## DRUGS AFFECT ME/KEEPING SAFE AND HEALTHY

<table>
<thead>
<tr>
<th>Stage: 2 Year 3</th>
<th>Unit Duration: 10 Lessons</th>
<th>Weeks</th>
<th>Terms</th>
</tr>
</thead>
</table>

### Enduring Understandings:

- **E.1.** We have a responsibility to make sound decisions about drugs and their effect on well being.
- **E.2.** Promote personal health and well being by following safe road behaviours.
- **E.3.** We have a responsibility for personal health and to maintain our bodies as temples of the Holy Spirit.

### Essential Questions:

- How do drugs (medicines, tobacco and alcohol) affect me?
- How can I keep my environment healthy and respond in an emergency situation?

### Major Outcomes

**Knowledge and Understanding**

- **PHS2.12** Discusses the factors influencing personal health choices

**Skills**

- **INS2.3** Makes positive contributions in group activities

**Values and Attitudes**

- **V4** Increasingly accepts responsibility for personal and community health

### Contributing Questions/Lesson Overview


1. What is a drug? (E.1)
2. What are medicines and who gives them to me? (E.1)
3. How do we store and use medicines safely in the home? (E.1)
4. How does smoking affect us? (E.1,E.3)
5. What can I do if someone is smoking near me? (E.1,)
6. What are alcoholic drinks and what do labels tell us? (E.1, E.3)
7. What effect does alcohol have on the body? (E.1,E.3)
8. How can I keep my environment healthy? (E.2, E.3)
9. How can help to protect the environment? (E.2, E.3)
10. How can I assist in an emergency? (E.2)

### KidsMatter SEL Focus

**Major:** Responsible Decision Making - Problem Solving; Responsible Decision Making - Analysing situations, Responsible Decision Making - Assuming personal Responsibility; Relationship Skills - Negotiation

**Minor:** Responsible Decision Making - Problem Solving; Relationship Skills - Communication, Refusal

### Contributing Outcomes

**Knowledge and Understanding**

- **SLS2.13** Discusses how safe practices promote personal wellbeing

**Skills**

- **DMS2.2** Makes decision as an individual and as a group member

**COS2.1** Uses a variety of ways to communicate with and within groups
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 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 co-operative, 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 Statements
Students describe the factors that influence healthy lifestyle decisions and demonstrate an understanding of the decision making process. They examine how the use of drugs such as tobacco and alcohol can cause harm. They investigate nutritional choices relating to cultural beliefs, special dietary needs and ‘fast food.’ Students demonstrate behaviours to stay safe at home, on and near roads, when travelling to and from school, and near water. They demonstrate the capacity to deal with unsafe situations including abuse, bullying and harassment.

Students recognise individual strengths and limitations and they identify characteristics that make them unique. They explore body changes that occur during life, including puberty. Students explain how positive relationships are formed and the importance of effective communication of feelings and needs in maintaining relationships. They recognise the rights, values and feelings of others and devise strategies to solve problems, recognise and accept differences and manage conflict.
<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Drug Use</th>
<th>Safe Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Relationships</td>
<td>Identifying drugs - appropriate use</td>
<td>Personal Safety</td>
</tr>
<tr>
<td>Relationships</td>
<td>Administration and storage of medicines</td>
<td>Safe/unsafe situations</td>
</tr>
<tr>
<td>Communication</td>
<td>Tobacco - effects on the body</td>
<td>Organisations and networks - people who can help</td>
</tr>
<tr>
<td>Support networks</td>
<td>- effects of passive smoking</td>
<td>Home and Rural Safety</td>
</tr>
<tr>
<td>Appropriate expression of feelings</td>
<td>Alcohol - effects on the body</td>
<td>Safe and unsafe places</td>
</tr>
<tr>
<td>Communication in group situations</td>
<td>Environmental Health</td>
<td>Safety with machines/appliances/animals/substances</td>
</tr>
<tr>
<td>Families</td>
<td>Effects of pollution</td>
<td>Emergency Procedures</td>
</tr>
<tr>
<td>Roles, rights and responsibilities</td>
<td>Individual/group responsibility</td>
<td>Recognising an injury/seeking assistance</td>
</tr>
<tr>
<td>Groups</td>
<td>Recycling</td>
<td>Contacting emergency services</td>
</tr>
<tr>
<td>Roles, rights and responsibilities</td>
<td>Environmentally-friendly products</td>
<td></td>
</tr>
<tr>
<td>Cooperation and sharing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Health Choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special needs - illness, eg diabetes, heart disease</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Assessment**
Assessment strategies are included in each lesson. The assessment task for this unit is in Lesson 8.
**An Overview of Towards Wholeness (TW) in the PDH Unit**

