DESIGNING AN INTERDISCIPLINARY, PROJECT-BASED GLOBAL AWARENESS UNIT USING AI TOOLS

Name:

Group Member's Names and Roles

Ashley Byer: *Differentiation Designer*

Emily Bruns: *Lead Planner*

Evelyn Fowler: *Assessment Developer*

Emily Robinson: *Global Awareness Coordinator*

Date: February 2026

Visual Representation of the Global Awareness Unit

Technology

Pandemic Mitigation: Evaluating how specific tools like 3D printing and AI-driven contact tracing lessened the impact of global health crises.

Telehealth Tools: Exploring how digital health access maintained social distancing while ensuring patients received chronic disease care.

English Language Arts

Word Choice: Analyzing how specific linguistic selections (denotation vs. connotation) shift the emotional tone of health information.

Health Ads: Examining public health posters from the U.S., Australia, and India to identify cross-cultural differences in messaging.

Technology

Global Simulation: Participating in a simulated discussion where students represent various cultural perspectives on health practices.

Multiple Perspectives: Investigating psychological topics (like stress or parenting) across at least two different countries to reduce bias.

Psychology

Social Norms: Identifying the unwritten rules of behavior that differ across cultures and influence how people act.

Cultural Values: Comparing individualist vs. collectivist perspectives to see how they impact identity and mental health.

GLOBAL HEALTH

Differentiation (UDL)

Language Support: Providing bilingual glossaries and translation tools to ensure English Learners can access technical content.

Scaffolded Tools: Using sentence frames, graphic organizers, and checklists to support students with diverse learning needs.

Health and Wellness

Personal Health: Predicting how individual behaviors and personal choices impact long-term wellness.

Community Support: Analyzing how different cultural support systems, ranging from family to professionals, assist those struggling emotionally.

Global Awareness Unit

Title	Global Perspectives: Culture, Technology, and the Language of Health
Grade Level and Content Area(s)	**Grade 9**. **Interdisciplinary:** English Language Arts (ELA), Psychology, and Health & Wellness.
Academic Standards	**ELA (9-10. RV.3.2):** Determine the meaning of words/phrases (figurative, connotative, technical) and analyze how word choice shapes tone. **Psychology (P.7.1):** Identify social norms and how they differ across cultures. **Health (HS.2.5):** Analyze how culture influences health behaviors.
Duration 4 Lessons (Approx. 1 week)	**Lesson One:** Media Detectives: Analyzing Denotation and Connotation in Global Health Campaigns (Emily Robinson) **Lesson Two:** Global Health and Pandemics: The Role of Technology in Mitigation (Emily Bruns) **Lesson Three:** Global Minds: How Culture Shapes Human Behavior and Mental Processes (Eve Fowler) **Lesson Four:** Mental Health Across Cultures (Ashley Byer)
Unit Driving Question, Purpose and Scope	**Driving Question:** How do culture, technology, and language shape our understanding and communication of global health and mental well-being? **Purpose and Scope:** This unit explores the intersection of sociocultural influences and health communication. Students will analyze how different cultures view mental health, how technology mitigates global pandemics, and how linguistic choices in public health media influence public perception and behavior.
Interdisciplinary Integration	This unit integrates **English Language Arts (ELA)**, **Psychology**, and **Health and Wellness**: • **ELA:** Students analyze nonfiction texts for explicit meanings, inferences, and the connotative impact of word choice on tone. • **Psychology & Health:** Students apply psychological concepts, such as social norms, collectivism vs. individualism, and groupthink, to evaluate health-related decisions and cultural attitudes toward mental wellness. • **Disciplinary Application:** Students use ELA evidence-citing skills to analyze psychological case studies and health advertisements from the U.S., India, and Australia.

Use of AI Tools	• **Student Use (Research & Synthesis):** Students will use an AI chatbot or writing assistant to summarize psychological research on cultural behaviors and generate outlines for their comparison projects. • **Teacher Use (Assessment & Data):** The teacher will utilize digital formative assessment tools (e.g., Google Forms) to collect real-time data on student understanding and provide adaptive feedback during the modeling of complex texts.
Global Awareness Components	• **Cross-Cultural Investigation:** Students investigate mental health and parenting styles across at least two different cultures, comparing values such as individual responsibility versus community support. • **Media Analysis:** Students analyze public health posters from the U.S., Australia, and India to identify how different nations "vibe" with their citizens through language. • **Global Simulation:** Students participate in a simulated global discussion where they represent different cultural perspectives to explain how social norms influence health practices.

