### MEDICINES AND ME/PLAY IT SAFE

#### Enduring Understandings
- **E.1** We have a responsibility to make informed choices on how to care for our own personal wellbeing.
- **E.2** Promote personal health and wellbeing by following safe procedures.
- **E.3** Healthy lifestyle choices promote good health and wellbeing.

#### Essential Question
- How can I keep myself and others safe around medicines, at home, at school and near water?

#### Major Outcomes

**Knowledge and Understanding**
- **SLS1.13** Recognises that their safety depends on the environment and the behaviour of themselves and others.
- **IRS1.11** Identifies the ways in which they communicate, co-operate and care for others.

**Skills**
- **PSS1.5** Draws on past experiences to solve familiar problems.

**Values and Attitudes**
- **V4** Increasingly accepts responsibility for personal and community health.

#### Lesson Overview

1. What happens when I am unwell? (E.1)
2. Who helps me when I am sick? (E.1)
3. How do we use medicines safely? (E.1, E.2)
4. How do my friends and I take medicines safely? (E.2)
5. What is safe and unsafe around the home? (E.3)
6. How do I help others stay healthy? (E.2, E.3)
7. What equipment and rules keep me safe? (E.2)
8. How can I play safely? (E.1, E.2)
9. How can I stay safe near water? (E.1)
10. How can I keep safe on a farm and at home? (E.2)

**KidsMatter SEL Focus:**

**Major:** Self-Awareness - Identifying Emotions; Responsible Decision Making - Respecting Others; Responsible Decision Making - Problem Solving; Responsible Decision Making - Assuming personal Responsibility; Social Awareness - Perspective Taking; Responsible Decision Making - Analysing Situations

**Minor:** Relationship Skills - Communication; Responsible Decision Making - Analysing Situations

#### Contributing Outcomes

**Knowledge and Understanding**
- **PHS1.12** Recognises that positive health choices can promote wellbeing.

**Skills**
- **COS1.1** Communicates appropriately in a variety of ways.
- **INS1.3** Develops positive relationships with peers and other people.
- **DMS1.2** Recalls past experiences in making decisions.

**Values and Attitudes**
- **V2** Respects the right of others to hold different values and attitudes from their own.

#### Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)

**Interpersonal Relationships**

Human beings find their true place within community; they grow towards maturity through the relationships they maintain. We all depend on each other and, as we mature, we grow in awareness of our responsibility for each other. Alone and isolated we cannot develop our gifts and live as God intended. Among family, friends, members of our peer group and others, we find our place as contributing members of society. It calls us all to enter freely into loving and forgiving relationships that are embedded in community, to develop such qualities as honesty, respect, empathy, openness and a commitment to equality.
Personal Health Choices
Throughout our lives, we all face having to make personal decisions relating to nutrition, hygiene, consumerism, drug use and disease prevention. So many conflicting opinions and values influence children in making decisions that have direct relevance to their health and well-being. Taught from a Catholic perspective, this strand seeks to develop the children’s abilities to observe, explore, interpret and judge, informed by an emerging integrated value system that is based on the values of the Gospel.

Safe Living
This strand seeks to develop an ability and a commitment to act in ways that will protect self and others from harm. It emphasises respect for the human person and the development of a cooperative, caring society. Sound Christian decision-making is based on a well-formed conscience which draws inspiration from the life and teaching of Christ and from his Church. Within this strand, students learn to respect the rights of others and to value acceptance, tolerance, justice and personal freedom. They learn that their own decisions have consequences for themselves and others.

Foundation Statement
Students describe ways to keep healthy and safe and explore choices relating to food, sun protection and personal safety. They identify the appropriate use, administration and storage of medicines. Students describe strategies to stay safe at home, on and near roads, when travelling to and from school, and near water. They recognise safe and unsafe environments and situations and suggest a range of protective strategies for dealing with unsafe situations.