**Drugs affect me/Keeping safe and Healthy - Stage: 2**

**Key God’s Word:**

The choices that Christians make are inspired by the example of Christ. We are urged to embrace true freedom and to live life to the full. (See Jn 10:10) TW p.22

Our choices have consequences that often rebound on ourselves and others. (See Mt 13:18-23) TW p.22

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Beliefs and Values</th>
<th>Lesson Overview/Links</th>
</tr>
</thead>
</table>
| **E.1** We have a responsibility to make sound decisions about drugs and their effect on well being. | • Life is a precious gift entrusted to us by God. TW p.22  
• Each person has rights and responsibilities in relation to personal safety. TW p.39  
• We have a responsibility to protect and care for ourselves and others. TW p.39 | 1. What is a drug?  
2. What are medicines & who gives them to me?  
3. How do we store & use medicines safely in the home?  
4. How does smoking affect us?  
5. What can I do if someone is smoking near me?  
6. What are alcoholic drinks and what do labels tell us?  
7. What effect does alcohol have on the body? |
| **E.2** Promote personal health and well being by following safe road behaviours. | • We have a responsibility to protect and care for ourselves and others. TW p.41 | 8. How can I keep my environment healthy?  
9. How can I contribute towards protecting the environment?  
10. How can I assist in an emergency? |
| **E.3** We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit. | • Life is a precious gift entrusted to us by God. TW p.41  
• Each person has rights and responsibilities in relation to personal safety. TW p.41  
• We have a responsibility to protect and care for ourselves and others. TW p.39 | 4. How does smoking affect us?  
6. What are alcoholic drinks and what do labels tell us?  
7. What effect does alcohol have on the body?  
8. How can I keep my environment healthy?  
9. How can I contribute towards protecting the environment? |
NOTE:

The K-6 Drug Education Resource is available on the NSW Department of Education and Training website at:

### Towards Wholeness Teaching Activities

<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 sound decisions about drugs and their effect on well being.</td>
<td>1. What is a drug?</td>
<td>TW: After developing a class definition for the word ‘drug’, the teacher highlights to the students that life is a precious gift given to us by God. With a partner, students share three ways they currently protect and care for their bodies. (Eg, different forms of exercise, healthy eating, sun safety practices.)</td>
</tr>
<tr>
<td>E.1. We have a responsibility to make sound decisions about drugs and their effect on well being.</td>
<td>2. What are medicines and who gives them to me?</td>
<td>TW: Teacher reads Activity Sheet 1, Marly: A Scenario About Taking Medicines. When discussing the questions on the sheet, remind the students that we have a responsibility to make decisions that will ensure personal safety, as well as protecting and caring for others. At the completion of the activity, ask the students to imagine they were Marly’s brother or sister. What should they do to help Marly and who could they go to for help?</td>
</tr>
<tr>
<td>E.1. We have a responsibility to make sound decisions about drugs and their effect on well being.</td>
<td>3. How do we store and use medicines safely in the home?</td>
<td>TW: After the class reach a consensus on basic rules for safe keeping and use of medicines, teacher brings the students to a shared understanding that by following such safe practices we are protecting ourselves and others.</td>
</tr>
<tr>
<td>E.1. We have a responsibility to make sound decisions about drugs and their effect on well being.</td>
<td>4. How does smoking affect us?</td>
<td>TW: At the completion of all activities for the lesson, revise the belief that that life is a precious gift from God, for which we need care for and protect.</td>
</tr>
<tr>
<td>E.1. We have a responsibility to make sound decisions about drugs and their effect on well being.</td>
<td>5. What can I do if someone is smoking near me?</td>
<td>TW: After discussing group decisions for each scenario, the teacher writes the following statements on the board, “Each person has rights and responsibilities in relation to personal safety.” “We have a responsibility to protect and care for ourselves and others.”</td>
</tr>
<tr>
<td>E.3. We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Catholic Schools Office  
Diocese of Broken Bay  
Drugs Affect Me/Keeping Safe & Healthy - Stage 2  
Personal Development and Health Education Resource
Examine these beliefs and values in light of the choices and consequences made by the characters smoking. (They did not uphold the rights of the people near them to be safe from the harm of passive smoking. Their choice to smoke did not show any responsibility for protecting themselves and others.)

| E.1. We have a responsibility to make sound decisions about drugs and their effect on well being. | 6. What are alcoholic drinks and what do labels tell us? | TW: After discussing the students' responses to the to Effects of Alcohol Activity sheet, play a quick 'True or False' game to reinforce the relevant beliefs and values. Each student writes a 'T' and 'F' respectively on both sides of a scrap piece of paper. The teacher reads out the following statements and the children respond by holding up the 'T' if they think the statement is true or 'F' if they think the statement is false.

