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**DAY 2**

**Traditional Healthcare Practices**

**STUDENT PROGRAM LEARNING PLAN**

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| **Date:** | 8/2/16 | **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:** * *To what degree has the influx of western medicine impacted the use of traditional healthcare practices such as Ayurveda and Unani?*
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| **Global/Intercultural Content Understandings:** * **Learners will understand that** despite the popularity of western medicine due to globalization, the use of traditional healthcare practices remains prevalent among all socio-economic groups to a greater or lesser extent.
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| **Learning Goals: *Can-do statement(s) from the curriculum template addressed in this lesson appear in red.*** |
| **Interpersonal**: 1. 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.
2. 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.
3. I can support my opinions clearly and precisely in both formal and informal discussions, panels and debates.
4. I can express and defend my viewpoint or recommendations in planning for activities and events and in determining solutions to problems.
5. I can gather/relate basic medical information in simulated or real world medical settings.
6. I can inform and instruct about disease prevention and treatment and promoting positive health behaviors using culturally appropriate verbal and non-verbal language.
7. 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)
8. 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)**:1. 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)
2. I can follow banter heard in Skype sessions and video clips containing culturally authentic expressions. (L)
3. I can summarize the points of view heard in informal arguments and formal presentations reflecting varying cultural perspectives. (L)
4. I can accurately represent the perspectives heard from peers, community members, and medical experts using specific and relevant examples. (L) (Global Competency)
5. 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)
6. 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)
7. 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)
8. 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):**1. I can narrate with ease and detail on targeted medical/healthcare topics/ issues based on information obtained from research and other sources. (S)
2. I can present on many concrete and some abstract topics related to medicine and healthcare. (S)
3. 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)
4. 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)
5. 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)
6. I can express and defend my viewpoints in well written texts on topics/issues related to medicine and healthcare using culturally appropriate expressions.(W)
7. I can write clear, detailed descriptions of a factual nature on information related to disease prevention and promoting positive health behaviors. (W)
8. I can write about targeted medicine and healthcare issues clearly and fluidly with consistent control of time frames and mood. (W)
9. 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**  |
| **Learners:*** Share responses recorded electronically and obtained from interviewing parents and other members of their family/community regarding the use of traditional healthcare practices. (Pairs/Small Groups)
* Analyze responses by placing data on a **Comparison Chart** to use as a reference for the Skype Session with native students.
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| **Block 2: SKYPE Session** |
| **STAGE 1** | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | **Checking for Learning** | **Learning Activities** |
| **Interpretive (L/R):*** I can follow banter heard in Skype Sessions containing culturally authentic expressions (L)
 | **Interpretive:*** Interview content provided in Day 1 Plan
 | **Interpretive:*** Appropriateness of responses and clarifying questions posed about interviews (instructor observation)
 | **Interpretive:*** Listen to information gathered by native students from family/community members regarding the use of traditional healthcare practices.
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| **Interpersonal:*** I can take an active role in informal and face-to-face Skype discussions with peers.
 | **Interpersonal:*** Interview content
* **Vocabulary** used in interviews

and use of expressions such as *I am surprised that so many people use a combination of modern medicine and Ayuveda/Unani to prevent and treat illnesses/diseases.** Informal/formal **language structures** needed to understand and talk about the content above
 | **Interpersonal:*** Appropriateness of responses and clarifying questions posed during the comparison/contrasting of interview data (instructor observation)
* Accuracy of language used and cultural appropriateness when sharing reactions

 (instructor observation) | **Interpersonal:*** Compare and contrast responses gathered by native students with the responses they have gathered from their family/community.

(Pairs/Small Groups)* Express reactions to similarities/differences.
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| **Block 3: Debriefing/Reflection/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)
 | **Interpretive:*** *Same as block 2* and the use of vocabulary and language structures needed to express reactions such as:
* *The woman truly believes she was cured of cancer using Ayurvedic medicine, but I wonder if the cancer reoccurred since she made the podcast. I am skeptical since she had stage 4 cancer.*
 | **Interpretive:** * List of conclusions drawn
* Written reactions to podcasts and writing and possible reasons behind reactions
 | **Interpretive:*** Write down conclusions drawn based on interview data obtained from heritage and native students’ families/community regarding the extent to which traditional health practices are still used.

