



Name _____

Class _____

Student worksheet

Thought starter: Are sharks misunderstood?

Part A: Shark Bits and Bites

Watch the following video about sharks, and complete the 'See-Think-Wonder' routine below. A 'See-Think-Wonder' routine is a visible thinking strategy that encourages you to make thoughtful observations and interpretations about what you see and can help you establish goals for further learning.

What do you SEE?	What do you THINK about that?	What does it make you WONDER?

Your teacher might ask you to share your responses or discuss them with the class. The following questions might help prompt you:

- What was something in the footage that made you think that way?
- Did the footage bring back memories of a particular experience you've had or heard about?
- Did anybody think of feel something different about this footage?
- What might that be able to tell you about sharks and the ocean?

Part B: Analysing Reflective Language

1. After brainstorming the concept of 'REFLECTION' with the class, write your own definition or understanding in the space below. Refer to how or when audiences might experience reflection.

2. Read the introductory material on the [Reflective Writing Factsheet](#) and the breakdown of the language and structural features of reflective speaking and writing. In the space below revise your definition if possible.

3. Watch the following video about Valerie Taylor, then closely analyse and evaluate the use of reflective elements and language. You may also need to re-watch some sections to quote the dialogue. When considering the evidence or examples, also consider the effects that they have in terms of audience positioning.



[Who is Val Taylor?](https://vimeo.com/213796766) (<https://vimeo.com/213796766>)

Record your analysis below:

Reflective Text/Language Elements	Examples from video about Valerie Taylor (with analysis and evaluation of effects)
Context: Audience and purpose AND Subject Matter	
Language (first/third person, tense) Connectives that show passage of time (e.g., then, after)	
Concrete AND Abstract Language	
Use of anecdotes to enhance reflection Reference to emotion and feeling when referring to events and the impacts of these	
Personal vocabulary choices that reflect identity and achievements	
Reflection usually follows sequence of: DESCRIPTION > FEELINGS > ANALYSIS > EVALUATION	
Positioning (how is the audience positioned? I.e. what are they encouraged to think, feel and/or do?)	

Part C: Writing a Reflective Blurb

Use the space below to plan, draft and revise a short reflective blurb of approximately 150-200 words about Valerie Taylor. You can use the example from class to get some ideas, though aim to find some further information through research or from the videos that have been watched in the lesson. The following questions might help prompt your writing:

- Who is Valerie Taylor?
- Where and when did Valerie Taylor start working with sharks?
- What are some of her achievements so far?
- What motivates Valerie Taylor?
- What is her main goal or aspiration?
- What challenges does she face and how does she work to overcome them?
- What are some key quotes from the video that you could use?

Remember that a good blurb draws on something interesting or engaging about the subject/person/story to 'hook' the reader, so focus on the aspect of Valerie Taylor's 'story' that you find most interesting or feel would be most interesting for readers.

Reflection

Respond to the following question:

If you were to write a headline right now that captured the most important aspect that should be remembered about Valerie Taylor, an experience or achievement of hers, what would that headline be?

HEADLINE:

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