
Title	Multiliteracies in the Singapore English Language classroom: Lessons and resources - Viewing and representing with <i>Ten</i> lesson package for Primary Five
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Multiliteracies in the Singapore English Language Classroom: Lessons and Resources

Viewing & Representing with *Ten* Lesson Package for Primary Five



An Institute of



DEV 01/18 VL Integrating Multiliteracies into the English Language Classroom: Developing an Instructional Approach to Teach Multimodal Literacy (Critical Viewing and Effective Representing of Multimodal Texts)

Multiliteracies in the Singapore English Language Classroom: Lessons and Resources

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About the Lesson Package

Year of Design: 2020

Year of Implementation: 2020 and 2021

Co-designed with: Sembawang Primary School

Teacher co-designer: Ms. Lee Wen Yen

Intended Level: Primary 5

Size: 40 students per class

Introduction

- Wen Yen, who has been teaching English in Sembawang Primary School for 10 years, worked closely with the research team from NIE to co-design the multiliteracies (ML) lessons. The co-design sessions took into account the multiliteracies lessons from Phase 1, the **teacher-set goals** and instructional emphasis, the constraints of the curriculum, the allocated time for these lessons, and the **student learning needs**.
- In her discussion with the researchers, Wen Yen identified the **multimodal resources** to be used and was guided on the **learning processes** and the **pedagogical features** of a multiliteracies classroom in the design of the lessons. A digital text was used for viewing, and the teaching of viewing of the video was incorporated in the lesson series in conjunction with the STELLAR text *Ten*.
- The research team observed two lessons (Lesson 1 and Lesson 3), interviewed the teacher post-lesson and conducted a focus-group discussion with a mixed group of 6 students to gather their feedback. Building on the lessons implemented, the reflections from Wen Yen and her students, and the feedback of teachers from the second round of lesson iteration, the research team prepared this version of the lesson package.
- The lessons are shared to connect the principles, ideas, and strategies on how engagement with **digital multimodal texts** can develop students' multimodal literacy. These lessons also serve to illustrate how language learning and the learning of other semiotic modes can be integrated for the EL classroom to show how meaning can be enriched when transposed from one medium to another, providing more than one pathway for meaning-making. The lessons also connect with the teaching principles and teaching processes encapsulated in *EL Syllabus 2020*. Teachers may adapt the lessons based on the different profiles and learning needs of their students.

Lesson Scenarios

- Wen Yen introduced her students to how **perspective** is expressed in the digital text (video of France and Brazil in the 1986 World Cup) and with the print text on *Ten*, drawing on the pedagogic metalanguage as a resource to describe and explain aspects of the (a) integral features of the texts, (b) ways of interaction in the texts, (c) representation of ideas in the texts and the (d) interplay of meanings across semiotic modes to convey meanings and ideas, over 5 lessons of 60 minutes each.

- The lessons are designed around the learning processes for multimodal literacy development (Lim & Tan-Chia, 2023) and they complement and support both the six *Teaching Principles* and the six *Teaching Processes* encapsulated in *EL Syllabus 2020*. These syllabus features are widely known among teachers as CLLIPS (contextualisation, learner-centredness, learning-focused interaction, integration, process orientation and spiral progression) and ACoLADE (raising awareness, structuring consolidation, facilitating assessment for learning, enabling application, guiding discovery and instructing explicitly) respectively.

The learning processes are:

- **Encountering:** In encountering, the teacher designs for affective learning experiences by valuing the students' lifeworlds (New London Group, 1996). The learning process of encountering raises students' awareness by guiding them to respond and reflect on their emotional engagement with the multimodal text. The teacher invites students to bring artefacts or tell stories from their daily contexts as rich resources for discussion.
- **Exploring:** In exploring, the teacher designs cognitive learning experiences by guiding students in identifying and offering textual evidence in their exploration of multimodal texts. The learning process of exploring supports instructing explicitly, where the teacher introduces the pedagogic metalanguage as a resource and models how she will use the concepts to interpret the text, and inductive learning, where students explore the meanings in the text amongst themselves before the teacher synthesises their understandings from their guided discovery activity.
- **Evaluating:** In evaluating, the teacher designs critical learning experiences through guiding students in their analysis of multimodal texts. Students recognise perspectives and evaluate the multimodal text in relation to how successfully it has been created and the values conveyed in the text. The learning process of evaluating is carried out through joint construction of meaning between the teacher and students, amongst students themselves, or as an independent construction of meaning. All these points of engagement are assessment for learning moments.
- **Expressing:** In expressing, the teacher designs embodied learning experiences through offering opportunities for students to apply themselves in the physical acts of meaning-making through their multimodal composing. Expressing can be supported with digital tools and done collaboratively amongst students as social knowledge building and learning-focused interactions. The learning process of expressing empowers students to be active and agentive designers of meaning while it integrates the learning meaningfully for them.

