



Year 9 ExCEL  
2010

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# LEARNING4LIFE

## *Creating Conversations (Drug Education 1) - Code: 9BDCC*

### Description

This is an opportunity for students to learn more about drugs and harm minimisation in fun and challenging ways. The main aim of this program is to enhance communication between students and their parents in sharing ideas about drug issues. The highlight of this program is the student facilitated parent night in which students get a chance to direct the evening as they choose in order to "Create Conversations" between students and parents.

### Assessment

This program will be assessed using the following methods:

- Students will be required to submit an event plan which outlines their contribution to the final assessment, the parent night. Students will be encouraged to be creative and interactive with others (both students and parents) as this will be a major contributor to assessment.

### Weekly Outline

#### Half-Day 1

Introduction - students are introduced to the Creating Conversations program and receive vital background information on drug related issues.

#### Half-Day 2

Students explore various activities from the creating conversations program in order to build their own knowledge of drug related issues and start to form ideas on which activities they would choose to run on the parent night. Activities will include things such as role plays, mind mapping, making own anti-drug/ drug education advertisement and so on, allowing for the creative instincts of students to take over.

#### Half-Day 3

Students explore various activities from the creating conversations program in order to build their own knowledge of drug related issues and start to form ideas on which activities they would choose to run on the parent night. Activities will include things such as role plays, mind mapping, making own anti-drug/ drug education advertisement and so on, allowing for the creative instincts of students to take over.

#### Half-Day 4

Students explore various activities from the creating conversations program in order to build their own knowledge of drug related issues and start to form ideas on which activities they would choose to run on the parent night. Activities will include things such as role plays, mind mapping, making own anti-drug/ drug education advertisement and so on, allowing for the creative instincts of students to take over.

#### Half-Day 5

Students explore various activities from the creating conversations program in order to build their own knowledge of drug related issues and start to form ideas on which activities they would choose to run on the parent night. Activities will include things such as role plays, mind mapping, making own anti-drug/ drug education advertisement and so on, allowing for the creative instincts of students to take over.

Parent night preparation - students will prepare for the parent evening which will involve any number of creative activities/presentations designed by them to increase conversations between them and their parents on drug related issues

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## ***Streetwise (Drug Education 2) - Code: 9BDSW***

### **Description**

This is a wide ranging drug education program following the "harm minimisation model" This program acknowledges that students will at some stage encounter issues to with drugs, either legal or illegal. The program aims to arm students with vital knowledge which will help them to make informed decision when faced with these issues...

### **Assessment**

This program will be assessed using the following methods:

- Students will create a guide to local drug/drug education service providers in our local community. This guide will cover agencies which provide education but also those which can provide guidance in various situations.

### **Weekly Outline**

#### **Half-Day 1**

Introduction: students will get a clear picture of the issue of drug use and abuse in our society including relevant information on exactly how much/little of it really goes on.

Re-Thinking Drinking: The most commonly misused drug in our society, students will learn valuable lessons about the responsible ways to use alcohol and how to avoid the mistakes many people make.

#### **Half-Day 2**

Cannabis and Consequences: Students learn the harmful nature of possibly the most readily available illegal drug in our society. This session may involve a Police guest speaker to talk about the drug in a realistic and legal sense.

#### **Half-Day 3**

Drugs. Legal/Illegal? This session addresses the sometimes confusing issue of which drugs are legal and illegal and whether both in fact can be harmful.

#### **Half-Day 4**

Look After Your Mates: In this session students will learn basic first aid that will help them know what to do in a situation where someone may have taken drugs.

#### **Half-Day 5**

Research day: Students research local service providers in the Drug Education/Services field and produce a guide including a review/evaluation of what services they provide. This session may include a guest speaker from this field.

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## ***Getting to Know Others: Getting Along With Others - Code: 9BGTK***

### **Description**

Life for students across all years of schooling can be exciting and challenging. There are many issues that may be confronted; many will have positive outcomes but some may be more difficult to negotiate. This program aims to allow students, both individually and in groups, to explore some of these issues as they relate to themselves and others. As many of these issues occur within the context of relationships, the program will use this framework to identify and develop skills necessary to deal with these issues and manage these relationships.

