

Lesson 3 Reflecting on the culture of our school

Essential Question: By critical discussions, can we create a profile of our school and begin to understand the needs of our community?

Standards

NGSS HS. Engineering Design

Students who demonstrate understanding can:

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

Common Core State Standards Connections:

ELA/Literacy – SL.11-12.1c - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

ELA/Literacy –SL.11-12.1d. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Materials

- Video- Techistan- Senain Khashgi
- Multimedia presentation
- Student Sheets
- Student notebooks
- Student Exit Slips

Activities			
Activity	Name of the Activity	Photocopies	Materials
1	Preparation for Class - 1.3 and 1.8- Teacher Toolbox. Assigning Team rolls- 1.13 Teacher Toolbox- Roles and Responsibilities.		Student page Video- Techistan- Senain Khashgi
2	Standards Statement (Option: Unpacking the standards Teacher toolbox 1.12- Unpacking the standards)	3 Student Sheet	PowerPoint Presentation 3 Student Sheet
3	Video- Techistan- Senain Khashgi Understanding culture for effective service-learning		Video embedded in PowerPoint 3 Student Sheet
4	Community cultures and traditions interviews		PowerPoint Presentation 3 Student Sheet 3 Peer interview sheet
5	Reflection and Formative Assessment	Exit Slips	PowerPoint Presentation Notebook Formative Assessment Sheet

Overview

Throughout this section of the Service-Learning module, the students will be exploring their community to begin the process of compiling a needs assessment. The students will be looking at the culture, demographics and social norms in the community to determine under represented members of the community who may have specific needs that can be addressed through a service-learning project. In this activity, the students will examine how culture and traditions impact the community.

Major Concepts

- Impact of culture and traditions in a community
- Building Self-Efficacy through cooperative learning strategies.
- Notebook and team building.

Objectives

Students will:

- Identification of possible needs in the community based on culture and traditions.
- Identify cultural norms and traditions that impact the standard of living in the community.
- Continue to build notebooking reflection and teaming skills.

Lesson Preparation

Preparation

- **Lesson Preparation:** For specific directions on preparing lesson materials, see 1.3 and 1.8 documents in the Teacher Toolbox.
- **Instructional Resource:** Make sure that you have the **PowerPoint presentation** and the **video**- Techistan- Senain Kheshgi ready for class viewing.

Procedure

Activity 1: Preparation for the Class

Multimedia Presentation: This lesson will have a multimedia presentation that will help to get the students thinking about the lesson and walking them through the information. Download the presentation in the folder to have the videos attached.

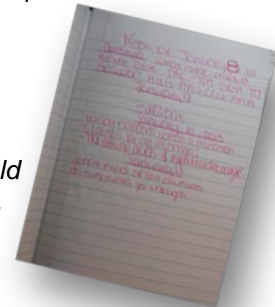


Preparing the notebooks- see document 1.3 in the Teacher Toolbox for specific instructions concerning notebooking.

Line of Learning.

3 Reflecting on the culture of our school

Question: How do you think culture and traditions in a community would impact the type of service-learning projects. Be sure to date your entry.



Team Roles and Responsibilities- For more detailed information about team roles; use 1.13 Teacher Toolbox Team Roles and Responsibilities.

Activity 2: Unpacking the Standards

Class Explanation: The students will be exploring how culture and traditions help to determine the needs of a community and identify sections of the populations that are under served. Because identifying needs in a community are based on exemplary listening skills, the standards that are used in this lesson revolve around the Common Core ELA Speaking and Listening standards.

Note to Teacher: Look above to see the standards that will be addressed through this lesson. The students need to understand the focus of the lesson, so an examination of the standards is a way of addressing this lesson essential.

Here is a possible Standard Statement which incorporates the standards used in this lesson:

Students will be using speaking and listening skills to examine how cultures and traditions impact the needs of the community and how these variables impact the standard of living within a societal context.

Optional Lesson Component: As an additional component for this lesson, you may use Teacher toolbox 1.12- *Unpacking the standards in a Student Centered Classroom*. This gives procedures to help your students create their own standards statement.

- Pass out the student sheets

Activity 3: Understanding culture for Service-Learning

Note to teachers: In this first activity, the students will be watching a short video entitled *Techistan*. This video gives a short glimpse into the culture of Pakistan and the clash between the culture and the use of technology. In this video, Rahan Allawala is working with the most disenfranchised members of the Pakistani culture to persuade the educational leaders to examine the internet as a learning and teaching tool in the schools.

1. Engaging prior knowledge- Do you remember a time when there was no internet?

- **Discussion:** Think about a time where you have seen a conflict with culture. Can you give an example?
- In this video Rahan Allawala is working with schools in Pakistan to have them explore using the internet as a teaching tool in the classrooms.

