STARTALK
Start Talking!

2015 STUDENT Program Curriculum Template
For step-by-step help in completing this document, please see the accompanying guide.

BASIC PROGRAM INFORMATION

Host Institution:	**STARTALK Central**

Program Title:	**Oh! The Places We'll Go!**

Language(s):	**Hindi**	**Grade(s) of Learners:** K-2, 3-5, 6-8, 9-12	**Grades 9–12**

Heritage Speakers?	**Yes**	**Non-Heritage Speakers?**	**Yes**

Program Setting:	*Residential:*		*Non-Residential:*	**x**	*Distance/Online Component:*	
	Other (please specify):					

Duration:	*Weeks/Days:*	**15 Days**	*Contact Hours:*	**60**	

Target Proficiency Level: (by end of program)	**Intermediate Mid**	**Target Performance Level(s):** (during and by end of program)	**Intermediate High**

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

Curriculum designed by:	

Email:	

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students plan a trip to a place where Hindi is spoken. Working in small groups, they select Varanasi, a city in the main Hindi heartland. They start making preparations (securing travel documents, creating an itinerary, planning how to get to Varanasi, India,) where they choose to help the local people with an environmental problem by working side-by-side with them to improve life in the community.

Students begin by setting a date for the trip and planning a schedule that outlines tasks that need to be completed prior to the trip. They identify resources needed to complete a timeline and tasks and agree on the person responsible for each task. Students then spend time researching various locations, visiting websites, watching videos of the region, and exploring volunteering options and identifying problems in the place of their choosing for discussion.

Once students have collected the information and completed each of the steps for the trip planning, they use this information to prepare a multimedia presentation that will convince educators and potential funders of the educational value of the trip, a trip that will build international understanding while increasing opportunities for cultural exchange. Students present their final projects to a group of interested school officials and to their parents.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS *Be sure to label the mode and proficiency level of each statement.*	PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS *Number the Can-Do statements here and then transfer to Stage 3.*
Interpersonal	
Intermediate High/Advanced Low: I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	I can ask for and provide descriptions of places I know and also places I would like to visit.
	I can use Hindi to do a task that requires multiple steps.
	I can tell someone how to access information online.
	I can plan a trip with a group of classmates.
Presentational Speaking	
Intermediate High/Advanced Low: I can make presentations in a generally organized way on school, work, community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.	I can make a presentation on something new I learned from the media.
	I can describe how to plan and carry out an event, such as an excursion to a country where Hindi is spoken.
	I can explain and justify my point of view on a chosen topic of discussion like travelling as an essential educational tool or necessity of volunteering in a society.
Presentational Writing	
Advanced Low/Mid: I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.	I can write a simple summary about something I have researched.
	I can describe how to plan and carry out an event, such as an excursion to a country where Hindi is spoken.
	I can write the content for a multimedia presentation, a handout, a synopsis, et cetera.

	I can summarize a conversation or interview that I had with someone.

Interpretive Listening

Advanced Low: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.	I can easily understand straightforward information or interactions.
	I can understand information in ads, announcements, and other simple recordings.

Interpretive Reading

Intermediate High/Advanced Low: I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.	I can easily understand the main idea of texts related to everyday life, personal interests, and studies.
	I can sometimes follow stories and descriptions about events and experiences in various time frames.

You may add additional rows as necessary.

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Students scan websites advertising service learning experiences for teens. They take notes on the interesting and important facts and then compare the three programs for what they found most interesting.	Students contact the organization with which they have decided to travel (by instant messaging, Skype, or FaceTime) in order to pose questions and investigate the details of each possibility.	During their travels, students write a daily blog about the sites they visited, the cultural artifacts and practices they observed, and their experience working as a volunteer (if they had that opportunity).

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS *Learners can …*	LANGUAGE, CULTURE, CONTENT *Learners need to use …*	MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience & demonstrate …*
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.

Stage 3 may have more learning experiences than are possible given the timeframe. The intent was to offer a representative sample knowing that different languages would have to adapt to address differences in languages and materials.