### **Assessment**

This program will be assessed using the following methods:

- Students will be asked to complete home tasks after most sessions. These tasks are designed to consolidate learning from the sessions and to provide students with the opportunity to practise skills and to reflect individually on issues.

### **Weekly Outline**

#### **Half-Day 1**

Getting on with others / Communicating in relationships

#### **Half-Day 2**

Feelings in relationships Thoughts in relationships

#### **Half-Day 3**

Solving problems in relationships Journey into the unknown - survivor

#### **Half-Day 4**

Lean on me Group project - How we'd like it

#### **Half-Day 5**

Group presentations

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## ***Career Voyaging - Code: 9BCVO***

### **Description**

Students will complete the Careers voyage program and research various careers to prepare a plan for the organisation of their Year 10 Work Experience.

### **Assessment**

This program will be assessed using the following methods:

- Students are to complete set activities each week and present a folio incorporating printouts of the Career Voyage program, other completed work and a report.

### **Weekly Outline**

#### **Half-Day 1**

Outline of program and expectations. Completion of the Careers Voyage program.

#### **Half-Day 2**

Research on careers highlighted from the Careers Voyager program.

#### **Half-Day 3**

Write up of Part 1 of the Report. Preparation of a questionnaire/questions to interview at least two people who work in the chosen career.

#### **Half-Day 4**

Students to work on completing a report on their interviews and Careers assignment related to the Career Voyage program.

#### **Half-Day 5**

Reports presented/submitted. An introduction to job applications and job interviews

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## **Safe@Work - Code: 9BOHS**

### **Description**

Students will complete a number of online OHS assessments.. Students will research various careers and prepare a plan for the organisation of their Year 10 Work Experience.

### **Assessment**

This program will be assessed using the following methods:

- Students are to complete set activities each week and present a folio incorporating certificates, completed work and a report.

### **Weekly Outline**

#### **Half-Day 1**

Outline of program and expectations. General introduction to workplace OH&S requirements. Completion of module on general OH&S requirements

#### **Half-Day 2**

Completion of Industry specific OH&S module/s.

#### **Half-Day 3**

Revision/completion of OH&S modules. OH&S worksheets. Work on OH&S assignment.

#### **Half-Day 4**

OH&S visit

#### **Half-Day 5**

Presentation and submission of Folio re OH&S issues

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## ***Advanced Rock & Water - Code: 9BARW***

### **Description**

Build on the fun classes you had in Year 7 but be involved in more serious topics that relate to a Year 9 boys. Body language, relationships - especially with females and using your intuition are all explored. All of the usual kicking, punching to strike shields is there as well.

### **Assessment**

This program will be assessed using the following methods:

- Program reflection journal. Skill demonstrations and a final presentation. You will also be asked to identify a classic Rock and water moment in a favourite movie of yours.

### **Weekly Outline**

#### **Half-Day 1**

Refresher - reviewing the basic principals of Rock and Water.

#### **Half-Day 2**

The higher floors of the 'Rock and Water House'. Relationships, 'the inner compass'.

#### **Half-Day 3**

Relationships, intuition and boundaries. Understanding girls.

#### **Half-Day 4**

Serious physical session... new kicks, blocks and punches.  
Sharing our Rock and Water moments.

#### **Half-Day 5**

Demonstration session - showing your Rock and Water skills to a broader audience.

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## ***Buying & Owning a Car - Code: 9BCAR***

### **Description**

Students will investigate various aspects of car ownership: getting your Ls; budgeting/saving/borrowing to buy the car; types of loans, application forms; insurance types and insurance application; calculation of running costs; road safety issues; and legal responsibilities.

### **Assessment**

This program will be assessed using the following methods:

- Students will complete set research/investigative activities each week. A final report on all their research will be presented in Week 5

### **Weekly Outline**

#### **Half-Day 1**

Introduction/organisational matters. Internet research on types of cars, costs etc.