Structuring consolidation occurs each time the teacher wraps up the lesson or the unit of work.

- Wen Yen guided her students in their understanding of 'perspective' by examining the use of shots in the video clip on the penalty shootout between France and Brazil in the 1986 World Cup in Lessons 1 and 2. In Lesson 2, they read *Ten* and discussed how conflict was expressed through the story. In Lesson 3, they discussed a conflict situation based on their

viewing and reading. They acted out a conflict in a role-play and took a photo of a dramatised freeze frame. The focus in Lesson 4 was on the language features of a narrative text in preparation for the writing task. In Lesson 5, the students built on the freeze frame and developed a storyline by choosing a perspective to tell the story. The students then planned their story using a visual storyboard and wrote out the story as homework.

Lesson 1	Digital Media and Camera Positions
Lesson 2	Print Media and Multiple Perspectives on <i>Ten</i>
Lesson 3	Multimodal Composing – Conflict Scenario
Lesson 4	Language Features of Narrative Text
Lesson 5	Multimodal Composing and Narrative Writing

Note on Adaptation

- The lessons are intended for adaptation in response to the readiness, interest, and learning profile of the students.
- Depending on the profile of learners, further and separate lessons may need to be devoted to introducing the pedagogic metalanguage with more examples and teacher’s explanation to support the students’ learning of the concepts and vocabulary.
- The lessons could be integrated, organised, and chunked into segments, to guide students to develop the knowledge, skills and semiotic awareness in multimodal literacy learning (Lim & Tan-Chia, 2023) or for the purposes of blended learning:
 - Learning the Multimodal (MM) Skills for Meaning-making (Lessons 1, 2)
 - Expressing the Multimodal Skills for Meaning-making (Lessons 3 - 5)
- For weaker students or classes, the necessary scaffolding can take the form of
 - teacher modelling the systematic deconstruction of multimodal concepts, for example, through show-and-tell activities
 - opportunities for teacher-guided discussion and learning experiences
- The lessons and resources could also be used flexibly to complement the teaching of all other areas of language learning, undergirded by the choice selection of multimodal texts, including the use of multimedia.

Lesson Design & Learning Processes

- The lessons are designed around the learning processes for students’ multimodal literacy (Lim & Tan-Chia, 2023). The learning processes build on the dimensions of the Learning by Design Framework (New London Group, 1996) which have since been developed as knowledge processes in Cope and Kalantzis (2015) and Lim, Cope and Kalantzis (2022).
- The pedagogical features of a multiliteracies classroom (Lim & Tan-Chia, 2023) are infused into each lesson, where appropriate, and annotated with an icon.

Pedagogical Features of a Multiliteracies Classroom					
	Is Organised by Genre		Has Inductive Learning		Has Artefact Making
	Uses Authentic Texts		Has Collaborative Learning		
	Has Explicit Teaching		Has EdTech Enhanced Learning		

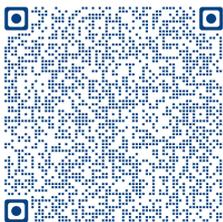
- Attention may not be distributed equally across the learning processes and pedagogical features in every lesson, but all learning processes and pedagogical features will typically be observed within a Unit of Work and across different lessons. Some learning process and pedagogical features figure more prominently in certain lessons than in others, depending on the lesson objectives. For example, at the start of the Unit, students would encounter and explore multimodal texts before evaluating perspectives and expressing their understanding in later lessons.