Interpersonal		
I can ask for and provide descriptions of places I know and also places I would like to visit.	Yes/no and information questions: - Where is …? – … kahaaN hai? - How can I get to …? – … kaise jaate haiN?; kaise jaanaa hai? - Is it very far away from my/your hotel?	Students brainstorm information about places in India they might like to visit to create a concept map of ideas. They participate in conversations with classmates, the

	– kyaa yah mere/tumhaare hoTal se bahut duur hai?	teacher, and native speakers of Hindi (community members, conversations via Skype) to gather additional information about the country and interesting locations within that area of the world.

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- How much time/money does it take? – kitnaa waqt/samay/paisaa lagtaa hai?
- How much is ... for? – yah ... kitne kaa/kii hai?
- What is the taxi fare/bus fare/train fare from ... to ...? – ... se... tak taxi kaa/ bas kaa/ tren kaa kitnaa bhaaR/kiraayaa hotaa hai?
- When does the train leave for ...? – ... kii tren kitne baje nikaltii hai?
- Why is ... famous? – ... kyoN prasiddh/mashhuur hai?
- What will you typically do on a daily basis when you travel? – yaatraa karte hue aam taur par tum kyaa karte ho?; yaatraa karte samay aap aam taur par kyaa karte haiN?; ghuumte samay aapko kyaa karnaa pasand hai?

Describing Travel Experience:
- I went to .... – main ... gayaa/gayii
- ... is a beautiful place – .... ek bahuut sundar jagah hai
- I loved being there – mujhe wahaaN bahut acchaa lagaa.
- There are various animals, plants to see and historic sites to visit there – wahaaN dekhne ke liye kayii pashu-pakshii, peR-paudhe, aur aitihaasik jagaheN haiN; ...dekhnelaayak haiN
- First I went to..., then ..., and finally to .... – sab se pahle…, iske baad/phir…, ant meN … gayaa/gayii
- After this, I would love to travel to –

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If such interviews can't be conducted in Hindi, the resulting information could be shared in Hindi as part of presentational speaking and/or writing.

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....iske baad, maiN ... jaanaa caahta huuN.

Grammar and Vocabulary:
- Question words what, who, how, why, when, how much, where.
- kyaa, kaun, kaisaa/kaise/kaisii, kintanaa/kintane/kitanii, kab, kahaaN, kyoN, kaise:
- Expressing "to take time/money' – (X-ko) samay/waqt/paisa + lagnaa
- Sequence expressions –
- first – pahle
- then – baad meN/phir
- finally – ant meN/akhir meN
- then – phir/tab

- Past Simple/Perfect tense – transitivity/intransitivity in use of 'ne' construction and exceptions:

- no use of ne + Darnaa, laanaa, bhulnaa, milnaa

- optional use of ne + bolnaa, samajhnaa

- use of ne + intransitive verbs related to body functions – ciiNknaa, khaaNsnaa, nahaanaa

- Relative-Correlative clauses:

- jo-vah, jitnaa-utnaa, jaisaa-vaisaa, jab-tab, jahaaN-vahaaN

- Participles – Present Participle (-ing) Verb stem + taa/te/tii; Past Participle (-ed/verb third form) Verb stem + aa/e/ii or yaa/ye/yii

