

YEAR 9

AIMING HIGH

~Philosophy~

Aiming High promotes life skills essential for our changing world. Negotiated projects and ensuing success, highlights the value of leadership, responsibility, teamwork, initiative and a strong work ethic. An emphasis is placed on self-reflection and engagement to meet the challenges and changes of our modern world.

~Vision~

Aiming High is a thematic project based curriculum. Students are encouraged to adopt purposeful and relevant life skills in negotiating their project/s. Students set and achieve goals, thereby increasing their focus at school, and growth as an individual.

~Purpose statement~

Skills that students focus on developing are:

- Responsibility
- Leadership
- Initiative
- Teamwork
- Co-operation
- Work Ethic
- Communication
- Goal setting
- Organisation
- Time management
- Project management and development

Projects should:

- Have clear and concise goals and a specific purpose
- Be presented in a professional manner that truly reflects the time allowed
 - Be realistic and challenging
- Be contributed to by ALL team members evenly and fairly

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IMPLEMENTATION AND ASSESSMENT

- The major emphasis of Aiming High will be the development by students of the skills to work successfully as individuals and in groups, negotiation, responsibility and teamwork.
- The outcomes of the modules will be achieved by a combination of classroom experiences, visits, excursions, workshops and negotiated projects.
- Students will be required to keep records of their projects in a workbook, prepare reports to relevant groups (both written and verbal as appropriate) and to produce a portfolio of their work.
- Students will be required to choose and to keep relevant data that can be used to evaluate their projects.
- The Aiming High program will be reported to parents by the student, through Celebration Evenings, via descriptive self-assessment and via a descriptive assessment from the facilitating teachers in comprehensive written reports on the completion of each module.
- The Celebration Evening is an integral component of the evaluation of each module and provides students and teachers with the opportunity of sharing their achievements with parents.
- The Aiming High modules will not be graded, however an evaluation of whether projects meet the goals and outcomes negotiated with the student and what learning took place through these projects will form an essential component of the management of the program.
- An essential outcome of this program will be that students learn the value of clear processes, planning and evaluation.
- Students will evaluate their progress by self-evaluation, peer assessment, mentoring discussions, advice from the teaching team, feedback sought by them from relevant community groups and the outcomes of their projects.
- Where students are already involved in projects that achieve the needs and outcomes of this program, recognition of prior learning may apply – students can build on their existing commitments to show growth.
- Students will have to provide evidence of their involvement in other projects and current learning, and incorporate these activities into the Aiming High record keeping and documentation processes.
- There are costs associated with the program. These include an orientation camp (approximately \$40-50), workbooks for each module (approximately \$10 per module) and individual costs depending on module selection. Refer to module description and overview for further details.

PROGRAM OVERVIEW

Semester One: ACQUIRING A NEW SKILL:

Module 1 2nd February – 20th March	Module 2 23rd March – 26th June
Overnight Camp (Feb 4-5)	Outdoor Education
Heroes Journey	Sports and Fitness
Negotiated project	Film Making

Semester Two: COMMUNITY LINKS:

Module 3 13th July – 18th September	Module 4 5th October – 8th December
Sports Coaching	Great Vic Bike Ride*
Cross Age Tutoring	Discovering Your Community (includes City Centre Experience)
Be a Volunteer	Land Care
Radio Station	

Students will choose one module from each of Module Two, Three and Four. All students will undertake the Orientation Program.

The Great Vic Bike Ride will only run if there is a full class of 25 students.

ORIENTATION PROGRAM AND CAMP

The Orientation Program aims to introduce students to the Aiming High Program, create cohesiveness within the group and begin to build close working relationships, as well as build students self-esteem. It includes an overnight camp with a number of activities including initiative games, outdoor activities, commando course and a guest speaker from the Reach Foundation, talking about goal setting, challenges and respect for other people and themselves. The camp is a fundamental introduction to the 'Heroes Journey', the basis of our 5 weeklong Orientation program for Aiming High. During the Orientation Program, students will:

- Complete modules from the Heroes Journey Work book
- Become familiar with the processes of negotiating projects via a small negotiated task
- Begin to reflect and analyse their work and skills
- Set specific goals and evaluate them
- Set goals for the year and future and set about putting action into place to reach them.

The Orientation Camp is a compulsory part of the Aiming High program and is on the 2nd and 3rd of February 2008. It is held at the Clifford Park Scout Activity Centre in Wonga Park and costs approximately \$45. Further information and permission forms are provided in November/December the year before the camp.

