 Year 11 English Standard – Module A

Module A – Contemporary possibilities

Duration – 10 weeks

Unit rationale

Through their engagement with a wide range of digital, multimedia, multi-modal, interactive and non-linear texts, students will explore the creative possibilities of rapidly evolving technologies to represent the ever-changing ideas and experiences of their contemporary world. Students will also recognise their active role as responders, and the impact of their own context and perspective on their engagement with and navigation of texts. Through their analysis of the dynamic relationship between text, composer, audience and context, students will develop their understanding of the active roles of both composer and responder in controlling and choosing the reading pathways through texts in order to shape meaning and influence responses to texts.

Focus questions

* How do multimodal digital texts engage responders?
* How do composers create meaning in multimodal digital texts?
* How do interactive texts challenge the traditional roles of composer and responder?
* How are communication technologies influencing the style, structure and purpose of texts?

Outcomes

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-6 investigates and explains the relationships between texts

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

Assessment outline

Students are required to compose an original non-linear narrative that gives the responder choice in the story’s progression. The narratives must be presented as a multimodal digital text using one of the platforms explored in class (Prezi, Sway, etc.). The narrative should:

* Engage the responder through a variety of multimodal elements such as text, buttons, links, sound, images, video, animations, memes and gifs etc.
* Provide the responder with multiple opportunities to control the narrative’s progression. This could include choice over the direction of the plot, or viewing the perspective of multiple characters.
* Engage the responder with a variety of visual techniques and language forms.

Texts

* Run Lola Run (Film), directed by Tom Tykwer
* Universe Within (Interactive Documentary), directed by Katerina Cizek

