

Template 2- }μŒ• ŸÀ]šŒ •]Pv d u%o š W vP P]vP > Œv]vP Æ% Œ] v •

Step	}u%}v vš ~/š Œ š]Ä •	• Œ]‰š]v ~D Œ Œ <μ]Œ]š}}v o š Zv}o}PŒU }Œ •μ%‰}	Œ ••]vP &t/ Œ š Œ •}μŒ •U	Æ u% o ~ μ•š}u]î (}Œ Œ}Ÿ}ŒŒ•%
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		<p>rationale for the choice of activity and how it aligns with the learning outcomes and promotes student engagement.</p> <p>x Highlight the key skills or knowledge to be practiced and the expected level of student interaction if any.</p>	<p>u š } P v] Ÿ À • l] o o • š Z š transferred to other rigorous courses and reduce the overall risk of DFWI.</p>	<p>Students form teams to debate a given environmental policy issue, fostering critical thinking and communication skills.</p> <p>x Adaptable to a variety of o • • •] Ì • and formats.</p>
5	Procedure & Integration	<p>x W CE } À] • μ P P • š Ÿ o CE %o CE } μ CE • v A x ^ š %o •] preparation, position checkpoints to monitor progress and provide guidance.</p> <p>learning They have the %o } š v Ÿ o š } reduce un%o CE } μ Ÿ À } v (μ •] } x + Ÿ À CE CE] CE • š Z š v Z] v CE success and persistence, especially for • š μ v š • (CE } u u CE P] v o] Ì P CE } μ %o • X</p>	<p>research, and structured debate format.</p> <p>x Integrate with course content by</p>	<p>preparation, position research, and structured debate format.</p> <p>x Integrate with course content by</p>

8	Reflection & Continuous Improvement	<ul style="list-style-type: none"> x Use Universal Design for Learning principles. 		
		<ul style="list-style-type: none"> x Encourage student reflection and use feedback to continuously improve the activity. 	<p>Z G Ÿ v P } v o Œ v] v P v x</p> <p>feedback creates a culture of</p>	<p>Include reflection prompts or a post-activity survey.</p>
		<ul style="list-style-type: none"> x Share aggregated feedback and planned improvements with students to close the loop and demonstrate responsiveness 	<p>} v Ÿ v µ } µ •] u % Œ } À u v š U x }</p> <p>growth mindset and sense of belonging</p>	<p>~ Á Œ] @ a l U u µ o Ÿ u] • š }</p> <p>accommodate] + Œ v š % Œ (</p>
			<p>that can improve academic performance and persistence, especially for students at higher risk for DFWI.</p>	<p>x Review feedback regularly and</p>