



Protecting our Australian Fur Seals

Name _____ Date _____

Student goal setting

GOAL SETTING:

What can we do to protect the sea from pollution?

Directions: As a class decide on the class goals for this unit of work

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Personal goals

Directions: You may also want to decide on some personal goals.

Think about goals that will help with your learning and working with others.

When you completed your last unit of work, were there some areas of learning that needed improving?

1. _____

2. _____



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Rubric self assessment

What can we do to protect the sea from pollution?

| | Looks like I need to do better | I am getting there | I am doing very well |
|---|--|--|---|
| Uses the Internet and other resources to complete research on questions of interest about marine pollution. | Is not systematic at looking for reference about questions of interest. Often the recorded summary does not answer the question. | Needs help to find references to the questions. The recorded summary does not always include all the relevant information. | Is able to pose questions. Uses the Internet and other sources to find references. Is able to summarise and record the relevant information. |
| Is a creative thinker, takes learning risks to find solutions to problems. Weighs up which solutions are the most effective. | Finds it difficult to understand problems and issues. Does not contribute to creative solutions. Does not take any learning risks. | Is sometimes creative. Will sometimes have original opinions and ideas. | Independent thinker. Problems and issues are carefully considered. The student can provide reasons for their thinking. |
| Prepares a report to share with class that assists other students to understand more about the topic. | Little preparation and planning results in a poorly presented report. | More careful preparation would have made the report more engaging. | Report is well prepared and presented so that students are engaged. |
| Works cooperatively in groups, doing their share of the required tasks and being supportive of the other learners in the group. | Has problems working with others and in a group. Tries to find the easiest jobs. Often needs to be pushed to complete tasks on time. Reluctant to help team members. | Usually works well in groups and only occasionally has a disagreement with others. Does their share and completes work most of the time. Sometimes helps their team members. | Always works well with their group allowing everyone to have an equal say. Shares tasks and always completes them on time. Encourages and helps their team members. |
| Designs a communication product about reducing the impact of marine pollution for a chosen audience. | The communication product requires major improvement in order to engage the audience completely. | The communication product is successful, but it needed some more creative ideas and improvement in the way it was communicated to the audience. | The communication product is successful, polished, creative and very appealing to the chosen audience |



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LITTER Question Sheet:

| |
|--|
| What is litter? |
| Why is litter a problem? |
| What might be one solution? |
| Do people need to change their behaviour? |
| Why would they change their behaviour? |
| What can be done to help them change their behaviour? |
| Does the way something is being done in the school need to be changed? |
| Who can change it? |
| What will they need to do? |
| Does something physical need changing or something new need to be purchased? |
| How will it benefit? |
| How much might it cost? |
| Who would do it? |



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Student Project PMI Assessment Sheet

Directions: You will need to look at or read through another student's communication project and write what you think about it. You have three categories to write about called PMI. This stands for plus – minus – interesting. As you assess the project write down what you think about the pluses, minuses and what is interesting.

Name of communication project _____

Which students completed the project? _____

| |
|-------------|
| Plus |
| Minus |
| Interesting |



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Student Reflection Sheet

Directions: Use some of these ideas and questions to reflect on your learning.

| |
|--|
| How might marine pollution affect me? |
| What can I do to reduce pollution going into the stormwater? |
| Is there anything I did in this unit of work that I would like to have done differently? |
| Did I say or do anything to someone that I would like to take back? |
| What did I like about my learning? |
| What did I try that was new? |