Program

| Outcomes/content | | Teaching and learning | Evidence of learning |
| --- | --- | --- | --- |
| EN11-2 assess the effects of the choice of mode and medium, including digital texts, in shaping the response of audiences in a variety of contexts  EN11-4 appreciate and explain how composers (authors, poets, playwrights, directors, designers and so on) may transform and adapt texts for different purposes, contexts and audiences, for example appropriations in popular culture | | Section 1- Introduction to Contemporary Possibilities  Activities can be found in Google Slides ‘Resource 1: Introduction to Module A: Contemporary Possibilities’  Distribute ‘Resource 2: Module Rubric’ to students and read through as a class. Direct students to complete the following:  Activity One: Highlight five sentences from the rubric that you think are most important. Discuss your five choices with a peer and compare points, justifying why you have made your selection.  Activity Two: Use another colour to highlight the language you are unfamiliar from the rubric. Use your device or a dictionary to find the definitions and create a word bank. Elevating your vocabulary is important when learning to write in academic register. | Student understanding of introductory concepts will be assessed through targeted questioning during class discussions and initial engagement with the rubric.  During teacher led discussion, students annotate the rubric in order to demonstrate their growing understanding of syllabus metalanguage. |
| EN11-5 understand how the contexts of composers (authors, poets, playwrights, directors, designers and so on) and responders influence their perspectives and ideas  EN11-1 identify and describe the contexts of composing and responding, for example personal, social, historical, cultural and workplace contexts, and consider how these contexts impact on meaning  recognise the effects of their own contexts on their composing and responding  analyse how texts are created in and for a variety of contexts, audiences and purposes | | Focus Question: Who controls the construction of meaning in a text?  It is important to develop students understanding of a text's authority as they progress through the unit. This includes the collaborative role of editors, writers, designers, researchers, technicians, and the implications this has on the relationship between text, composer, responder and context.  Activity: Think/Pair/Share  Ask students to spend 60 seconds thinking about the focus question:   * Who controls the construction of meaning created in a text? Or * Who creates meaning in a text?   Provide them with another 60 seconds to share their opinion with their partner. Get students to post their responses in a collaborative space such as Google Docs or NearPod. Discuss the responses as a class, and prompt students to consider how technology has affected the way students access and share information.  Provide students with Resource 3: Context Diagrams to demonstrate the dynamic relationship between text, composer, responder and context. Use comprehension strategies to track the progression of understanding as they explore the concept further.  Engaging Personally- Distribute Resource 4: My Lens Worksheet and discuss how each individual has a different lens through which they perceive the world and texts. Brainstorm the variety of factors that can influence perceptions and lenses- E.g. personal, social, historical and cultural context. Explain to students that it is extremely difficult to pinpoint every single thing that shapes their perception of something, because human beings are so layered. However, inform students that as they engage with more texts and concepts throughout the unit, they should come to understand their own lens more clearly. Students should therefore add to this resource over time.  Perspective and Representation  Text 1: Video Clip: Canon- Portraits with a Twist  Explain to students that they will be viewing a series of images using the same subject. However, the composers will be using techniques to create different representations in each image.  Canon- [Portraits with a Twist](https://www.youtube.com/watch?v=F-TyPfYMDK8) - view up until 1.55 only! (3:16 min)  Provide students with the following questions to answer for each of the following images:   * Identify the role of the subject (alcoholic, psychic, life saver, millionaire, convict, and fisherman). * Explain why you have made this decision (utilising at least one visual technique for each image)   With the students, go through each image from the Google Slides presentation. When students have finished labelling the photos, finish viewing the video and check how many of the images the students guessed correctly.  After identifying the composers’ intended representations, discuss the following questions:   * Did the composer successfully communicate their representations with you? * What factors led you to your conclusion? * Did your context and personal experiences influence your conclusion? | Students demonstrate their knowledge and understanding of the forms, features and structures of different texts during class discussions and in response to targeted teacher questioning.  Student completion of the My Lens Worksheet will demonstrate understanding of the active role of the responder in determining meaning in a text.  Students demonstrate knowledge of the influence of context on meaning.  A Socratic Seminar can be facilitated to encourage purposeful discussion in relation to set texts among students. |
| EN11-2 consider the appropriateness of processes and technologies for particular purposes, audiences and contexts | | Focus Question: How are communication technologies influencing the style, structure and purpose of texts?  Activity: As a class, create a comprehensive list of the text types available in a contemporary world.  Discuss what the texts might look like (depending on your chosen pattern of study for the unit) and explain that students will be investigating different types of multimodal texts, whilst challenging assumptions about the role of the media in our world.  Ask students to code the list based on the multimodal elements present in each text type. | Support students in their composition of a colour coded mind map/list of recognised text types. |
| EN11-4 transfer knowledge of language and literary devices to engage with unfamiliar textual forms or texts in unfamiliar contexts | | Social Media and Representation  During this section of the unit, students investigate the structure of our society, by understanding the roles of individuals and institutions in recreating aspects of social normativity. They explore their own roles/statuses within society to begin to understand their response to texts.  Provide students with opportunities to consider the impact that the evolution of technology has had on society, with a focus on the notion that our social interactions actually form the fabric of our social rules and accepted norms.  Discussion Points:   * What are the roles of traditional media and social media in contemporary society? * Why would the study of this unit be significant to the individual and society? * Can you think of any organisations that use ‘new’ forms of media to change their public perception? | Class discussion and individual student answers will show understanding of social structures, normative features and the influence that technology has on the reproduction of these aspects of society.  Rigorous discussion considering multiple points of view will allow students to demonstrate developing understanding of the relationship between the individual and society. |
| EN11-6 develop an understanding of new texts by making connections with texts that are personally familiar | | NSW Police Force   * Write down several words that you think of when you think of police. Discuss. * Do any of you follow the NSW Police on Facebook? What are some of the images that are shown? * Once you have viewed the following images, what purpose do you think the NSW Police Force social media team has? | Class discussion and individual student answers will show understanding of the manipulation of social media to change public perception |