2. Watch the video about Techistan.

Essential Question: What conflicts do you see with the culture and the internet?

Students will discuss as a whole group as a way of engaging thinking

3. In Groups Discussion:

What conflicts do you see between the culture of this school and the use of the internet?

Defend your reasoning.

Discussion:

- Students will discuss and defend their answers.
- Could these culture clashes have been avoided through understanding the culture and traditions of this school? Why or why not?

Note to teachers: Circulate among the teams as they discuss what is the cultural clashes that are happening within this context. There are multiple levels of conflict occurring within this scenario not the least of which is the conflict with technology. Give the students some of the suggestions, such as the conflict of gender roles within the society.

4. Whole Group: Share out: Have the groups share out examples of technology that is essential in their lives and community.

- Have your class scribe create a list for the class.

Activity 4: Culture in your community

Introduction: You can see where cultural conflicts can influence needs within a culture or community. In this next activity we are going to explore the culture and traditions of our own community by using the interview method.

Instructions:

- Divide your group into pairs.
- You are going to use the peer interview form to ask questions of your partner to determine social norms and traditions of the class and the school.
- Interview your partner and record the information on the sheet. Then switch roles and the first partner will interview the second.

Interview partners:

- Students will interview partners and gather information about family, social and cultural norms within the community using the peer interview form.

In Groups: Compiling information:

Within the groups have the students discuss some of the cultural norms within their families.

- Were there any questions that you had never thought about before?
- What do you think you could learn by thinking about those questions?
- How can answering these questions about ourselves help us to work with other people?
- How can answering these questions about ourselves help our team in our service-learning project?

Note to Teacher: Circulate among the teams as they interview their partners. You want to make sure that no student feels uncomfortable if there is some unforeseen information that surfaces about home life. Make sure that the students are writing descriptive information on the sheets.

Students will compile the information from the interviews in their group to determine if there are any similarities within their groups.

Whole Group:

Community cultural information:

- After looking at this initial data, are their underrepresented sections of the community that are not having a voice through this activity?
- An example: A community might have a portion of the student population that is homeless. This would represent an underrepresented section of the community. Another example might be disabled Veterans who live in the community. They might not have their needs voiced as a community concern.

Group Assignment:

- Create a narrative explaining the social norms and traditions within your community that you have discovered through your interview.
- Discuss your findings with other members of your team and create a team document for your group with the following information to be sure to address:
 - Family roles
 - Social interactions and how conflicts are resolved.
 - Everyday traditions such as meals
 - Use of language in the family
 - Community rituals and heroes
 - Leisure activities
 - Use of media in the home and community.

Each member of the team will be responsible for the narrative so it would be advisable to divide the work load and compile the information. Students must examine document 3 Reflection: community culture to determine the criteria for the reflection.

Activity 5: Wrap-Up: Reflection and Formative Assessment

1) Back to the Standards:

Go back to the original class document about the standards.

Ask the students did they:

- Examine the cultures and traditions of their class?
- Did this investigation give a beginning glimpse into the culture and traditions of the community?
- Use speaking and listening skills to be able to synthesize the information from the interview into a reflective document?



2) Formative Assessment and student reflection: Last 5 minutes of class

- Pass out the **Exit slips**. This will give you an idea of what they have learned in the lesson.
- Make sure that they students have their **notebooks open** with their two sheets taped in their books.

Notebook check:

As the students are filling out the slips, walk around the room and check to make sure that the student have the following information in their notebook:



- ✓ Completed the 3 student sheet.
- ✓ Completed the group reflection of the culture of their community.
- ✓ Have the students turn in the exit slip.

3) Teacher Reflection: Look at the student's exit slips and the student notebook. The teacher reflection sheet is helpful to reflect on the day's learning. It is also helpful as an artifact for the class and how they are progressing through the learning experience.

Questions:

- ✓ Have the students expressed an understanding of the basic culture and traditions of the community that will be used as a beginning document for the needs assessment?
- ✓ How are the students reflecting in their notebook?
- ✓ Are the students able to work effectively and efficiently in their groups?
- ✓ Are there any interventions that may need to happen to improve these skills?
- ✓ Are the students showing self-efficacy when reflecting on their own learning in the class?

Resources:

- GE Focus Forward- *Short Films, Big Ideas, a partnership between GE and cinelan.*
- <http://www.youtube.com/watch?v=Bm3EPSOGSkq>
- Human-Centered Design toolkit - <http://www.ideo.com/work/human-centered-design-toolkit/>
- University of South Florida- Center for Urban Transportation Research- *Developing a Community Profile-* <http://www.cutr.usf.edu>
- NGSS Lead States. (2013). Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press. For more information see <http://www.nap.edu/NGSS/>
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects.* Washington, DC: Authors.