 Year 12 EAL/D English 2018

English as an additional language or dialect (EAL/D)

Unit title

Module A – Texts and Human Experiences

Duration

30-40 hours (plus 10 hours ‘focus on writing concurrent module’)

Texts

O’Mahoney, Ivan, ‘Go Back to Where You Came From’ Series 1, Episodes 1, 2 and 3 and The Response, Madman, 2011 (m). Selection of relevant short texts.

Unit rationale

This unit of work considers the remarkable dynamism of the human condition and the notion of what it means to be human. Anchored in the study of the human condition, students will undertake study of **one prescribed text**, ‘Go Back to Where You Came From’ and explore a range of short texts in a variety of forms and media; they must also select **one related text**. The prescribed text along with suggested related texts address the focus questions below, enabling students to draw from personal experience and consider how they connect with the text, themselves, the world of the text and the wider world. Further considerations include insight into anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. The concurrent focus on writing unit is included in the resources and supplementary texts column with a range of text types covered, moving from scaffolded activities to independent writing activities.

This learning program is aimed at a middle to high ability English as a second language or dialect (EAL/D) student with the option to cover less content for weaker students. Rather than simplifying or modifying tasks, this unit encourages the teacher to provide language enriched resources to facilitate students communicating with increased confidence and accuracy for their audience, context and purpose.

Focus questions

* What makes us human, what is the human condition, what is the universal condition?
* How do you connect with the text, yourself, the world of the text and the wider world?
* How does human behaviour give insight to anomalies, paradoxes and inconsistencies?
* What are different versions and accounts of events, personalities, situations and states of being in and across texts?
* What are the different representations and interpretations of human motivations and behaviour?

Outcomes

* EAL 12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EAL 12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
* EAL 12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
* EAL 12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
* EAL 12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
* EAL 12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
* EAL 12-6 investigates and evaluates the relationships between texts
* EAL 12-7 integrates understanding of the diverse ways texts can represent personal and public worlds
* EAL 12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
* EAL 12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Assessment outline

| Assessment for learning (during unit) | Assessment as learning (during unit) | Assessment of learning (end of unit) |
| --- | --- | --- |
| Formative assessment, used throughout unit of work to inform future teaching   * Short answer questions * Documentary analysis | Student guided assessment where learners reflect on their own learning   * Focus on writing group activities * Class debate on the refugee crisis | Summative assessment to assess student learning   * Multimodal assessment * Submit Focus on Writing portfolio |

