

1. Chapter 9 A.1 lists seven points of orientation or determinants which play an important role in the selection of topics and content. Please consider and discuss which of these points are particularly relevant for you and how you take these points into account in the selection of themes.

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2. Are there points of orientation which are missing from the list in chapter 9 A.1? Additionally, which points could and would you like to stress more, where could you improve your planning in this regard?

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3. Chapter 9 A.3 states that transfer-oriented tasks (e. g. linguistic and cultural comparisons) can have a positive effect on the academic development of children from migrant backgrounds. Please, think about and discuss possible reasons for this and the experiences and potentials your students have acquired in this regard!

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4. Which elements of transfer-orientation (e. g. learning events for cultural and linguistic comparison) does your own HLT instruction entail? What could you possibly do in order to more frequently and better integrate this productive perspective (which is also closely related to the background experience and the bicultural-bilingual potentials of your students)? Exchange ideas about your most concrete learning events possible!

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5. A statement in the section "intercultural competence" in chapter 9 A.3 references that in all complex collectives or cultures, respectively, there exists not only variety, but also diversity, heterogeneity, divergences and contradictions. Which points from your own culture come to mind? Which of these points could you thematize with your students, and what would a corresponding instructional sequence look like? Make your planning considerations as specific as possible.

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6. In HLT there exists, in part, the risk of representing one's own culture through teaching materials and classroom instruction in an idealized, simplified and therefore unrealistic way. Does this pitfall for the HLT in your culture of origin exist as well? What can you do, in order to lead your students to a more differentiated view rather than dwelling on clichés and simplifications?

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7. Please review once more the planning examples in chapter 9 B. Consider and discuss which examples appeal the most to you and why. Are there also examples that are of lesser interest to you? Why?

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