Reflecting on your most recent unit, consider to what degree you engaged students in the elements of 21st Century Teaching and Learning. Describe in the boxes provided (if applicable), details of your plans, activities, and conversations with students. Also comment on what your students did or learned as a result.

**Motivated, Connected, Self-Directed**

Students were very interested to understand the recent earthquake and its impact on Japan's people and country. Could an event like that occur here?

**Creators & Contributors**

Students were to create a 5 minute news broadcast for the science channel describing how plate tectonics is related to this disaster.

**Critical Thinkers, Questioners, Problem Solvers**

I wanted my students to determine why the quake was so strong and if there were any warning signs in Japan or around the globe.

**Communicators & Collaborators**

Students worked in groups to research the event and produce their news broadcast.

**Global Citizens of Character**

After realizing the devastation of the earthquake, students took up a collection to send aid to the Red Cross for relief efforts.

**Knowledgeable & Skilled**

Students used the web to research information on YouTube to publish their video news broadcast.

After reflecting on your unit, review the BPS Model for 21st Century Teaching and Learning (available on the BPS Website) and explore the research links for each element. How does your unit, teaching, and student learning compare to the research? For each element in the diagram above, shade in the degree to which you think your unit connects to the research. In the case where you go beyond current research/practice, note those points too. Also, include student products or artifacts (links or attachments) as examples of their learning.

Considering your reflections, and the goal to achieve more depth in the elements of 21st Century Teaching and Learning into your lessons, record your future action plan for this unit, or your next unit.

- Have students talk (skype) with peers in Japan to better understand their perspectives/needs.
- Give students more choices in the format and audience of the final product.