| EN11-7  identify and describe the social, moral and ethical positions represented in texts  understand how contexts influence the perspectives represented in texts and how audiences respond to them | | Activity: Are you living an Insta lie? Resource 1 – from slide 12  Take students through the slides of images that represent ideas and lifestyles that are typically shared on social media sites. The composer has used framing and editing to present a comparison between ideals and reality, to demonstrate how the truth is often distorted to represent a reality that the user constructs to depict themselves, their ideas or their lifestyles.  For each pair of slides ask students to:   * Write down the ideal that is being conveyed and how the image represents this version of reality. * Compare this to the subsequent slide and the actual reality. Why would a user present the first image compared to the second?   Reflection: What comment is the composer of this series making about the nature of social media and society?  Creating: In pairs, explore your personal context or environment to compose your own photograph that is not an accurate perception of reality. | Class discussion and individual student answers will show understanding of the ways images can be manipulated to create an alternative reality  Students’ composition of images that warp perceptions of reality will highlight their understanding of the way the same objective is achieved broadly within social media. |
| EN11-4 appreciate and explain how composers (authors, poets, playwrights, directors, designers and so on) may transform and adapt texts for different purposes, contexts and audiences, for example appropriations in popular culture  EN11-6 develop an understanding of new texts by making connections with texts that are personally familiar | | Social Media and Identity  Provide students with opportunities to learn about the psychological impacts of social media on their generation. They begin to consider how the emergence of social media has altered our social interactions, self-esteem and brain chemistry and impacted upon the way we establish/maintain relationships both socially and in the workplace.  For the following activities, consult and handout Resource 5: Technology & Society.  Using the handout that  Video Interview: [Simon Sinek on Millennials and Internet Addiction](https://youtu.be/hER0Qp6QJNU) (15 minutes)    Quick Write: How accurate do you feel Sinek’s sentiments are about your generation, and you personally? | Students take detailed notes on the video interview.  Students complete a series of writing tasks design to refine their skills in analysis, and editing their work with consideration of syntax, spelling and grammar. |
| EN11-4 investigate text structures and language features related to specific genres for different purposes and audiences  EN11-6 describe and explain the connections between texts including the ways in which particular texts are influenced by other texts | | Resource 6 and 6a: Reading (Chapter): [Social Structure: The Building Blocks of Human Life](http://open.lib.umn.edu/sociology/chapter/5-1-social-structure-the-building-blocks-of-social-life/)  Provide students with the opportunity to engage with the text, differentiating to suit the abilities of students in the class. This could be through a summary of the text, or a reading circle. Students can complete the attached review worksheet.  Discussion Point:   * Contemporary technologies are a product of our society, an agent of change within it, and form the pathway that will lead to the irreparable damage of it.   To extend students of higher ability, guide them in engaging with this article:  [Emily Bell: Journalism in the age of Trump and the real-time social web](https://theconversation.com/emily-bell-journalism-in-the-age-of-trump-and-the-real-time-social-web-74627)  Activity: Resource 6a  Group students and provide them with Post-it-Notes. Students discuss and record emerging technologies and categorise them as:   * a product of our society * an agent of change within our society * a tool of societal destruction   Writing Task: Students compose a paragraph that explains the impact of one contemporary technology. Use TEEEC/TXXXC/STEEL/PETAL/PEEL paragraph. Hint - identify whether it was a positive or negative impact. Note- teachers to amend table according to school/faculty preferred scaffold in Resource 6a | Students demonstrate skills in extracting meaning from texts.  Students experiment with a range of new and innovative text types.  Students demonstrate their knowledge of how the characters are positioned by the composer.  Students begin to consider the impact of technologies on the nature and function of society.  Students complete a series of writing tasks designed to refine their skills in analysis and editing their work, with consideration of syntax, spelling and grammar. |
| EN11-1 identify and describe the contexts of composing and responding, for example personal, social, historical, cultural and workplace contexts, and consider how these contexts impact on meaning  EN11-4 transform and adapt texts for different purposes, contexts and audiences  EN11-6 examine how genres and their conventions have changed and adapted over time  EN11-7  identify and describe the social, moral and ethical positions represented in texts  relate their responses to texts to aspects of human experience | | Ethics, Privacy and Digital Footprints.  Introduce students to the concept of ethics as “the issue of what is considered right, just or fair in our society. Ethics describe moral principles influencing human behaviours; that is, developing an understanding of what people do, what drives them to do it, and ultimately how they believe they and others should behave in the world.”  View the [What does your digital footfrpints say about you?](http://www.youtube.com/watch?v=RVX8ZSAR4OY) (8:23 minutes)  Activity: Think - Pair - Share  Pair/group students. Give students Resource 7: The Tower of Ethics. Have them cut out each one.   * Sharing a photo you took of your newborn cousin. * Tagging someone in a Facebook photo without asking. * Sending a Happy Birthday message via Facebook/Instagram. * Screenshotting a Snapchat message. * Lurking a new student at your school. * Creating a fake social media account and pretending to be another person.   Students must arrange them from most ethical (top) to least ethical (bottom). Note: some may be considered on the same level, therefore placed next to each other.  Discussion Points   * Why have you ranked each action the way you have?   Video:  [What do your digital footprints say about you?](https://www.youtube.com/watch?v=RVX8ZSAR4OY) Runtime 8:23  Guide students in investigating the way they and others are monitored through their social media interactions, and suggest proactive ways students may track and manage their digital footprints more effectively.  What is a VBLOG?  Examine the article [Video blogging](https://www.shoutmeloud.com/video-blogging-advantages.html) and some example vblogs with students. Discuss the features of the Vblog. If students are familiar with vblogs, students can share what they know about the different features.  For an extension activity, students can be encouraged to create a vblog of what they have learned as a result of this study.  Section 2: Multimodal, Nonlinear and Interactive texts   * What does Multimodal mean?   Provide students with the following definitions of modes and discuss examples of each:   * Written/Linguistic: meaning concerns spoken and written language, through the use of vocabulary, generic structure and grammar. * Audio: meaning concerns music, sound effects, noises, ambient noises and silence through the use of volume, pitch and rhythm. * Visual: meaning concerns still and moving images through the use of colour, saliency, page layouts, vectors, viewpoint, screen formats, visual symbols, shot framing, subject distance and angle, camera movement and subject movement. * Gestural: meaning concerns movement of the body, hands, eyes, facial expressions, demeanour, body language and use of rhythm, speed and stillness. * Spatial: meaning concerns environmental spaces and architectural spaces and use of proximity, direction, layout, position of and organisation of objects in a space.   Multimodal is the combination of two or more of these modes in various combinations (Annemarie O'Brien, 2013).  Focus Questions:  How do composers create meaning in multimodal digital texts?  Text: [American Oxygen](https://www.youtube.com/watch?v=Ao8cGLIMtvg) by Rihanna (Music Video runtime 5:20)  Some brief notes are provided in Resource 1: Introduction to Module A Contemporary Possibilities Google Slides on the Black Lives Matter movement. Discuss with the students their knowledge on this movement. More context may need to be provided depending on the student's knowledge.  View music video  Discussion Points:   * What are your first impressions of this text? What is your emotional response – what is your intellectual response? * What different events/personalities are represented through the archival footage? * What is this text suggesting about the treatment of African Americans throughout history?   