	- adjectival use – patthar kaa banaa huaa mahal - adverbial use –dekhte hii khush honaa/ kaam karte hue/kaam karte-karte thak janaa/ baiThe-baiThe uub janaa	
I can use Hindi to do a task that requires multiple steps.	Travel Preparation Activities: • Find out about places to visit in India. – bhaarat me dekhne laayak/ghuumne laayak jagahoN ke bare meN pataa lagaayeN. • Let's make a list of the kind of activities available for tourists in that place – is jagah paryatakoN ke liye kaun kaun se aakarshak kaam hai iski taalikaa banaate haiN/ • what can travelers do to spend time here? – yahaaN ghuumne aayeN hue log samay bitaane ke liye kyaa kyaa kar sakte haiN? • I want to go to … – mujhe jaanaa cahiye; maiN… jaanaa cahtii huN - historically significant places – aitihaasik (ruup se prasiddh) jagahoN par - the beach – saagar ke taT /kinaare par - religious places – dhaarmik sthaanoN par • Where should I go? – mujhe kahaaN jaanaa caahiye? • You shuld go – aap bhaarat meN … jaaiye; aap bhaarat meN … jaaiyegaa. • What should I know/learn/be aware	Students negotiate the steps needed to plan a trip to India and each person in the group assumes responsibility for one aspect of the research. As students share their portion of the planning, the other students ask clarifying questions and offer suggestions. Students share information they found when researching about India. They use the JigSaw strategy and fill in a graphic organizer to accomplish this task.

	of? – mujhe kyaa kyaa pataa honaa caahiye?; kis kis baare me caukannaa honaa caahiye?	
	Grammar and Vocabulary: • Polite command expressions: - Polite imperative – aap bhaarat jaaiye - Polite deferential imperative – aap bhaarat jaaiyegaa - Indirect comman dusing (Subjunctive polite) – bhaarat jayeN - Indirect command using Subjunctive passive – bhaarat jaayaa jaye • Use of Infinitives + sequence expressions – - first – jaane se pahle - then – pahuNcne ke baad - finally – yaatraa ke ant meN/akhir meN - then – phir/tab • Narration in present and future – - maiN bhaarat ke samudra taToN ke baare me pataa kartaa huuN - maiN in garmii kii cuTTiyoN me bhaarat ke caar dhaarmik jagahoN me ghuumne jaauNgaa • Expressions of opinion – - in my opinion... – merii ray/ mere khyaal meN... - in my view – mere vicaar se ... - I think that – maiN soctaa huuN ki...; mujhe lagtaa hai ki… • Habitual tense– verb stem + taa/te/tii + auxiliary honaa	
I can tell someone how to access	Computer-related vocabulary (borrowed	Teacher conducts total physical response activities to

information online.	English words are used in Hindi) Grammar and vocabulary: • Polite command expressions (listed above) • Sequencing expressions (listed above) • Expressing necessity of something: – use of noun zaruurat (f) – X-ko + X-kii zaruurat hai (mujhko apnaa ii-mel dekhne kii zaruurat hai) – use of adjective zaruurii – X-ke liye X zaruurii hai (is pej par pahuNcne ke liye yahaaN klik karnaa zaruurii hai) • Expressing 'in order to' so that' – use of Subjunctive after taaki (yah zaruurii hai, takii aapko yah jaankaarii mil sake)	teach computer-related vocabulary and steps for accessing information online. In pairs, students instruct one another on how to access information online. One student gives directions and the other follows the commands, and vice versa.
I can plan a trip with a group of classmates.	Expressions of fact and opinion (listed above) Persuasive language – I think we should…. I would prefer …. I don't want that … . I want …. I would/wouldn't like …. • maiN soctaa/soctii huuN ki… • meri/hamaarii samajh meN… • mujhe/hameN lagtaa hai ki… • maiN caahuNgaa/caahuuNgii ki… • maiN nahiiN caahtaa/caahtii ki… • main caahtaa huuN ki… • main caahuuNgaa ki… Use of questions to persuade – Why would/wouldn't you want to . . . ?/ Why don't we …? • aap kyoN nahiiN caahte haiN ki… ? • ham kyoN naa…?	Students form "buzz" groups to share information and make decisions about the trip itinerary. Teacher sets up a debate around the room. Areas of the room are designated as agree, disagree, and don't know. As suggestions for the trip are articulated, students gather in the appropriate area of the room. They discuss their ideas with classmates and one group member reports the group's thinking to the entire class. Socratic circle discussion is used to share information and finalize plans for the trip.