#### **Half-Day 2**

Registration and types of car insurance

#### **Half-Day 3**

Visit to a number of car yards

#### **Half-Day 4**

Financing the car. Types and costs associated with borrowing. Budgeting and running costs

#### **Half-Day 5**

Student reports

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## ***First Aid: Level 2 First Aid & CPR - Code: 9BAID***

### **Description**

Students will undergo training and assessment in the Level II First Aid and CPR Certificate.

### **Assessment**

This program will be assessed using the following methods:

- Students will undergo a written examination at the conclusion of the course. A 75% pass mark is required. Students will also be assessed on their CPR Technique.

### **Weekly Outline**

#### **Half-Day 1**

Introduction, Unconscious patient, DRABCD

#### **Half-Day 2**

CPR & EAR: Assessment

#### **Half-Day 3**

External & Internal Bleeding, Wound management

#### **Half-Day 4**

Temperature Extremes and Shock Poisons Bites, Stings

#### **Half-Day 5**

Fractures & Soft Tissue Revision Activities & Exam

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## ***Outdoor Education - Code: 9BOED***

### **Description**

Students will undertake a variety of Outdoor Education activities as a precursor to the Year 9 Outdoor Education camp in November. It also provides an excellent base for VCE Outdoor and Environmental Studies.

### **Assessment**

This program will be assessed using the following methods:

- Competency and participation in the various preparation activities

### **Weekly Outline**

#### **Half-Day 1**

Being environmentally responsible in the bush.

#### **Half-Day 2**

Tent maintenance & using a Trangia

#### **Half-Day 3**

Bike maintenance & safety for mountain biking

#### **Half-Day 4**

Canoeing & water safety

#### **Half-Day 5**

First aid in the bush

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# EXTENDED LEARNING PROJECTS

## *An Architect & Graphic Designer for Seven Days - Code: 9BAGR*

### Description

An alternative, active and innovative program to experience Visual Communication. Student will witness and explore the life of architects/Designers and architecture/Designer students.

### Assessment

This program will be assessed using the following methods:

- Assessment will be based on the production in each practical activities and the write up of reports on excursions and lectures.

### Weekly Outline

#### Day 1

Student view and have first hand experience of the work of an architect or architect student.

#### Day 2

Orienteering - In search of Landmark Architecture in Melbourne...

#### Day 3

Visiting draftsman's talk and workshops with students on drawing house plans and design buildings.

#### Day 4

Students to design a building, a landscape design or etc.

#### Day 5

Students to design a building, a landscape design or etc.

#### Day 6

Visit a Graphic Design studio and teaching Institution.

#### Day 7

Industrial Design and Production e.g. Ford Australia.

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## **Engineering: Bridge Building - Code: 9BBRG**

### **Description**

This program will involve an intensive investigation of one of the major elements of design and construction - trusses. Students will investigate the nature of this design in building and construction; they will then design and build their own model of a bridge.

### **Assessment**

This program will be assessed using the following methods:

- The assessment for this program will be based on excursion worksheets, a design folio of a bridge and the construction of a bridge model.

### **Weekly Outline**

#### **Day 1**

Excursion looking at different truss designs in the community such as bridges and its use in construction.

#### **Day 2**

Field work - investigating the construction of a hypothetical bridge in the community which would fulfil a particular purpose. This would involve measurement, soil sampling, photographs, field sketching, etc.

#### **Day 3**

Research and folio development

#### **Day 4**

Research and folio development / construction

#### **Day 5**

Construction of bridges

#### **Day 6**

Construction of bridges

#### **Day 7**

Finalisation & testing of bridges.

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## ***Behind the Scenes - Code: 9BBTS***

### **Description**

This program would allow the opportunity for students to synthesize their interest in the various aspects of a theatrical production in order to produce a successful and viable end result.

### **Assessment**

This program will be assessed using the following methods:

- As the program uses the inquiry model, at the end of each week the students will have completed a specific branch of the learning process.