All outcomes referred to in this unit come from [English EAL/D](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017) Syllabus  
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| Outcomes and content points met by activity | Suggested teaching and learning activities | Embedded literacy strategies | Resources and supplementary texts |
| --- | --- | --- | --- |
| EAL 12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts  EAL 12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | Introductory activities   * What does it mean to be human? * What is your first memory? * What is the oldest story you know? * What does it tell us about ‘being human’? * Is it important to know someone’s story before you judge them?   Building the Field  Students post on Google Classroom a picture that they think represents ‘humanity’. This is shared during the first lesson with a discussion and class definition of the components that make us human. For example:  Humanitynoun human beings collectively, the quality or condition of being human, human nature, the quality of being humane, kindness, benevolence  Explicit teaching about writing  Wallpaper Activity to collect students’ current understanding about ‘what is means to be human’. On post it notes, students write a question or comment about the focus question. This is then organised into headings in the classroom (for example, potential of humanity, negatives of humanity). Ideas are collated into a large mind map on the board or on butcher paper. This activity leads to the Focus on Writing Personal Reflection.  Related text  Poem and advertisement – ‘Thrive’ by Phil Wilcox   * Cut up the lines of the poem and distribute to groups of two to three. Students need to arrange the poem in the chronological order they think the poem is originally ordered in. * Students compare their constructed poems with the short clip and consider how the meaning of the poem is altered.   Group discussion   * When in your life do you think you lose ‘magic’? * Is ‘magic’ all around you? * Draw a table with two headings: magical elements of humanity, dark elements of humanity. Table as many ideas as you can about the good things humans have accomplished and the problems humans have brought upon the world.   Extension activity  Ethical scenarios about humanity  Part of the human condition involves constantly navigating choices, what is morally right and what is ethical. Pose a series of scenarios to students in pairs, who must discuss and rationalise their decisions. Link discussion back to the focus question ‘what does it mean to be human’?  You may use the suggested blog on the website provided- note some scenarios may not be appropriate for your teaching context. There are plenty of ethical scenarios available online. | Vocabulary Cline  Students place the following words along a diagonal line to demonstrate an individual feeling pity > experiencing a sense of agency  compassion, brotherly love, humaneness, kindness, kind-heartedness, consideration, understanding, sympathy, tolerance, goodness, good-heartedness, gentleness, leniency, mercy, mercifulness, pity, tenderness, benevolence, charity, generosity, magnanimity  Wallpaper Activity  **‘Before reading’ activity**  Text reconstruction, predicting meaning before the reading of the text  Key terms   * morality * ethics * navigating   Talk to contextualise content  The teacher illuminates what an ethical scenario means and leads discussion | Vocabulary cline.doc  UN declaration human rights  ModAHyperlinks.doc Hyperlink 1  EAL teaching strategies  **Focus on Writing activity – personal reflection**  What does it mean to be human? Students compose a personal reflection detailing what being human means to them. In their response, students consider what makes them human and a relevant example of a time when one’s humanity or lack of humanity was demonstrated.  ModAHyperlinks.doc Hyperlink 2  ‘Magic of Technology’ Phil Wilcox poem  ModAHyperlinks.doc Hyperlink 3  Ethical scenarios |
| EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds | Related text  Song and advertisement – ‘Throw your arms around me’  ‘NRMA Insurance Ad- Help is Who We Are’   * What is the ‘human condition’? * Is it part of the human condition to help others? * Why does NRMA appeal to our emotions in this advertisement? * How to they appeal to our emotions? | Building the field   * explore focus questions * visual techniques, analysis | ModAHyperlinks.doc Hyperlink 4  NRMA ad ‘help is who we are’ |
| EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds | Related text  Australian government targets asylum seekers with graphic campaign  Feature article and advertisements from the Australian government   * Summarise the two perspectives expressed in this article (Department of Immigration vs. Green immigration spokeswoman Sarah Hanson- Young) * What visual techniques have been used in the image from the graphic novel? Compare this with the visual techniques used in the advertisement ‘No way, they will not make Australia home’. * What does this does this article tell us about human behaviour and motivations?   ‘Refugees are scum’ Social Experiment, Act for Peace  Advertisement where commuters react to a volunteer holding two different posters.   * How does the perspective in this text contrast with the previous text (advertisement from the Australian government) | Scaffolding reading activity  Using visuals and audio to make text comprehensible  Visual analysis  Vectors, facial expressions, saturation, colour, gaze, salience | ModAHyperlinks.doc Hyperlink 5  Feature article, the guardian  ModAHyperlinks.doc Hyperlink 6  ‘Refugees are scum’ clip |
| EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning  EAL12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies | Prescribed text – ‘Go Back to Where You Came From’ S1, E1  Refugees in Australia  Focus Questions to guide the study of Episode 1. Students may choose one question from each section as a minimum to answer as the text is viewed. Learners intending to challenge themselves may answer all of the questions below. These questions may be used to facilitate discussion.   * What is Raye’s opinion about the detention centre next to her house? * How do the participants react to beginning their refugee journey in reverse?   Stage 1 of the experiment Liverpool, Western Sydney   * What is Gleny’s perspective about refugees? * What is Adam’s attitude about ‘boat people’? * Explain Wasmi’s background. * What is Darren’s beliefs about people who come here without any documentation and why do you think he believes this? * How does Raquel feel about how her hometown of Blacktown has changed?   Albury and Woodonga   * What do you notice about the Masudi family’s home? * How does Maisara (the mother) convey her story of living in the refugee camp? What challenges did she face? * How does Raye connect with Maisara’s story?   Sydney Swimming Pool   * Where does Darren’s beliefs come from? * What does Gleny think about her lifestyle and capacity for assisting others? * How does PTSD affect Wasmi? What were the conditions of the boat he travelled on? * Wasmi travelled to Australia to find freedom for his family, leaving them behind in Iraq. Do you agree with his decision? Why or why not? What would you do in this situation?   Behati attending university   * What challenges does Behati face in his new life, as opposed to his life in Africa? * How does Roderick believe we should approach the refugee crisis?   Villawood Immigration Detention Centre   * Gleny and Adam was spoke to refugees in the detention centre. What did they notice from their conversation? * Why do you think that refugees in the detention centre experience serious mental health concerns?   Albury and Woodonga   * Masara reveals her tortured memories of the Congo. What hopes and concerns does she have for her children in the future? * What changes do you notice in the perspectives of Raye and Raquel? | Researching and referencing skills should be explicitly taught during the related text Focus on Writing Activity, how to write a bibliography, how to navigate turnitin, how to effectively present a blog post on Google Sites.  ‘During reading’ strategies  Modelling how to answer key questions, summarising the text through answering questions. Students may also read aloud their answers.  Joint construction  In the initial stages of studying this text, some of these questions may be answered as a joint construction.  This is an opportunity for the teacher to model aspects of writing, leading the construction of writing an answer or reviewing a student’s answer on the board for the class.  Key terms   * notorious * grenades | Focus on Writing activity – communication, website and blog post  Groups choose a related text (feature article, short interview on YouTube, news article) on one of the following topics:   * Villawood Immigration Detention Centre Riots 2011 * Nauru Regional Processing Centre * Cronulla Riots 2005 * The Tampa Affair 2001 * Christmas Island Overboard Incident 2001 * Christmas Island Reception and Processing Centre   Groups compose an overview of the issue, explaining the features of the related text and present this to class. Groups then create a website (using Google Sites) or a blog post in response to the text using descriptive language to represent aspects of the ‘human condition’. You may consider the following questions to guide your response:   * What makes us human? * What motivates human behaviour? * Why are some people treated ‘inhumanely’ (ignoring human rights)? * How would you respond to the issue presented? |
| EAL 12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | **Stage 2 of the experiment – Darwin Harbour to Malaysia**  Discussion point: normally 50 or more people would be crammed on the boat and it would take at least a week or more to get to Australia. Do you think that this part of the experiment is realistic?  Empathy task – choose one of the following Focus on Writing activities   * Imagine you are a participant in this experiment. Write a diary entry explaining how you feel about getting on this boat without any knowledge of where you are headed. * Write an explanation giving reasons as to why you choose one of the following options below:   + Choice 1 – leave your family in a situation of real danger in your homeland where people are being persecuted   + Choice 2 – bring them with you on a dangerous boat to an unknown place | **Independent writing**  This Focus on Writing Activity use background knowledge on the subject to formulate their connection to the text and consider implications with the wider world | **Focus on Writing activity** – e**mpathy task**   * - diary entry or * - explanation |
| EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts | Related text: feature article – You call this even-handed? Refugee series is strictly for the gullible, by Paul Sheehan   * Identify the point of view conveyed in this feature article. * What literary devices are used to write this persuasive text? * How ‘real’ do you think reality TV is? * What connections can you make with the quotes below from Episode 1   ‘We are emotionally involved without our consent… we have to watch this in our media and we become emotionally involved involuntarily… Here it is, you should feel empathy…I feel empathy for their plight. Not for people who willingly put their lives at risk.’ – Darren  ‘Half an hour news episode out of a week… how often do you hear about a boat person really?’ – Adam  Complete the Focus on writing activity- letter to the editor. | Writing framework  Expressive language to represent aspects of the ‘human condition’ – identify the expressive and persuasive language used in this article | ModAHyperlinks.doc Hyperlink 7  ‘You call this even handed’ review  Focus on Writing activity –  Letter to the editor  Write a letter to the editor explaining your perspective related to issues raised in the article. Use synonyms of ‘humanity’ from lesson one and discuss whether you think the condition of being human involves compassion for others. |
| EAL12-8  analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning | **Related text: Interactive graphic novel ‘The Boat’**  The Go Back to Where You Came From website contains a number of helpful teaching resources (see websites to the right).  The Comprehension Activity for the interactive graphic novel would be useful for students to complete, particularly the ‘making connections’ section  Students may also take the quiz ‘how much do you really know about asylum seekers and refugees? | See, think, wonder  Students consider what they can see in an image, what it makes them think about (make connections to) and wonder/ ask questions | ModAHyperlinks.doc Hyperlink 8  Graphic novel ‘The Boat’ |
| EAL 12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies  EAL 12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts | Prescribed text – Go Back to Where You Came From S1, E2  Refugees in Transit  Focus questions to guide the study of episode 2. Students may choose one question from each section as a minimum to answer as the text is viewed. Learners intending to challenge themselves may answer all of the questions below. These questions may be used to facilitate discussion.  Malaysia   * This episode begins with some contextual background about the ‘shadow world’ of illegal refugees in Malaysia, a country where 100,000 people live in urban slums. They live in a limbo existence, in indefinite detention dealing with conditions of squalor. What do you think it is like to be a refugee in transit? * Kennedy, a Chin minority from Burma, was interviewed. Choose one of the participants in the experiment and describe how they respond to the conditions the Chin family must live in. * Children in detention in Malaysia must stay inside every day and have difficulty adjusting to life. 100 students are schooled in the classrooms. * Gleny says, ‘The more you have the less desire you have to learn and the less you realise how lucky you are. These kids have next to nothing and yet they’re so responsive.’ Do you agree or disagree with this statement? Provide reasons for or against. * Describe the conditions that refugees must work in when farming the areas ‘voluntarily’. What is their incentive for doing this work? * Raye forms a strong connection with one of the young girls and is confronted by the way the girl reacts to nightmares. Raye says ‘When they put their heads on their pillows that’s when the suffering begins.’ How is Raye changing her initial perspective?   Border Patrol Raid   * Why is it difficult to hunt down people smugglers? * Malaysia is not a signatory on the United Nations Declaration of Human Rights and the illegal workers could face caining, jail or deportation. Why do you think the participants have such different reactions to the raid? Choose one participant and describe their reaction with examples from the episode. * When reflecting on their reactions to the raid, participants explain the event from different perspectives. Why do you think motivates different people’s perspectives?   Kenya   * ‘For many refugees this is a tortuous journey after fleeing their homeland. Many have walked for weeks (to get to the UN camp), have left countries where war, death, torture and rape are endemic.’ Raquel, Raye and Rodrick visit Kakuma, Swahili for ‘nowhere’, which is home to 84,000 refugees with 14 different nationalities. This ‘refugee experience’ is taking the participants further and further from their comfort zone; Raquel is visibly upset, Raye adopts a maternal role to comfort her and Rodrick seems excited to explore the experience.   Complete the Focus on Writing activity- personal reflection.  Extension activity  The episode begins with a voice over narration saying: ‘Refugees and asylum seekers are issues that continue to divide a nation… but what do we know of those who risk life and limb to reach these shores?’  How have the first two episodes of Go Back To Where You Came From challenged your preconceived (initial, first) notions (ideas) about refugees? In your answer, refer to your initial understanding and opinions about refugees and asylum seekers and how this has changed or stayed the same. Include examples from the episodes that you think give insight into human motivations and behaviour. | Key terms:   * slums * limbo * indefinite * detention * squalor * responsive * voluntarily * incentive   Independent writing  Students complete the personal reflection and then self-edit their writing. Focus could be on the overall organisation of a text, cohesion of ideas, extension of vocabulary and/or sentence grammar  Key terms:   * preconceived * motivations * behaviour | Participant comparison table.doc  Focus on Writing activity – personal reflection  Considering the refugee camp in Kenya, how do you see the world differently?  What connections can you make with the wider world?  Where do you stand on the issue |