Resources

- Lessons 1 to 5 appended here
- Teaching and Learning Resources for Lessons 1 to 5 (Annex 1 a-b, 2 a-d)
- Student Artefacts (Annex 3 a-b)

Access resources [here](#)

<https://bit.ly/ReLPTen>



References

- Cope, B., & Kalantzis, M. (2015). *A Pedagogy of Multiliteracies: Learning by Design*. Palgrave Macmillan.
- Lim, F. V. & Tan-Chia, L. (2023). *Designing Learning for Multimodal Literacy: Teaching Viewing and Representing*. London & New York: Routledge.
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UNIT OVERVIEW

Term 3 Week 6,7	Theme/Topic: Conflict	Class: P5 Resilience	
Unit	Sub-theme: STELLAR Text Ten	Lesson: 1 to 5	Suggested Duration: 60 mins x 5 sessions
Learner Profile	40 students Primary 5 mixed-ability students		
Unit Goal	<p><u>Content</u> To comprehend and produce narrative texts on the theme of 'Conflict'.</p> <p><u>Language</u> To identify and use the language features of a narrative. To identify and use literary language in the text. To generate descriptive phrases based on the literary language used in the text. To identify the points of view in a narrative. To explain how different points of view can affect the development of a narrative.</p> <p><u>Multimodal Knowledge, Skills and Awareness</u> To use the semiotic modes (linguistic, visual, gestural, audio, spatial), distance (shots) and perspective (points of view) to analyse a multimodal text (digital and print) related to the theme in the unit of work. To use the semiotic modes and different choices of perspective to represent a conflict scenario.</p>		
Unit Summary	<p>Examine and deconstruct the visual and language features of a digital and narrative text to bring out the theme of conflict.</p> <p>Plan, design and produce a narrative text, making purposeful use of multimodal features, in particular, distance (shots) and perspective (points of view), and semiotic modes to express a conflict situation.</p>		
Adaptative Use	<p>This unit of work is suitable for:</p> <ul style="list-style-type: none"> developing the knowledge, skills and semiotic awareness in viewing print and digital texts juxtaposing multiple perspectives of events (e.g., a conflict situation) for heightened engagement with the students' lifeworld 		

LESSON 1 (60 mins) – Lesson on Digital Media and Camera Positions

Lesson Objectives

- Introduce the visual features of digital texts
- Introduce the concepts and pedagogic metalanguage for describing digital texts

Learning Processes	Suggested Duration & Features of a ML lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Encountering	10 mins  	State Lesson Objectives Activate Learning Play the first 2 mins and 30s of the France vs. Brazil 1986 penalty shootout video. Have Ss think about these questions as they watch the video: <ul style="list-style-type: none"> • <i>What do you notice about how the camera is placed in relation to the players and the football? E.g., is the camera placed very close or far away?</i> • <i>What do you notice about the players' reaction at different points of the match? How did they react? What facial expressions and gestures did they show?</i> 	Video: https://www.youtube.com/watch?v=nhvqljgQ04	Pre-viewing task

<p>Exploring</p>	<p>15 mins</p>  	<p>Activate Prior Knowledge Revise the semiotic modes (linguistic, visual, gestural, spatial, audio) to remind Ss of the description for each mode.</p> <p><i>Show and Tell</i> Use a mobile phone to quickly demonstrate how different camera shots (close shot, medium shot, long shot) and perspectives (insider's vs outsider's) can be taken. Explain how shots and perspectives are related and the effects on the viewers.</p> <p>Referring to screenshots of selected sports scenes, direct Ss to identify the types of shots and points of view depicted in each image (players, the goalkeeper and the spectators) to communicate visual, gestural and spatial details. Ss to justify the choice of distance (shots) and perspectives (points of view) used. Distribute the glossary of terms (student handout).</p>	<p>PPT slides: Annex 1a</p> <p>Student handout: Annex 2a</p>	
<p>Evaluating</p>	<p>40 mins</p>  	<p>Guided Viewing and Discussion</p> <p><i>Viewing - Pair Work</i> Referring to the same penalty shootout video of France vs. Brazil, play the video once through.</p> <p><i>Post-viewing</i> Play each of the short snippets listed below twice. Pause for Ss to discuss the given questions with their shoulder partners and note down their points of discussion on their handout.</p> <ul style="list-style-type: none"> • Why is long shot used from 0:00 – 0:54? (Verbal discussion) • Why switch to another perspective at 0:37? • (Show 2 sequences of penalty shots 1:00 to 2:20) Do you notice the pattern shown while filming a sequence of the penalty shot? <ul style="list-style-type: none"> – long shot (focusing on player attempting the penalty shot) 	<p>Video: https://www.youtube.com/watch?v=nhvqljgQ04</p> <p>Student handout: Annex 2b</p>	<p>Guided Viewing Task</p>