ACQUIRING A NEW SKILL

Film Making

Aims

In this unit students will develop some of the basic skills and understandings required to plan, storyboard and script a short film/s. Students will demonstrate a high level of co-operation, planning, organisation and creativity. Students will use digital video technology, editing software and computers to develop their films. They will undergo specific equipment and program training. At the conclusion of the module students will showcase their films at the Celebration Evening.

Knowledge And Skills To Be Gained

- Planning, organisation
- Co-operation and teamwork
- Skills in digital technology, both hardware and software
- Leadership skills
- Creativity
- Effective communication skills
- Knowledge and appreciation of film makers and their craft
- Analysis and critique of short films
- Self analysis and reflection

Students may:

- Create short films using a number of techniques. This may include documentary styles, claymation, stills, drama and other genres.
- Keep a journal
- Analyse and critique films of different styles

Assessment

Criteria based assessment will apply to this unit. Assessment may be formulated from the following pieces of evidence:

- Maintenance of a workbook / journal as a record of their learning and skills acquisition.
- Demonstration of skills obtained in practical ways – eg a film
- Presentation of an element of skills development to their peers
- Self analysis and reflection

Cost

N/A

Outdoor Education

Aims

In this unit students will develop some of the basic skills and understandings required to safely explore the outdoors. These include knowledge and skill development related to particular activities as well as those associated with the effective planning and implementation of trips in the outdoors. Students will be required to demonstrate an understanding of the wilderness code as it relates to low impact bushwalking.

Expert groups will be required to provide students with a high degree of ecological and cultural understanding of all areas visited throughout this module. In this instance, “expert groups” may be defined as those with a vested interest in the area, significant contributors to the environmental condition of the area, user groups of the area and employees of the management groups of the areas.

Knowledge And Skills To Be Gained

- Effective choice, use and care of equipment in the outdoors. For example; suitable clothing, where and how to pitch a tent, cooking skills, and so on.
- Organisational skills; trip planning and implementation
- Knowledge of safety issues and basic first aid
- Specific skills related to bushwalking and climbing (or other activities depending on the season and staff availability)
- Increase leadership skills, initiative and problem-solving skills
- Team-working abilities, maintaining a positive attitude, especially while developing and learning new skills.
- Effective communication skills.
- Knowledge and appreciation of the natural environment
- Historical knowledge relating to outdoor exploration and adventure, and some of the reasons people have for venturing outdoors
- Developing a highly tuned understanding of the current pressures on a variety of ecosystems through the human uses of these landforms. Students are expected to develop their own ethical and moral standpoint on a number of land uses, both controversial and widely accepted, from an environmental and cultural point of view. They will demonstrate an understanding of the impacts of the various uses, the popularity of recreational activities in sites of high ecological significance, and form an educated opinion as to the sustainability of such activities.

Assessment

Criteria based assessment may apply to this unit. Assessment may be formulated from the following pieces of evidence:

- Maintenance of a workbook / journal as a record of their learning and skills acquisition.
- Demonstration of skills obtained in practical settings; for example meal planning and preparation, climbing knots and so on.
- Presentation of an element of skills development to their peers
- Production of a report detailing the key elements of an outdoor pursuit to be chosen by each student.
- Demonstration of forming an ethical standpoint relating to the issues explored throughout the unit.

Cost

There are significant costs associated with this module, the main one being the five day camp, as well as some smaller excursions for training in rock climbing and other outdoor activities. The **all inclusive** cost of \$300 will be payable in instalments throughout terms 1 and 2.

Sports and Fitness

AIMS:

The aim of this unit is for students to gain specific knowledge and skills in improving personal health and fitness for sport. Students will be required to assess their fitness and design a personal fitness regime in preparation for a team-based mini triathlon. Through this students will develop a high level of teamwork, leadership, organizational skills and personal fitness. An emphasis of the unit will be teamwork as students work together in small teams the entire unit towards achieving personal and team goals, including the organisation of a negotiated project. Students will spend a substantial amount of time participating in physical activity in both individual and team activities.

KNOWLEDGE AND SKILLS TO BE GAINED:

- Goal Setting and Evaluation/Reflection
- Effective teamwork skills
- Planning and organization skills
- Leadership Skills
- Knowledge of fitness testing and components.
- Knowledge of training methods and principles for sport.
- Sportsmanship, respect and tolerance of others.
- Improved personal fitness.
- Using heart rate telemetry to assess training effectiveness.
- Understanding the benefits of an active and healthy lifestyle.

