



Units of Work

The Ollie's Island Units of Work are designed so that middle year students can have an input into what they wish to learn. However, educators wishing to teach using more instructive methods will find the units easy to modify and apply. With students' focus on learning, educators can spend more of their time facilitating learning and assessing how students learn, whilst also providing them with ongoing feedback. Time is saved with a reduced need for general instruction.

The depth of the material and activities within Ollie's Island CD ROM is very comprehensive and will enable students with varying abilities to find their learning experience equally satisfying. Students will need to have access to computers as well as the Internet to complete some activities within the Units of Work. Students will also need to find further information in their school or public library.

Educators will find the sequence of activities in the Units of Work will help them assess their students for a wide variety of Learning Outcomes or Standards. It is suggested that educators decide on what aspects of their curriculum they wish to assess before they start.

Each unit follows the same sequence of learning activities, except for the Unit of Work about Careers. A flowchart, outlining the sequence of activities and an explanation of each activity's educational objective, is given below.

Activity		Educational objective
Authentic Learning Question	→	The title of the unit of work is a question. This question will be the broad focus of the students' learning. The question can be related to the lives of the student.
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Prior Learning Experiences	→	Prior learning activities enable students to value what they already know. It helps educators understand where their students are starting from and may bring out unexpected student experiences.

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Student Goal Setting	→	<p>Goals assist students involved in self directed learning to remain on track and meet their learning objectives. Student goals can be developed using the following three areas:</p> <ul style="list-style-type: none"> • Goals developed from the authentic learning question. • Goals that relate to the Learning Outcomes or Standards you will be assessing. • Personal student goals that will improve the individual's learning. For example each student reflects on their own unit of work and identifies two areas where their learning can or should improve.
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Student Participation with Assessment	→	<p>Education systems have greater expectations concerning assessment. Having assessment processes in place throughout a unit of work and involving students in their assessment will assist educators meet these expectations. Assessment for learning will help educators respond to students' learning needs during the unit of work. Assessment as learning occurs when students monitor their own progress and make learning choices. Assessment of learning occurs when educators use evidence of what students have achieved. Educators often must measure this against Learning Outcomes or Standards.</p>
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Scene Setter	→	<p>It can be useful to provide students with an activity that brings together some of the concepts that will be developed in their unit of work. It can expand their understanding of the unit before they start formulating research questions.</p>
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What is Sustainability?		<p>In this unit of work students are provided with case studies that highlight some elements of sustainability. Students apply their understanding of the sustainability concept by describing what aspects of sustainability the case study has illustrated.</p>
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Research	→	<p>For students to complete their research on the topic they need to:</p> <ul style="list-style-type: none"> • Decide on what they want to find out.

		<ul style="list-style-type: none"> • Complete their research. • Report on their findings. You may want to set criteria for reports before students start their research.
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Research: What do we want to find out?	→	The class brainstorms what they need to know to be able to achieve their goals. Students will break down the authentic learning question into many specific questions (suggested questions are provided in each unit of work). There will be a small number of core questions all students will need to investigate.
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Research: Investigating	→	Research can be done in groups. The groups should divide the work evenly. (Students can be assessed for how well they work in groups) The Ollie's Island CD ROM, internet and library will be the major sources of information.
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Research: Reporting		Reporting enables students to share their knowledge. It also allows educators to assess how students are working. You will know best how your students prefer to report. While reporting can be verbal (this may be difficult for some less confident students) students could use many other media including PowerPoint, posters etc.
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Research: Self Assessment so far	→	Students complete a quiz on the CD ROM. It will show whether they have learnt the key concepts while completing their research and examining other groups' reports. A very simple activity is suggested for students to rate how they went doing the quiz.
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Wise consumption	→	This activity requires students to think about the benefits of wise consumption and resource use along every link of the production chain. This is a key concept that will help them complete the rest of the activities.
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Thinking	→	In this thinking activity, students are asked to look at their topic using six categories: <ul style="list-style-type: none"> • What they know • How they feel • Being critical thinkers • Finding the benefits • Finding solutions and making

		<ul style="list-style-type: none"> recommendations • Where they want to go from here <p>This class activity will bring together what students have learnt and help them to repackage and extend their understanding of their topic.</p>
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Problem Solving: Based on the CD ROM resources?	→	<p>Students need real life problems to solve. Sections of the CD ROM activities are designed to demonstrate how production and resources link to together and end up as products we consume. Once students have completed the activity, students are challenged to apply their knowledge to new problems e.g. creating a chain to represent a product of their choice.</p>
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Problem Solving: Issues	→	<p>Students choose an issue or problem to solve. There are some suggestions of issues or problems or they can choose to create a problem of their own. They can solve a problem in groups or some may wish to work solo. In this challenge they will need to decide how they will solve the problem and what resources they may require. They will need to make a report using a media negotiated with the teacher. In the report they will need to document:</p> <ul style="list-style-type: none"> • The nature of the issue they want to solve • How they plan to go about solving the issue • What resources they will need to solve the issue • What they may need to know to solve the issue • Depending on the issue they may need to: <ul style="list-style-type: none"> – Show how the issue impacts on sustainability – Suggest a wide range of possible solutions – Sort the solutions into different categories – Decide (giving reasons) on the solutions that are most likely to work. • Complete the report on about the issue or problem.
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Problem Solving: Student evaluation using PMI	→	<p>The problem solving reports described above can be assessed by students. Plus – Minus – Interesting - or PMI - is a method which students can use to evaluate the work of their peers. Students thoughtfully respond to the report of other students by writing what they consider were the pluses, minus and what they</p>

		found interesting. Each report needs to have at least two PMIs completed.
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Action - Communication		<p>When students produce communication products for a specific audience they are bringing together many aspects of their learning including:</p> <ul style="list-style-type: none"> • An understanding of the subject matter • Working with a brief • Deciding what is important to communicate • Choosing the most appropriate media for their audience by understanding the audience • Communicating with their audience • Applying creative solutions to communication challenges.
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Other Action		Students are provided with a number of alternatives to consider applying what they have learnt into personal action. This may include ways to become wiser consumers, how they may wish to live more sustainably or how they would like to work with their school or family to become more sustainable.
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Assessment		At the conclusion of the unit you will want to tie up all your assessment requirements. An Ollie's Island Rubric can be downloaded and if you wish modified. A rubric is a self-assessment chart that can be completed in consultation with the teacher or the student's peers.
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Reflection		This is an opportunity to allow students to think about their learning, what they achieved, whether they felt good about themselves and what they might need to improve in their next unit of work. A reflection sheet has been provided if your students are not familiar with this activity.