needs. They converse at ease with Hindi/Urdu speakers when interacting, negotiating or resolving an unexpected complication by providing detailed explanations on topics related to education equity or by offering solutions to address equity issues during lesson-specific pre-Skype activities, Skype sessions, post –Skype debriefings and to complete Application of Learning tasks.  Learners hold extended face-to-face or virtual conversations on topics related to the education equity using information acquired from a variety of culturally-authentic texts to support their opinions, reactions and emotions. They provide evidence to justify assertions expressed in interpersonal speaking or writing during lesson-specific pre-Skype activities, Skype sessions, post –Skype debriefings and when completing Application of Learning tasks.  **Presentational Performance Assessment Tasks:**  Learners advocate for and defend evidence-based viewpoints about education equity topics in multimedia presentations that contain varying cultural perspectives. They express preferences and opinions and present arguments when interacting with peers and invited experts during lesson-specific pre-Skype activities, Skype sessions, post –Skype debriefings and to complete Application of Learning Tasks. (Lesson 3: Multimedia Message on Gender Equity in Education) |

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| **Learning Episode #1 Pre-Skype Activities** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can exchange information about gender issues related to education equity I have obtained from interviews with female members of my family or a friend from India/Pakistan and after viewing a video about gender issues with peers. | Vocabulary and language chunks include, but are not limited to:   * Questions contained in Interview about gender issue**s** related to education equity found in Instructional Resources. * Topical vocabulary/language chunks related to gender and education equity:   + Poverty and cultural beliefs are major factors affecting gender equality * Sanitation is also an issue because in many schools there are not separate toilet facilities for girls, which poses a problem when they reach adolescence when over 20% of girls no longer attend school * The disparity of education between boys and girls is reflected in India’s literacy rates; funding is targeted to boys’ education * The education of girls has a wider impact on communities breaking the cycle of poverty and poor health * While girlsattend primary school in roughly equal numbers to boys, the gap widens as they get older and more are forced to drop out to help with work at home or get married * Many girls begin working as early as five years old mainly in agriculture or in homes as domestic servants; child domestic workers are particularly vulnerable to trafficking, forced labour, sexual violence and many health issues * Girls with disabilities face discrimination both because of their gender and their disability, making them among the most marginalised groups of children | | * Information recorded on **Facts and Perspectives Graphic Organizer** about gender and education obtained from interviews and video * Questions and/or clarifying comments made regarding teacher vignettes * Responses brainstormed during interactions in preparation for the Skype session role play |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Exchange information about gender issues related to education equity they have obtained from the video and interviews on gender equity and note information on the **Facts and Perspectives Graphic Organizer** 2. Listen to a series of **vignettes** shared by female heritage language teachers about incidents they personally experienced related to education because of their gender; pose questions and/or clarifying comments as warranted 3. Brainstorm possible responses for the *Skype Role Play* task below | | | |
| **Materials Needed** | | | |
| * Facts and Perspectives Graphic Organizer * AcademicVocabulary for Extended Conversation in Instructional Materials * Hindi Video clip: [**https://www.youtube.com/watch?v=t93jLhaM2pY**](https://www.youtube.com/watch?v=t93jLhaM2pY) * Urdu Video clips: [**https://www.youtube.com/watch?v=zNBl5CNs6gs**](https://www.youtube.com/watch?v=zNBl5CNs6gs) and [**https://www.urduvoa.com/a/primary-schooling-for-girls-in-pakistan/2446507.html**](https://www.urduvoa.com/a/primary-schooling-for-girls-in-pakistan/2446507.html) * Additional Urdu Resources:   [**https://www.youtube.com/watch?v=q2M3YKczSdk&t=180s**](https://www.youtube.com/watch?v=q2M3YKczSdk&t=180s) Facts and data  [**https://www.youtube.com/watch?v=aD0pq4AwOD4**](https://www.youtube.com/watch?v=aD0pq4AwOD4)Girls’ school post on Malala attack | | | |