STUDENTS WILL NEGOTIATE THE FOLLOWING TASKS:

- Personal Fitness Assessment and set goals for improvement.
- Design their own personal and team training program aimed at meeting their personal and team goals.
- Complete their training program during both class time, and outside of scheduled class time.
- Experience a range of training methods at school and in the wider community.
- Watch and evaluate an elite sports training session.
- Interview an elite athlete
- Organise and run a sports tournament.
- Compete in a team based mini triathlon in the last week of the program.
- Design and complete a negotiated project based on sports training and fitness.
- Maintain a personal training diary.

Students will work independently at times, but predominantly students will be working in a cooperative small group environment.

Assessment:

Assessment will be criteria based and will be negotiated with students from the following

- Students must complete a person Aiming High Reflective Journal
- Completion of Training Program, including goals and evaluation.
- Self-assessment of negotiated work.
- Preparation and performance at the celebration evening
- Photographic folio detailing the experience

Cost: Fees will be charged throughout the unit for excursions and activities. Total fees will not exceed \$70.

COMMUNITY LINKS – Module 3

Sports Coaching

Aims

The aim of this unit is for students to build on their knowledge of sport skills, strategies, rules and traditions whilst developing leadership, coaching, planning and communication skills. To achieve this, students will be required to undergo specific training in coaching and apply their various skills to coaching a junior sporting team. Students will also be required to demonstrate their skills not only in coaching, but also by participating in sport and working in a co-operative environment where each student is striving to achieve his/her potential.

Knowledge And Skills To Be Gained

- Effective communication skills
- Planning and organisational skills
- Leadership skills
- Management skills in coaching a small team of people
- Enhancing sport knowledge of rules and strategies
- Understanding and appreciation of sportsmanship values
- Enhanced fundamental motor skills, games sense and sports specific skills

Students may

- Undergo specific training in coaching, which may involve achieving a level one coaching certificate in a chosen sport.
- Learn the rules of sport and may have the option of becoming a recognised referee.
- Apply their knowledge and understanding of the principles of coaching in a particular sport when coaching either a junior sporting team from Parkwood Secondary College or a team from a local feeder primary school.
- Analyse sports skills, strategies, rules and values whilst applying them to the design of various training sessions to both peers and junior sporting teams.
- Communicate ideas to peers, juniors and other people in the community.
- Demonstrate their ability in performing a variety of sports skills and strategies whilst participating in a variety of sports.

Students will work independently at times, but predominantly students will be working in a cooperative small group environment.

Assessment

Criteria based assessment will apply in this unit. Assessment may be formulated from the following possible pieces of evidence:

- Students must complete a personal Aiming High Log
- Completion of a coaching manual/course
- Coaching video
- Photographic folio detailing the experience
- Self analysis
- Performance coaching a small team

Cost: Fees will be charged throughout the unit for excursions and activities. Total fees are kept to a minimum and will not exceed \$30.

Cross-Age Tutoring

Aims

The aim of this unit is to develop a greater sense of self-confidence and stronger communication skills through the provision of learning support to younger students. Students will be involved in the planning, organisation and implementation of a Cross-Age tutoring program to primary school students in one of our local feeder Primary Schools.

Knowledge And Skills To Be Gained

- An appreciation of both learning and teaching styles
- An identification of their own learning style(s)
- A deeper understanding of the difficulties that some students face with the learning process
- An identification of the ways in which help and support can be provided to students with difficulties
- A development of organisational skills
- Relationship building skills
- Greater self discipline
- Greater confidence
- Communication and presentation skills
- Cooperative learning
- Team building

Students may work independently in the planning stage. However, they will be encouraged to work in small teams that focus on cooperative learning.

Students may

- Identify specific needs of individual students (this will be done in discussion with the student and in cooperation with the classroom teacher).
- Plan a program of support for their student(s) in order to address their learning needs (this will be done in consultation with both the classroom teacher and their own teacher).
- Implement the program at a mutually suitable time. The program will focus on in-class support for individual or small groups of students.
- Work under the guidance and supervision of the classroom teacher.
- Continuously evaluate the program in consultation with the classroom teacher and their own teacher.

Assessment

Assessment may be formulated from the following possible pieces of evidence.

- Students will maintain a workbook/journal as a record of their learning.
- The Cross-Age tutoring program package developed by the student.
- Self- Assessment of their performance in relation to: Needs analysis, Plan, Implementation, Student outcomes
- Review by classroom teacher in consultation with tutor's teacher.