### **Weekly Outline**

#### **Day 1**

Ask – the students compose a folio of questions regarding which aspects of a theatrical production brief they want to learn about, investigate etc

#### **Day 2**

Investigate – excursion to the Arts Centre / Melbourne Theatre Company – backstage tour, learning about what goes into a production

#### **Day 3**

Discuss – break down the different aspects they have investigated and relate them to their questions. Compose a project within the heading of 'the production brief', including a budget, costume and set design, casting, sponsorship, etc

#### **Day 4**

Create – Students create a production brief for a production that they are going to put together

#### **Day 5**

Create – Continue working on production brief

#### **Day 6**

Present – present project to the class, a completed production brief focusing on one aspect of putting together a theatrical presentation

#### **Day 7**

Reflect – Reviewing production briefs in light of a current production

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## **Bronze CREST - Code: 9BCST**

### **Description**

Bronze CREST will offer students the opportunity to learn about experimental design and conduct an investigation. They will then conduct their experiments in class and record their results before finally compiling a report for submission to the CSIRO CREST program.

### **Assessment**

This program will be assessed using the following methods:

- Students will be required to submit an investigation proposal and a report on their investigation.

### **Weekly Outline**

#### **Day 1**

Students are introduced to the ideas behind experimental design and begin brainstorming / researching ideas for their investigation.

#### **Day 2**

Student research and develop a plan for their investigation, i.e. method, materials, how they will record results etc.

#### **Days 3 - 5**

Student will conduct their experiment, fine tune problems, record results etc.

#### **Day 6**

Students will start writing their final report and record any final results.

#### **Day 7**

Students will finish writing and submit their final CREST report.

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## **Journalism - Code: 9BJRN**

### **Description**

In this class students will learn the basic skills and principles of print journalism. The focus will be placed on news, sports, music, film and photo journalism and students will work collaboratively to build an interactive multi-media website. The course is student centred and students are encouraged to take initiative and be the driver's of their own learning process.

### **Assessment**

This program will be assessed using the following methods:

- This will be assessed via the daily filing of "reports" and the meeting of production deadlines

### **Weekly Outline**

#### **Day 1**

Brief and Website design

#### **Day 2**

Field work: Reporting followed by production meeting

#### **Day 3**

Field work: Reporting followed by production meeting

#### **Day 4**

Field work: Reporting followed by production meeting

#### **Day 5**

Field work: Reporting followed by production meeting

#### **Day 6**

Production Day

#### **Day 7**

Production finalisation and Launch

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## ***Charged Up - Code: 9BCHU***

### **Description**

Students will investigate methods of electricity generation. In particular they will examine wind energy and how it can be used to make electricity. Students will design and construct their own wind generator and then experiment with it in order to achieve greater efficiency.

### **Assessment**

This program will be assessed using the following methods:

- Students will maintain a folio documenting all their research and design activities along with results of their experimentation.

### **Weekly Outline**

#### **Day 1**

Introduction to electricity and the motor principle.

#### **Day 2**

Research and folio development.

#### **Day 3**

Research and folio development and begin construction of generator.

#### **Day 4**

Construction of generator.

#### **Day 5**

Construction and testing of generator.

#### **Day 6**

Testing and modification of generator.

#### **Day 7**

Testing, modification and evaluation of generator.

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## **Markets in Australia - Code: 9BMKT**

### **Description**

Students will visit the Victoria and Preston Markets. They will visit a number of Estate Agents, Banks and other financial institutions. The Share Market will also be studied. Additionally the Internet will provide an important resource...

### **Assessment**

This program will be assessed using the following methods:

- Assessment will be by completion of all the set activities and presentation of a final report.

### **Weekly Outline**

#### **Day 1**

Banking day. Introduction, organisation and dismissal for students to collect data on interest rates from various financial institutions and locations.