Differentiation Strategies	• **For English Learners (EL):**
	  o Provide bilingual glossaries of technical and health-related terms.
	  o Use translation tools and allow audio recordings for responses.
	• **For Students with Exceptionalities (IEP/ADHD/Visual):**
	  o **IEP:** Use of graphic organizers with sentence stems (e.g., "One way technology helped...") to assist in citing evidence.
	  o **ADHD:** Use of clear task checklists, timed activity segments, and flexible seating.
	  o **Visual Impairment:** Provide large-print versions of articles and use screen-reading software.
	• **For Advanced Learners:** Tasks include evaluating the "Digital Divide" or comparing a third cultural perspective to analyze impacts on help-seeking behaviors.

Assessments	• **Formative:** Quick-write prompts and "Think-Aloud" participation.
	  o "Stoplight Cards" (Red, Yellow, Green) for rapid non-verbal checks for understanding.
	  o Small group "Culture & Mental Health Comparison Charts".
	• **Summative:** A written reflection or paragraph analyzing how cultural beliefs and specific word choices influence health support systems, requiring at least three pieces of textual evidence.

Reflection

This section is to be completed individually, not as a group. This is a reflection on the collaboration experience with the group throughout the process of planning the unit.

Contribution	[Describe at least one (1) suggestion/idea from each group member contributed, including yourself, that was integrated into the unit. List each member of the group. If a member did not contribute make certain to make note.]
Individual Effort	[Describe how active each group member, including yourself, was in helping the group attain its final product by using these descriptors: very active, fairly active, somewhat active, not too active, not active at all.]

LESSON 1

Candidate: Emily Robinson
Grade Level: 9th
IWU Course: 578

Teacher: Towsend
Content Area: English Language Arts
Date: February 2026

I.	Planning
Standards	**9-10. RV.3.2-** Determine the meaning of words and phrases as they are used in a nonfiction text including figurative, connotative, denotative and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple varied contexts.
Learning Objective (Purpose)	After comparing official public health posters from the U.S., Australia and India, ninth-grade students will analyze how specific word choices shift the emotional tone of a literal health fact, identifying at least two distinct differences in tone between two of the campaigns with 95% accuracy
Differentiation	Very Basic Beginner English Learners- Use translation tools, send audio recording of their responses. Students with ADHD- Will have printed versions of the Ads.
Resources	• **YouTube Video** • **New York Time Article** • **Anti-tobacco Filmmaking in Australia** • **Print Dad by Network Advertising** • **132 Of The Most Powerful Anti-Smoking Ads Ever Created** • Smart board • Graphic Organizers • White Board • Paper • Pencils
II.	Delivery & Assessment of the Lesson
STEP A: **Anticipatory Set**	1. **Activate prior knowledge**: Show this video about conversation confusion from Family Guy **Family Guy - AA, eh?** 2. **Hook** In this video the Canadian man is using "eh" to be polite and friendly and Brian and Stewie are using it as the sound alike AAA. Letters and sounds can have different meanings and feelings, especially in different cultures.

	Have you ever been frustrated when you were saying something and someone "took it" the wrong way? 3. **Statement of Learning Objective:** Today, we are going to be media detectives. We will look at health ads from the U.S. and Australia to figure out how they use 'loaded' words to change our moods. By the end of class, you'll be able to point out two major differences in how these countries try to 'vibe' with their citizens.

STEP B:
 	
Sequential Step-by-step Procedures
	1. **Development:**
	Language is an excellent tool. We use it to share important facts quickly and clearly—that's the literal side. But language can also make us feel things, even as it gives us those facts. Today, we're going to learn the names for these two 'powers' of language:
	Denotation (the facts) and Connotation (the feelings)
	On the whiteboard, I will draw a chart of Denotation and Connotation at the top. On the side of the chart, I will write the two words 'inexpensive' and 'cheap'.
	
