



## Reflect to Reveal

1. What cultural perspectives does Dr Lennon want pupils to take away from this exemplar?
2. Why is it important for pupils to work with this concept early, even at Novice level?
3. How can we relate personally to issues revealed through music and song?
4. Why is it important for all language learners to identify and mediate this concept with examples for someone else, even just with the language they have?
5. Can you explain social justice within the context of 'cultural story' to someone else? Do you have an example from your own culture?

## Questions for my Colleagues

- ? How does preparing and collaborating to prepare for the Human Rights Day help pupils engage in Mediation?
- ? Is there a poem or song related to social justice, bullying, or racism from the culture you will teach that is essential for your curriculum? Please share it.
- ? How can we use images and works of art with language to clarify these concepts?
- ? 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 other activity of presentation would your language class contribute for your community or school on Human Rights Day?
- 2) Would these tasks come before or after the ones you see in this AATT?

- 3) What would you like to know more about bullying, racism and human rights issues for the culture(s) you teach?
- 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 chosen curricular theme, transfer targets, and cultures?

### **Ask the Designer**

What is your question for Dr Lennon? What else do you want to know about this exemplar and her design process?

### **Research in the Practice Redux**

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

- 1) Learners organize, plan and negotiate for cognitive as well as social purposes.
- 2) Talk about texts to construct meaning from them, not merely to answer questions
- 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.