#### **Day 2**

Share Trading, research, tracking, Demand and Supply (Share Market game) costs and benefits of share trading

#### **Day 3**

Market Day: Victoria and Preston Markets, research on number of stalls and other services, transport and parking access, mapping, D&S, Competition

#### **Day 4**

Property Market, guest speaker, walk to Greensborough to investigate Estate agents

#### **Day 5**

Research Property. Windup activity/activities introduced

#### **Day 6**

Report Collation Day. Finalisation of Windup activities

#### **Day 7**

Presentation Day and Windup activity/activities

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## **Chill Time - Code: 9BCHL**

### **Description**

A range of creative and reflective activities, integrating mind, body and spirit and learning coping mechanisms for teenage stresses and tools to live a fulfilling life..

### **Assessment**

This program will be assessed using the following methods:

- Daily journal with activities to complement each experience for school and home
- Final presentations demonstrating depth and understanding of what they have learnt and the tools they have gained.

### **Weekly Outline**

#### **Day 1**

Introduction to the programme, team building and getting to know you activities

#### **Day 2**

Changing your perception/altering your actions:

Morning Yoga, stretch, breathing and relaxation exercise

Lifestyle choices and eating habits

#### **Day 3**

Investigating a sense of spirituality:

Morning Yoga session

Aboriginal Spirituality

Introduction to the labyrinth

Designing, creating and building a labyrinth and garden

#### **Day 4**

Quite spaces in the busyness of life:

Yarra Bike trail into the City

Visiting the City

#### **Day 5**

Who am I? Who do I want to be?:

Morning Yoga session

Improving self confidence, building self-esteem, becoming a man, becoming yourself

#### **Day 6**

At one with nature:

A day at the beach - Awe and wonder of creation

Team building and individual activities, personal reflection and spirituality

#### **Day 7**

Putting it altogether:

Demonstration of what you have learnt and the tools you have gained

Presentations of events and activities

Invitation for Parents to attend

Small liturgy to close

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## **Melbourne: the Dead and the Living - Code: 9BMEL**

### **Description**

Are you ever curious about the city of Melbourne? Very few people actually live in the City of Melbourne but hundreds of thousands work there every day. It draws thousands more people to its centres of entertainment. Most of the major decisions that affect you living in this state are made there in one place or another.

Melbourne looks permanent and unchanging but this is not true. The city has gone through huge changes from the time when it was the meeting place of indigenous tribes less than two hundred years ago. The city that grew up on the banks of the Yarra was filled with a wide range of people who, in their own way, wanted to create a better world for themselves and their family. There were bank robbers, gangsters, sportsmen, drunks, conmen, writers, revolutionaries, drunkards and lunatics. The more you learn about that past Melbourne, the more interesting and richer your life becomes living in the modern Melbourne today.

### **Assessment**

This program will be assessed using the following methods:

- Preparation, planning and completion of an individual research project on an aspect of Melbourne's History e.g. person, building, group or controversial issue.

### **Weekly Outline**

#### **Day 1**

Introduction to Melbourne and the project.

#### **Day 2**

Whole group tour of various sites in Melbourne (e.g. Town Hall, Melbourne Jail, Trades Hall, St. Pauls, Melbourne Museum).

#### **Day 3**

Whole group tour of various sites in Melbourne (e.g. Queen Victoria Market, Melbourne General Cemetery Carlton,

#### **Day 4**

Planning Day at Parade College to select topic and organise data collection.

#### **Day 5**

Independent learning day in Melbourne gathering material for project.

#### **Day 6**

Independent learning day in Melbourne gathering material for project.

#### **Day 7**

Presentation of learning at Parade College.

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## **CO<sub>2</sub> Dragsters - Code: 9BDRG**

### **Description**

Students will design, construct, test and race a CO<sub>2</sub> powered dragster. We will investigate aerodynamic principles of lift, drag and down force and apply these to the design and construction of the dragsters. Once constructed the dragsters will be tested in a wind tunnel before being raced against the other students.

### **Assessment**

This program will be assessed using the following methods:

- Students will be assessed on the folio produced during the design, construction and testing phase of the project as well as on the actual finished dragster.

### **Weekly Outline**

#### **Day 1**

Investigate aerodynamic principles and CAD software that will be used to design dragster.