	       Inexpensive
	           • Denotation: does not cost much money
	           • Connotation - a great deal
	       Cheap
	           • Denotation: does not cost much money
	           • Connotation: poorly made, low quality.
	
	Both words have the same factual denotative meaning, but they do not have the same feeling or Connotation. Inexpensive is positive, wouldn't you say? Cheap has a rather negative one.
	I will display an ad that says:
	Cheap Phones Here! and one that says Inexpensive Phones Here!
	Let's say you needed a phone, and you saw two stores:
	      o *One had this sign (display the cheap sign), and*
	      o *The other had this sign (display Inexpensive sign).*
	
	2. **Modeling:**
	If language is a tool, then public health departments are the expert artisans.
	They must decide:

Should we just give you the cold, hard facts (the denotation), or should we use words that make you feel something like fear, responsibility, or even disgust (the connotation)?

Let's look at a public health ad about smoking:

- *What is this ad trying to do?*
    - *Is it selling toothpaste?*
    - *Is it selling cigarettes?*
➢ *Wait and call on any students with raised hands.*
- *It is an ad to convince people to quit smoking.*
- *How is it doing that?*
➢ *Wait and call on any students with raised hands.*
    - *Is it scaring you?*
    - *Is it grossing you out?*

Write the chart on the whiteboard
Have three headings:
1. *Denotative,*
2. *Connotative,*
3. *Positive or Negative*

So, what is the denotative meaning of "Cigarettes are eating you alive"? What does that literally mean? (Cigarettes kill you)
- *Write this under the denotative meaning on the board.*

What do you feel when you read Eating You Alive? (a monster attacking you, a predator).
- *Write this under the connotative heading.*

Is this ad saying that cigarettes are monsters? (yes) Wait for responses. The connotative meaning of this ad is to be afraid of cigarettes; they are monsters and will destroy your body.
- *Write this under the connotative heading.*

Is this positive or negative? Wait for responses, ask a few people, and ask them to explain why they answered the way they did.
- *Write negative next to the connotative meaning. What emotion is being used in this message? (Fear)*

4. **Questioning:**
- *Why do you think this ad uses photos of teeth instead of lungs? (analyze)*
- *What is more effective to you, the denotative meaning or the connotative meaning of the ad? Why? (Analyze)*

STEP C: **Student Practice**	Display three public health ads one from US one from Aus one from India. Pass out graphic organizers. *These are three anti-smoking ads from three different countries. The first is from America, the second from India, and the third from Australia. It is your job to analyze the images and fill out your graphic organizers the same way we filled out the chart for the first anti-smoking ad. You can work in pairs, but you have to write your own words in your graphic organizers.* *For each ad, you have to identify the literal meaning of the AD, what the words mean, the denotative meaning of the ad, the connotative feeling of the ad, what the words are making you feel, and whether it is positive or negative. You have to give evidence to support your connotative decision.*
STEP D: **Assessment**	Students will have to write a paragraph detailing the difference in tone between two of the ads.

LESSON 2

Candidate: Emily Bruns
Grade Level: 9th
IWU Course: 578

Teacher: Towsend
Content Area: English Language Arts
Date: February 2026

I. Planning	
Standard	**9-10.RN.2.1:** Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.
Learning Objective	Following a teacher-led analysis of pandemic-era case studies (Condition), 9th-grade English students (Audience) will analyze how specific technological advancements mitigated the global impact of health pandemics (Behavior) by citing at least three pieces of strong, thorough textual evidence (Degree) into a structured graphic organizer.
Differentiation	- English Language Learners (Step C: Student Practice): Students will be provided with a bilingual glossary of technical terms related to pandemics and technology to ensure they can accurately analyze how specific technological advancements mitigated the global impact of health pandemics. This adaptation provides the same core material but modifies the vocabulary support (content). - Students with IEPs for Reading Comprehension (Step D: Assessment): These students will use a modified graphic organizer that includes sentence stems (e.g., "One way technology helped was...") to assist them in citing at least three pieces of strong, thorough textual evidence. This simplifies the way they demonstrate their understanding without changing the objective (product). - Highly Proficient Learners (Step C: Student Practice): These students will be tasked with analyzing a second, conflicting text that discusses the "Digital Divide" to evaluate why technology did *not* mitigate the pandemic's impact in certain regions. This expands the complexity of the information they are processing (content). - Student with Visual Impairment (Step B: Modeling): The teacher will provide a large-print version of the telehealth article and use a screen-reading software during the modeling phase. This changes the physical way the student accesses the instruction (environment).