Text Analysis:   * How has the lyrics captured what the American dream is about? Identify at least one example and discuss the effect. * What is the effect of the repetition of ‘American Oxygen’? What does it suggest about power in America? * Describe the style/types of images and archival footage used in the video clip. Why do you think this choice has been made? * How is colour used within the video clip? Provide at least two examples. * Outline Rihanna’s characterisation in the clip and discuss the effect. * How does the video clip end? What does the ending symbolise? * List the Rihanna songs/video clips that you are familiar with. Why do you think this is not one of her songs that has been widely listened to/viewed? What does this say about contemporary society?   Ahn Do - [Brush with Fame](http://iview.abc.net.au/collection/anhs-brush-with-fame) (runtime depending on teacher choice of episode)  Teachers are to select an episode of ‘Brush with Fame’ to suit their context. Students are to view the episode whilst taking notes on:   * What questions is Do asking the participants to help us understand their character? * What does the final portrait reveal about the participant? Did it turn out like you like you expected? | Student completion of this ranking activity demonstrates developing understanding of ethics as a human construct that is adhered to (or not) by individuals within society as a whole.  Students show an understanding of digital footprints and develop the skills required to control their own online presence.  Students construct a series of multimodal vblogs responding to key inquiry/focus questions throughout the topic.  Students show their understanding of the emergence of multimodal texts by discussing examples and explaining what makes these texts multimodal.  If student ICT is readily available, students’ answers to these questions can be collected using Nearpod [www.nearpod.com](file:///C:\Users\madler2.CENTRAL\AppData\Roaming\Microsoft\Word\www.nearpod.com). This allows teachers to monitor whole class participation and understanding in real time, and provides an opportunity to clarify any points of misunderstanding.  Students experiment with analysing a range of new and innovative text types. |
| EN11-4 transform and adapt texts by changing context, perspective or point of view  EN11-1  analyse how texts are created in and for a variety of contexts, audiences and purposes  compose texts that integrate different modes and media for a variety of audiences and purposes | | Interactive Texts  Note: Students will be required to have an understanding of how to create a multimodal text to complete their assessment task. It is important that you model how to use your selected platform throughout the topic, and provide students with demonstrations and opportunities to explore and create their own texts. Platforms could include:   * Weebly, Wix, Google Sites * Prezi, Sway, PowerPoint (with interactivity such as buttons and hyperlinks)   Students investigate texts that demonstrate the active role a responder can have when interacting with a non-linear text. Students should compare the conventions, structures, language, context, audience and purpose of a range of texts.  This could include:   * Virtual Reality Apps * X-Box/PlayStation Games * Websites * Sway Presentations * Non-linear Narratives   Discussion Points:   * What is the purpose of this text and who is the intended audience? What evidence suggests this? * Is the responder’s path controlled or do they have significant choices and control over their interaction with the text? * Who would be involved in the production of this text? Example, editor, writer, designer.   Get students to refer back to their notes on context and consider each of the interactive texts they have explored, and the relationship between text, context, composer and responder.  Experimenting:  Provide students with a short introduction to a narrative. As a class, ask students to brainstorm three possible narrative paths that the story could take. Provide students with a template to map out a brief overview of the plot paths the responder could choose.  Discussion Points:   * What were some of the challenges you faced when trying to construct a narrative that gave your responder options? * Did any of the story lines cross over depending on the responder's choice? * Do you feel like you lose some control over the meaning of the text when the responder can choose their own path? | Students show their understanding of the emergence of non-linear texts by discussing examples and explaining what makes these texts non-linear.  Student completion of their narrative and discussion points will demonstrate their viewing, listening and summarising skills. |
| EN11-1 investigate, appreciate and enjoy a wide range of texts and different ways of responding  identify and describe the contexts of composing and responding, for example personal, social, historical, cultural and workplace contexts, and consider how these contexts impact on meaning  EN11-2 consider the appropriateness of processes and technologies for particular purposes, audiences and contexts  EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts | What is Gamification?  Students investigate the prevalence of gaming psychology (gamification) in their everyday lives and in digital technologies to explore the complex relationship between gaming psychology and human behaviours and desires. Students view the following clips and complete Resource 8: Alpha Boxes and Gamification Questions   * View: [How does gamification work](https://www.youtube.com/watch?v=VwGKdKTNYxM)? (Viewing time 5:04 minutes) * View: [Gamification in the workplace](https://www.youtube.com/watch?v=vInCVUIiq6g) (Viewing time 3:06 minutes)   Students complete a Think Pair Share Activity using Resource 9: Gamification of Life Questions as the prompt. Students identify and describe examples of gaming psychology and gamification in their everyday lives. Example, Home, School, Work, Social Media. Ask students to make a judgement, do they like or dislike their gamified society? Why? Why Not? Discuss positive and negative examples of gamification in society.  Discussion Point:   * Does the gamification of digital technologies, social media platforms and texts reflect human behaviours and desires or does it shape our behaviours and desires?   Students use critical reading strategies to engage with the Octalysis Article. Teacher may direct students towards selected excerpts, focusing on the framework diagram, core drives of gamification and examples such as Twitter Facebook.  [Octalysis complete gamification framework](http://yukaichou.com/gamification-examples/octalysis-complete-gamification-framework/)  Show students a Hero’s Journey diagram. Ask students to review the 8 Core Drives of Gamification and compare to the elements of the hero's journey.  Discussion Points:   * What is similar? * What does this reveal about human nature? * What do we value in texts and technologies? * How does gamification impact the way we engage with, navigate and understand texts? * Why gamification is such an effective strategy for engaging responders and what larger message does this reflect about human nature?   Creating: Prompt students to think of an everyday activity e.g. brushing your teeth, talking to friends, walking the dog, reading a book etc. Instruct students to design an app plan/storyboard that gamifies the activity. Students must consider the following:   * their target audience, * the format of the game, * how points will be awarded, * what challenges users will have to face and overcome, * the type of reward users will receive for winning, * how users will interact and compete with one another, * extra inventive features to stand out from the competition. | | Student completion of the alpha-boxes and questions will demonstrate viewing, listening and summarising skills.  Students engage personally and think critically to consider the prevalence of gamification in their own lives. Student involvement in the think pair share activity will promote collaboration skills while also strengthening the student’s ability to formulate a personal response.  Student engagement with the Octalysis Article will demonstrate their skills in critical reading and meaningful comprehension of higher-order texts.  Student comparison will demonstrate their higher order thinking skills as well as their understanding of the similar concerns and interests of texts and society.  Student completion of the ‘Design an App’ activity will allow them to demonstrate their knowledge of gamification strategies as they apply these to their own creations. This activity will also promote inventiveness as well as critical and creative thinking. |
| EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies (all content)  EN11-5 understand how the contexts of composers (authors, poets, playwrights, directors, designers and so on) and responders influence their perspectives and ideas | | Option A- Core Text- Run Lola Run  Inquiry Question- What tools do filmmakers use to create meaning and impact audiences?  Quickwrite: Students free write for 5-10 minutes around the writing prompt “How do filmmakers create extra layers of meaning and influence your engagement with and navigation of a text?”  Revision-  Revise the various features and factors that influence meaning in a film. Example, camera shots, angles, movement, music, SFX, lighting, colour, symbols and motifs, structure, genre, mise en scene, setting, characterisation, themes, costuming, context etc. Draw student attention to the sheer number of variables that influence meaning in a film. Highlight the scope that filmmakers have to shape meaning and influence audiences. | Students’ free writing will encourage them to draw on their background knowledge of film and draw connections between prior knowledge and their study of Run Lola Run. |
| EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning  EN11-7 understands and explains the diverse ways texts can represent personal and public worlds | | Establishing an Initial Impression of the film:  Prediction Activity- Project or distribute the front cover of Run Lola Run and have students predict the plot, style, genre and key themes. Discuss how this simplistic activity demonstrates the active role of the responder. We make judgements and predictions and we establish an opinion of a text which shapes the way we perceive it.  Inquiry Question- How does Tykwer engage and position his audience in the opening sequence of the film?   * Discuss the important function of the opening scenes of any film/text to engage and position audiences. Explain that the introduction often establishes the mood, tone and style of the text as a whole and the central aim is to draw audiences in and keep them there. * Explain to students that as they watch the opening sequence of Run Lola Run, they should ask themselves the question; ‘How am I being positioned and led into the world of the text?’   Distribute the Resource 10: Viewing Log and model a detailed response. Play the opening sequence of the film (from the opening quotes to the ringing of the red telephone) and have students complete the Viewing Log.  Distribute Resource 11: Opening Sequence Questions, and allow students time to complete independently. It is important that students have time to think about their own personal responses to texts. When complete, have students share and discuss their responses with the class. | Initial predictions will demonstrate student understanding of the active role of the responder as well as visual literacy and justification skills.  Completion of the Viewing Log and Opening Sequence Questions will demonstrate student skills in textual analysis and understanding of the composer’s visual and aural choices, including their impact on audiences and meaning. |
| EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments | | Watching the Film  Play the film in its entirety, stopping at the end of each of Lola’s runs to briefly summarise the character interactions and narrative arc. (This will support students to differentiate between the narratives later, which can often be a point of confusion).    Reflecting on the Film;  Once students have watched the film, instruct them to reflect using some or all of the activities contained within Resource 12: Film Reflection Activities. Alternatively, these can be completed for homework; | The summarising activity will demonstrate students’ viewing skills, as well as their comprehension skills.  The reflection activities will demonstrate students’ basic comprehension of the plot, characters, themes, structure and style of the film.  This activity will demonstrate students’ ability to develop a personal response to a text using textual evidence to support their opinions. |
| EN11-4  investigate text structures and language features related to specific genres for different purposes and audiences  transform and adapt texts by changing context, perspective or point of view  EN11-2  consider the appropriateness of processes and technologies for particular purposes, audiences and contexts  experiment with and assess the effects of using multimodal and digital conventions, for example navigation, sound and image | | Assessment Task Planning   * Promote a discussion around the key themes and ideas of Run Lola Run. What is Tykwer’s purpose? What larger message/messages do you think the film is trying to communicate? What is it trying to teach us about life? * Do these key themes and ideas resonate with you? Why? Why not? * If you were to compose your own text, what would be your purpose? What key messages would you want to communicate? What key ideas would you want to explore? * Promote a discussion around the characters of Run Lola Run. Do you connect with Lola? Why? Why not? What do you think of the wide array of characters used and the alternate futures? Is this effective in engaging you, or do you prefer to have just a few major characters? If you were to compose your own text what type of character/s would you create? How many would you have? * Instruct students to use this information to begin planning the base narrative for their assessment task. Students should complete Resource 13: Assessment Task Planning for homework. | Students will demonstrate their understanding of the purpose, key themes and messages of the film. Students will respond personally as they have the opportunity to identify themes and ideas that are important to them.  Students will also demonstrate their understanding of the characters of the text. Students will again have the opportunity to respond personally and identify characters that resonate and engage them.  Students will demonstrate their skills in creative thinking and imaginative writing as well as their ability to experiment with characterisation, theme, form, features and structure to create meaning and impact audiences in their own narrative response. |
| EN11-3  analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback and salience  explore the ways text structures, language features and stylistic choices are used in different types of texts  EN11-7 speculate on the possibility of different interpretations of texts when they are considered from different perspectives | | Context, purpose and form in Run Lola Run:  Inquiry Question- How does Tykwer’s context shape his values, style and the purpose and form of Run Lola Run?     * Refer back to the context diagrams annotated earlier in the unit and promote a discussion around the relationship between composer, text and responder. * Instruct students to research Tom Tykwer, his context, influences, values, style and purpose. Alternatively, the teacher could print the following articles for students to annotate, or create a collaborative Google Doc for the whole class to simultaneously annotate. Each section of research could also be allocated to a pair or group who share back with the class.  1. Research the personal context of Tykwer- Early life, education, artistic influences. 2. Print out copies of [the interview with Tom Tykwer](http://www.tomtykwer.com/Filmography/Run-Lola-Run). (Select the Creation link at the top of the page). Increase the margin size so that students can annotate and mark the text. Instruct students to circle key words and underline key claims/ideas as they read. Instruct students to re-read each interview response and summarise or alternatively, allocate each student a set number of interview responses to summarise and share back with the class. Have students complete Resource 14: Tom Tykwer Interview Summary and Questions. 3. As a class, review and discuss the [Characteristics of Postmodernism](http://postmodernblog.tumblr.com/post/106532710/a-list-of-postmodern-characteristics). Have students make links between the listed characteristics and Run Lola Run. Read through the online article discussing Postmodernism in Run Lola Run. Instruct students to complete Resource 15: [Postmodern Elements](https://everything2.com/title/Postmodernism+and+Run+Lola+Run) in Run Lola Run’. Have students compose an extended response to the question:   Tykwer experiments with postmodern elements to shape a responder’s engagement with his text- Discuss this statement making detailed reference to Run Lola Run.   1. As a class read the [Conventions of German Expressionism](http://www.mookychick.co.uk/reviews/arts/german-expressionist-cinema-beginners-guide.php) - Highlight to students, that while Run Lola Run is not a traditional expressionist film, Tykwer as a German filmmaker is undoubtedly influenced by the expressionist traditions. Instruct students to complete Resource 16: German Expressionism in Run Lola Run. 2. Discuss- How does Tykwer reflect and subvert the traditional conventions of German expressionist cinema? 3. Watch the [SBS interview](https://www.sbs.com.au/ondemand/video/11696195692/run-lola-run-tom-tykwer) with Tom Tykwer and summarise the key ideas. | Students’ completion of the research task will demonstrate their ability to gather and summarise information from a range of sources to extrapolate key ideas and meaning. This activity will also demonstrate skills in critical reading and meaningful comprehension of higher-order texts.  Students will also demonstrate skills in higher-order and critical thinking as they draw comparisons between post modernism, expressionism and the film. Student engagement with the SBS interview with Tykwer will also demonstrate their viewing, listening and summarising skills. |