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| **Learning Episode #2 Skype Session** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences**. (Intercultural Can Do)** * I can engage in a role play with partner school peers that may include unexpected reactions or responses. * I can determine the extent to which the perspectives of partner school peers on gender issues related to education are the same or different from their parents based on role plays and discussions during the Skype session. * I can interact with peers in small groups and select appropriate resources to create a written script for a multimedia advocacy message. | Vocabulary and language chunks include, but are not limited to:   * Persuasive language used during role playing (e.g*., Why should’t I be allowed to go? This is the 21st century and lots of girls travel; Something else I’d like to know is…*   *If I have understood you correctly, your point is that…*  *If I could finish my thought…-What I was trying to say*  *was…)*   * Topical vocabulary/language chunks related to gender and education equity in previous episode | | * Recordings of Role Plays * Culturally approriate verbal and non- verbal language, accuracy of content, vocabulary and spoken language structures used during interactions with partner school peers when seeking and offering personal opinions about their sisters going on a study abroad program (observed and noted by instructors in order to provide specific feedback to learners) * Questions posed to partner school peers about their findings on gender issues related to education in the U.S. and conveying personal views and experiences |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Use the information gained about gender issues from interviews, the video clip and teacher vignettes and to engage in a role play with partner school peers.   **Role Play**: *STARTALK students (playing the role of Indian/ Pakistani daughters) are asked to persuade partner school peers (playing the role of Indian and Pakistani parents) to allow their daughters to participate in a study abroad opportunity at Kean University.* *Alternatively,* *partner school peers* *(playing the role of American daughters) are asked to persuade STARTALK students (playing the role of American parents) to allow them to participate in a study abroad opportunity at the University of Mumbai/Karachi*. [Task Rubric](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Lesson%203%20Rubric%20for%20Roleplay.docx)   1. Seek partner school peers’ personal reactions if their sisters wanted to go on a study abroad program to gain the perspectives of their peer group; provide their own views as appropriate 2. Pose questions about partner school peers’ findings on gender issues related to education in the U.S. and offer personal views and experiences in response | | | |
| **Materials Needed** | | | |
| * Role Play Task Rubric * AcademicVocabulary for Extended Conversation in Instructional Materials | | | |

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| **Learning Episode #3 Debriefing/Reflection and**  **New Learning** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can brainstorm ideas for a script for a multimedia message about gender issues in reaction to: teacher vignettes created by female heritage language teachers about incidents they personally experienced related to education because of their gender, viewing a photo story about socio-cultural perspectives and using other information gathered related to gender issues. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks related to gender and education equity | | * Speculations made by students regarding whether or not partner school peers and their parents views are similar regarding girls’ study abroad based on the Skype session * Information recorded in the Facts and Perspectives Graphic Organizer based on the Photo Story on gender issues * Ideas generated in small groups for a multimedia advocacy message |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Determine the extent to which the perspectives of partner school peers on gender issues related to education might be the same or different from their parents based on the role plays and discussions during the Skype session 2. View a teacher-created **Photo-story** ongender issues and education equity; record new information on the **Facts and Perspectives Graphic Organizer** 3. Compare gender equity issues in education in between India/Pakistan and the USby filling out the **Comparison Chart Graphic Organizer** and exchange ideas 4. Brainstorm ideas for a script for a **multimedia advocacy message** about gender issues using information gathered ; first view multimedia exemplars (e.g., Sesame Workshop, Meena); pose questions they may have about creating this product 5. Participate in daily Vocabulary or Literacy Building Games/Activities (**Differentiation of Content**- type of activitiy is dependent on learner proficiency level) | | | |
| **Materials Needed** | | | |
| * Hindi Photostory: *To be added* * Urdu Photo story: [**https://www.google.com/url?q=https%3A%2F%2Fsites.google.com%2Fa%2Fkean.edu%2Fstartalk%2F%25D8%25BA%25D8%25B2%25D8%25A7%25D9%2584%25DB%2581%2520%25DA%25A9%25DB%258C%2520%25DA%25A9%25DB%2581%25D8%25A7%25D9%2586%25DB%258C%2520%25D8%25A7%25D8%25B3%2520%25DA%25A9%25DB%258C%2520%25D8%25B2%25D8%25A8%25D8%25A7%25D9%2586%25DB%258C-%2520Lesson%25203.ppt**](https://www.google.com/url?q=https%3A%2F%2Fsites.google.com%2Fa%2Fkean.edu%2Fstartalk%2F%25D8%25BA%25D8%25B2%25D8%25A7%25D9%2584%25DB%2581%2520%25DA%25A9%25DB%258C%2520%25DA%25A9%25DB%2581%25D8%25A7%25D9%2586%25DB%258C%2520%25D8%25A7%25D8%25B3%2520%25DA%25A9%25DB%258C%2520%25D8%25B2%25D8%25A8%25D8%25A7%25D9%2586%25DB%258C-%2520Lesson%25203.ppt) * Exemplars provided by instructors of multimedia advocacy messages * AcademicVocabulary for Extended Conversation in Instructional Materials * Vocabulary or Literacy Building Games/Activities \***Differentiation of Content**- type of activitiy is dependent on learner proficiency level | | | |