(Pairs/Small Groups)* Listen to selected **Podcasts** of individuals’ who proclaim they were cured of an illness/disease through Ayurveda/Unani.
* Describe initial reactions to the podcasts in writing and possible reasons behind reactions.
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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 informal and face-to-face Skype discussions with peers.
 | **Interpersonal:*** *Same as interpretive*
 | **Interpersonal:*** Conclusions exchanged about interview data placed on the Unit KWL Graphic Organizer
* Accuracy of language used and cultural appropriateness when sharing reactions and possible reasons for reactions

 (instructor observation) | **Interpersonal:*** Exchange conclusions drawn and place on the **Unit KWL Graphic Organizer.** (Pairs/Small Groups)
* Share reactions to podcasts and possible reasons for reactions.

(Pairs/Small Groups) |

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| **Block 4: Transfer/Application of 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 use main ideas and details containing low frequency medical/healthcare related vocabulary from audio/visual texts in creating a variety of cultural products and performances. (L/R)
 | **Interpretive:*** *Same as Blocks 2 and 3*
 | **Interpretive:*** Information selected to be used in the multimedia narrative
 | **Interpretive:*** Based on what was heard about traditional healthcare practices from interviews and podcasts, use “selected” pieces information in the creation of a brief **multimedia first person fictional narrative** based on actual facts assuming the role of a person cured by Ayurveda or Unani. (Pairs)

Use Rubric Guidelines |
| **Interpersonal:*** I can take an active role in informal and face-to-face discussions with peers and instructors.
* I can express and defend my viewpoint or recommendations when providing feedback.
 | **Interpersonal:*** *Same as Blocks 2 and 3*
 | **Interpersonal:*** Appropriateness of language used in providing feedback (Instructor observation)
 | **Interpersonal:*** Seek feedback from peers on a draft of the multimedia narrative to determine if the content represents a plausible scenario that is culturally appropriate. (Pairs)
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| **Presentational:*** 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 select and use appropriate technology and medial to develop and present a creative product or to present information. (S)
* I can express and defend my viewpoints in well written texts on topics/issues related to medicine/healthcare using culturally appropriate expressions. (W)
 | **Presentational:*** *Same as Blocks 2 and 3*
 | **Presentational:*** Written drafts of narrative
* Quality of content and oral delivery of narratives based on rubric criteria. See attached task-specific **Multimedia Narrative Rubric**.
 | **Presentational:*** Create a written draft of the text to be used in the multimedia narrative and make language/ content edits as needed. (Pairs)
* Present the final product to peers for reaction and critique.
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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 analyze, synthesize and weigh sources of evidence to develop coherent, well-supported responses. (L/R)
 | **Interpretive:*** *Same as Blocks 2-4*
 | **Interpretive:*** Additional information researched
 | **Interpretive:*** Research additional information about traditional health care practices to support statements made in a blog post written to address possible responses to the lesson essential question.
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| **Presentational:*** I can express and defend my viewpoints in well written texts on topics/issues related to medicine/healthcare using culturally appropriate expressions. (W)
 | **Presentational:*** *Same as Blocks 2-4*
 | **Presentational:*** Blog post created containing possible responses to the lesson essential question: *To what degree has the influx of western medicine impacted the use of traditional medical practices such as Ayurveda and Unani?*
 | **Presentational:*** Write a blog post containing possible responses to the lesson essential question using a task specific **Blog Post Rubric.**
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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** |
| **Lesson: 2 Block: 3****Link Title:** Ulcerative colitis Cured- Testimonial in Hindi Language[**https://youtu.be/ob84d2LzkqY**](https://youtu.be/ob84d2LzkqY) | **Lesson 2 Block 3:** **Link Title:** Hakeem Kale Khan[**http://urduaiis.lrc.columbia.edu/lesson/hakeem-kale-khan/**](http://urduaiis.lrc.columbia.edu/lesson/hakeem-kale-khan/) |
| **Block:** **Link Title:** | **Block:** **Link Title:** |
| **Block:** **Link Title:** | **Block:** **Link Title:** |

**Lesson Specific Instructional Materials found on a separated document include:**1. **Comparison Chart**
2. **Unit KWL Graphic Organizer**
3. **Multimedia Narrative Rubric**
4. **Blog Post Rubric**
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