

Drugs and Road Safety Affects Me and Others

Stage: 2, Year 4	Unit Duration: 10 Lessons	Weeks 1 2 3 4 5 6 7 8 9 10	Terms 1 2 3 4
<p>Enduring Understandings</p> <p>E.1. We have a responsibility to make sound decisions about drugs and their effect on well being.</p> <p>E.2. We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.</p> <p>E.3. Promote personal health and well being by following safe road behaviours.</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the effects of drugs on the body? • How can I keep safe on or near the road? 	
<p>Major Outcomes</p> <p><i>Knowledge and Understanding</i></p> <p>PHS2.12 Discusses the factors influencing personal health choices.</p> <p>SLS2.13 Describes how safe practices promote personal wellbeing.</p> <p><i>Skills</i></p> <p>DMS2.2 Makes decisions as an individual and a group member.</p> <p><i>Values and Attitudes</i></p> <p>V4 Increasingly accepts responsibility for personal and community health.</p>		<p>Contributing Questions/Lesson Overview</p> <p><i>Note: Lessons 1-7 are not reproduced in this document for copyright reasons. Refer to the NSW Department of Education and Training (DET) (2002) K-6 Drug Education Resource p 62-81.</i></p> <ol style="list-style-type: none"> 1. What are drugs and why do people use them? (E1) 2. What type of medicines are there and how are they used? (E1,E2) 3. What is tobacco and how does it affect us? (E1,E2) 4. What happens when people smoke near me? (E1,E2) 5. What do I think about smoking? (E1,E2) 6. What is alcohol and why may people choose to drink it? (E1,E2) 7. How does alcohol affect people's behaviour? (E1,E2) 8. How can I be a safe passenger? (E.3) 9. Why are helmets important? (E.3) 10. How can I cross the road safely? (E.3) <p>OR</p> <p>For Lessons 3-7 select from the four lessons from the DET Message in a Bottle resource, which focuses on alcohol education through a literacy approach.</p> <ol style="list-style-type: none"> 1. What is the Message in a Bottle book about? 2. What is alcohol? 3. You be the expert. 4. Looking at labels. 	
<p>Contributing Outcomes</p> <p><i>Knowledge and Understanding</i></p> <p>IRS2.11 Describes how relationships with a range of people enhance wellbeing</p> <p><i>Skills</i></p> <p>PSS2.5 Uses a range of problem-solving strategies.</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p>			
<p>KidsMatter SEL Focus</p> <p>Major: Relationship Skills-Negotiation; Responsible Decision Making - Assuming Personal Responsibility; Self-Awareness - Identifying emotions; Social Awareness - Perspective -Taking;</p> <p>Minor: Relationship Skills- Communication; Responsible Decision Making - Assuming Personal Responsibility; Responsible Decision Making - Analysing Situations; Relationship Skills -Building Relationships; Responsible Decision Making - Problem Solving</p>			

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 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.

Suggested correlations with other KLAs

English

- Exposition (Argument)
- Procedure (Road Safety)
- Explanation (effects of smoking/ alcohol on the body)

Creative Arts

- Drama - Performing and Appreciating

Science and Technology

- Information and Communication
- Designing/making and using technology - promotion for wearing bike helmets

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.rta.nsw.gov.au>
- <http://www.kidsafensw.org/roadsafety/index.htm>
- http://shop.mynrma.com.au/game/game_content.html
- http://www.roadsafetyni.gov.uk/index/education/kidzone/kidzone-safe_cycling.htm
- http://www.roadsafetyni.gov.uk/index/education/kidzone/kidzone-in_car_safety.htm
- <http://www.drpboddy.com/drugs.html>
- <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=285&id=1507>
- <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=289&id=1607>