Students describe similarities and differences between themselves and others. They describe different body parts and how the body grows and changes. Students explore different types of relationships and describe the skills needed to develop and maintain positive relationships. They identify the effects of bullying.

Suggested correlations with other KLAs

English
- Narrative Text (concept development)
- Personal Response
- Procedure
- Factual Recount
- Talking and Listening

Creative Arts
- Drama – Performing and Appreciating

HSIE
- Social Systems and Structures
  - Roles and responsibilities
  - Safety rules within the community

Technology
The following websites have been selected to enhance various concepts being taught throughout this unit. Most of the sites listed can be linked to more than one of the lessons being taught. Teachers may like to add them to the school intranet site.

- http://www.homesafetygame.com/
<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Home and Rural Safety</th>
<th>Emergency Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Health Choices</strong></td>
<td>• Hazards inside/outside home: poisons/fuels/guns</td>
<td>• What to do in the event of an emergency</td>
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<tr>
<td><strong>Health Services and Products</strong></td>
<td>• Keeping safe around machines/appliances/animals</td>
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<tr>
<td>• People who keep me healthy</td>
<td>• Safe handling of substances/animals</td>
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<tr>
<td>• home</td>
<td>• Toys and games</td>
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<tr>
<td><strong>Drug Use</strong></td>
<td>• Recreation activities</td>
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<tr>
<td>• Purpose of medication</td>
<td>• School and Play Safety</td>
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</tr>
<tr>
<td>• Safe use of medication</td>
<td>• Appropriate behaviour in and around buildings/</td>
<td></td>
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<tr>
<td>• Administration of medicines</td>
<td>playground/equipment</td>
<td></td>
</tr>
<tr>
<td>• Safe storage of medicines</td>
<td>• Rules and fair play at school and at home</td>
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<tr>
<td><strong>Preventative Measures</strong></td>
<td>• Water Safety</td>
<td></td>
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<tr>
<td>• Disease prevention</td>
<td>• Safe places to swim and play near water</td>
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</tbody>
</table>

**Safe Living**

**Personal Safety**
• Safe/unsafe situations

**Unit Evaluation**

Sample teacher and student unit evaluations are included at the end of the unit.

**Assessment**

Assessment strategies are included throughout the unit.

**Interpersonal Relationships**

**Communication**
• Expressing needs, wants and feelings
• Active listening skills
• Showing concern for others

**Families**
• Family roles

**Groups**
• Working with others
### An Overview of Towards Wholeness (TW) in the PDH Unit

**Medicines and Me/Play it Safe - Stage 1**

**Key God's Word:**

Human beings are created in God’s image and likeness and hence there is sacredness in the bodily dimension of every human life. *(Gen 1:26) TW p.38*

Christians believe that their bodies are given to them as “temples of the holy Spirit and that freedom and dignity demand that they not abuse their bodies in any way”. *(1 Cor 6:19-20) TW p.39*

God wants us to be safe and will protect us as we come and go now and forever. *(Ps 121:5-8) TW p.41*

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Towards Wholeness Beliefs and Values</th>
<th>Lesson Overview</th>
</tr>
</thead>
</table>
| **E.1** We have a responsibility to make informed choices on how to care for our own personal wellbeing. | • We have a responsibility to promote our health by making wise decisions. TW p.38 | 1. What happens when I am unwell?  
2. Who helps me when I am sick?  
3. How do we use medicines safely?  
8. How can I play safely?  
9. How can I stay safe near water? |
| **E.2** Promote personal health and wellbeing by following safe procedures. | • Effective decision-making is dependent on an informed conscience. TW p.39  
• We appreciate and respect our bodies and those of others. TW p.35 | 3. How do we use medicines safely?  
4. How do my friends and I take medicines safely?  
6. How do I help others stay healthy?  
7. What equipment and rules keep me safe?  
8. How can I play safely?  
10. How can I keep safe on a farm and at home? |
| **E.3** Healthy lifestyle choices promote good health and wellbeing. | • A communal approach to safe living and the establishment of caring networks is essential for the provision of safe environments. TW p.41  
• Our responsibility towards our gift of life is to make lifestyle choices that ensure health and well being. TW p.35 | 5. What is safe and unsafe around the home?  
6. How do I help others stay healthy? |
Lessons 1-5  Medicines and Me (Drug Education)