Resources	A. Instructional Technology & Digital Tools
	• Collaborative Annotation Platform: Students will use Google Docs or Kami for real-time collaborative text analysis during Step C: Student Practice.
	• Digital Formative Assessment Tool: Google Forms the Step B "Exit Ticket" to check for understanding.
	• Visual Presentation Hardware: Projector or Smartboard to display modeling scripts and the hook video.
	B. Required Informational Texts (C-Condition)
	• Article for Modeling (Step B): "Telehealth Has Helped to Follow Up and Treat People with Chronic Diseases" (Excerpt from PMC9320375). This text focuses on how digital health mitigated virus spread by maintaining social distancing.
	• Articles for Student Practice (Step C - Expert Groups):
	○ Group 1 (Education): "Why Are Some Kids Thriving During Remote Learning?" (Edutopia). Focus: How self-pacing and remote infrastructure mitigated educational disruptions.
	○ Group 2 (Healthcare Logistics): "3D Printing Role in Filling the Critical Gap in the Medical Supply Chain" (SciRP.org). Focus: How on-demand manufacturing mitigated supply chain failures for PPE and ventilators.
	○ Group 3 (Data Science): "Use of Contact Tracing and AI for Combating COVID-19" (Appinventiv). Focus: How AI-driven risk scores and trip diaries mitigated community transmission.
	C. Worksheets & Graphic Organizers
	• Scaffolded Evidence Organizer (Step C & D): A two-column chart where the left column lists a specific technological advancement and the right column provides space for students to cite at least three pieces of strong, thorough textual evidence.
	• Bilingual Glossary (Differentiation): A specialized list of terms including mitigation, telehealth, infrastructure, and pedagogical to support English Language Learners.
	D. Classroom Materials for Assessment
	• Evidence Cards (Step D): Large index cards or digital "sticky notes" (Jamboard/Padlet) for the individual summative assessment.

	• Stoplight Cards (Step B): Red, Yellow, and Green physical cards for rapid, non-verbal checks for understanding.

II. Delivery & Assessment of the Lesson	
STEP A: **Anticipatory Set**	1. Activating Prior Knowledge Students will discuss how they used digital tools to maintain social connections during recent school closures. 2. Hook: View a clip of a telepresence robot used in a hospital setting and ask: "How does this machine change the outcome for the doctor and the patient?". 3. Statement of Learning Objective: "Today, you will analyze how specific technological advancements mitigated the global impact of health pandemics so that you can understand the critical role of innovation in global health".
STEP B: **Sequential Step-by-step Procedures**	1. Development: I will provide a lecture on the definition of 'mitigation' and use a visual timeline to show how technologies like mRNA sequencing and remote monitoring have evolved. 2. Modeling: Using a sample article on telehealth, I will "Think Aloud" to analyze how specific technological advancements mitigated the global impact of health pandemics by highlighting direct quotes that link digital access to lower infection rates. 3. Questioning: • (Bloom's: Understanding) What are the main technologies mentioned in the text? • (Bloom's: Analyzing) How does the text support the claim that technology lessened the economic severity of the pandemic? • (Bloom's: Evaluating) Which evidence is the strongest in proving that technology saved lives? *Checks for Understanding (integrated into the Development and/or Modeling)*
STEP C:	• Students will work in pairs with a new article on AI-driven contact tracing to analyze how specific technological advancements mitigated the global impact of health pandemics.

