### Curriculum Connection

**Program Can-Do Statement & Performance Assessment Task**

*Copy the specific program Can-Do Statement from the curriculum (stage 1) and performance assessment task (stage 2) that you are working toward in this learning plan.*

**Program Can-Do Statement:**

This section has been left blank since this learning plan does not directly connect to the curriculum

**Performance Assessment Task:**

**Topic:** Jaipur Foot: Interview with Dr. Mehta  
**Video:** 1 to 4

### Learning Episode #1

#### Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

#### Vocabulary

**How are culture and/or content part of the language chunks and words that learners will use?**

**Culture and content:**  
D.R. Mehta (born 25 June 1937) is a former chairman of Securities and Exchange Board of India. He is a founder and chief patron of Bhagwan Mahaveer Viklang Sahayata Samiti(BMVSS), the world's largest organization for the handicapped in terms of free fitment of artificial limbs/calipers etc. Mehta is a recipient of Padma Bhushan, one of the highest Indian civilian awards, for his contribution to social cause.

**Vocabulary:**

- Founder of Disability society, guardian, not earned, not honored, people do not give importance to disabled people, humanity, compassion, love, three-wheeled cycles, and problems with hearing aids in the house.

**Sentence Structure:**

- **व्यक्ति** सेवा पर चला जाए **व्यक्ति** काम पर चला जाए ,**व्यक्ति** नौकरी पर चला जाए 

**Think:** The whole class will try to memorize new vocab. No writing allowed.

**Write:** Students are able to include the new information in their guided notes and summarize or probe new questions to address the topic.

**Like:**

- कृतिम पैर, **विकलांग संस्था**, **विकलांग संस्था** के संस्थापक अभिभावक, अजित नहीं, सम्मानित नहीं, लोग **विकलांग** लोगों को महत्व नहीं देते, मानवता, करुणा, प्रेम, तीन पहिया चक, और घर में ख्यात यंत्र की समस्या

**Check for Learning**

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

**Students will learn unfamiliar vocabulary words and new informations about “Jaipur Foot”.**

**Artificial Limbs or Prosthesis “ from Dr. Mehta’s interview. Students will follow the activity:**

**Watch-think-write.**

**Watch:** Students will watch the segment (video clip). No writing allowed.

**Write:** Students are able to include the new information in their guided notes and summarize or probe new questions to address the topic.

Sudents will enhance creation of interpersonal and presentational activity.

**Like:**

- कृतिम पैर, **विकलांग संस्था**, **विकलांग संस्था** के संस्थापक अभिभावक, अजित नहीं, सम्मानित नहीं, लोग **विकलांग**

- कृतिम अंग बनाने की तकनीक - (techniques to make artificial
आधे होकर आये पूरे होकर गये
डा० मेहता के तथ्य: Facts:-
अमरकी की तकनीकी संस्थान- Stamford university
2002 MITC (Boston)में, तीन प्रोजेक्ट अभी चल रहे हैं।
दुनिया की जो नंबर दो की संस्था है उससे जयपुर पांव 30 गुनी बड़ी है।
सुध चांदन 30 साल से कृत्रिम पैर पहन कर नृत्य करती है
उससे जयपुर पांव 30 गुनी बड़ी है।
300 से 600 छात्र - छात्राए देखने आते हैं।
2017 में 28000 से अधिक छात्र पैर बन जाने गए थे।
2017 में 28000 से अधिक छात्र पैर बन जाने गए थे
 वैश्वजन को कैसे कहने का अर्थ है
 अमेररकी की अभ्यास (Practice) = अच्छा इंसान होता है।

Learning Experiences
What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

Introduction: :
The teacher will show few images to the students related with the topic. She can ask or write questions about the images like:-

Q. What do you think about these images?

Activate Students knowledge or perceptions.
The teacher will know students perceptions or thoughts surrounded around the images or what they understand from the topic. Allow the students to write a note or turn and talk which helps them make connections between the video and the content.

Possible Answers: लोग बात कर रहे हैं, चर्चा कर रहे हैं, सवाल पूछ रहे हैं, साक्षात्कार ले रहे हैं
(People are talking, discussing, asking questions, taking a interview)

Direction before watching a video: Interview with Dr. Mehta
The teacher will state clearly: “As you watch, pay attention to the person being interviewed during this video- Interview with Dr. Mehta” or “You are looking for information related to Jaipur Foot- Artificial Limbs
or Prosthesis”. After watching, you will explain what you want them to learn from the video. Teacher will show the video “Interview with Dr. Mehta”. Students will follow the activity Watch-think-write.