NOTE:

The K-6 Drug Education Resource can be found at

Towards Wholeness Learning Experiences and Organisation

The following TW lessons are to be taught in lessons 1 to 5 in conjunction with the *K-6 Drug Education Resource*.

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Lesson</th>
<th>Suggested Teaching Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.1 We have a responsibility to make informed choices about how to care for our personal wellbeing.</td>
<td>1. What happens when I am unwell?</td>
<td>TW: After discussing situations/times students have felt unwell, the teacher brings the students to the understanding that it is important to make wise decisions when we are sick, in order to get better and stay healthy. Brainstorm and list some of these wise decisions (tell someone straight away if you are sick, only take medicines if a trusted parent/caregiver is with you, never take medicines on your own).</td>
</tr>
<tr>
<td>E.1 We have a responsibility to make informed choices about how to care for our personal wellbeing.</td>
<td>2. Who helps me when I am sick?</td>
<td>No TW Activity for this lesson.</td>
</tr>
<tr>
<td>E.1 We have a responsibility to make informed choices about how to care for our personal wellbeing.</td>
<td>3. How do we use medicines safely?</td>
<td>TW: After discussing the rules for taking medicines, revise the importance of making wise decisions when we are sick, in order to get better and stay healthy (refer to Lesson 1). Extend the students' understanding of this by explaining how wise decision making about our health shows appreciation and respect for our body.</td>
</tr>
<tr>
<td>E.2 Promote personal health and wellbeing by following safe procedures.</td>
<td>4. How do my friends and I take medicines safely?</td>
<td>No TW Activity for this lesson.</td>
</tr>
<tr>
<td>E.3 Healthy lifestyle choices promote good health and wellbeing.</td>
<td>5. What is safe and unsafe around the home?</td>
<td>TW: At the end of the suggested activities, discuss how our life is a gift from God and how staying healthy is our way to thank Him for that gift. Revise some of the ways we can stay healthy around the home. For example put medicines in a locked cupboard, keep unsafe things up high or in a locked cupboard, put away toys and games so they will not be tripped over.</td>
</tr>
</tbody>
</table>
Lesson 6  How do I help others stay healthy?

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<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.2 Promote personal health and well being by following safe procedures.</td>
<td>PHS1.12 Recognises that positive health choices can promote wellbeing.</td>
<td>• Identifies appropriate use, administration and storage of different types of medication</td>
</tr>
<tr>
<td>E.3 Healthy lifestyle choices promote good health and well being.</td>
<td>IRS1.11 Identifies the ways in which they communicate, cooperate and care for others.</td>
<td>• Demonstrates ways to help encourage and care for others</td>
</tr>
<tr>
<td></td>
<td>V4 Increasingly accepts responsibility for personal and community health.</td>
<td>• Values their health and safety and that of others</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major - Social Awareness - Perspective Taking; Responsible Decision Making - Respecting others

**Suggested Learning Experiences**

Teacher and students read the book *Dido has Diabetes*. Students discuss:

1. How did Dido’s family and Dido’s teacher know Dido was sick?
2. What was making Dido sick?
3. Where did Dido go to find out what was making her sick?
4. What did Dido need to stay healthy?
5. Who should supervise Dido when taking her medication?

In the story why were there student photos pinned on the staffroom wall? Teacher talks about other conditions that other students may have that may cause a need to post their photos on the staffroom wall, for example, anaphylaxis from peanuts, bee stings etc.