- Life is a precious gift from God, so we should show our thanks to God by looking after it. (T)
- We need not worry about protecting other people's safety, just our own. (F - We have a responsibility to protect and care for ourselves and others)
- It is each person's right to feel safe. (T)
- The choices we make have consequences that affect ourselves and others. (T)
- A person's choice to smoke away from other people is a responsible decision for themselves and others. (F - The decision is responsible for protecting the personal safety of others, but not themselves.)
- We have a responsibility to make sound decisions about all drugs and their effect on our well being. (T) |
| E.3. We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit. | 7. What effect does alcohol have on the body? |
Lesson 8  How can I keep my environment healthy?

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E.2.</strong> Promote personal health and well being by following safe road behaviours.</td>
<td>PHS2.12 Discusses the factors influencing personal health choices</td>
<td>• Discusses the effects of pollution and recycling</td>
</tr>
<tr>
<td><strong>E.3.</strong> We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.</td>
<td>DMS2.2 Makes decision as an individual and as a group member</td>
<td>• Discusses the need for environmentally-friendly products</td>
</tr>
<tr>
<td></td>
<td>V4 Increasingly accepts responsibility for community and personal health</td>
<td>• Appreciates the need for safe environmental health practices</td>
</tr>
</tbody>
</table>

**Suggested Learning Experiences**

**TW: Life is a precious gift entrusted to us by God. We have a responsibility to protect and care for ourselves, others and the environment.**

As a class, discuss the topic 'Should children and adults be fined for littering?' Teacher introduces the issues of recycling and environmentally-friendly products.

In small groups, students discuss what happens to rubbish if it isn't picked up, for example, it could be washed into drains and end up in the local river, creek or ocean. Discuss what effect pollution has on plant and animal life.

Students walk around the perimeter of the school grounds and identify the types of rubbish found. Students collect and classify the rubbish types found into recyclable and non-recyclable and place into the relevant bins within their school.

Class completes a garbage audit of the school, classifying the garbage and weighing the various types in order to graph the amount of recyclable and non-recyclable garbage.

In small groups, students create a slogan to promote the protection of the environment. Students complete the sentence 'I can keep the environment healthy by …'

Students devise a plan to minimise waste reduction in the school.

**Resources**

- Garbage Audit proforma

**Assessment**

Student work sample of slogans and waste reduction plans
Catholic Values/Beliefs: Life is a precious gift entrusted to us by God. We have a responsibility to protect and care for ourselves, others and the environment.

**Student:**

This task provides students with the opportunity to demonstrate their achievement of the following outcomes:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
<th>Working towards</th>
<th>Achieved with support</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSS2.5 Uses a range of problem solving strategies</td>
<td>Discusses the effects of pollution and recycling on the environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DMS2.2 Makes decision as an individual and as a group member</td>
<td>Discusses the need for environmentally-friendly products</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TASK:** Working in groups children devise a plan to minimise waste reduction in the school and present it to the student council. Questions students could use: How is it going to work? Who is going to be involved? How are we going to assess its success?
Lesson 9  How can I help to protect the environment?

<table>
<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 road behaviours.</td>
<td>PHS2.12 Discusses the factors influencing personal health choices</td>
<td>• Identifies their responsibility to contribute towards a healthy environment</td>
</tr>
<tr>
<td>E.3. We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.</td>
<td>COS2.1 Uses a variety of ways to communicate with and within groups</td>
<td>• Creates posters / Photostories / Powerpoints to explain the need for better packaging and environmentally-friendly products</td>
</tr>
<tr>
<td></td>
<td>V4 Increasingly accepts responsibility for community and personal health</td>
<td>• Appreciates the need for safe environmental health practices</td>
</tr>
</tbody>
</table>

Suggested Learning Experiences

Teacher displays a variety of food packaging, for example, plastic shopping bags, boxes, wrapping, carton, paper bag, straw and wrapper, drink holder, etc.

As a class, classify the packaging into recyclable and non-recyclable.