		<ul style="list-style-type: none"> - <i>medium shot (able to see a clearer facial expression of the player, change to goalkeeper's POV, followed by player's POV)</i> - <i>close shot (complete and direct focus on the player)</i> ● <i>Why do you think they switch the perspective at 1:25 and at 1:29?</i> ● <i>Why did the spectators cheer so loudly at 6:21? Are you able to tell which team they support? Why did the camera take a close-up shot of the spectators at 6:23? Where was the camera-man when he took this shot?</i> ● <i>Why did the camera focus on the players and coach at 8:40? (reaction shot to a goal scored)</i> ● <i>What other busy movement caught your attention? How did the camera pick this up?</i> 		
Consolidation	10 mins 	Conclude the Lesson Summarise the different types of shots, points of view and semiotic modes, and their purposes to reinforce that a story can be told from different perspectives.		

LESSON 2 (60 mins) – Lesson on Print Narrative *Ten* and Multiple Perspectives on *Ten*

Lesson Objectives

- Process and comprehend age-/year level appropriate texts by focusing on literal and inferential meaning
- Analyse, evaluate and appreciate age-/year level appropriate texts by focusing on implied meaning, higher order thinking and judgement

Learning Processes	Suggested Duration & Features of a ML lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Encountering	10 mins 	<p>State Lesson Objectives</p> <p>Activate Prior Knowledge Show a screenshot from the previous day’s video (showing tension among the players and the coach) followed by an image depicting a family conflict. Have Ss notice the similarities in both images (in terms of the use of space, facial expressions, etc).</p> <ul style="list-style-type: none"> • <i>What comes to your mind when you see this picture?</i> • <i>What do you think is happening?</i> • <i>How can you tell?</i> • <i>What are the emotions experienced by different members of the family/soccer players? Look at their facial expressions, actions (gestural mode) and physical space (spatial mode) between the characters for clues.</i> 	Images	Text Comparison Task
Exploring	10 mins 	<p>Students Make Predictions <i>Pair Work</i> Show the title <i>Ten</i>, and juxtaposed it against the football screenshot and image of family conflict. Make possible connections. Have Ss discuss in pairs the possible themes in the text they are about to read by guessing the connections among the visual images shown to them. Invite some Ss to share their predictions and indicate whether they are “warm” and on the right track or “cool” and straying from the story.</p>	Images	Text Prediction Task

Evaluating	10 mins 	Students Read the Text Ss read the text silently and choose one part of the text they would like to retell (conflict at home/tension at the soccer match) after the silent reading. For Ss who have chosen to focus on the conflict at home, they are to retell the story from Maya's perspective. For S who choose to focus on the tension at the soccer match, they will have to retell the events from Zico's perspective.	STELLAR Reader for <i>Ten</i>	Silent Reading Task
Expressing	20 mins  	Students Retell the Story <i>Pair Work</i> Ss note down the plot or part of the story before retelling it to their partner. Ss can also choose to draw simple illustrations/a comic strip to remember the storyline. S are not to refer to the text throughout the activity. Have Ss take turns to retell in pairs from their written account/illustration orally. Ss are now allowed to refer to their STELLAR text to find out if they have left out any key ideas from their retelling. Distribute the STELLAR text to the Ss. Provide the following prompts to guide their sharing and comparison: <ul style="list-style-type: none"> ● <i>What have you missed out or added to the text? Why did you leave it out/add it?</i> ● <i>Was there anything in your retelling that you got mixed up or left out that changed the writer's meaning?</i> ● <i>What words or phrases are different from those used by the writer but have the same meanings?</i> ● <i>What's different between your retelling and mine? Why did we choose this part of the story to retell?</i> 	STELLAR Reader <i>Ten</i>	Retelling Task
Consolidation	10 mins 	Conclude the Lesson Do a quick check for accurate understanding and comprehension of the text		Review

LESSON 3 (60 mins) – Lesson on Multimodal Composing – Conflict Scenario

Learning Objectives

- Generate, select and organize ideas for writing and representing creatively and critically for a variety of purposes, audiences, contexts and cultures
- Compose ideas and images to express understanding of a situation