| EN11-3  analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback and salience  use appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts  EN11-7  analyse the diverse ways in which creative, informative and persuasive texts can explore human experience, universal themes and social contexts  analyse the impact of language and structural choices on shaping own and others’ perspectives  EN11-1  recognise the effects of their own contexts on their composing and responding  analyse how texts are created in and for a variety of contexts, audiences and purposes  EN11-2  consider the appropriateness of processes and technologies for particular purposes, audiences and contexts  assess the effects of the choice of mode and medium, including digital texts, in shaping the response of audiences in a variety of contexts  EN11-4 investigate text structures and language features related to specific genres for different purposes and audiences | | Scene Analysis- Scene Four- Lola’s Call to Action-  Inquiry Question- How does Tykwer experiment with form, style and convention to engage his audience and explore key ideas?  Play the scene and use questioning to promote a discussion of Tykwer’s experimentation with form, style and convention. Complete Resource 17: Scene Analysis Table using a collaborative Google Doc or similar and   * How does the aerial shot to rapid zoom position and impact audiences? Discuss how it highlights key ideas related to chance? * What are your initial impressions of Lola? Use five adjectives to describe her. Identify; a quote, an action and a visual feature as evidence of your description. * What are your initial impressions of Manny? Use five adjectives to describe him. Identify; a quote, an action and a visual feature as evidence of your description. * How does Tykwer use shots, angles, music, and movement to visually represent the roulette wheel? What key themes and ideas does the roulette wheel signify? * How has Tykwer used colour to add layers of meaning to this scene? The red phone, the yellow phone booth, Lola’s green outfit. * Instruct students compose an extended response to the question ‘How does Tykwer experiment with form, style and convention to engage his audience and explore key ideas?     Creating- Define and discuss verbal cinema. E.g. A style of writing which focuses on cinematic ways of seeing and telling a narrative. Explain to students that they are going to turn Scene Four of the film into a creative writing piece. Replay the scene a few times and have students take notes and begin to brainstorm lines of prose. Remind students that they must capture the essence of the scene, how can you make someone see and hear and smell and taste this scene using language? How will you represent the roulette wheel, the intensity, the characterisation, the setting? | Students’ completion of the Scene Analysis Table and Questions will demonstrate their skills in textual analysis and their understanding of the composer’s visual and aural choices and their impact on audiences and meaning.  Student completion of the creative writing activity will demonstrate their skills in lateral thinking and representation as their creative compositions will undoubtedly reflect their personal perceptions of the film.  This activity will also encourage students to extend and refine their imaginative writing using figurative language and sensory imagery. |
| EN11-2 explore the ways different media and technologies influence the experience of a text, for example how reading pathways in digital texts can offer responders (readers, listeners, viewers, an audience and so on) autonomy | | One Way to Analyse the Film   * Discuss the various lenses of analysis that any one person can apply to a text. E.g. We could analyse the film from a feminist perspective, or champion a particular universal theme such as power or love, we could analyse the film as a metaphor for life, or as a subversion of the traditional fairy-tale genre. * Reiterate to students that the Contemporary Possibilities unit is focused around;   HOW composers of multimodal texts shape an audience’s engagement with and navigation of their texts to explore ideas and experiences which reflect our contemporary world.  Therefore this is the lens through which students will analyse the film.    Three ways Tykwer impacts audience engagement and navigation   * Gaming Imagery and Motifs - Video Games, Roulette, Soccer * Structure - Non-Linear, Tripartite narrative structure, Flashbacks and Flash-forwards. * Symbols and Motifs - Colour symbology, visual symbols. | This selection of three ways Tykwer impacts audiences has been chosen to reflect the five week time frame as well as the assessment task demands. As students analyse the gaming imagery, structure and symbols and motifs of Run Lola Run, they will be learning strategies and skills to include these elements in their own non-linear narrative. |
| EN11-1 analyse how texts are created in and for a variety of contexts, audiences and purposes  EN11-3 analyse and assess the interplay between imaginative, persuasive and interpretive techniques; for example how anecdotes are used in speeches to amuse, inform or influence, or the use of characterisation in advertising  EN11-7 analyse the diverse ways in which creative, informative and persuasive texts can explore human experience, universal themes and social contexts  EN11-2 create a range of texts by drawing on a range of technologies in, for example research, communication and representation of ideas  EN11-4 transform and adapt texts by changing context, perspective or point of view | | Tykwer’s Game Motifs  Quick write: Instruct students to free-write for 5-10 minutes around the prompt ‘How does Run Lola Run use gaming imagery and style to engage audiences? What gaming imagery and symbols did you notice in the film?’  Play Resource 18: Life’s a Game PowerPoint which identifies and discusses the various game motifs used throughout the film.  Students are to compose an extended response to the question ‘How does Tykwer’s use of game imagery highlight key ideas about life and impact our engagement with and navigation of the film?    Creating- Distribute Resource 19: The Hidden Messages of Games. Students consider how Tykwer took an everyday activity (choosing someone to seek help from) and turned it into a game (Roulette). As a class, in pairs or individually, analyse the messages, rules, structure and aesthetic of various familiar games- E.g. Uno, Monopoly, Minecraft, Plants Vs Zombies, Connect Four, Chess etc. The idea is to have a bit of creative fun and experiment as Tykwer has done with representing everyday actions with gaming imagery and motifs. Review the examples listed and have students construct their own one liners. Students could compose a creative writing piece using a particular game as a motif, or students could use one of the examples as a prompt or opening line.    Discussion Point- How does Tykwer’s use of game imagery allow him to communicate universal themes and ideas and explore the nature of life and humanity? | Student completion of the extended response will demonstrate their knowledge and understanding of Tykwer’s use of game imagery and motifs to create meaning and impact an audience’s engagement with his text.  Student completion of the Game of Life Activity will demonstrate their skills in lateral thinking and representation.  This activity will also encourage students to extend and refine their imaginative writing using figurative language and sensory imagery. |
