



Goal Setting Record Sheet

Title of Unit of Work _____

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

1.

2.

3.

4.

5.

6.

Directions: You may also want to decide on some personal goals. Think about goals that will help with your learning and working with others. Think about areas that needed improving in past units of work.

1.

2.

3.

4.

5.

6.

Self Assessment Rubric

Directions: This table can be used to self assess your unit of work. Your teacher will tell you whether you should complete the rubric on your own, with the help of your teacher or with some input from the group of students you worked with. Your teacher may want you to justify your ranking.

	I need to do much better	I am nearly OK	I am doing really well
Using the Ollie’s Island CD ROM, Internet and library to research the topic.	I have not worked out successful strategies for finding answers to questions. My recorded summary does not contain the relevant information.	I need help to locate answers to some questions. My summary does not always include all the relevant information.	I am able to use the CD ROM, Internet and library to find answers to questions. I am able to summarise and record the relevant information.
Preparing and presenting my class report.	Little preparation and planning resulted in a poorly presented report that was of little interest to other students.	Better planning and preparation would have made the report more engaging.	The report was well prepared and the presentation engaged the interest of other students.
Thinking creatively, using thinking tools to find solutions to problems, and weighing up which solutions are the most effective.	I find it difficult to understand problems and issues. I don’t contribute to creative solutions because I’m worried I might be wrong.	I need to hear other people’s ideas before I can start thinking about problems and issues. I am sometimes creative. I have opinions and ideas, but can’t always provide reasons for them.	I am an independent thinker and can solve problems and issues. I can provide reasons for my thinking. I am prepared to take risks and happy to learn from my mistakes.
Working cooperatively in a group, sharing required tasks and being supportive of others in the group.	I can’t focus on tasks when working with others in a group. I try to find the easiest jobs or need to be pushed to complete tasks on time. I am reluctant to help team members.	I usually work well in a group but occasionally have disagreements. I do my share and complete most work on time. I sometimes help my team members.	I always works well with my group and allow everyone to have their say. I share tasks and always complete them on time. I encourage and help my team members.
Designing a communication product that is successful, creative and appropriate for the designated audience.	My communication product is of little interest to the audience. It does not successfully explain how consumers can help make the world more sustainable.	My communication product is quite successful, but there is room for improvement. It needs some more creative ideas and needs to be improved in the way it communicates to the audience.	My communication product is successful, polished, creative and very appealing to the designated audience. It has a clear message about how consumers can help make the world more sustainable.

Case Study Worksheet

Directions: Locate case studies on the Ollie's Island CD ROM. Read the case study. Decide which of the sustainability categories the case study is describing. It will be unusual for a case study to include information about all categories. Describe how the case study is making the world more sustainable for one or more categories.

Title of case study _____

The industry in which the case study was done _____

How does the case study show that resources are being used in a sustainable way?

How does the case study show that the activities or processes are sustainable?

What kind of working skills are required by people in the case study?

Try and work out what kind of careers the people in the case study are involved in?

Research Question Tool

Directions: As a class, what do we want to find out about our topic? Make a list of the questions on a board. Decide how the questions will be divided up between groups of students. There may be some core questions that all groups will do. In each group, further divide the questions. Your group may want to answer the core questions together or do them separately.

My questions are:

1.

2.

3.

Directions: Use the Ollie's Island CD ROM, the Internet or your library to research the questions. Use this format to answer each question.

The question I want to research	
Where I found the information	
How I found the information	
What I found out	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Wise Consumption Tool

Wise consumers use and buy only the things they need and really want. As a result they might have more time to have fun and less stress concerning money. Wise consumers give themselves a better chance to be happy.

Think of an example of how these people improve their life through wise consumption.

Farmer

Example: A farmer fixes the old tractor instead of buying a new one. Instead of having to sell all their stock when there is a drought, the farmer is able to borrow money and buy feed.

Factory

Example: The Boss makes an effort to reduce the amount of electricity used in production. This provides a greater profit that goes to shareholders. Most of the shares are owned by Superannuation companies.

Retail outlet

Example: Less packaging is provided to customers. This is part of the company's environmental policy. This policy attracts more customers.

Family

Example: A family reduces the amount of driving they do and buys a car that is small and uses less petrol. Spending less money on cars and petrol means that the parents don't need to work as much overtime.

Individual

Example: A teenager carefully considers how they spend their money, and is able to save some. When their favourite band comes to town, they are able to buy tickets.

PMI Assessment Tool

Directions: You will be assessing the problem solving activities of other students, using 'PMI', which stands for 'Plus-Minus-Interesting'. As you assess the project write down what you think are its plusses, what you think are its minuses, and what you find interesting about the project.

Name of problem solving project _____

Name of the students involved _____

Plus

Minus

Interesting

Reflection Record Tool

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

How is a sustainable world important to me?
How is a career important to me?
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?
When I do my next unit of work, what parts of my learning do I want to improve?
What has changed about the way I think about my future career?

Assessment Tool

The table below is designed to help teachers assess their students while they are doing their unit of work. Teachers will probably decide which Learning Outcomes or Standards they want to assess. By looking at the table of possible assessment tasks, they can choose which tasks are best suited to measuring these Learning Outcomes or Standards. Some self assessment tasks are also included.

If you are teaching a subject, highlight the tasks that will assess your subject's Learning Outcomes or Standards.