Learning Processes	Suggested Duration & Features of a ML lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Encountering	10 mins  	State the Objectives Introduce the Topic (Conflict) Show on screen three images of a conflict situation - at home, in school at a competition. The images could be taken from different media. Have Ss discuss the happening in each scenario, what happened before and what might happen after that.	PPT slides: Annex 1b	Text Discussion Task
Expressing	15 mins  	Students Plan for the Freeze-framing <i>Group Work</i> Organise Ss into groups of 4. Each group chooses a preferred scenario out of the three given to them: conflict in school, conflict at home, conflict during a match/competition. Encourage Ss to think and talk about the meanings they want to express through a role-play. Alternatively, Ss may compose their own conflict scenarios (e.g., conflict in a super-market, on the street, etc.). Each group decides a particular scene during the conflict and brainstorms how to use the different forms of meaning, such as facial expressions, gestures, and the use of objects and space, to dramatize a freeze frame.		Brainstorming Task

		<p>The teacher draws attention to the 5 functions of meaning at this point in the lesson (Cope and Kalantzis, 2021, 2022) to add purpose, context and depth to the role-play.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • Have Ss identify an aspect of the conflict they wish to emphasise (<i>Reference</i>), who the participants are, and what role each should be playing to communicate the problem to an audience (<i>Agency</i>). • Have Ss represent an interesting perspective of the issue and the attention the role-play can bring to it to engage their audience (<i>Interest</i>). • Have Ss decide how they wish to situate the scene they are acting to provide a context (<i>Context</i>) and explore how they would depict the tension coherently and organise it within the duration of the conflict (<i>Structure</i>). 		
10 mins		<p>Students Pose for Conflict Scene</p> <p>Have each group practise posing for the dramatised freeze frame, paying attention to facial expressions, gestures and the use of objects and space to represent the tension.</p> <p>An assigned member takes a picture of the dramatised freeze frame using an iPad, with attention to perspective as an outsider or as an insider.</p>	iPad for the students	Representing Task
15 mins		<p>Showcase of Students' Dramatised Freeze Frames</p> <p>Show selected freeze frames for class discussion of the semiotic choices depicted on each frame, e.g., the use of gestures, facial expressions, perspectives, objects, space and emotions.</p> <p>Ask one or two groups to pose according to their freeze frames in front of the class. Ask a group member to explain the reasons behind the pose, choice of camera positions and perspective, facial expressions, gestures, and the use of objects and space (close spatial distance – confrontational/intimidation; gestures – cowering to show fear, etc.).</p>	Student artefacts: Annex 3a	Presentation Task

Consolidation	10 mins 	Conclude the Lesson Recap the learning points: use of shots and perspectives to represent different forms of meaning through, for example, appropriate gestures, objects and space) to depict a conflict and how to communicate it effectively in a dramatised freeze frame by focusing on the functions of meaning.		
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LESSON 4 (60 mins) – Lesson on the Language Features of Narrative Text

Learning Objectives

- Show understanding of how the purposeful use of language shapes meaning in texts.
- Apply knowledge of grammatical rules at word, phrase and sentence levels.

Learning Processes	Suggested Duration & Features of a ML lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Exploring	10 mins 	State Lesson Objectives Introduce Literary Language Pick out selected similes and figurative language from the text ('...like kids on a beach', '...heart might burst') Get Ss to discuss its use in the text. Select Ss to explain the use of the selected phrases in the text. Have Ss identify more examples of literary language in the text and explain its usage in the text.	STELLAR Reader Ten	Language Use Discussion
Exploring & Evaluating	20 mins 	Introduce the Language related to Conflicts Have Ss refer to their dramatised freeze frames taken in Lesson 3. Elicit from Ss the common theme behind all the pictures (conflict). Elicit from Ss the emotions and actions which are commonly associated with a conflict, e.g., anger, frustration or guilt, shout, cry, misbehave, etc.	Freeze frames from Lesson 3	

	 	<p>(Optional: Draw attention to the degree of intensity in the emotions and actions, e.g., angry vs. wildly angry; cry vs. cry with a whimper; frustration vs. acute frustration). List the phrases on the board.</p> <p>Students Discuss the Language Related to their own Dramatised Freeze Frames <i>Group Work</i> Organise Ss into groups of 4 (the same groups for the dramatised freeze frame activity in Lesson 3). Have Ss refer to their dramatised freeze frames and list the specific emotions and actions related to the scenario depicted in their dramatised freeze frames. Have Ss list descriptive phrases in the form of a word splash on a butcher paper or as a word cloud.</p>	<p>Butcher papers Markers</p>	<p>Word splash</p>
Consolidation	10 mins	<p>Conclude the Lesson Display the butcher papers in the classroom. Ss do a gallery walk and take note of the descriptive and emotive phrases or as e-word clouds. Compile the phrases into a list for Ss' reference in the next lesson.</p>		

