# Critiquing your PDHPE units of work

| Units of work | Yes | No |
| --- | --- | --- |
| Are there a manageable number of outcomes per unit? e.g. 2-4 outcomes |  |  |
| Are outcomes the focus for the teaching and learning activities in your unit? |  |  |
| Is there an integration of related outcomes and content in your units? |  |  |
| Are *learn to’s* and *learn about’s* explicitly linked to teaching and learning activities? |  |  |
| Are there a variety of teaching and learning strategies to assist in student achievement of outcomes? |  |  |
| Are there opportunities for collecting assessment information embedded in teaching and learning activities?  |  |  |
| Are these assessment opportunities highlighted in the teaching and learning sequence? |  |  |
| Are staff provided with a facility or process to record variations in to the unit plans? |  |  |
| Are the teaching and learning activities fun, challenging and engaging? |  |  |
| Are the learning contexts relevant to students?  |  |  |
| Do your units focus on a small number of key ideas or concepts? |  |  |
| Do the teaching and learning activities provide students with an opportunity to look at these concepts in detail?  |  |  |
| Does your unit connect concepts being addressed from lesson to lesson? |  |  |
| Have you planned sufficient time in your unit for students to gain a deep understanding of the key concepts addressed? |  |  |
| Have you included activities where the relationships between key concepts in the unit are explicitly addressed?  |  |  |
| Do your activities explore a variety of perspectives when presenting an idea? |  |  |
| Do your activities pose questions that have multiple answers or perspectives? |  |  |
| Do your units have challenging tasks such as problem solving activities? |  |  |
| Does your unit encourage all students to engage in challenging tasks? |  |  |
| Do your units provide activities which encourage open ended discussion about the substance of the lesson?  |  |  |
| Are activities in the units purposeful and interesting with clear goals that are articulated to the students? |  |  |
| Do your units provide students with the opportunity to negotiate learning tasks? |  |  |
| Are your units open to ideas suggested by students for learning activities? |  |  |
| Have you considered the students out of school background knowledge as a starting point when planning your units? |  |  |
| Do the activities in your unit allow students to apply their knowledge to real life contexts or problems? |  |  |

# Additional comments and aspects for development