<p>Subject Matter</p> <p><u><i>Interpersonal Relationships</i></u></p> <p>Communication</p> <ul style="list-style-type: none"> • Active listening skills • Appropriate expression of feelings • Communicating feelings and needs • Communication in group situations • Encouraging others <p>Groups</p> <ul style="list-style-type: none"> • Roles, rights and responsibilities • Cooperation and sharing <p><u><i>Personal Health Choices</i></u></p> <p>Making Decisions</p> <ul style="list-style-type: none"> • Decision making process 	<ul style="list-style-type: none"> • Influences on decision making <ul style="list-style-type: none"> - family/peers - other significant people, media - feelings and needs of others • Taking responsibility for one's own decisions <p>Drug Use</p> <ul style="list-style-type: none"> • Identifying drugs <ul style="list-style-type: none"> - appropriate use • Administration and storage of medicines • Tobacco <ul style="list-style-type: none"> - effects on the body - effects of passive smoking 	<ul style="list-style-type: none"> • Alcohol <ul style="list-style-type: none"> - effects on the body • Labelling of drugs <p><u><i>Safe Living</i></u></p> <p>Home and Rural Safety</p> <ul style="list-style-type: none"> • Safe and unsafe places • Safety with machines/appliances/animals/substances <p>Road Safety</p> <ul style="list-style-type: none"> • Pedestrian safety <ul style="list-style-type: none"> - safe crossing procedures - using traffic facilities • Passenger safety <ul style="list-style-type: none"> - safe passenger behaviour • Safety on wheels <ul style="list-style-type: none"> - safety equipment
<p>Unit Evaluation</p> <p>Sample teacher and student unit evaluations are included at the end of the unit.</p>	<p>Assessment</p> <p>Assessment strategies are included in each unit. The assessment task for this unit is in Lesson 5.</p>	

An Overview of Towards Wholeness (TW) in the PDH Unit

Drugs and Road Safety Affects Me and Others - 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

Enduring Understandings	Beliefs and Values	Lesson Overview/Links
E.1. We have a responsibility to make sound decisions about drugs and their effect on well being.	<ul style="list-style-type: none"> • Effective decision making is dependent on an informed conscience. TW p.22 • We are called to wholeness and holiness. TW p.39 • Our bodies are temples of the Holy Spirit. We have been blessed with freedom to deny error, choose truth and live life to the full. TW p.39 	<ol style="list-style-type: none"> 1. What are drugs and why do people use them? 2. What type of medicines are there and how are they used? 3. What is tobacco and how does it affect us? 4. What happens when people smoke near me? 5. What do I think about smoking? 6. What is alcohol and why may people choose not to drink it? 7. How does alcohol affect people's behaviour?
E.2. We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.	<ul style="list-style-type: none"> • 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.41 	<ol style="list-style-type: none"> 2. What type of medicines are there and how are they used? 3. What is tobacco and how does it affect us? 4. What happens when people smoke near me? 5. What do I think about smoking? 6. What is alcohol and why may people choose not to drink it? 7. How does alcohol affect people's behaviour?
E.3. Promote personal health and well being by following safe road behaviours.	<ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 8. How can I be a safe passenger? 9. Why are helmets important? 10. How can I cross the road safely?

Lessons 1-7 Drugs affect me and others (Drug Education)

NOTE:

Note: Lessons 1-7 are not reproduced in this document for copyright reasons. Refer to the NSW Department of Education and Training (2002) *K-6 Drug Education Resource* pages 62-81.

Overview of Lessons:

1: What are drugs and why do people use them?

KidsMatter SEL Focus

Minor Responsible Decision Making - Assuming Personal Responsibility

Minor Responsible Decision Making -Analysing Situations

2: What type of medicines are there and how are they used?

KidsMatter SEL Focus

Major Responsible Decision Making - Assuming Personal Responsibility

3: What is tobacco and how does it affect us?

KidsMatter SEL Focus

Minor- Responsible Decision Making - Assuming Personal Responsibility

Minor-Relationship Skills -Building Relationships

4: What happens when people smoke near me?

Major: Relationship Skills - Negotiation;

Minor: Relationships Skills - Communication

5: What do I think about smoking?

KidsMatter SEL Focus

Major: Self Awareness - Identifying emotions

6: What is alcohol and why may people choose not to drink it?

7: How does alcohol affect people's behaviour?

KidsMatter SEL Focus

Minor Responsible Decision Making -Problem Solving

Minor Responsible Decision- Assuming personal Responsibility

The *K-6 Drug Education Resource* is available on the NSW Department of Education and Training website at : <http://www.schools.nsw.edu.au/staff/F1.0/F1.4/catalogue.htm>

For Lessons 3-7 teachers can select from the four lessons from the DET Message in a Bottle resource which focuses on alcohol education through a literacy approach.

5. What is the Message in a Bottle book about?

KidsMatter SEL Focus

Major -Social Awareness: Perspective -Taking

6. What is alcohol?

7. You be the expert.

KidsMatter SEL Focus

Minor Responsible Decision Making -Analysing Situations

Minor Responsible Decision Making -Problem Solving

8. Looking at labels.

Minor Responsible Decision Making -Analysing Situations

The Message in a Bottle resource is available for purchase from DET Edusales.