#### **Days 2 & 3**

Design dragster using CAD software.

#### **Days 4 & 5**

Construction of dragsters.

#### **Day 6**

Wind tunnel testing and modifications.

#### **Day 7**

Final testing and modifications before race time

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## ***Setting Up a Small Business - Code: 9BSMB***

### **Description**

Students will be required to set up a business (not operate) using the research they have undertaken during the course.

They will be required to provide 'real' costings for a business as well as identify Product,

### **Assessment**

This program will be assessed using the following methods:

- Completion of set activities and presentation of a final report.

### **Weekly Outline**

#### **Day 1**

General introduction/organisation. Spend a day in the city looking at different businesses and their locations. Identify successful positions for different businesses.

#### **Day 2**

Discussion from Day 1. Introduction of compliance issues and costs. Internet research on this.

#### **Day 3**

Meet with a real estate agent to discuss location and costs for a business.

#### **Day 4**

Visit ASIC/ATO to look at Compliance issues for small business. Visit to KPMG (or other Chartered Accounting firm) -Meet with an expert in the boardroom in town

#### **Day 5**

Spend a day in the city looking at different businesses and their locations. Identify successful positions for different businesses.

#### **Day 6**

Visit and interview a number of local (to the student) small business owners.

#### **Day 7**

Completion and submission of final report.

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## ***Culture Vultures - Code: 9BCUV***

### **Description**

In this program students will have the opportunity to work independently and in groups at school and in various areas of Melbourne. Students will learn more about the Japanese, French and Italian cultures through various practical activities such as art, sport, food and technology.

### **Assessment**

This program will be assessed using the following methods:

- Students will complete various assessment tasks including visual displays, poster, reports, art work, collages, 3D models, oral presentations and worksheets, , .

### **Weekly Outline**

#### **Day 1**

Researching and creating art works that use famous techniques from the 3 cultures.

#### **Day 2**

Exploring different sports and dances prominent in the 3 cultures.

#### **Day 3**

A visit to various places in Melbourne to experience and understand the influences the 3 cultures have had on Australian society.

#### **Day 4**

A visit to an Italian social club to experience sport, food and dance traditional to the region of Italy.

#### **Day 5**

An "Amazing Race" around Melbourne exploring the 3 cultures and their influence on Melbourne society.

#### **Day 6**

Construction of famous landmarks that we can identify with one of the 3 countries.

#### **Day 7**

Completion of the landmark with an oral and written report presented to the group.

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## ***Seven Days in the Life of an Artist - Code: 9BART***

### **Description**

An alternative, active and innovative program to experience art. Student will witness and explore the life of artists and art students...

### **Assessment**

This program will be assessed using the following methods:

- Assessment will be based on the production of artwork involved in each practical activities and the write up of reports on excursions and lectures.

### **Weekly Outline**

#### **Day 1**

Students learn about the history of printing and develop an insight to the Fashion industry in regards to T-shirt

#### **Day 2**

Student visit the National Gallery of Victoria.

#### **Day 3**

Students explore the working of an art school. Have a change to see art student at work in an Art School.

#### **Day 4**

Student to work with an Artist on a project. Student to work on a design and the production of an artwork for the school. Formal Student as Artist in resident

#### **Day 5**

Student to work with an Artist on a project. Student to work on a design and the production of an artwork for the school. Formal Student as Artist in resident

#### **Day 6**

Student research the Heidelberg artists and their painting techniques. Excursion to the painting location of the Heidelberg artists. Undertake the trial of the artist in the Banyule Wetland.

#### **Day 7**

Environmental Art.

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## ***Defining Law & Influencing Change - Code: 9BLAW***

### **Description**

The aim of the unit is for students to gain an understanding of the laws that operate within their local council and how these laws are made. Students will identify and research areas of concern in these laws which they feel need to be addressed. Students will then choose one area of concern and work towards providing a thorough proposal for change. This group proposal will then be submitted to relevant authorities in the hope of effecting change.

