Template 2-

Step			

#	Category			
		rationale for the choice of activity and how it aligns with the learning outcomes and promotes student engagement. x Highlight the key skills or knowledge to be practiced and the expected level of student interaction, if any.	u š }Pv]ŸÀ •l]oo• šZ š transferred to other rigorous courses and reduce the overall risk of DFWI.	Students form teams to debate a given environmental policy issue, fostering critical thinking and communication skills. x Adaptable to a variety of o •• •]Ì • and formats.
5	Procedure & Integration	x W Œ}À] •µPP•š Ÿ o Œ ‰ Œ} µ Œ• v Á Z •š ‰ }(šZ ŸÀ]šÇ Œ]š }• µ•µ%‰%}ŒŸÀ •š Œ µ checkpoints to monitor progress and provide guidance.	learning They have the‰}š v Ÿ o š} reduce un‰ Œ} µ ŸÀ }v(µ•]} + ŸÀ Œ Œ] Œ• šZ š v Z]v Œ success and persistence, especially for •šµ vš• (Œ}u u ŒP]v o]Ì PŒ}µ‰•X	x ^š ‰•] v preparation, position research, and structured debate format. x Integrate with course content by

8	Reflection & Continuous Improvement	x Use Universal Design for Learning principles.		
		x Encourage student reflection and use feedback to continuously improve the activity.	Z G Ÿ v P } v o Œ v] v P v feedback creates a culture of } v Ÿ v µ } µ •] u ‰ Œ } À u v š U growth mindset and sense of belonging that can improve academic performance and persistence, especially for students at higher risk for DFWI.	x Include reflection prompts or a post-activity survey. x } š Œ] À P] š Ç } (Œ G Ÿ ~ À Œ] @ alU U µ o Ÿ u] • š } accommodate] + Œ v š ‰ Œ (and strengths. x Review feedback regularly and
		x Share aggregated feedback and planned improvements with students to close the loop and demonstrate responsiveness		