Grammar:

- Use of Subjunctive in a complex sentence – after an introductory clause expressing desire, wish, necessity, possibility or doubt Subjunctive is used in the subordinate clause.
  - maiN caahtaa/caahtii huuN ki...+ subjunctive (vah hamaare saath aae)
  - merii iccha hai ki…+ subjunctive (ham kuc aur dekheN)
  - yah zaruurii hai ki...+ subjunctive (jute yahaaN utaareN)
  - yah mumkin hai ki... + subjunctive (kuch huaa ho)
- Use of Reflexive Possessive Adjectives apnaa – it refers to the subject which is present (aap mujhee apnaa pataa diijiye; vah apnii sahelii ke sath ghuumne jaaegii) or understood (apnaa naam bataao)

Presentational Speaking

I can make a presentation on something new I learned from the media.	Narration/description in the present (listed above) Use of present habitual tense – (listed above) Expressions of fact and opinion (listed above)	Circle of voices: Students form groups of about five members. Groups have three minutes of silent time to consider the topic. Each group member has three minutes of uninterrupted time to discuss the topic. Then, members may react to the comments that have been expressed.
I can describe how to plan and carry out an event, such as an excursion to a country where the target language is spoken.	Narration in present and future time frames (listed above) Sequencing expressions (listed above)	Students work in small groups to apply the skills they are learning about travel in a foreign country to their own country. They work together to present the top-ten considerations for travel in the community where they live. They present this to the other class members for feedback and then record and post their

		suggestions online.
I can explain and justify my point of view on a topic in discussion.	Expressions of opinion (listed above)	The teacher selects several articles that deal with different aspects of travel. In small groups, students select one article that all students will read. Each student prepares a summary and gives their opinion on the issue. Once all students have shared, the students prepare an oral summary of the findings of the group for the other members of the class.
Presentational Writing		
I can write a simple summary about something I have researched.	Grammar and Vocabulary: • Cohesive expressions– - and – aur - also – bhii - besides – ke atirikt/ ke alaavaa - first – pahlaa - at first – pahle - second – dusraa - third – tisraa - furthermore – iske saath/ saath hii - at the beginning – shuruwaat meN - finally – ant meN - after that/then – uske baad/phir • Obligatory construction – X-ko + Infinitive + caahiye/paRnaa,/ honaa - Expressing a need – +caahiye (aapko yahaaN rahnaa caahiye) - Expressing obligation (mild, expected) - + honaa (agar raat hone se pahle wahaaN pahuNcnaa hai, to yahaaN se abhii nikalnaa hogaa; wahaaN pahuNcne ke lie hameN do baseN	Students create an itinerary for the trip using Google Maps to trace the routes they will take and to annotate information about the routes, the sights they will visit, and interesting adventures they hope to have. Students create a storyboard with pictures and captions of the content for a multimedia presentation. Students summarize their interviews with native speakers of Hindi in a journal.

	pakaRnii hoNgii) - Expressing strong obligation, compulsion - + paRnaa (mushkil raastaa lenaa paRega) Note: If there is an object, the infinitive and the finite verb agree with the object (kitne paise dene haiN?; cay piinii hai?; mehnat karnii paRtii hai) • Expressing possible and future condition – Conditional sentences consist of: agar/yadi-clause + present, future or subjunctive, followed by to-clause + future/subjunctive Note: The combination agar + future followed by to + subjunctive is not allowed	
I can describe how to plan and carry out an event, such as an excursion to a country where the target language is spoken.	Narration/description in major time frames: Use of habitual present and past and simple future tenses to express major time frames • Time expressions: - in the morning – subah (f) meN - in the afternoon – dopahar (f) meN - in the evening – sham (f) ko/meN - at night – raat (f) ko/meN - everyday – har din (m)/roz (f)/rozaaanaa - usually – aam taur par/aksar Numerals and Telling Time	In small groups, students create a FAQ about the excursion, timeline, events, and interactions with the local people. Students create and explain a Wikispace page that outlines the steps of a plan for the project and indicates which person is responsible for each task.
I can write the content for a multimedia presentation, a handout, a synopsis, et cetera.	Vocabulary and grammar noted in previous sections.	Students create a homepage for the presentation with links to appropriate resources. Students write a newscast about the upcoming