Cost

The only cost involved in this module is the cost of transport to the primary school, which may be by public transport or by parents.

Be a Volunteer

Aims

The aim of this unit is to develop an appreciation of the value of volunteer work in a rapidly changing society and to develop an understanding of a variety of payments including monetary compensation, personal satisfaction, a sense of community responsibility and community spirit - a sense of 'making a difference'.

Knowledge And Skills To Be Gained

- An appreciation of the needs of our local community ranging from infants to senior citizens
- Cooperation
- Organisational skills
- Communication skills
- An understanding of the service industry within the local community
- The establishment of relationships across different sectors of the local community
- Team building

Students may work independently. However, they will be encouraged to work in small teams that focus on cooperative learning. A team approach in the delivery of the program is of paramount importance.

Students will develop and implement a project that meets the needs of a specific sector of our community. This may include:

- Pre-school children
- Unemployed youths/adults
- Senior citizens
- Disabled/impaired community members

Links with local kindergartens, Neighbourhood Houses and retirement villages can be established through the development of such things as playgroups, skill development activities, the teaching of skills eg information and communication technologies, mentoring and special programs.

Assessment

Criteria based assessment will apply in this unit. Assessment may be formulated from the following possible pieces of evidence:

- Students will maintain a workbook/journal as a record of their learning project
- Students will present the details of their project and the outcomes in a suitable manner that employs the use of information and communication technologies
- Students will prepare a presentation of their experiences through a suitable medium eg video, photographs, folio etc

Cost

The costs associated with this module are only the cost of transport to and from their volunteering placement, which are to be organised by parents.

Radio Station

AIMS:

The Radio Station module aims to give students opportunity to develop skills in writing and performing scripts, in the technology of constructing and recording regular, cohesive radio programs, and in specialising in an aspect of making radio. The module also aims to provide regular school wide broadcasts of pre-recorded radio programs.

Knowledge And Skills To Be Gained

- An understanding and experience of what is involved in making radio.
- Knowledge of and skills in using recording and broadcasting technology
- Skills in planning and scripting
- Interviewing skills
- Team work, on a large and small team scale
- Oral presentation skills
- Musical performance skills

Students may:

- Compose and record jingles for advertisements
- Interview members of the school community
- Edit interviews
- Write and record ongoing scripted radio dramas
- Take on the roles of producers, researchers, technical assistants etc.
- Research, compile and/or announce the community news
- Research and compile news stories from the wider community
- Liaise with members of the wider community

Assessment

Assessment will be based on the goals that students set themselves, in terms of the roles and tasks they choose to take on within the Radio Station. They will draw up plans and proposals, against which their final achievements will be measured. The successful recording and broadcast of sections of the regular radio program for which they are responsible will be the 'product' used for assessment, and their own reflections on the weekly goals they set and their own performance will form the basis for assessment of their development of life skills such as TeamWork, Communication, Work Ethic, Co-operation, Leadership and Initiative.

Cost:

The only costs of this module are those associated with travelling in to SYN FM. Students will need to buy their train tickets to the city, an approximate cost of \$6 per day.

COMMUNITY LINKS – Module 4

Discovering Your Community

Aims

The aim of this unit is to expose students to local, city and global issues and to familiarize themselves with the city - its layout, facilities, geography, services etc. In order to achieve this, students will take a hands-on approach by designing and completing an active research project based on a topic/area of interest. This will involve researching at school and in the wider community. Students will also participate in the City Centre Program from the Education Foundation in order to achieve their goals.

Knowledge And Skills To Be Gained

- Consciousness and awareness of local, city and global issues
- A familiarity with the city and what it has to offer
- Team work and team building
- Communication skills
- Organisational skills
- How to access services in the community, both local and city
- How to use public transport
- Map reading skills

Students will work as a team and activities are negotiable.

Students may investigate:

- Important issues that affect the local and global community
- City and local history
- City and local living
- Transport
- Accommodation alternatives
- Activities and tourist attractions
- Services available for various community groups

Assessment

This module will be assessed to VELS and will incorporate authentic assessment by way of student reflection, peer assessment, experiential learning and action research.

Costs

Fees will be charged as a single payment at the commencement of the unit at an amount to be finalised by the College. The City Centre Camp incurs a \$120.00 (approximately) fee. Students will also need to cover travel expenses to and from the city each day on the camp and any excursions prior to this.