Topic Video: Interview with Dr. Mehta: Link:

During watching the video: Watch-think-write:
Watch: Students watch the video segment. No writing allowed.
Think: The whole class or small groups discuss the segment. No writing allowed
Write: Students are able to include the new information in their guided notes and summarize or probe new questions to address the topic.

The teacher will pause the video often to allow the students will take notes for the new vocabulary words and important information from the interview. Pausing the video will make students to engage effectively. Later students will use the information in interpersonal and presentational activity during the class participation. After watching the video teacher will record the informations on the class board.

Materials Needed
What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

- Internet
- Paper, Pencil
- Interview Images
- Smart Board
- Vocabulary Handout
- Video link: Interview with Dr. Mehta

Learning Episode #2

Lesson Can-Do Statement
Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

- I can exchange information and ideas of various timeframe issues, experiences, related perspectives and practices concerning medicine and healthcare providers based on “Jaipur Foot”
- I can exchange complex professional information

Vocabulary
How are culture and/or content part of the language chunks and words that learners will use?

- जापुर फुट”
- साइडेल ऑफिस के बीचे…
- SEBI
- SEC
- भगवान महावीर विकलांग सहायता समिति
- “Jaipur Foot”

Check for Learning
What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

Students will engage in guided discussions using persuasive language.
Student will Ask/ respond to questions related to topic “Dr. Mehta’s Interview”.
Student will be able to learn more detailed information on Bhagwan Mahaveer Viklang Sahayata Samiti(BMVSS), “Jaipur Foot”. Students will participate in
about "Jaipur Foot" to address a collaborative community project.

Learning Experiences
What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order to meet the needs of all learners.

Activity in Group: Video Jigsaw:-

Have students discuss in pairs or groups what they think happens next. They will watch in short clips or stills which clearly shows the person’s key details such as age, incidents, features, mannerisms, voice, etc during the video interview.

Procedure:

Teacher will play a short clip video and get students to ask and answer questions related with character’s age, job, personality including factory employed as worker, dealing with disabilities and areas of expertise. To elicit further discussion, they can argue their points in groups justifying their opinions.

Teacher will put students in three groups, labelled A, B and C for students to play a game where they guess ‘Wh’ questions from answers written by other students. Each group watches different part (segment) of the clip from the video. Each student is given a set of questions. The students will write down their answer for each question.

Video clip #1: Group “A”

1. साक्षात्कार में डा० मेहता ने अपने बारे में क्या बताया?
2. पहले वह किस नौकरी में थे?
3. डा० मेहता ने विकलांगों और समाज को किस तरह से जोड़ा है?
4. डा० मेहता के अनुसार समाज कब विकलांगों इक्जेस्ट देगा?
5. यह संस्था देश विदेशों से किस तरह जुड़ी है?
6. यह संस्था भारत के अलावा और कहाँ-कहाँ है?
7. इस संस्था में छात्र-छात्राएं कहाँ-कहाँ से आते हैं?

Video clip #2: Group “B”

1. छात्र-छात्राएं देश-विदेशों से इस संस्थामें क्योंआते हैं?
2. विकलांग व्यक्ति समाज के व्यक्ति कब हो जाता है?
Students will discuss what they've seen and then form new groups made from one person from each of the original groups (grouped together like: ABC, ABC, ABC). They retell their part of the video to the others in their new groups. Then, each group tries to work out the correct order and complete the video interview.

Then teacher will play the video again for students to watch the complete video to verify their order.

**Materials Needed**
What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

- Internet
- Paper, Pencil
- Interview Images
- Smart Board
- Vocabulary Handout
- The set of questions – For Three Groups
- Video link: Interview with Dr. Mehta

## Learning Episode #3

**Lesson Can-Do Statement**
Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

- I can narrate with ease and detail on targeted healthcare topics based on information “Dr. Mehta” which I obtained from research and other sources.
- I can present a report about challenges faced by families and communities as explained in the video by "Dr. Mehta".