Student Practice	• Technology: Students will use digital annotation tools to collaboratively highlight and comment on the text. • I will move between groups to ensure students are selecting evidence that directly supports the "mitigation" claim.
STEP D: **Assessment**	• Independently, students will complete a final graphic organizer to analyze how specific technological advancements mitigated the global impact of health pandemics. • Mastery is demonstrated when the student successfully cites at least three pieces of strong, thorough textual evidence as outlined in the objective.

LESSON 3

Global Minds: How Culture Shapes Human Behavior and Mental Processes

Name: Evelyn Fowler

Level: 9th Grade

Content Area: Psychology (with integration of Health and Wellness)

Academic Standards
Psychology (Indiana State Standards for High School Level Psychology Curricula):

- **P.7.1** Understand and identify social norms and how they differ across cultures.
- **P.7.4** Explain the concepts of groupthink and group polarization.

Health and Wellness (Indiana State Standards for High School Level Health and Wellness Curricula):
- **HS.1.1** Predict how behaviors can impact personal health.
- **HS.2.5** Analyze how culture influences health behaviors.
- **HS.2.7** Analyze how the perceptions of norms influence health behaviors.
- **HS.2.8** Analyze the influence of personal values and beliefs on individual health practices and behaviors.

Lesson Driving Question, Purpose, and Scope
Driving Question: How do culture, social context, and global influences shape human behavior, identity, and mental health?

Purpose and Scope: This lesson fits within the psychology curriculum by studying sociocultural influences on behavior. Students explore how cultural norms, values, social structures, and behaviors influence psychological processes such as identity formation, communication, motivation, and mental health. Understanding these influences helps students develop cultural competence, empathy, and critical thinking skills that are essential for interpersonal relationships, future careers, and responsible citizenship.

Materials Needed:
- Pencils and Paper (for note taking)
- iPad or Textbooks (for research)

<u>Learning Objectives</u>

By the end of the lesson, students should be able to:

- Identify and compare social norms and behaviors across different cultures.
- Explain how groupthink and group polarization influence behavior and health-related decisions.
- Analyze how cultural values, beliefs, and norms impact mental health and wellness.

<u>Interdisciplinary Integration</u>

- **Psychology:** Students will analyze theories related to culture, socialization, identity, and mental health (for example, collectivism vs. individualism, social learning theory).
- **Health and Wellness:** Students will analyze how behaviors and cultural influences affect the health and wellness of an individual and a whole culture.

Students apply psychological concepts to analyze cultural health and wellness and explain how behavior and mental processes vary across cultures/ how they affect the health of said cultures.

<u>Use of AI Tools Student</u>

- Students use an AI chatbot or writing assistant to help summarize psychological research, compare cultural perspectives on behavior or mental health, and generate outlines for projects.
- Explicit instruction is provided by the teacher on how to verify AI-generated information, cross-checking sources, and properly citing original research.

<u>Global Awareness Components</u>

- Students investigate a psychological topic (e.g., stress, mental health, parenting styles, motivation, or communication) across at least two different cultures or countries.
- Students compare how cultural values influence behavior, coping strategies, and social norms.
- Students participate in a simulated global psychology focused discussion representing different cultural perspectives.
- Students reflect on their own cultural assumptions and how global awareness improves psychological understanding.

Instructional Activities

1. **Engage (Warm-Up – 10 minutes):** Students respond to the prompt: What behaviors are considered "normal" in our culture that might be viewed as abnormal in other cultures? (This class discussion introduces the concept of social norms.)
2. **Explore (Mini-Lesson – 15 minutes):** Teacher introduces key concepts: social norms, collectivism vs. individualism, groupthink, and group polarization. (Visual charts and examples are used to compare cultures.)
3. **Apply (Guided Activity – 20 minutes):** The teacher will assign students to small groups. In these small groups, students will take notes for and analyze a case study related to a global health or mental health issue and identify how cultural norms and group behavior influence outcomes. (AI may be used during this portion of the lesson to assist students in taking notes.)
4. **Discussion (Global Simulation – 15 minutes):** Students participate in a simulated global discussion, representing different cultural perspectives and explaining how norms influence behavior and health practices.
5. **Reflect (Closure – 10 minutes):** Students write a short reflection answering the driving question presented at the beginning of the lesson, explaining how global awareness enhances understanding of psychology and health.