**TW:** Students brainstorm ideas of how they can inform other students in the school about ways to help students with different allergies/illnesses. Bring children to the shared understanding that by working together as a school we can create a safe environment for all its members. Ensure students understand that they cannot administer medical assistance; they need to alert an adult and show care and concern for a sick student.

Discuss what we need to do to assist students with such conditions. Finish each sentence below for each of the diseases discussed.

- ‘I can help people who have a peanut allergy by………’.
- ‘I can help people who have diabetes by………’.
- ‘I can help people who have a bee sting allergy by………’.

Collate answers and make a class book 'How Do I Help Others Stay Healthy?'

**Resources**

- Paper

**Assessment**

Student response for class book.
### Lesson 7  What equipment and rules keep me safe?

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<tr>
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<tbody>
<tr>
<td>E.2 Promote personal health and well being by following safe procedures.</td>
<td>SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.</td>
<td>• Identifies things needed to play safely</td>
</tr>
</tbody>
</table>

|  | COS1.1 Communicates appropriately in a variety of ways. | • Creates a work sample about safety rules and equipment |
|  | V4 Increasingly accepts responsibility for personal and community health. | • Appreciates the need for safe practices in a range of situations and environments |

**KidsMatter SEL Focus:** Major - Responsible Decision Making - Assuming personal Responsibility; Minor - Relationship Skills - Communication; Responsible Decision Making - Analysing situations

### Suggested Learning Experiences

Students list all the activities that they like doing – riding bikes, swimming, skating, playing games, using climbing equipment. For each suggestion listed, students must identify a piece of safety equipment or a safety rule associated with the activity. Teacher records these on the board. Brainstorm other occasions when they or members of their family use safety equipment for work or leisure. Teacher records these on the board.

Divide the class into 2 groups to complete the following activities, then discuss and display.
- Group 1 - Student’s draw themselves participating in their favourite activity and label with safety rules.
- Group 2 - Students find magazine pictures of people participating in various sports or workplaces and label the safety equipment may be needed.

As a class students discuss when they have hurt themselves at school or at home. Teacher writes the acronym CAT on the board:

- C - Check for any other danger
- A - Ask the person are they all right
- T - Tell someone

Highlight the need for basic first aid and the need to take action. Ensure students understand that they cannot administer medical treatment only trained First Aid staff, are allowed to do this.

**OPTIONAL:** Students record the CAT acronym in their books and write down the different situations where CAT could be used, or students/teacher can share experiences of medical incidents requiring CAT. Ask the school First Aid staff member to address the class, without identifying students for privacy reasons.

### Resources

- Magazines – could include Sporting and Occupational Health and Safety Magazines
- Scissors
- Glue

### Assessment

Teacher observation of student contribution to group work.

Adapted and reproduced with kind permission from: Board of Studies. NSW. (1999). PDHPE Syllabus Modules. Sydney: BOS. p.248
Lesson 8  How can I play safely?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
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</thead>
<tbody>
<tr>
<td>E.1 We have a responsibility to make informed choices about how to care for our personal well being.</td>
<td>INS1.3 Develops positive relationships with peers and other people.</td>
<td>• Displays cooperation in group activities</td>
</tr>
<tr>
<td>E.2 Promote personal health and well being by following safe procedures.</td>
<td>IRS1.11 Identifies the ways in which they communicate, cooperate and care for others.</td>
<td>• Discusses how they cooperate with others in play situations</td>
</tr>
<tr>
<td></td>
<td>V2 Respects the right of others to hold different values and attitudes from their own.</td>
<td>• Values fair play</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major - Responsible Decision Making - Analysing situations; Responsible Decision Making - Assuming personal Responsibility

**Suggested Learning Experiences**

Students participate in a variety of *Follow the Leader* warm-up activities - hop, skip, jump, animal walks. Teacher explains the benefits of a warm-up activity for the body. For example it prepares students physically and mentally, it increases blood supply to the muscles and joints, makes muscles warm up to help prevent injury.