| EAL 12-4 applies and adapts knowledge into different contexts | **Research task multimodal presentation**   * Students are issued assessment task notification * Begin researching a related text for Multimodal Presentation |  | Research task Multimodal.doc |
| EAL12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning  EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning | Prescribed text: Go Back to Where You Came From S1, E3  **Refugee places of refuge**  This is the final episode of the three-part series. Students complete the features of a documentary table with quotes and examples from the text. This will then be linked to the focus question ‘what does it mean to be human’. Some questions are suggested to generate discussion and promote student thought.  **Kakuma, Kenya**  9 million people have been displaced throughout Africa   * Why do you think that the Africans in the refugee camp are inquisitive about the three Australians?   **Aman, Jordan**  Where close to half a million people have fled from Iraq   * How can individuals, like the bomb victims in the hospital visited, maintain hope in the midst of intense pain and trauma?   **Masudi family, Kenya**   * ‘The more you keep struggling, the more you get out of life.’ What features of the documentary evoke emotion in the audience? * ‘Every day you ask God, give me tomorrow. The big problem in the world is to educate people and touch hearts.’ ‘A lot of people look, but don’t see.’ How do these statements contribute to your understanding of what it means to be human?   **Aman, Jordan**  Jordan has two million refugees in a country of six million people.   * Visiting Wasmi’s grandmother raises the question- has Wasmi gone on to pave the way for his relatives to join him in Australia or has he just left his family in a situation he wanted to escape from? What do you think? Justify your opinion.   **Kenya**   * How has Raquel changed from the first episode to the third? Consider how she interacts with Masara’s sister and her initial beliefs about Africans.   **Jordan**   * What is Jordan like as a place of first refuge for those fleeing persecution?   **Kenya**   * How has Raye’s perspective about refugees changed from the first episode to the third? Think how Ray e has witnessed the difficulties faced by refugee families.   **Baghdad, Iraq**   * The US Military have set up a base in Saddam Hussein’s former palace. How do the participants react to being there?   **Goma, The Congo**   * More than 5 million people have died here in the deadliest conflict since World War II. What does Rodrick realise with a serious conflict after the women celebrate the donation of the Australians?   **Red Zone, Iraq**   * What is General Buchanan’s account of what is currently happening in Baghdad?   **Final comments**  ‘People say it’s not good to let emotions get involved in decisions but I think that’s life. I think life is built on emotions. The emotions I have felt over the last few weeks is human nature.’ – Adam   * Do you agree or disagree with Adam? Which participant did you think had the most interesting journey? Give reasons why.   **Extension activity:**  ’If there is one thing we can all agree on it is that the refugee issue is complex and often, an appreciation of that complexity is missing from public debate in Australia. I hope that because of your experiences over the last 25 days, when you think about refugees and asylum seekers; whether they arrive in Australia by boat or by plane, whether they are chosen from overseas or live in limbo in camps and cities around the world, you might have their humanity in the front of your mind and their right to live free from persecution.’ – David  Compose a piece of creative writing incorporating the fluid idea of humanity. Use the Episodes 1-3 as a stimulus. | Scaffolded activity  Information grid – Students complete the features of a documentary with analysis table, comparing the perspectives of each participant. Each feature of a documentary is explained.  Listening for information  Guided viewing of the text supported by comprehension is necessary for the acquisition of language development. First students should read the questions and then listen actively during the episode while recording their answers.  ‘During reading’ strategies  Modelling how to answer key questions, summarising the text through answering questions. Students may also read aloud their answers. | Features of a documentary with analysis table.doc  Focus on Writing activity – communicative  Argument – in your groups, develop your argument to the above question ‘describe the situation of refugees in Australia’. You are creating an argument about what you think the Australian government should do regarding the refugee crisis, explaining your context (personal background) and how you think refugees should be treated in society. Each member of the group must take notes and be able to speak from the perspective of the allocated participant.  