Students discuss the need for packaging for health and hygiene reasons. Students research the issue of plastic shopping bags and why the big shopping stores are encouraging customers not to use plastic bags and to buy the green recyclable bags to carry their shopping.

In small groups, students select a food item and suggest ways to improve packaging to be environmentally-friendly. Students present their findings to the class using Powerpoint/photostory/posters.

HOME TASK: Students go home and discuss how they, and the members of their families, can decrease the use of non-recyclable packaging.

Resources

- Variety of food packaging
- Powerpoint/photostory/computer/pens/paper

Assessment

Student work samples of posters / Powerpoints/Photostories relating to the need for environmentally-friendly packaging.
Lesson 10  How can I assist in an emergency?

<table>
<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 road behaviours.</td>
<td>SLS2.13 Discusses how safe practices promote personal wellbeing</td>
<td>• Identifies people from whom they can seek advice and support in emergency situations</td>
</tr>
<tr>
<td></td>
<td>COS2.1 Uses a variety of ways to communicate with and within groups</td>
<td>• Formulates and practises action plans for accident and emergency situations</td>
</tr>
<tr>
<td></td>
<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Values the need to pursue healthy lifestyles</td>
</tr>
</tbody>
</table>

KidsMatter SEL Focus: Minor Responsible Decision Making – Problem Solving

Learning Experiences and Organisation

TW: Teacher Note – Reinforce the belief that we have a responsibility to protect and care for ourselves and others. We should always ensure that in any emergency situation, our own safety is the priority, as we cannot help others if we get injured.

In groups, students discuss their understanding of the terms 'conscious' and 'unconscious'. Groups share their ideas with the class. As a class, students identify situations that cause unconsciousness, for example, falls, fainting, blows to the head, response to extreme pain. Teacher models placing a student in the recovery position. In pairs, students practise putting their partner in the recovery position and discuss why this position is used.

As a whole class, students discuss the range of community services using the Safety Support Organisation's Contact List. Which organisation would respond to the following situations: fire, first aid at the athletics carnival, car accident, neglected or abused child, a child injured on the pedestrian crossing outside the school, a nits epidemic at the school, a spinal injury after a car accident, a review of the traffic hazards around a school, a burglary. Discuss how the community would cope without emergency and support services/organisations and issues relating to 'crank' calls.

In pairs, students role play telephoning emergency service personnel on 000. Students need to provide the correct information to the operator: service required. Name, location, problem. Remind students to stay on the phone until the operator hangs up.

Students identify accident situations where the injured person should not be moved unless they are in danger of sustaining further injury. Students discuss the following situation; You and a friend are playing at a park and climbing on the equipment. Your friend slips and falls and is lying unconscious on the ground. There are no other people at the park. What would you do? Do you:

a) Try to pick your friend up and carry them home?
b) Try to help your friend to sit up?
c) Stay with your friend and yell for help?
d) Go the nearest house or shop to get help?
Teacher reads the following scenario and students develop action plans for seeking assistance. They listen to the following to identify the most significant information:

Luke and Sally had taken their young next-door neighbour, Sacha, for a walk to the park. As they were going along the street they saw two of their schoolmates riding their bikes. When they reached the park in Taronga Street it was deserted. Sacha wanted to play on the slide so Sally and Luke helped Sacha climb the ladder and Luke held Sacha as they went down the slide. As Sacha reached the top of the ladder ready for the next slide, she lost her footing and fell to the ground screaming. Luke noticed blood on her head.

Describe the steps to take and list the information needed for the emergency services eg

1. What is the injury?
2. What first aid is immediately required?
3. Who can help?
4. What action can I/we take?
5. Was the action plan satisfactory?

OPTIONAL: Activity 4.3, p. 48-9 REDI "One and All"

<table>
<thead>
<tr>
<th>Resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Aid Reference Book</td>
<td>Student responses in role plays and responses to scenario</td>
</tr>
<tr>
<td>Dictionary</td>
<td></td>
</tr>
<tr>
<td>Safety Support Organisation's Contact List, Board of Studies, NSW (1997), PDHPE K-6 Teaching Kit, Safety First, Stage 2, p. 59.</td>
<td></td>
</tr>
<tr>
<td>Activity 4.3 p. 48-9 REDI &quot;One and All&quot;</td>
<td></td>
</tr>
</tbody>
</table>

Adapted and reproduced with kind permission from: Board of Studies, NSW, (1997), PDHPE K-6 Teaching Kit, Safety First, Stage 2, Sydney, BOS, page 52.
Safety Support Organisations Contact List