ADDITIONAL MATERIAL RESOURCE - to be used with Lesson 7 above

REDI Teacher Guide Middle Primary page 18 See 'Decision Making Tree' Activity (bottom of the page)

TOWARDS WHOLENESS TEACHING ACTIVITIES for Lessons 1-7

Enduring Understandings	Lesson	Suggested Teaching Activities
E.1. We have a responsibility to make sound decisions about drugs and their effects on well being.	1. What are drugs and why do people use them?	
E.1. We have a responsibility to make sound decisions about drugs and their effects on well being. E.2. We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.	2. What type of medicines are there and how are they used?	<p><i>TW: Review the belief that life is a precious gift from God. Teacher explains to the students that to protect this gift, that is, our health and safety, we need to make responsible decisions about our well being.</i></p> <p><i>Taking any medicine requires responsible behaviour and effective decision making. This is dependent on an informed conscience.</i></p> <p><i>Students complete Worksheet 2, <i>Medicine Containers</i>, by writing rules for taking medicines safely.</i></p>
E.1. We have a responsibility to make sound decisions about drugs and their effects on well being. E.2. We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.	3. What is tobacco and how does it affect us?	<p><i>TW: Before starting the activities for Lesson 3, ask the students to give examples of how an informed conscience can help to protect ourselves and others. (When we know the facts and we have an informed conscience, we can behave responsibly and make effective decisions.)</i></p> <p><i>Teacher reminds the students that effective decision making and responsible behaviour protects the precious gift of life from God.</i></p>
E.1. We have a responsibility to make sound decisions about drugs and their effects on well being. E.2. We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.	4. What happens when people smoke near me?	
E.1. We have a responsibility to make sound decisions about drugs and their effects on well being.	5. What do I think about smoking?	<p><i>TW: Before participating in the polarized debate, the teacher writes a list of beliefs and values linked to the unit.</i></p> <ul style="list-style-type: none"> • <i>Life is a precious gift entrusted to us by God.</i>

<p>E.2. We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.</p>		<ul style="list-style-type: none"> • Effective decision making is based on an informed conscience. • Each person has rights and responsibilities in relation to personal safety. • We have a responsibility to protect and care for ourselves and others. • Effective decision making is dependent on an informed conscience. <p>The teacher suggests the students use these beliefs and values to justify their decisions and statements during the debate.</p>
<p>E.1. We have a responsibility to make sound decisions about drugs and their effects on well being.</p> <p>E.2. We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.</p>	<p>6. What is alcohol and why may people choose not to drink it?</p>	
<p>E.1. We have a responsibility to make sound decisions about drugs and their effects on well being.</p> <p>E.2. We have a responsibility for personal health and maintain our bodies as temples of the Holy Spirit.</p>	<p>7. How does alcohol affect people's behaviour?</p>	<p>TW: Before commencing the letter writing activity, the teacher reminds the students that the reasons supporting their opinions on why they should choose not to drink alcohol at or before work, should include both the facts and effects of alcohol, as well as the beliefs and values discussed in the unit. (Refer back to Lesson 5)</p>



What Do I Think About Smoking?



Catholic Values/Beliefs: Life is a precious gift entrusted to us by God, so it is important that we make healthy positive choices. Our bodies are temples of the Holy Spirit and we have a responsibility to protect and care for ourselves and others.

Student: _____

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

Outcomes	Indicators	Working towards	Achieved with support	Achieved
PHS2.12 Discusses the factors influencing personal health choices	Discusses reasons why people should not smoke			
COS2.1 Uses a variety of ways to communicate with and within groups	Shares ideas, feelings and opinions about issues such as passive smoking			
<p>TASK: Design a postcard for a smoke-free zone. Write to a friend describing the benefits of living in a smoke free home.</p>				

Adapted from: NSW Department of Education and Training (2002). *K-6 Drug Education Resource*. Ryde: DET.



What Do I Think About Smoking?



Catholic Values/Beliefs: Life is a precious gift entrusted to us by God, so it is important that we make healthy positive choices. Our bodies are temples of the Holy Spirit and we have a responsibility to protect and care for ourselves and others.

Student: _____

Design a postcard for a smoke-free zone.

Write to a friend on the postcard describing the benefits of living in a smoke free home

Lesson 8 How can I be a safe passenger?

