FINAL REFLECTIONS UNIT  
LIFESKILLS PERFORMANCE OBJECTIVES  
LEVELS: 100/150

UNIT GOAL
Students will demonstrate their ability to use level appropriate language skills to reflect on their learning and learning experience.

LIFESKILLS PERFORMANCE OBJECTIVES (Summary):
1. Reflect on learning and self-assess progress.
2. Identify strategies and goals for continued learning.
3. Evaluate class and program.

NOTE TO TEACHERS: This unit should be covered during the last 1-2 weeks of an instructional cycle. The unit provides objectives, resources, and activity ideas to help students reflect on what they have learned, plan for continued learning, and provide feedback on their learning experience.

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<th>LIFESKILLS PERFORMANCE OBJECTIVES</th>
<th>FUNCTIONS AND SAMPLE LANGUAGE</th>
<th>RESOURCES</th>
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| 1. Reflect on learning and self-assess progress. | Identify skills: **100/150**  
Now I understand more.  
Now I understand my co-workers.  
Now I can read a little English.  
Now I can write/type my address.  
I learned how to... **150**  
I couldn't...before, but now I can.  
Listening is easier for me now.  
My English is better than before.  
I am not scared to speak English.  
I remember my first day of class... | Activities:  
Review class needs assessment and brainstorm what students have learned.  
See  
- Achievement Charts,  
- Compositions,  
- Picture Questionnaires,  
- Learner-Generated Questionnaires, and  
- Student Satisfaction Survey in ESL Techniques  
Compare pre and post assessment (e.g. writing samples);  
- Technology Needs Assessment  
Edit earlier writing. | Structures:  
Past tense  
Modals  
Comparatives  
Brainstorm and review structures learned  
Extensions:  
Vocabulary review (OPD, NOPD Beginners Workbook, brainstorming, bingo, word maps)  
A project bringing many skills together (e.g. write recipes, plan and go on a field trip, plan a party) |
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<td>2. Identify strategies and goals for continued learning.</td>
<td>Express ability: 100/150  I can...  I can't...  I need help with...  I will...  I can find English cassettes and videos at the library.  I can read to my children.  I can speak English at work.  I will practice English on the Internet.</td>
<td>Stand Out 1, Unit 8; Teaching How to Learn</td>
<td>Structures: Simple Present  Future with will  Modals  Extensions: Field Trips;  Additional reading not related to units (culture, folktales)  Presentations about students' countries</td>
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| 3. Evaluate class and program. | Express opinion: 100/150  I liked...  I didn't like...  We need more...  Conversation with a volunteer is good for me.  I need more homework.  The book is confusing. | See  4 Corners,  Student Satisfaction Survey, Learner-Generated Questionnaires, and in ESL Techniques  Final Reflections Activity Learner Generated Satisfaction Survey (English or Spanish)  Activity Assessment Form | Structures: Past tense  Negative forms  Extension: Write a letter to the school or director with feedback about the class and program. |