- **The Australian Red Cross Society**
  159 Clarence Street
  SYDNEY 2000
  Phone: (02) 9239 4444
  Fax: (02) 9229 4154

- **Child Health Promotion Unit**
  The New Children’s Hospital
  PO Box 3515
  PARRAMATTA NSW 2150
  Phone: (02) 9845 3585
  Fax: (02) 9845 3562

- **Federal Office of Road Safety**
  GPO Box 594
  CANBERRA ACT 2601
  Phone: 1800 026 349
  Fax: (02) 6274 7477

- **Kidsafe**
  The Child Accident Prevention Foundation of Australia
  RTA Building
  111 George Street
  PARRAMATTA NSW 2150
  Phone: (02) 9848 2805
  Fax: (02) 9848 2807

- **NSW Fire Brigade**
  Public Education Section
  Amarina Avenue
  GREENACRE NSW 2190
  Phone: (02) 9742 7400
  Fax: (02) 9742 7486

- **NSW Health Department**
  Health Promotion Unit
  Locked Mail Bag 961
  NORTH SYDNEY 2059
  Phone: (02) 9391 9222
  Fax: (02) 9391 9579
  NB: Major hospitals also have Health Promotion Units.

- **NSW National Parks and Wildlife Service**
  PO Box 733
  QUEANBEYAN NSW 2620
  Phone: (02) 6297 6144
  Fax: (02) 6297 4851

- **Public Relations Units of Police and Ambulance Services**
  Check local telephone books for location and phone numbers.

- **Roads and Traffic Authority**
  Road Safety and Traffic Management Directorate
  PO Box K198
  HAYMARKET NSW 2000

- **Royal Life Saving Society of Australia (NSW Branch)**
  PO Box 753
  GLADESVILLE NSW 2111
  Phone: (02) 9879 4699
  Fax: (02) 9879 4644

- **Rural Injuries Prevention Unit**
  Bloomfield Hospital
  ORANGE NSW 2800
  Phone: (02) 6360 7700
  Fax: (02) 6361 3512

- **Spinal Injuries Awareness and Prevention Program**
  Spinesafe Ltd
  600 Victoria Road
  RYDE NSW 2112
  Phone: (02) 9808 9202
  Fax: (02) 9809 6521

- **St John Ambulance Australia (NSW)**
  5/2 Anella Avenue
  CASTLE HILL NSW 2154
  Phone: (02) 9899 5366
  Fax: (02) 9899 5359
## TEACHER REFLECTION - UNIT EVALUATION

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

1. A valid and reliable measure of the targeted outcomes/enduring understandings?

2. Sufficient information to support inferences about each student's understanding/level of achievement?

3. Opportunities for students to demonstrate their understandings through authentic learning tasks?

### B. LEARNING EXPERIENCES AND INSTRUCTION
To what extent did students:

1. Achieve the outcomes and the enduring understandings of the unit (the big ideas as opposed to basic facts and skills)?

2. Know where they were going and why (in terms of unit goals, requirements, and evaluative criteria)?

3. Deepen their knowledge and understanding of the outcomes & big ideas of the Unit (through inquiry, research, problem solving, and experimentation)?

4. Receive explicit instruction on the knowledge and skills needed to equip them for the required performances?

5. Have opportunities to rehearse, revise, and refine their work based on feedback?

6. Self-assess and set goals prior to the conclusion of the unit?

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
</tr>
</thead>
</table>

PTO
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 Unit Reflection

**Stage 2**

<table>
<thead>
<tr>
<th>Student Name: ________________________________</th>
<th>Class: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit/Topic:</strong> ______________________________</td>
<td></td>
</tr>
<tr>
<td>One important thing I have learnt about/learnt to do during this unit is...</td>
<td>What I learnt will help me in my life because...</td>
</tr>
<tr>
<td>A question about this unit that I asked in class was...</td>
<td>Something that still puzzles me is...</td>
</tr>
<tr>
<td>A question about this unit that I asked at home was...</td>
<td>If I wanted to research more about this unit I could...</td>
</tr>
<tr>
<td>Something I am going to value/appreciate more about myself because of what I have learnt in this unit is...</td>
<td>I think the effort I put into my learning in this unit was:</td>
</tr>
<tr>
<td>(Circle one number)</td>
<td><strong>No effort 0 1 2 3 4 5 6 7 8 9 10</strong>  <strong>Most effort</strong></td>
</tr>
</tbody>
</table>