



Reflect to Reveal

1. What cultural perspectives does Ms. Singh want pupils to take away from this exemplar?
2. What is important for pupils to understand about comparative health practices across communities?
3. Why should this concept be reprised and spiralled over a curriculum?
4. Why does Ms. Singh want pupils to be able to compare and identify alternative health practices for someone else?
5. Can you explain health practices and perspectives within the context of a 'cultural story' to someone? Do you have an example from your own culture?

Questions for my Colleagues

- ? How does preparing for National PTA Reflections arts program help learners engage in strategies for Mediation?
- ? Is there a concept regarding health and wellness from the culture you will teach that is essential for your curriculum? Please share it.
- ? Share a design feature that you notice and share why with your colleague. Ask your colleague a question about this exemplar.
- ? What would you do differently? What would you add or otherwise change?
- ?

Re-Imagine and Elaborate

- 1) What would you like to know more about Lockdown Yoga and the arts programme?

- 2) Would these tasks come before or after the ones you see in the AATT?
- 3) What could people do at the National PTA Reflections Arts program before or after receiving information about Lockdown Yoga?
- 4) What can other pupils do in class while they view products or presentations?
- 5) How might you adapt any of these tasks for your theme, transfer targets, and cultures?

Ask the Designer

What is your question for Ms. Singh? What else do you want to know about this exemplar and her design thinking?

Research in the Practice Redux

Which design features, researchers and practitioners do you think may have guided Ms. Singh in creating her exemplar? How did she design with these in mind? Explain below for each component.

- 1) Develop culturally relevant differentiated transfer tasks for HLL and FLL in mixed classrooms
- 2) Design of context and tasks with pupils 'in role' as experts
- 3) Awareness of pupils' personal and community assets to guide adaptation of language tasks
- 4) Tasks which facilitate mediation with others and compare what pupils already know with new content
- 5) Is there a design feature that calls out to you? Share with colleagues.