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| **Learning Episode #4 Application of Learning** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can use the target language to act individually and collaboratively in response to a local, regional, or global situation through the creation of a multimedia message advocating for gender equity in education. **(Global Can Do)** * I can seek feedback from and provide feedback to peers on draft scripts created for the multimedia message. * I can narrate the script of a multimedia message advocating for gender equity in for presentation to an online audience of listeners/viewers. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks related to gender and education equity | | * Draft content for multimedia messages * Edited, recorded versions of multimedia messages presented to class * Notes taken on new information presented * Feedback on multimedia messages supported by evidence |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Create a draft of content to be included in the **multimedia message** using task rubric guidelines that reflects cultural and other perspectives gained about gender and education equity and offer possible solutions to this issue; edit draft with peers; record the multimedia narrative (segments recorded by each group member) 2. Present multimedia messages to the class 3. Take notes on new information gained during presentations and pose questions as needed 4. Evaluate peer presentations using the task rubric; provide and support feedback based on rubric criteria | | | |
| **Materials Needed** | | | |

* Multimedia Message Task Rubric

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| **Learning Episode #5 Extended Learning Task** | | **Number of minutes for this episode**: 15 minutes | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can compose a blog posting about what I feel is the most important new learning about language, culture and/or content in daily lessons. * I can express and justify a clear personal perspective on gender and education equity as a global issue in a blog posting **(Global Can Do)** * I can explain how a variety of education **practices** are related to perspectives about gender.  **(Intercultural Can Do)** | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks related to gender and education equity * Reflective Blog Word Bank | | * Reflective Blog entry |
| **Learning Experiences** | | | |
| **LEARNERS**   * + - 1. Compose an entry in their reflective blog on perspectives about today’s learning and share their thoughts as to why long held cultural beliefs and practices continue to affect girls’ rights to an equitable education in India/Pakistan despite access to knowledge through technology even in poorer regions*.* \***Differentiation of Process**: use teacher-created guiding questions to compose blog posting | | | |
| **Materials Needed** | | | |

* Reflective Blog Rubric
* Reflective Blog Word Bank

**NOTE: Lesson-specific resources containing all links to materials used, including instructional materials created by teachers, will also be provided to site visitors and will be available on the program website http://keansgei.wixsite.com/startalk2018 as a resource for STARTALK Programs.**

**Post-Lesson Reflection**

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| *After implementing this learning plan, consider the following questions while reflecting on the successes and challenges of the lesson:*What were the strength of the lesson?  Which activities helped to maximize the learning?  Did all learners meet the goals of the lesson? Why/why not?  What could you do to improve this learning plan if you address these lesson Can-Do Statements again? |