Class participates in games of *Tip, Shadow Tag, Rob the Nest and Possums in the Trees*. Games are described on the *Playing Games with Safety Teacher Fact Sheet*.

As a class, students discuss why it is important to have organisation and rules in games. Students discuss the effects of their actions if they don’t make wise decisions to follow rules in games.

TW: Teacher explains the responsibility we have to promote our health by making wise decisions. Making wise decisions shows respect for our bodies and our well-being. List some of the wise decisions we can make when we play games. (Play by the rules, co-operate/compromise, take it out/be honest, be a good sport.)

Students choose their favourite game (it could be one of the games played earlier in the lesson) and illustrate. Record two ways that they play this game safely and fairly.

**Resources**
- Grasped open space bounded by marker cones

**Assessment**
Work sample of *My Favourite Game*.

Adapted and reproduced with kind permission from: Board of Studies. NSW. (1997). *PDHPE K-6 Teaching Kit. Watch Your Step!*. Sydney: BOS. p.25
Teacher's Sheet 2  

Watch Your Step!

### Warming Up and Warming Down

Students should be introduced to the concepts of warm-up and warm-down routines. Stretching assumes importance as students progress to Stage 2 and beyond.

Warming up helps prepare students physically and mentally for physical activity. It increases the blood supply to muscles and joint tissues, and creates heat in the muscles and joint tissues, which makes them more flexible and resistant to injury.

For young children, five minutes should be enough for a warm-up. A slow jog or a game that is of low intensity, such as ‘Follow-the-leader’, is recommended. A warm-down or cool-down should follow vigorous activity and can involve walking and light stretching.

Fluid replacement and personal hygiene practice such as washing hands should follow physical activity.

### Playing Games with Safety

#### Games:

**Tip**

Some students form a line at one end of a play area and others are chasers. The runners attempt to reach the other end of the playing area without being touched by a single student chaser. As students are touched they become chasers also. Students continue to run from end to end until all are tipped.

**Shadow Tag**

In pairs students take turns in chasing each other’s shadow within a defined area. As the chaser approaches his or her partner the chaser must attempt to stamp the ground on the partner’s shadow. When a shadow is ‘caught’ the partners change roles. Physical contact is not permitted.

**Rob the Nest**

Form a 10 m square using four hoops with a fifth in the middle.

Four even-numbered teams position themselves at each corner near their hoop. The centre hoop contains eight bean bags. On a starting signal (the teacher calls a number) the student so numbered from each team attempts to gather bean bags from the centre or other ‘nests’ (only one bean bag can be carried at a time). One at a time each team member gathers a bean bag until the team has three in their nest. Physical contact is discouraged.

**Possums in the Trees**

Divide the class into groups of three. Two face each other holding opposite hands with extended arms as tree branches. The third student is a possum and stands between the extended arms or ‘tree’ branches. A further three students are nominated as additional possums. Upon the teacher’s command ‘change’, possums must run to a different tree so that each tree has one possum between the branches. There will be three new possums that won’t reach the ‘safety’ of a tree each time. Ensure that all students have several turns to be a possum and to be a tree.

Lesson 9  How can I stay safe near water?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
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<tr>
<td>E.1 We have a responsibility to make informed choices about how to care for our personal well being.</td>
<td>SLSS.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.</td>
<td>• Describes dangerous things they can see, reach and touch and ways of dealing with them</td>
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<td></td>
<td>PS S.15 Draws on past experiences to solve familiar problems.</td>
<td>• Identifies safety rules and devices to keep them safe around water</td>
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<td>V4 Increasingly accepts responsibility for personal and community health.</td>
<td>• Recognises possible safety hazards around water</td>
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<td>• Values their health and safety and that of others</td>
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**KidsMatter SEL Focus: Major - Responsible Decision Making - Analysing situations; Responsible Decision Making - Assuming personal Responsibility**

**Suggested Learning Experiences**

Students brainstorm the activities that they enjoy doing during summer. Teacher records these on the board. Teacher asks several students to circle those activities on the board that relate to water.