### **Assessment**

This program will be assessed using the following methods:

- Completion of each set task, evidence of research and group work. Final group proposal for presentation.

### **Weekly Outline**

#### **Day 1**

Introduction and outline. Research and role play to recognise laws and non legal laws that affect people/students.

#### **Day 2**

DVD Lord of the Flies viewed, discussed and report prepared. Examination of early Australian law.

#### **Day 3**

Examination of a new/recently amended law. Pressure groups, reasons for change etc and how this law affects people

#### **Day 4**

Students research a particular law of interest. Presentation to class

#### **Day 5**

Students survey and research an area of law that may require change in their local community.

#### **Day 6**

Class will concentrate on one area of law requiring change in the local community and commence work on a strategy for change

#### **Day 7**

Students will continue with the strategic plan to finalise their presentation to the class, local government, Police etc.

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## ***Defying Gravity - Code: 9BDEF***

### **Description**

Student will be involved a number of problem solving activities where they will use their knowledge of Physics to complete a series of challenges. Activities are focus on how science can overcome and/or use the force of gravity.

### **Assessment**

This program will be assessed using the following methods:

- For each activity students will write a science based report detailing an aim, hypothesis, results and discussion.

### **Weekly Outline**

#### **Day 1**

Students will construct a catapult from given materials and launch a tennis ball. This activity revolves around mechanical advantage and imparting energy.

#### **Day 2**

Students will use their knowledge of air pressure and basic materials (e.g. paper, plastic etc) to create the ultimate glider.

#### **Day 3**

Students will be asked to design, construct and then fly their airship around an obstacle course.

#### **Day 4**

The students will be given a various materials to construct a small hovercraft and test it around an obstacle course.

#### **Day 5**

Excursion. Students will make observations of the different types of bridges located across the Melbourne CBD.

#### **Day 6**

Students will design a bridge with the aim of constructing the strongest, lightest bridge possible to deliver a dynamic load.

#### **Day 7**

Students will use and manipulate plastic soft drink bottles to design an aircraft.

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## ***Survivor Bundoora - Code: 9BSRV***

### **Description**

This diverse program aims to allow students to explore their local environment in order to identify ways they can maintain their own general health and fitness now and for the rest of their lives. The program takes the whole person into account and develops physical, social and mental health and offers something for everyone.

### **Assessment**

This program will be assessed using the following methods:

- Along with completing several competency based assessments (i.e. First Aid exam), students will also produce a guide to general health and fitness opportunities/providers in our local and broader communities. Students will be required to evaluate and provide a detailed report on each of their experiences to be presented on a user guide/directory for others in the community to use as a resource.

### **Weekly Outline**

#### **Day 1**

First Aid: Students complete the Level 1 First Aid accreditation.

#### **Day 2**

Boys' Talk: Students complete a series of workshops addressing social issues such as sexuality and relationships.

#### **Day 3**

Tell Someone Who Cares: Students complete a series of workshops addressing issues to do with mental health and coping strategies.

#### **Day 4**

The Great Outdoors: Students take part in several outdoor and adventure activities such as rock climbing, orienteering, canoeing, and outdoor survival skills

#### **Day 5**

The Great Outdoors: Students take part in several outdoor and adventure activities such as rock climbing, orienteering, canoeing, and outdoor survival skills. The day will culminate in a bike ride to the city.

#### **Day 6**

Fitness For Life: Students are introduced to a number of personal fitness options from our local community with the view to teaching them how to maintain their own personal health & fitness for life beyond school. Possible sessions could include: Pilates, Body Pump, Spin Cycling, Breakdance, Self-defence and Boxing.

#### **Day 7**

Aussie Sports Excursion: The grand finale of the program would be an excursion day taking in the sporting history and current offerings in the Melbourne Sports Precinct. Students would do the tour of the MCG sports museum along with the possibility of touring venues such as Melbourne Park and the Telstra Dome.