LESSON 5 (60 mins) – Lesson on Multimodal Composing and Narrative Writing

Learning Objectives

- Develop, organise and express ideas for writing and representing coherently and creatively for a variety of purposes, audiences, contexts and cultures
- Compose ideas and images to express understanding of a conflict
- Represent and present the ideas for peer feedback

Learning Processes	Suggested Duration & Features of a ML Lesson	Facilitating Learning Experiences	Resources	Learning Tasks
Exploring & Evaluating	10 mins 	<p>State Lesson Objectives</p> <p>Reinforce “Perspective” Show a picture taken of a conflict during a football match. Ask Ss about the different perspectives that could possibly arise from this scene. Have Ss compare and contrast different points of view - of the player versus the goalkeeper of the other team or the referee or the spectator. Elicit from Ss how different perspectives can affect the development of a narrative, e.g., how it conveys the motive, action as well as the emotions of the narrator.</p>	Screen image	Discussion Task
Expressing	40 mins 	<p>Brainstorm Writing <i>Group Work</i> Organise Ss into groups of 4 (the same Ss groups for the dramatised freeze frame activity in Lesson 3). Have Ss refer to their dramatised freeze frames taken in Lesson 3.</p> <p>Inform Ss they will be spinning a story about a conflict based on the scenario depicted in their dramatised freeze frame. Remind Ss that different storylines can be created from different perspectives for the same scenario. Have Ss brainstorm in their groups on the following:</p>	Student handout: Annex 2c	

	  	<ul style="list-style-type: none"> ● <i>What is a possible storyline if the narrative is written from the perspective of your chosen character?</i> ● <i>What would be the problem faced by this character?</i> ● <i>How would this character feel?</i> ● <i>What would be the actions taken by this character to resolve the problem?</i> <p>Plan a Narrative Writing Ss plan their writing, bearing in mind the perspective they want to represent. Remind Ss to follow the simplified narrative structure - introduction, rising action, problem, solution and ending. Have Ss use the Story Mountain template to draft their narrative. Each group member can take charge of illustrating one part of the narrative after they have had a discussion of the storyline. Ss are to include a photograph of their dramatised freeze frame as part of their composing. They can list the emotive/descriptive phrases to express the language features learnt in Lesson 4.</p> <p>Display the Narrative Plots Ss display their work around the classroom. Ss participate in a gallery walk to view and identify the perspectives from the various storylines. Have Ss offer their comments on post-it notes.</p> <p>Individual Writing Ss develop their own individual narrative writing at home based on their group's story mountain. Remind Ss to include:</p> <ul style="list-style-type: none"> ● introduction: who is involved, where and when the events take place ● events: details and vivid description of characters and setting to help the reader visualise what happened ● build up: provide justifications/reasons for the event 	<p>Student handout (Story Mountain Planning Template): Annex 2d</p> <p>Vocabulary Development (on butcher papers placed around the classroom)</p> <p>Student artefacts: Annex 3b</p>	<p>Group Work on writing and representing</p> <p>Individual writing task</p>
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		<ul style="list-style-type: none"> ● solution: suggest a solution to the conflict (problem) and how it leads to the ending 		
End-of-Unit Consolidation		<p>Reflection Summarise the key learning points in the Unit.</p> <p>Direct Ss to write a short reflection on Mentimeter or their journal:</p> <ul style="list-style-type: none"> ● 1 thing they enjoy learning from the lessons ● 1 thing they are still unsure about/ want to find out more ● 1 skill they can apply in daily life <p>Journal reflections can be written as homework.</p>	Journal/ Mentimeter	Self- evaluation

Legend:		Pedagogical Features of a Multiliteracies Classroom	
	Is Organised by Genre		Has Inductive Learning
	Uses Authentic Texts		Has Collaborative Learning
	Has Explicit Teaching		Has EdTech Enhanced Learning
			Has Artefact Making