		excursion.
I can summarize a conversation or interview that I had with someone.	Vocabulary and grammar noted in previous sections	Students create a word splash to summarize the key information garnered in conversations and interviews with native speakers of the target language. Students write an e-mail to the interviewees thanking them for the information they shared. In the e-mail, the students summarize the important facts and ideas gathered from the discussions.
Interpretive Listening		
I can easily understand straightforward information or interactions.	Description and narration of a particular place/topic: • bhaarat kii pavitra nagrii banaaras ko vaaraaNasii bhii kahaa jaataa hai Instructions and imperatives: • kripayaa gaaRii meN carhne se pahle tikaT khariideN • ghaaT pahuNcne ke liye yahaaN se bas liijiye. Questions: • aap yahaaN apne dost se milne aayeN haiN yaa ghuumne aaye haiN? Thematic vocabulary related to travel: • by train/plane – tren/hawaaii jahaaj se • airport – hawaaii aDDaa • flight –uRaan (f) • comfortable – aaraamdaayak/aaraamdeh • difficult – mushkil	Students write a summary of the key learning in text message form.

- so-so – thiik-thaak
- arrival – aagaman (m)
- departure – prasthaan (m)

Note: Words like *check-in*, *ticket*, *train*, *platform*, *bus*, *bus stand*, *car*, *taxi*, and *garage* are used in Hindi as borrowed words.

Grammar:
- Passive Voice – past participle + jaanaa (kahaa jaataa hai; bahut filmeN banaayii jaatii kaiN, vahaaN jaNglii jaanvar paaye jaate haiN; yahaaN hindii bhaashaa bolii jaatii hai)

Note: Only Transitive Verbs can form Passive Voice, except for Impersonal Passives (mujh se soyaa nahiiN gayaa)

- Compound verbs – Verb stem + auxiliary verb
- Expressing completion – Verb stem + jaanaa (ho gayaa/gayii, baiTh gayaa/gayii, so gayaa/gayii)
- Expressing completion with emphasis on result of the action away from the doer – Verb stem + denaa (de diya, kar diyaa)
- Expressing completion with emphasis on result of the action towards the doer – Verb stem + lenaa (le liyaa, khaa liyaa)
- Expressing completion with implication of the direction of action towards a place of consideration – Verb stem + aanaa (nikal aayaa, pahuNc aayaa)
- Expressing sudden change – verb stem

	+ paRnaa (gir paRaa, kuud paRaa) - Expressing unexpectedness – Verb stem + uThnaa (ro uThaa/uThii) - Expressing decisiveness – Verb stem + Daalnaa (maar daalaa, bec Daalaa) Note: - Auxiliary verb adds additional connotation, colors the meaning of the main verb. - Transitive verbs generally collocate with Transitive auxiliary verbs and Intransitive verbs with Intransitive auxiliary verbs (exceptions – tum kyaa kar baiThe?!?, ve saaraa khaanaa khaa gaye). - Compound verbs are not considered high register; they are acquired in early childhood.	
I can understand information in ads, announcements, and other simple recordings.	Time, place, dates, itinerary: • before – pahle • after – baad meN • during – x ke dauraan • morning – subah (f) • afternoon – dopahar (f) • evening – shaam (f) • today – aaj (m) • yesterday/tomorrow – kal (m) • day after tomorrow/day before yesterday – parsoN (m) • sunrise – suuryoday (m) • sunset – suuryaast (m) • week – haftaa/saptaah (m) • month – mahiinaa (m)	While listening to advertisements about the target country and watching video clips about tourism and volunteerism, students take notes using the Cornell note-taking procedure: http://coe.jmu.edu/learningtoolbox/cornellnotes.html