Enduring Understandings	Outcomes	Indicators
<p>E.3. Promote personal health and well being by following safe road behaviours.</p>	<p>SLS2.13 Describes how safe practices promote personal wellbeing</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> • Describes certain behaviours that can create a safe road environment • Discusses ways to be a safe passenger • Values the need to adopt safe practices on or near the road
<p>Suggested Learning Experiences</p> <p>Teacher displays a road safety photograph and students identify one safety feature associated with the photo.</p> <p>Students form four groups. Each group is given one of the Road Safety Photographs 2, nos. 6-9 and a sheet of paper headed with the number of the photograph. Groups examine each photograph and record one safety feature that they can observe and they write a safety message about this feature. Students then pass their photograph and sheet of paper to the next group. The group then reviews the safety message written by the previous group and adds another. Continue until each group has reviewed each photograph.</p> <p>Each group then reviews the safety messages for one photograph and identifies the features that they rate as being the most important. They then incorporate this in a display by listing relevant keywords and by putting speech bubbles on the photograph.</p> <p>HOME TASK: With adult supervision students observe and record passenger behavior in the school car park, on the way to and from school, and when travelling near or on the roads. In groups, discuss/share the following:</p> <ul style="list-style-type: none"> • What were their observations? • How can people be safe passengers? • Why is passenger safety a community issue? • How can we promote safe passenger behaviour? <p>TW: Life is a precious gift entrusted to us by God. Each person has rights and responsibilities in relation to personal safety. We have a responsibility to protect and care for ourselves and others.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • Butchers paper, textas • RTA. NSW. (2001). <i>Move Ahead With Street Sense</i>. Sydney: RTA. <i>Road Safety Photographs 2, nos. 6-9</i>. 		<p>Assessment</p> <p>Teacher observation of student responses in photograph caption addition activity.</p>

Lessons 8-10 Adapted and reproduced with kind permission from: RTA. NSW. (2001). *Move Ahead With Street Sense*. Stage 2. Sydney: RTA.

Lesson 9 Why are helmets important?

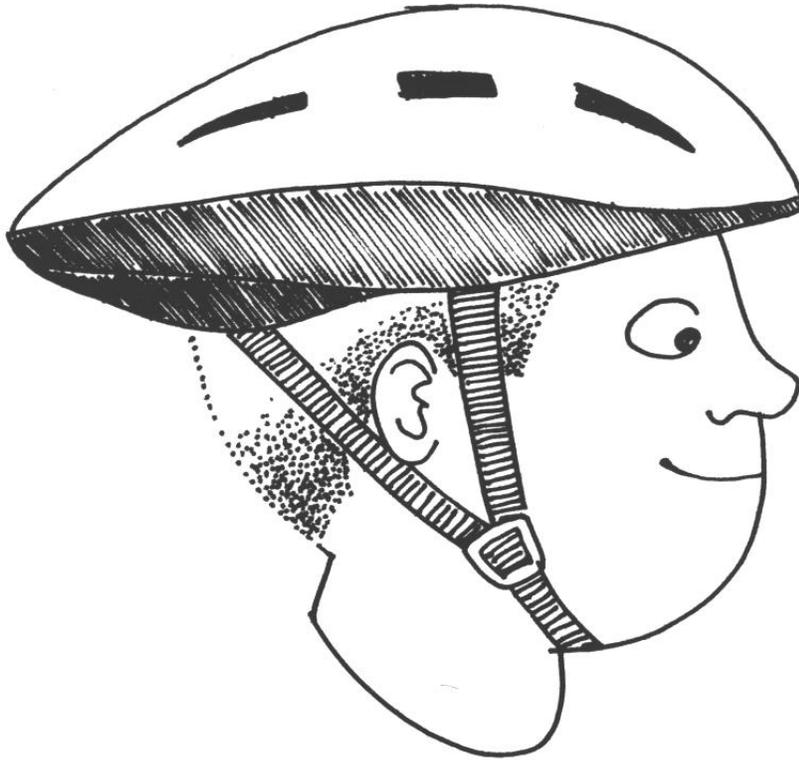
Enduring Understandings	Outcomes	Indicators
E.3. Promote personal health and well being by following safe road behaviours.	<p>SLS2.13 Describes how safe practices promote personal wellbeing</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> • Describes the safety features of a helmet • Discusses reasons for wearing a helmet • Values the need to adopt safe practices on or near the road
<p>KidsMatter SEL Focus: Minor - Responsible Decision Making - Problem Solving; Responsible Decision Making - Analysing situations</p>		
<p>Suggested Learning Experiences</p> <p><i>TW: Discuss reasons for and against wearing a helmet when cycling. Teacher lists these on the board. Highlight why the reasons for wearing a helmet, outweigh the reasons against. Bring the children to a shared understanding that life is a precious gift from God and choosing to wear a helmet shows responsibility in protecting this gift.</i></p> <p>Using <i>A Cycling Helmet</i> Activity students place labels and arrows to identify safety features of a helmet.</p> <p>With a partner, students create a direct response to someone who tries to encourage them to not wear a helmet. Each couple then joins another couple and they share their responses.</p> <p>Students develop a protective device for an egg, using the <i>Protecting an Egg</i> Activity.</p> <p>Students share their egg wear designs with the class.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • RTA. NSW. (2001). <i>Move Ahead With Street Sense</i>. Sydney: RTA. <ul style="list-style-type: none"> - <i>Worksheet 10 A Cycling Helmet and</i> - <i>Worksheet 11 Protecting an Egg</i>, pp 56 and 57). • Equipment for "Protecting an Egg" Activity 		<p>Assessment</p> <p>Student work sample of egg wear designs</p>

