



# Student Goal Setting

## Unit of Work:

What can we do to protect our coral reefs from climate change?

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. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_



## Rubric self assessment

### What can we do to protect our coral reefs from climate change?

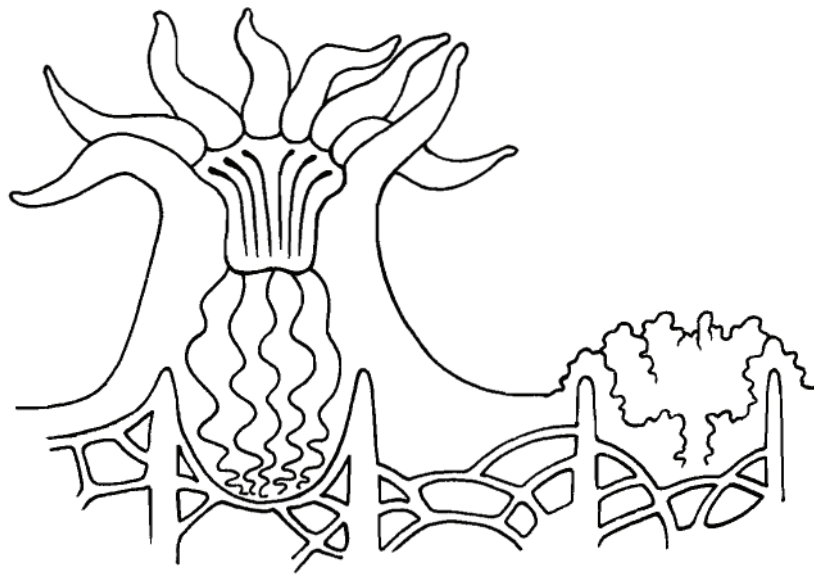
	<b>Looks like I need to do better</b>	<b>I am getting there</b>	<b>I am doing very well</b>
Uses the Internet and other resources to complete research about questions of interest about climate change, coral bleaching and energy conservation.	Is not systematic at looking for reference about questions of interest. Often the recorded summary does not answer the question.	Needs help to find references to their questions. The recorded summary does not always include all the relevant information.	Is able to pose questions and use 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 because they are worried they might be wrong.	Needs to get other peoples' ideas before they can start thinking about problems and issues. Is sometimes creative. Will have opinions and ideas, but can't always provide reasons for them.	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 that has little chance of being of interest.	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 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 climate change for a chosen audience.	The communication product is of little interest to the chosen audience.	The communication product is successful, but there is room for improvement. It needed some more creative ideas and improvement in the way it communicates to the audience.	The communication product is successful, polished, creative and very appealing to the chosen audience.



## Getting to know you

Directions: Label the features on the coral polyp.  
Where is the skeleton made?