Stakeholder discussion – all members of the class will swap groups so in each new group, there is someone representing the perspective of each participant. Each person will share the participant’s understanding of the refugee situation.  Speech – groups will then come together as a class. Each original group will choose one person to stand up in front of the class and address the situation of refugees from the participant’s perspective.  Rebuttal and conclusion – after each group delivers their speech, groups are given 5 minutes to construct a rebuttal and closing argument (time permitting – this could be an extension activity or a follow-up lesson). Another member of the group is chosen to deliver a closing statement to the class from the perspective of their participant. |
| EAL 12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | Prescribed text – Go Back to Where You Came From The Response  This social experiment stimulated debate about a highly controversial issue- refugees and asylum seekers.  ‘It’s not a black and white issue. It’s various shades of grey.’   * What did Gleny think about the way the reality series was edited? * Darren was not happy with how he was portrayed- ‘dobbing people in’ during the raid, only as a ‘knee-jerk’ reaction. What does Sho-Wen (Darren’s wife) say about how Darren is in real life? * How does reality TV manipulate action to impact the responder? * When does Adam change his perspective in the series? Explain why he changed his view on refugees and asylum seekers. * Raquel ‘bore the brunt’ of social media backlash with the response of the public from the episodes. How did Raquel feel after the episodes and during the outpouring of negative comments? * What did Levi think about the way Raquel was portrayed? * One of the members in the audience says that there is “selective compassion” in Australia excluding Middle Easterners. What do you think? * How does Gleny describe her journey and what did she find most valuable? * How did Raye feel when she returned home? * Why did Raye’s husband Peter feel that she needed to go on this journey? How did she change during the program? * What is one thing that Roderick reflects on about his experience? * Rodrick says that he wore political t-shirts not as a conscious decision but because he naturally supports the Liberal party and is against people smugglers. How does this relate to the related text of posters for the Department of Immigration? * Adam notes that the experience which stayed with him most was the people he encountered at the hospital in Jordan who had ‘had their face melted off by a bomb made by humans’. What does this series tell us about the human condition?   **Reflection questions**   * How do you think the editing process affects the truth of reality TV programs? * Who do you think got the most out of this experience? * Whose response do you think was the most emotional? | **Key terms**  Colloquial language –  ‘dobbing people in’ and ‘knee-jerk reaction’  **Independent writing**  Students compose an analytical response to the essay question for focus on writing  **After-reading activities**  Using the information gained from the study of the text, students complete the reflection questions and focus on writing activity. They may also transfer information into a different form, for example creating an infographic about refugees using canva.com, creating a time line of a participant’s experience, creating a dialogue between participants during a certain part of the experiment | **Focus on Writing activity – analytical response**  ‘These people are stuck in limbo. They’re not really living, they’re barely existing.’ - Raye  What does this series reveal about the human experience? You may use the above quotation as a starting point for your response.  **Focus on Writing activity –**  **creative writing**  Use the quotation below as a stimulus for a piece of creative writing that explores what it means to be human.  ‘These guys (refugees) aren’t safe. They’ve got their bags packed and are ready to run.’ - Adam |
| EAL 12-7 integrates understanding of the diverse ways texts can represent personal and public worlds | Other related texts for further activities   * TEDTalk by David Miliband * TEDTalk by Melissa Fleming   Key Questions   * What is our duty to strangers? * Have our hearts turned to stone or do we just not know the solutions? * How do texts represent personal and public worlds? * How do texts inform our understanding of ‘humanity’? | Clause types: declarative, interrogative, imperative and exclamative | ModAHyperlinks.doc Hyperlink 9  ‘The refugee crisis is a test of our character’ David Miliband  ModAHyperlinks.doc Hyperlink 10  ‘Let’s help refugees thrive, not just survive’ Melissa Fleming |

Reflections at the conclusion of teaching module A – Texts and Human Experiences

* What worked well?
* What areas could be altered to direct future teaching?

Useful resources for English as a second language or dialect (EAL/D) strategies

Gibbons, Pauline. (2015). Scaffolding language, scaffolding learning. Heinemann Second Edition, Portsmouth. ISBN: 978-0-325-05664-7