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## ***Ecological Tourism: Exploring the Bike Paths of Melbourne's North - Code: 9BECO***

### **Description**

This program is designed for students to use bicycles to explore Melbourne's bike paths, map these bike paths using a variety of mapping and geospatial technologies and then conduct research into their environmental, social and historical significance. Once completed students will then create an ecotourism website that can be offered to people wanting to explore these areas.

Students will need to provide their own bicycles.

### **Assessment**

This program will be assessed using the following methods:

- The assessment for this program will be the fulfilment of a number of competency requirements for using mapping and geospatial skills as well as the work towards a completed website.

### **Weekly Outline**

#### **Day 1**

Mapping and geospatial skills workshopping and route planning

#### **Day 2**

Bicycle safety check and field work

#### **Days 3 - 5**

Field work

#### **Day 6**

Data compilation and analysis & web page development

#### **Day 7**

Web page completion

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## ***Try A Trade - Code: 9BTRY***

### **Description**

Students will explore seven trades in seven days. An introduction to the skills required for the vocational pathway.

### **Assessment**

This program will be assessed using the following methods:

- At the end of each day, students will receive a participation and skills certificate. The skills certificate will be S or N

### **Weekly Outline**

#### **Day 1**

Bricklaying: An introduction to the trade.

#### **Day 2**

Hospitality: An introduction to the trade.

#### **Day 3**

Furnishing: An introduction to the trade.

#### **Day 4**

Building and Construction; An introduction to the trade.

#### **Day 5**

Landscaping and Design: An introduction to the trade.

#### **Day 6**

Sleeper-Wall Construction: An introduction to the trade.

#### **Day 7**

Paving: An introduction to the trade.

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## **SuperCoach - Code: 9BSCO**

### **Description**

This program is aimed at students who wish to explore pathways for their own development in various sporting fields whether it be playing, coaching, refereeing or as a sports administrator. The program is an ideal lead in to future studies in VET Community Recreation and is focussed on the sports of Football, Cricket, Soccer and Basketball...

### **Assessment**

This program will be assessed using the following methods:

- Students will choose one of three options. Option 1) students will prepare a CV and a job application for an elite coaching position in the sport of their choice. Option 2) Students will organise a sporting event following the lessons they have learned on sports administration. Option 3) Students will explore pathways for elite athletes or professionals in the sports and fitness industry and design/produce a VTAC style guide to either of these career paths.

### **Weekly Outline**

#### **Day 1**

Fitness Development: An investigation and practical application of the fitness requirements specific to the chosen sport and what is required to succeed at the highest level. This will involve a series of fitness pre-tests relevant to the sport and an investigation into the way in which these can be improved upon.

#### **Day 2**

Skill Development and Team Tactics: A highly practical session aimed at developing skills and team tactics as they apply to a game. Guest coaches will be invited from sport associations, former Parade College student who have excelled in each particular sport to provide sessions.

#### **Day 3**

Skill Development and Team Tactics: Further development of skills and tactics as they apply to a game. Guest coaches will be invited from sport associations, former Parade College student who have excelled in each particular sport to provide sessions.

#### **Day 4**

Coaching: Further development of skills and tactics as they apply to a game. Guest coaches will be invited from sport associations, former Parade College student who have excelled in each particular sport to provide sessions.

#### **Day 5**

Refereeing Course: Invite officials from various sporting associations to conduct an introductory officiating course. FFV, NFL, VBA, DVCA. Each of these courses runs as an intensive full day course.

#### **Day 6**

Sports Administration: Investigation into behind the scenes of running sport at the local or elite level. May involve the opportunity for coaching in the local primary schools (Sport development officer) or running an event for students at Parade. Will seek the services of a guest speaker who works in Sports Administration to address the students. Explore the possibilities of career pathways in the industry through University and TAFE and on job training placements.

#### **Day 7**

Elite Sports Pathways: Excursion to elite sports training facility to investigate the processes required to succeed at the highest level. This could include a visit to Essendon FC (they run an

education program) or Lexus Centre, Cricket Victoria Centre at the MCG or a club training session such as Melbourne Victory, Melbourne Tigers.

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