Assessments

Formative: Class discussion participation, case study analysis, AI-supported research notes.
Summative: Written reflection analyzing how culture shapes behavior, health, and wellness across cultures.

Differentiation Strategies (UDL)

Multiple Means of Representation:
- Use visual models to assist students (charts comparing cultural traits, behavior patterns, or mental health approaches).

Multiple Means of Engagement:
- Offer student choice in topics and cultures studied.
- Use real-world, culturally relevant, examples.
- Encourage discussion, debate, and collaborative inquiry.

Multiple Means of Action and Expression:
- Provide speech-to-text, text-to-speech, translation tools, and flexible pacing to support diverse learners.
- Provide scaffolds such as sentence starters, graphic organizers, and flexible grouping.

LESSON 4

Candidate: Ashley Byer   **Teacher:** Dr. Townsend
Grade Level: 9th   **Content Area:** English Language Arts
IWU Course: 578   **Date:** 2/1/2026

I. Planning	
Standard	**9-10.RN.2.1:** Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence. **9-10.RV.3.2:** Determine the meaning of words and phrases as they are used in nonfiction texts, including figurative, connotative, and technical meanings, and analyze how word choice shapes tone and meaning.
Learning Objective	After examining short personal narratives and informational excerpts about mental health from multiple cultures, ninth-grade English students will analyze how culture influences attitudes toward mental health and well-being (Behavior) by identifying at least two cultural perspectives and supporting each with textual evidence during a written reflection or discussion response.
Differentiation	• Students will receive a vocabulary guide with key mental health terms (e.g., stigma, coping, support systems) and sentence frames to support discussion and written responses (content/process). • Students with IEPs: Students may complete their reflection using a graphic organizer or bullet points instead of a full paragraph and may receive extended time (product). • Students with ADHD: Clear task checklists and timed activity segments will be used; students may choose seating that supports focus (environment/process). • Advanced Learners: Students will compare a third cultural perspective and evaluate how cultural attitudes toward mental health could impact help-seeking behaviors (content extension). n-reading software during the modeling phase. This changes the physical way the student accesses the instruction (environment).
Resources	• iPads/Chromebooks • Short personal narratives or excerpts representing different cultural perspectives on mental health (teacher-curated) • Graphic organizer: "Culture & Mental Health Comparison Chart"

	Projector/Smartboard Paper and pencils or digital devices
II. Delivery & Assessment of the Lesson	
STEP A: **Anticipatory Set**	1. Activating Prior Knowledge Students respond to a quick-write prompt: "When people are struggling emotionally, who do they usually turn to for help?" (family, friends, community, professionals, no one). 2. Hook: Display two brief quotes about mental health—one emphasizing community support and one emphasizing individual responsibility. Ask: "How can both of these be true?" 3. Statement of Learning Objective: "Today, we will explore how different cultures understand mental health and well-being so we can better understand ourselves and others."
STEP B: **Sequential Step-by-step Procedures**	1. Development: The teacher will briefly review prior lessons connecting culture, language, and health messages. Introduce the idea that mental health is experienced everywhere but talked about and supported differently across cultures. 2. Modeling: Using a short excerpt, the teacher will model how to identify cultural values related to mental health by thinking aloud: highlighting phrases that show attitudes toward emotions, help-seeking, or community support. 3. Questioning: **Understanding**: What does this text suggest about how mental health is viewed in this culture? **Analyzing**: Which words or details show the author's attitude toward mental health? **Evaluating**: How might this perspective help or harm someone who is struggling?
STEP C: **Student Practice**	- Students will work in small groups to read two short texts representing different cultural perspectives on mental health (for example, collectivist vs. individualist cultures). - Using the comparison chart, students will: - Identify each culture's view of mental health - Note coping strategies or supports mentioned - Cite at least one piece of textual evidence per culture - The teacher will circulate to support comprehension and guide discussion.

STEP D: **Assessment**	• Students will independently complete a short-written reflection or paragraph answering: "How do cultural beliefs influence how people understand and support mental health and well-being?" • Mastery is demonstrated when students identify at least two cultural perspectives and support their ideas with textual evidence.