	- year – saal (m)/varSh (m) - past – atiit (m) - present – vartamaan (m) - future – bhavishya (m) - date – tithi/ tariikh (f) + ko Grammar: - Expressing consecutive or simultaneous activities - use of Absolutes – Verb stem +kar/ke (hindii sikhkar bhaarat jaaeNge; ve gaanaa gaakar mandir ke andar aaye; aap banaaras n jaakar pahle dillii jaeN) - Adverbial expressions: - in the morning – savere - last week – pichle hafte - next week – agle hafte - on the right hand – daahine haath - on the left hand – baaeN haath - at that time – us samay - on that day – us din - these days – in dinoN - the whole day – saaraa/saare din - on Monday – somwaar ko (Note: all days of the week + ko) - last night – kal raat (ko) - during the day – din (ko) - in this way – is tarah se	
Interpretive Reading		
I can easily understand the main idea of texts related to everyday life, personal interests, and studies.	Activities associated with travel	Students post their thoughts about the information they read on a class blog site, Wikispace, Facebook, or Edmodo site. Students read summaries of different types of trips to

		a country and select the trip that best suits the needs of different types of travelers.
I can sometimes follow stories and descriptions about events and experiences in various time frames.	Names and descriptions of cultural sites (added in the materials and resources section) Time frames and vocabulary related to sequencing (listed above) Volunteer activities – svayamsevii kaarya/kaam (m)/gatividhiyaaN (f): • teaching – shikShaN (m) • farming – kriShi (f) • working in a clinic – clinik meN kaam karnaa • caring for children – baccoN kii dekhbhaal karnaa	Complete a graphic organizer (T-chart) with relevant themes and information gathered from research.

You may add additional rows as necessary.

Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Reading materials:

Wikipedia, Google and Facebook links of Varansi in Hindi

In English (reference for teachers)
Save Water, Save Earth and Go green! It's all about 'The Ganga'. http://www.cleangangaportal.org/
Ganga and Ghats in Varanasi: Place of Purification of Sins and Salvation
http://www.ghumakkar.com/ganga-and-ghats-in-varanasi-place-of-purification-of-sins-and-salvation/

In Hindi (Teachers may need to chunk material and add visuals and text features to make the information comprehensible.)
Varanasi – bhaarat Diskavarii prastuti:
http://hi.bharatdiscovery.org/india/%E0%A4%B5%E0%A4%BE%E0%A4%B0%E0%A4%BE%E0%A4%A3%E0%A4%B8%E0%A5%80
Shiva the Supreme, Shiva the Mandala: http://shrikashivishwanath.org/

AV materials:

History behind the Kashi Vishwanath Temple In Varanasi: https://www.youtube.com/watch?v=3L5_ILpUxyw

Hindu Banaras, Muslim Banaras: https://www.youtube.com/watch?v=twq4fDQcr_4

Yatra Holy Places - Kashi Darshan: https://www.youtube.com/watch?v=GDvMja6yt0Y

A devotional story of Shiv temple "Jyotirlinga" Kashi vishwanath: https://www.youtube.com/watch?v=N4ETLBKa77w

Benaras - As Night Falls (Hindi Documentary): https://www.youtube.com/watch?v=VMWsxSvHRSo

Rituals (Ganga arti) at dasaswamedh ghat, Varanasi: https://www.youtube.com/watch?v=BQSA2jltbXA&list=PLD3463F136749FE24

Information on volunteerism:

Facebook page of the 'Ganga Seva Abhiyan' https://hi-in.facebook.com/pages/-GanGA-SeVA-AbhIyAN-/136545807568Article on saving the river-'kyaa sac meN hogaa maaN kaa uddhaar?' http://inextlive.jagran.com/who-is-responsible-for-ganga-19987

Article on saving the river – 'kaun karegaa Gangaa kaa uddhaar?' http://www.scientificworld.in/2014/10/ganga-abhiyan.html

Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.

TIME FRAME	ACTIVITY

You may add additional rows as necessary.