| EN11-1 develop creative and informed interpretations of texts supported by close textual analysis  EN11-4 transfer knowledge of language and literary devices to engage with unfamiliar textual forms or texts in unfamiliar contexts  EN11-2  consider the appropriateness of processes and technologies for particular purposes, audiences and contexts  assess the effects of the choice of mode and medium, including digital texts, in shaping the response of audiences in a variety of contexts | | Non-Linear Structure  Inquiry Question   * How does structure impact an audience’s engagement with and navigation of a text? * Review a series of typical narrative structure diagrams. E.g. Narrative structure, hero’s journey, Bildungsroman etc. * Discuss or record the typical plots/narratives of typical texts from familiar genres such as Rom-Coms, Action and Horror.   Discussion Point- How are familiar and expected narrative structures both engaging and limiting for an audience?  Instruct students to refer back to their summaries of Lola’s three runs. As a class, discuss the different outcomes of each run and the connection between each. Assign each student a minor character from the film, and have them identify and describe the various narratives of their character in each run.  Students discuss and compose paragraph responses to the following questions;   * How does the tripartite narrative structure shape an audience’s response to the film? * Discuss the use of flash-forwards. What function do these flash-forwards serve? * How does Tykwer use non-linear structure to impact our engagement with and navigation of the film?     Create:  Note - This Activity can be used to supplement student’s non-linear narrative assessment task. It could also be explored in the Reading to Write Module.  Students are to compose a brief short story about a character of their choosing who leaves one location and begins a journey to another. Along the way, their character is faced with a choice between three options. Students are encouraged to be as creative as possible in the initial stages to establish a resolved character, time, setting and circumstance as well establishing key themes and the purpose of their text. Once this is completed, instruct students to compose three alternative storylines for their character based on the outcomes of each choice. | Student involvement in discussion will demonstrate knowledge of genre conventions, narrative structure and the need for subversion and experimentation with typical genre conventions.  Students will demonstrate their knowledge and understanding of the impact on non-linear structure on audiences and meaning. Students will consider why Tykwer has used non-linear structure as they analyse the key ideas explored in the film.  Students will demonstrate their skills in creative thinking and imaginative writing as well as their ability to experiment with structure to create meaning and impact audiences. |
| EN11-1  explain how various language features for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes  develop creative and informed interpretations of texts supported by close textual analysis  EN11-2 experiment with and assess the effects of using multimodal and digital conventions, for example navigation, sound and image | | Symbols and Motifs in Run Lola Run  Inquiry Questions:   * Why do composers use symbols and motifs? * How do symbols and motifs impact an audience’s engagement with and navigation of a text?     Discuss the function of symbols and motifs in texts as a way to add layers of meaning. View a range of familiar symbols and discuss the meaning and ideas created. Highlight the variance in meaning that could exist as a result of the responder’s context. Highlight that the use of symbols and motifs allows responders some ownership over aspects of the text.  Read through [The Importance of Symbols in Stories](https://gideonsway.wordpress.com/2013/08/21/what-are-symbols/)- Online article.  Inquiry Question- Why does Tykwer use symbols and motifs in Run Lola Run?  Distribute notes on symbols and motifs in the film and analyse key scenes where meaningful symbols and motifs are used. Instruct students to complete Resource 20: Symbols and Motifs Worksheet discussing the symbolic meaning of; clocks, spirals, the number 20, the colour red, glass shattering, the scream etc.  Create- Students compose an extended response to the question ‘How does Tykwer’s use of symbols and motifs highlight key ideas and impact an audience’s engagement with and navigation of Run Lola Run?’  Alternatively, have students refer back to their planning of the non-linear narrative assessment. Have students revise the purpose and key themes and ideas of their narrative. Instruct students to brainstorm symbols and motifs that they could include in their non-linear narrative to add depth and to influence audiences. E.g. A symbol for perception might be a pair of broken glasses or an old camera, a symbol for change might be dice or a coin. Have students consider how these symbols will feature in their narrative. How will they be used? Who will use them? | Students will demonstrate their knowledge and understanding of the impact of symbols and motifs on audiences and meaning. Students will consider why Tykwer has used symbols and motifs to highlight specific key ideas.  Students will demonstrate their knowledge and understanding of the function of symbols and motifs in texts.  Students will experiment with symbols and motifs to highlight meaning and impact audiences in their own creative compositions.  Students will demonstrate skills in representation as well as critical and creative thinking. |
| EN11-1  recognise the effects of their own contexts on their composing and responding  analyse how texts are created in and for a variety of contexts, audiences and purposes  EN11-2 explore the ways different media and technologies influence the experience of a text, for example how reading pathways in digital texts can offer responders (readers, listeners, viewers, an audience and so on) autonomy  EN11-3  use stylistic features to craft and communicate points of view  use language forms, features and structures to shape meaning, influence responses and achieve particular effects | | Representations of Run Lola Run  Inquiry Question- How can we manipulate form, features and structures to present a representation of a particular text?  Film Poster  Distribute Resource 21: Run Lola Run Film Poster and DVD Cover Analysis. Students view a series of Run Lola Run film posters and DVD covers and analyse how each highlights a different feature or key idea from the film. Alternatively, the teacher could assign a film poster/cover to each student group to analyse and present back to the class. Teachers could also create a collaborative Google Doc or similar for all students to analyse and deconstruct simultaneously.  Creating- Students create their own film poster to reflect their personal understanding of Run Lola Run. Students must consider their knowledge and understanding of the key themes and ideas, purpose, context, mood/tone, style, genre, structure, characterisation and impact on audience. They need to reflect this understanding using visual features. Students must justify their visual choices in writing or verbally to the teacher via a viva voce style presentation.  Alternatively, students could create one page visual representation/book cover/website title page/advertisement for their non-linear narrative. Students must consider their knowledge and understanding of; the key themes and ideas, purpose, context, mood/tone, style, genre, structure, characterisation, impact on audience and reflect this understanding using visual features.  Film Trailer  View at least two different trailers for the film and instruct students to complete a ‘Resource 10: Viewing Log’ or viewing notes. Students analyse how each trailer highlights different aspects, feelings or key ideas from the film.  [English Trailer](https://www.youtube.com/watch?v=3ea0mG4ahRk)  [German Trailer](https://www.youtube.com/watch?v=uz2-D4lY2qg)  Creating- Students create their own film trailer for Run Lola Run OR students create a trailer for their non-linear narrative assessment task. Alternatively, students could also storyboard or write a script/screenplay of their film trailer. Students must consider their knowledge and understanding of the key themes and ideas, purpose, context, mood/tone, style, genre, structure, characterisation and impact on audience. Students must reflect this understanding using visual features. Students must also justify their visual choices in writing or verbally to the teacher via a viva voce style presentation. | Student analysis of the film posters demonstrates visual literacy knowledge as well as ability to interpret signs and symbols.  Students demonstrate their skills in representation as they apply their visual literacy knowledge to creating their own text.  Students demonstrate their skills in textual analysis as well as their knowledge of film conventions and techniques. Students also demonstrate their knowledge of the ways composers manipulate forms, features and structures to engage audiences and create meaning in texts.  Students apply their knowledge of film conventions to create a representation of their own text or Run Lola Run. Students will experiment with various ways to create meaning and impact audiences. |
| EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts | | Section 3: (Option B) Core Text: [Universe Within](http://universewithin.nfb.ca/desktop.html#index) (Interactive Documentary)  Focus Questions:   * How do composers create meaning in multimodal digital texts? * How do interactive texts challenge the traditional roles of composer and responder?   In this close study, students will analyse how multimodal texts allow distributed authority through the joint construction of knowledge and opinion. They will consider how this impacts our perspectives, and the representation of meaning in texts. Students will also experiment with their own multimodal texts to reflect on the composition process and enjoy their engagement with texts. | You can assess students understanding of Cinematography using a Plickers Quiz. [www.plickers.com](https://www.plickers.com/) This tool will allow teachers to gather individual student data, without students requiring any form of technology. The teacher will need a phone, laptop/computer and projector, and students will each need their printed scanner code. Teachers can use the data gathered to plan and modify future lessons. |
| EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  EN11-6 investigates and explains the relationships between texts  EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts  EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies | | Introduction to the text: Universe Within - Digital lives in the Global High Rise.  Tell students that you will be looking at a multimodal text in depth to explore the contemporary possibilities of texts.  Revise students understanding of documentary techniques. This will be useful for their understanding of how the text utilises documentary conventions.  The first time students view the text, you should project the website to begin exploring the text as a class. Once you click begin you will be given a selection of three narrators. If you move around this page before making your selection, the narrators will speak to the audience.  Before making a selection, ask students to vote on who they would like to narrate the documentary.  Quick Write: Give students 5 minutes to reflect on why they made their selection. Guide their responses with questions such as:   * Did you select someone whom you felt was similar to you? Or someone who was different to you? Why? * Did the narrator's initial dialogue influence your decision? * Did you choose randomly because the narrator wasn't important to your experience of the text?   Constructing the Text  As a class, create a list of the roles that would have been necessary to create this text. E.g. Writers, Editors, Actors, Website Developers, Researchers, Directors etc.  Ask students to rank the list based on who they think has the most influence on the meaning that is created for the responder. Discuss the student responses as a class.  Non-Linear Structure  Inquiry Question – How does structure impact an audience’s engagement with and navigation of a text?  Review a series of typical narrative structure diagrams. E.g. Narrative structure, hero’s journey, Bildungsroman etc.  Discuss or record the typical plots/narratives of typical texts from familiar genres such as Rom-Coms, Action and Horror.  Discussion Point- How are familiar and expected narrative structures both engaging and limiting for an audience?  Opening Scene Analysis Questions:   * What mood is created by the music in the opening interaction of the documentary? What is the purpose of creating this mood? * How has the director engaged the audience through interactivity? How does this affect the audience's experience of the text? * Describe the setting. What could this foreshadow about the text? |  |
| EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments | | Audience and Purpose  Discuss the importance of having a clear audience and purpose when constructing a text.  [Director's Statement](http://universewithin.nfb.ca/mobile/index.html)  Provide students with a copy of the Director’s Statement and the questions in Resource 22: Director’s Statement Questions. | While planning for their assessment task, students will be required to write a Director’s Statement for the text they are creating. Students will then engage in a peer review and reflect on their audience, purpose and construction while preparing their statement. Students should submit their Director’s Statement to their teacher for approval before beginning their assessment task. |
| EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments  EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning | | Deconstructing the Text  If possible, allow the students to interact with the interactive documentary individually and at their own pace. Ask students to reflect on the following questions as they navigate through the text:  The core element of this text is a documentary and the composer has used film techniques to construct individual narratives. Individual clips should be analysed through the traditional documentary conventions. Students should then examine the role of the narrator and interactivity, in adding meaning and changing the responders relationship with the text.  Discuss the multimodal elements that need to be examined when looking at an interactive digital text. Examine how the components support each other through their individual conventions. Complete activities that build students understanding of how the text utilises and subverts traditional text types and their conventions. Provide resources to explore:   * Website Layout and Features. Navigation Bar, Hyperlinks, Video, Text. * Film Techniques. Camera Shots/Angles, Music, Movement. * Documentary Techniques. Interviews, Archival Footage. * Visual Techniques. Salience, Vector Lines, Positioning, Colour. * Narrative Structure and Conventions: Non-Linear Narration, Dialogue.   Clip Analysis:  Direct students to Resource 23: Documentary Clip Analysis. Depending on the ability of the class, the students can be guided through a clip within the interactive documentary, and deconstructed with teacher assistance. Alternatively, the students can be directed to deconstruct a particular section individually or in groups.  You should provide students with a variety of extended response questions based on the clip you are deconstructing, to guide their completion of the analysis.  Example: Evaluate the inclusion of this clip in contributing to the directors overall purpose. | Student analysis of the clip will determine understanding of the text type and its conventions |
| EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning  EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure | | Themes and ideas  Create a flowchart demonstrating the narrative pathways offered in the documentary.  Allocate individual clips to student groups to examine. Groups should:   * Identify the key themes/concerns/ideas explored in the clip. * Evaluate the effectiveness of the clip in supporting the composer's purpose. * Discuss how techniques have been utilised to achieve the composer's purpose and engage the audience.   Allocate time for students to create a multimodal representation of their neighbourhood. Their presentations could include:   * Images of significant features. * Quotes/Short stories from residents. * Music that represents the community atmosphere. * Google Timelapse Video of the area, or maps from different time periods. * Collages of local flora and fauna. |  |
| EN11-7 understands and explains the diverse ways texts can represent personal and public worlds  EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments | | Assessment Task Planning   * Promote a discussion around the key themes and ideas explored in the documentary. What is the composer's purpose? What larger message/messages do you think the text is trying to communicate? What is it trying to teach us about the world? * Do these key themes and ideas resonate with you? Why? Why not? * If you were to compose your own text, what would be your purpose? What key messages would you want to communicate? What key ideas would you want to explore? * Promote a discussion around the stories explored on the website. Do you connect with any in particular? Why? Why not? What do you think of the wide array of narratives used and the narrator’s role? If you were to compose your own text what type of issues would you explore? How many would you have? * Instruct students to use this information to begin planning the base narrative for their assessment task. Students should complete Resource 13: Assessment Planning for homework. | Students engage in planning and finalising assessment task. |
|  | | Post Unit Reflection  At the end of the unit, allow the students to reflect on how their knowledge, skills and understanding have progressed throughout the unit. Use the inquiry questions as a basis for students to consider their ideas, and the activities that contributed to their development. Promote reflection about the skills that they have acquired, or developed, and how they might use them in their life and future studies. |  |

Reflection and evaluation