



Reflect to Reveal

1. What intercultural perspectives do Drs Nik Ilieva and Eddy want pupils to take away from this exemplar?
2. How can we use silent film to convey perspectives with learners at any level of instruction?
3. Why should the concept be reprised and spiralled over a curriculum starting at the novice level?
4. What makes these tasks suitable for all levels of heritage learners?
5. Can you explain this concept within the context of the culture (s) you teach?

Questions for my Colleagues

- ? How does preparing for inner dialogue script help learners engage in Mediation strategies?
- ? Do you have a film that you can elaborate even better with the sound off? Please share with your colleagues.
- ? Share a design feature that you notice and share with your colleague. Ask your colleague another question about this exemplar.
- ? What would you do differently? What would you add or otherwise change?
- ?

Re-Imagine and Elaborate

- 1) What else might the film journal or playwright or composer want to see from the point of view of different people?
- 2) Would these tasks come before or after the ones you see in the AATT?
- 3) How could pupils design their own transfer tasks with a new text inspired by *The Paper Boy*?

- 4) What can other pupils do in class while they listen to the poems, raps, songs and videos?
- 5) How might you adapt any of these tasks for your theme, transfer targets, and cultures?

Ask the Designer

What is your question for Drs Ilieva and Eddy? 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 the authors in creating this exemplar? How did they design with these in mind? Explain below for each component.

- 1) Learners 'in role' as expert for developing new content
- 2) Learners should be immersed texts that represent all symbols, social types and diverse perspectives that confirm, contradict, and compete in order to make their own meaning
- 3) All concepts, themes and topics can be uncovered at any level in a spiral curriculum
- 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.