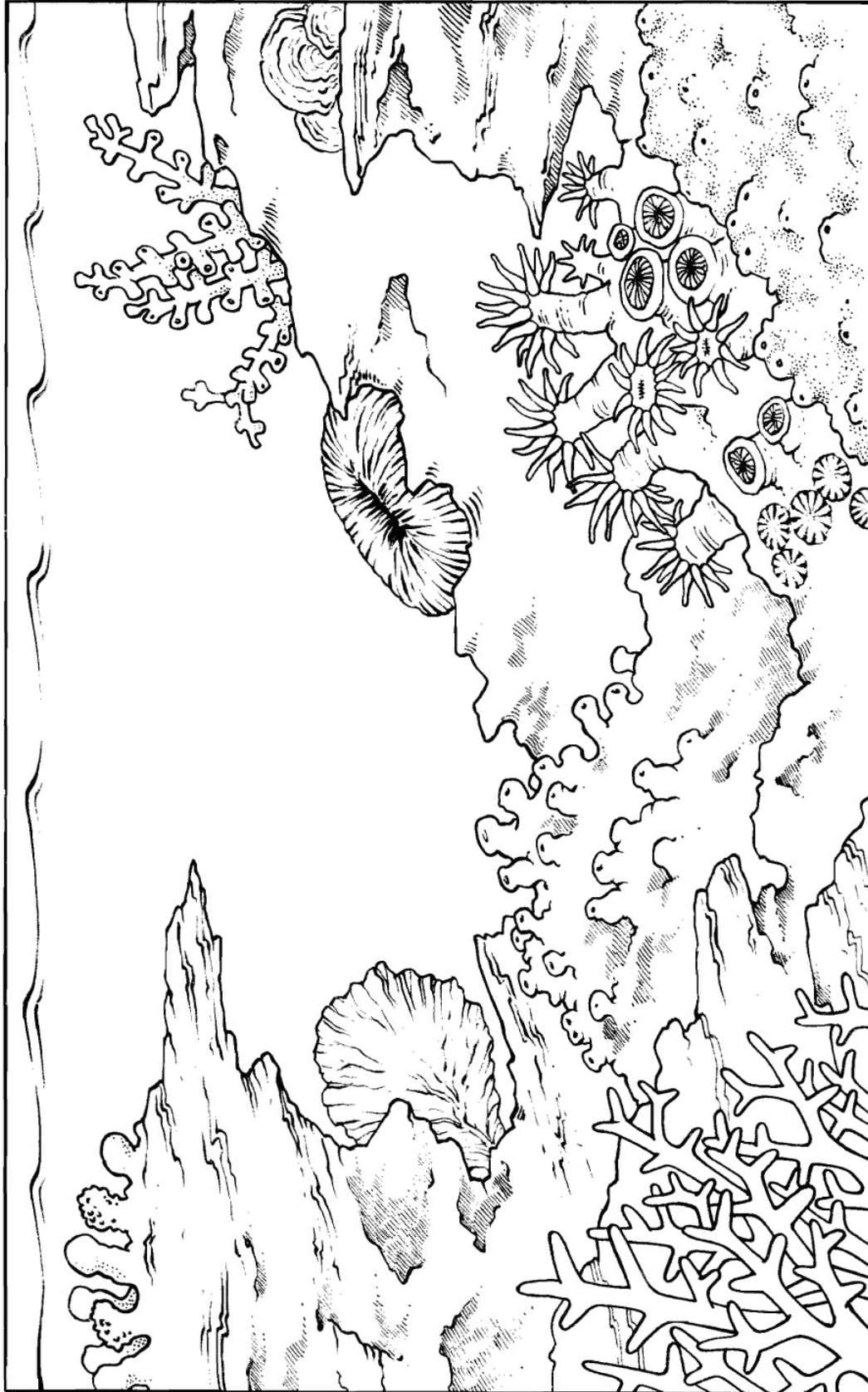
Where are the stinging cells?



# Complete the reef



Directions: Write the names or draw the animal life you might expect to find on a coral reef.





## Authorities and experts

Tick who you think has authority (could be more than one) and who is the best expert.

	Who has authority?	Who is the best expert?
<b>Making sure students obey the school's rules</b>		
– Teacher,		
– Prefect		
– Principal		
– Cleaner		
<b>You have a tooth ache</b>		
– Teacher		
– Parent		
– Doctor		
– Dentist		
– Surgical specialist		
<b>A car has been parked across a school crossing</b>		
– Principal		
– Traffic officer		
– Lollypop crossing attendant		
– Police		
<b>A student has a metal splinter in the eye</b>		
– Teacher		
– Parent		
– Doctor		
– Dentist		
– Surgical specialist		
<b>The health of food being sold in the school canteen</b>		
– Canteen operator		
– Principal		
– Doctor		
– Food inspector		
– Police		
<b>The health of marine life</b>		
– Fisher		
– Marine biologist		
– Politician		
– General scientist		
– Conservation activists		
<b>Predictions of climate change</b>		
– Politician		
– Climatologist		
– Marine scientist		
– Director of a coal company		
– News reporter		



## How good are the options?

The greenhouse option being explored is:

How does the option help the environment?
How might the option be bad for the environment?
How might the option help people?
How might the option be bad for people?
How expensive will the option be for people?





## How I feel

Mark on the continuum how you feel about each of the statements.

Helps the environment

Bad for the environment

\_\_\_\_\_

Helps people

Not good for people

\_\_\_\_\_

The environment is not important

We must look after the environment

\_\_\_\_\_

Governments will soon panic and start fixing things

Governments will do nothing

\_\_\_\_\_

Governments are doing nothing

Governments are doing a lot

\_\_\_\_\_

The future will be what we make it

We have no control over the future

\_\_\_\_\_

No one is going to do anything

People like us will get everyone to help

\_\_\_\_\_

We should have nuclear reactors

We should never go nuclear

\_\_\_\_\_

Prices for petrol and electricity should increase

Prices should stay the same

\_\_\_\_\_

We are making a fuss about nothing

We should be making more of a fuss

\_\_\_\_\_

I am going to help

I am going to give up

\_\_\_\_\_

# PMI assessment



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 did the project? \_\_\_\_\_

Plus
Minus
Interesting

# Reflection



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

How might climate change affect me?
What can I do to make my future better?
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?