Activity	Possible assessment task
Prior Learning Experiences	<ul style="list-style-type: none"> • Ability to participate and contribute to a class activity. • Ability to create a well considered list of items relating to their prior knowledge.
Student Goal Setting	<ul style="list-style-type: none"> • Ability to record the required goals for the unit of work. • Ability to show an understanding of their personal learning needs by setting personal learning goals.
Student Participation with Assessment	<ul style="list-style-type: none"> • Ability to participate and contribute to a class activity. • Ability to systematically organise work so that it can be assessed. • Ability to understand the benefits of participation in self assessment.
Scene Setter	<ul style="list-style-type: none"> • Ability to follow instructions by: 1. Using a specific activity on a computer; and 2. Completing the activity. • Ability to explain how the activity demonstrates links between resource use and production.
What is Sustainability?	<ul style="list-style-type: none"> • Ability to use menus and tools to find information on the computer. • Ability to find and extract the required information from the case studies. • Ability to complete the Case Study Worksheet.
Research What do we want to find out?	<ul style="list-style-type: none"> • Ability to participate and contribute to a class activity. • Ability to develop a list of well considered questions, including core questions, which will lead to an understanding of the basic concepts.
Research	<ul style="list-style-type: none"> • Ability to organise work in a team whilst working

<p>Investigating</p>	<p>cooperatively with others.</p> <ul style="list-style-type: none"> • Ability to take control of the research as a team. • Ability to share information. • Ability to work independently. • Ability to complete tasks on time. • Ability to use different sources to obtain information. • Ability to effectively use technology to obtain information. • Ability to provide evidence of how and where the information was found. • Ability to extract and make notes of the appropriate information to answer questions.
<p>Research Reporting</p>	<ul style="list-style-type: none"> • Ability to develop a report that demonstrates their understanding of the questions. • Ability to use appropriate media in preparing a presentation. • Ability to develop a presentation that is engaging to other students.
<p>Research Self Assessment so far</p>	<ul style="list-style-type: none"> • Ability to complete a self-assessment activity to ascertain self knowledge and understanding.
<p>Wise consumption</p>	<ul style="list-style-type: none"> • Ability to define their role in class discussion whilst asking questions to clarify their own understanding and/or constructively questioning other students' understanding.
<p>Thinking</p>	<ul style="list-style-type: none"> • Ability to participate and contribute to a class activity. • Ability to think in different ways. • Ability to apply their learning to new questions. • Ability to respect the views of other students.
<p>Problem Solving: based on the CD ROM resources</p>	<ul style="list-style-type: none"> • Ability to organise work in a team whilst working cooperatively with others. • Ability to effectively use technology to solve problems. • Ability to use creative strategies to solve problems whilst also being prepared to take learning risks. • Ability to complete the task of developing a new chain. • Ability to show an understanding of how different resources are used in production when they have completed their new chain. • Ability to present their new chain.

<p>Problem Solving: student evaluation using PMI</p>	<ul style="list-style-type: none"> • Ability to making well considered and sensible comments when doing a PMI. • Ability to provide a good explanation for their opinion when asked to justify their PMI comments. • Ability to accept the PMI comments on their work and prepared to ask for further comment.
<p>Action - Communication</p>	<ul style="list-style-type: none"> • Ability to demonstrate an understanding of the unit of work by producing the communication product. • Ability to choose an appropriate media for a specific audience. • Ability to follow and develop a brief. • Ability to create a communication package that is engaging to the chosen audience. • Ability to use the media in an appropriate way. • Ability to demonstrate creativity in developing the communication product.
<p>Assessment</p>	<ul style="list-style-type: none"> • Ability to complete the assessment rubric. • Ability to identify how they can improve their learning.
<p>Reflection</p>	<ul style="list-style-type: none"> • Ability to demonstrate that they have a better understanding of their learning. • Ability to identify what they value from their learning. • Ability to identify alternative learning strategies in the future, if they are having problems.

Educator Evaluation Form

Please fill in the answers below as a way to evaluate both the content of the Ollie's Island Program and its likely application in your classroom activities.

Your candid response will be highly appreciated and will be used when updating the Ollie's Island program and in the development of new products.

If you are short on time, please just fill in Questions 1 – 7 as they will provide us with very valuable feedback.

Please send your feedback to:

Sustain Ability International, PO BOX 3051, Cotham VIC 3101, Australia.

Fax: 03 9817 1466 Email: info@sustain-ability-int.com

General Questions

1. My key teaching area is:
 - Early Years (P – 4)
 - Middle Years (5 – 9)
 - Later Years (10 – 12)

2. My school location is:
 - Urban
 - Rural

3. How do you rate the content of the Ollie's Island CD ROM?
 - Excellent
 - Very Good
 - Good
 - Fair
 - Poor

4. How do you rate the functionality of the Ollie's Island CD ROM?
 - Excellent
 - Very Good
 - Good
 - Fair
 - Poor

5. How do you rate the usefulness of the Educators section?
 - Excellent
 - Very Good
 - Good
 - Fair
 - Poor

6. Will you use the Ollie's Island CD ROM in your classroom activities?
 - Yes
 - No

7. Will you recommend the Ollie's Island CD ROM to other educators?
 - Yes
 - No

Supplementary Questions

6. Did the Ollie's Island CD ROM operate properly on your school computer equipment?

- Yes No

7. If you did have problems, what were they?

9. What aspects of the CD ROM did your students find most stimulating?

11. How did the CD ROM extend your students' learning experience?

10. Did your students find any aspects of the CD ROM frustrating or difficult to comprehend? If so, what were their problems?

11. Do you have any suggestions or further comments about the CD ROM?