**TW:** Using the *Water at Home Activity*, students observe the situations involving water and identify possible accidents that could occur in each picture. Discuss the need to make good lifestyle choices to ensure that accidents don’t happen. Wise decisions help us stay healthy, safe and well.

Students take objects from a bag containing netting, a floaty, bath toy, sponge for washing cars, red and blue cards H or C for hot and cold taps and a hair dryer. Match these objects to the most appropriate picture and explain the correct safety procedures needed.

In small groups students design and draw a backyard swimming pool and highlight safety devices or rules.

**Resources**

- Paper
- Pencils

**Assessment**

Student input into *Water at Home Activity*.

Adapted and reproduced with kind permission from: Board of Studies. NSW. (1997). *PDHPE K–6 Teaching Kit. Watch Your Step! Sydney: BOS. p.44-45*
Watch Your Step!

Activity Sheet 9

Water at Home

- No diving in the shallow end
- Walk, don't run around the pool's edge
- No pushing
- No bombing

Lesson 10  How can I keep safe on a farm and at home?

<table>
<thead>
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<tr>
<td>E.2 Promote personal health and well being by following safe procedures.</td>
<td>SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.</td>
<td>• Describes dangerous things they can see, reach and touch and ways of dealing with them</td>
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<td></td>
<td>DMS1.2 Recalls past experiences in making decisions.</td>
<td>• Designs a safety checklist to identify hazards in the home</td>
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<td>V4 Increasingly accepts responsibility for personal and community health.</td>
<td>• Identifies possible home and farm hazards and suggests ways to make it safer</td>
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<td>• Values their health and safety and that of others</td>
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**KidsMatter SEL Focus:** Major - Responsible Decision Making - Analysing situations; Responsible Decision Making - Assuming personal Responsibility

**Suggested Learning Experiences**

In pairs using the Farmyard Activity discuss and circle the places in the picture that could be unsafe. Discuss ways to keep safe on a farm. Students identify any similarities and differences with suburban backyards.

As a class students brainstorm rooms of a house and teacher records these on the board. Students suggest possible hazards in each room and give ideas of what we can do to prevent accidents.

In pairs students use the Places in a House activity. They circle the possible hazards in red and suggest ways to make each room safe. A computer is not seen on this worksheet and as most children have computers, a short discussion as to why it is necessary to use computers safely and with parental supervision would be appropriate.

**TW:** As a class, students prepare a checklist to use at home to identify safety hazards. Revise the importance of making responsible lifestyle choices to ensure our health, safety and well-being.

**HOME TASK**

Students use their safety checklist with a parent/carer to identify home hazards.

**Resources**


**Assessment**

- Student completion of Home Safety Checklist activity.
Look at the picture and:

- Draw other things that you could find at a farm in the picture.
- Circle the places that could be unsafe.
- Colour in your picture.
Activity Sheet 4

Places in a House
### TEACHER REFLECTION - UNIT EVALUATION

#### A. EVIDENCE
To what extent does the assessment evidence provide:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
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#### B. LEARNING EXPERIENCES AND INSTRUCTION
To what extent did students:

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<td>6.</td>
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</table>
1. What did students learn? (What knowledge and skills did they learn to deepen their understanding of the outcomes/big ideas of the unit?)

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

2. How do you know what they learnt? (What evidence do you have to support your judgement?)

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

3. What would you refine to improve student learning outcomes?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Student Name: _______________________________  Class: ___________

Unit/Topic: _______________________________________

😊 One of the things I enjoyed learning about was....

😊 One thing I would change is....

😊 One thing I enjoyed sharing with my family at home was....

😊 What things from this unit would I like to learn more about?

The rating I give myself for how hard I worked in this unit is...

1 2 3 4 5