Lessons 8-10 Adapted and reproduced with kind permission from: RTA. NSW. (2001). *Move Ahead With Street Sense*. Stage 2. Sydney: RTA.

Worksheet 10

A Cycling Helmet

Cut out the circles and stick each one on the picture with an arrow to what it describes.



When correctly worn, the helmet protects your forehead.

The helmet has a shell that protects your head from the impact of a fall or blow.

The ventilation holes ensure that your head stays cool.

A bicycle helmet is designed so that the ears are not covered. The cyclist needs to hear the sound of the traffic.

The straps are adjusted so that the helmet can't move forward or backward.

The chin strap needs to be done up firmly to keep the helmet in place.

MOVE AHEAD WITH STREET SENSE Stage Two Teacher Resource Booklet

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Reproduced from: Roads and Traffic Authority NSW (2000) *Move Ahead with Street Sense Stages 1-3*.

Worksheet 11

Protecting an Egg

What you need:

- Egg
- Polystyrene cups
- Paper, cardboard, plastic, sticky tape, paper clips
- Bucket of water
- Tray of sand
- Area of grass
- Area of cement



Here's what to do:

1. Design and make a protective cover for your egg using the materials listed.
2. Drop the covered egg into a bucket of water, onto a tray of sand, onto a patch of grass and onto cement.
3. Complete the table below to indicate what happened to the cover and the egg each time the egg was dropped:

	Egg cover	Egg
Water		
Sand		
Grass		
Cement		

Discuss

What could you add to the egg's cover to provide better protection?

What would happen to the egg if its cover wasn't properly fastened?

How are the egg's cover and a bicycle helmet alike?

What might happen to your head if your bicycle helmet wasn't fitted properly?

Lesson 10 How can I cross the road safely?

Enduring Understandings	Outcomes	Indicators
<p>E.3. Promote personal health and well being by following safe road behaviours.</p>	<p>SLS2.13 Describes how safe practices promote personal wellbeing</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> • Describes safe road crossing procedures • Creates a collage to identify safe road crossing procedures • Values the need to practice the 'Stop, Look, Listen and Think' strategy in the road environment
<p>Suggested Learning Experiences</p> <p>Students individually write what they think the 4 words in the road crossing slogan 'Stop Look Listen Think' mean.</p> <p>Class discuss their responses and develop a combined procedure for crossing the road safely using 'Stop Look Listen Think'. Remind the students that by promoting and following such road safety procedures, we are taking responsibility for keeping ourselves and others safe.</p> <p>In small groups, students use magazine or internet pictures to create a collage of adults and children crossing the road. Students draw speech bubbles from the characters' mouths and include dialogue about safe crossing procedures.</p> <p>Students create another slogan for a safe crossing procedure to display around the school and near the school crossing.</p> <p>OPTIONAL (for assessment):</p> <p>Students use the Decision Making Tree; p.61 "One and All" REDI KIT (Resilience Education and Drug Information)</p> <p>Examples of problems to start the Decision Tree:</p> <ol style="list-style-type: none"> 1) Someone is smoking next to you and you are passive smoking... 2) Your friend wants to go riding but there are no helmets at their house..... 		
<p>Resources</p> <ul style="list-style-type: none"> • Butchers paper • Magazines • Scissors and glue • Decision Making Tree, p.62, REDI One and All, Middle Primary Teacher Guide Resilience Education and Drug Information. 	<p>Assessment</p> <p>'Decision Making Tree' Activity OR Student work samples of safe crossing procedure collage</p>	

TEACHER REFLECTION - UNIT EVALUATION

	Poor	Unsatisfactory	Satisfactory	Good
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?				

PTO



Student Unit Reflection



Student Name: _____ Class: _____

Unit/Topic: _____

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