**Vocabulary**
How are culture and/or content part of the language chunks and words that learners will use?

- एक गैर-सामाजिक सामाजिक उद्धरण के स्वरूप में, भारत में 20 वीं सदी में स्टाफिक्स और प्रत्यवेक्षक वर्ग 65,000 रोगियों की सेवा करने के लिए, जिनमें से 20,000 नए पैले और पैले के प्रतिस्थापन की आवश्यकता होती है, जबकि शेष 45,000 को जीवनशैली, व्यवहार तथा हार से दर्शाते तिप्पणी और अन्य एड्ज की आवश्यकता होती है, जयपुर फुट न के अर दौलर्विक वाहिनी उपलब्धि और निर्माण में एक वैकल्पिक नेता, लेकिन इसके क्विटी मान्यता तथा भारत रत्न दामोदर मेरेडर के अधिकारी मेरेडर ने कहा, "जायज्ज एड्ज की आवश्यकता की ओर बसती है।" "स्लेक्तन यह एक विकसित के प्रस्ताव कहा है, और एक में धीरे होना चाहिए।"

**Check for Learning**
What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

Students will engage in guided discussions using persuasive language.

Student will Ask/ respond to questions related to the topic “Dr. Mehta’s Interview”.

Student will be able to know the functioning of the Bhagwan Mahaveer Viklang Sahayata Samiti(BMVSS) related to “Jaipur Foot”.

Vocabulary: Follow episode 1:
• I can present an explanation about “Jaipur Foot” to the degree to which this institution supports the family and family values by supporting the disability.

Sentence structure:
• कृत्रत्रम अांग बन ने की तकनीक - (technique of artificial limbs or prosthesis), प्रोटोट इप प्रोस्थेस सुध चांद्रन ३० से कृत्रत्रम पैर पहन कर नृत्य करती है
• ३०० से ७०० छात्र - छात्राएं देखने आते हैं।
• दुननय की जो नांबर दो की संस्था है उससे जयपुर पांि ३० गुनी बड़ी है।
• २०१७ में २८००० से ज्य द पैर बन ये गये थे

Learning Experiences
What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

After Watching the Dr. Mehta’s video:
Teacher will provide a way for the students to go beyond the guided notes they took. Like:- (5 min)
• Turn and talk. Students can discuss key points in partnerships, using their guided notes as a way to explain the content to each other.
• Learning event. Using a “Did you know...?” format, students can create short sound bites to share with the class or with other classes later.
• Concept maps. Students can create concept maps based on prior knowledge and new ideas gleaned from the video segments.
• Problem solvers. Students use information from the video to answer a question or solve a problem.
• Video curators. Students find a video clip that explains a specific key point not clearly discussed in the original video presented, and share it with the class.
• Video creators. Using the segment presented as a model, students develop their own educational videos or documentaries for presentation.

After Beyond the Guided Notes:
Teacher will ask few questions related with the video:

पूछने के लिए प्रश्नों -
1. वीडियो में कौन?
2. संस्था को आधिक सहायता काहाँ से मिलतीहै?
3. वीडियो में ध्यान देने की महत्वपूर्ण बात क्या है?
4. आप लोगों को इस संस्था के बारे में कैसे बतायेगे? यहाँ किन तकनीकों का इस्तेमाल किया जा रहा है?
5. संस्था के किन लोगों का प्रतिनिधित्व किया गया है?

Activity:- “5 Questions to Ask About Video activity”worksheet.
Worksheet Image:

Report It. After watching the video, the students must answer the “5 Questions to Ask Worksheet” from Video. Also, students will make up their own post viewing questions by quizzing each others!
After students complete the worksheet, teacher will ask students to share their findings with peers or in small groups.

For class presentation teacher will ask the students to share with the whole class and explain their thoughts in groups. Teacher will make sure now the students have clear information about the video.
**Materials Needed**
What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

- Internet
- Paper, Pencil
- Interview Images
- Smart Board
- Vocabulary Handout
- The set of questions – For Three Groups
- Video link: Interview with Dr. Mehta
- “5 Questions to Ask Worksheet”

Add additional learning episodes as needed by copying a learning episode box.

**Post-Lesson Reflection**

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 or why not?
- What could you do to improve this learning plan if you address these lesson Can-Do Statements again?