The Great Victorian Bike Ride

Aims:

The Great Victorian Bike Ride is the ultimate challenge. Students will be required to focus, set goals and develop a sense of responsibility. Through participation in the Great Victorian Bike Ride students will develop greater life skills, physical awareness and cycling skills. There will be an emphasis on physical preparation, planning, teamwork, fundraising, bike maintenance and cycling skills in the lead up to the Great Victorian Bike Ride.

Knowledge And Skills To Be Gained:

Life skills

- Sense of achievement, having cycled nearly 600km leading to improved self-esteem, confidence and personal growth.
- Improved teamwork through opportunities presented in the preparation stages and as the group manages itself through cycling and camping for nine days.
- Increased awareness of social diversity in a large community from all walks of life, brought together by a common goal.
- Improved social skills from close knit living within this diverse community.

Physical awareness

- Increased awareness that physical activities can be fun and social. This benefit is greatest among students who are uncomfortable with competitive sport.
- Awareness that physical activity can lead to improved mental wellbeing.
- Increased awareness of the effects of diet and activity on health.
- Ability to develop and implement a personal fitness goal.

Cycling skills

- Improved on-road skills.
- Improved spatial awareness from riding in large groups.
- Skills in practical bicycle maintenance .

Students will negotiate the following tasks:

- Undertaking a specific responsibility within the team during preparation and cycling. These may include, but are not restricted to bike maintenance, team management, fundraising, fitness, leadership and management.
- Designing and completing a personal training regime.
- Completing training in and out of school hours.
- Organising team practice training rides.

Students will work independently at times, but predominantly students will be working in a cooperative small group environment.

Assessment:

Assessment will be criteria based and will be negotiated with students from the following

- Students must complete a personal Aiming High Reflective Journal
- Completion of individual and team training.
- Self-assessment of negotiated work.
- Preparation and performance at the celebration evening
- Photographic folio detailing the experience

Cost:

The cost of this unit will be determined by entry fees set by Bicycle Victoria and the number of students participating in the ride. In previous years the cost has been approximately \$580.00. Other

costs may be associated with the ride to ensure each rider is adequately prepared. Students undertake a substantial fundraising component of the module to reduce costs.

There must be a minimum number of 25 students to select this module for it to be viable.

Land Care

Aims:

This module will entail students actively participating in environmental Land Care activities within the local community. Students will also be engaged with revegetation of a local dam and work in partnership with the Maroondah City Council. Students will be involved in an intensive week long camp in partnership with Parks Victoria and Conservation Volunteers Australia. They will be given the opportunity to gain their Certificate 1 in Active Volunteering by being a part of a specific project in the Anglesea area.

Students will be developing a global awareness and learning about their importance in the local community. This module is designed to develop students' skills and application to this topic outside of normal school hours. Students will gain a greater appreciation for the efforts of both themselves and other active participants in the community.

Knowledge and Skills to be Gained:

- High levels of contact with Government Departments and Active Volunteer Groups that specialise in indigenous communities, occasional communication with expert groups regarding indigenous plants and animals will establish highly effective communication skills.
- Organisational skills regarding developing an effective community group, working with local interested parties on locally significant tracts of land.
- Knowledge of locally indigenous flora and fauna with wider community applications.
- Development of skills associated with environmental development work, tool use.
- Knowledge and appreciation of the natural environment.
- Knowledge of current threats to indigenous species and actions that can be taken to lessen these impacts.

Assessment

Criteria based assessment will be formulated from the following pieces of evidence:

- Maintenance of a workbook / journal as a record of their learning and skills acquisition.
- Successful completion of Certificate 1 in Active Volunteering.

Cost

There are significant costs associated with this module, the main one being the five day camp, as well as some smaller excursions. The **all inclusive** cost of \$250 will be payable in instalments throughout terms 3 and 4.

AIMING HIGH 2007

REFLECTIONS ON YOUR SKILLS

L – Leadership, T – Teamwork, CO – Co-operation,
R – Responsibility, I – Initiative, WE – Work Ethic, COM – Communication

**YO
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OPT**

IONS FOR COMMUNICATING YOUR REFLECTIONS

1. You can do a written reflection in a word document (9 Paragraphs, covering the 7 skills, your progress and your goals.)

OR

2. You can do a Power Point Presentation using photos (which you take yourself, of yourself showing these skills, or other relevant pictures) and 6 dot points per slide. You must have 9 slides, covering the 7 skills, your progress and your goals.

OR

3. You can record a sound file of yourself discussing the 7 skills, your progress and your goals. You must create, use and hand in Cue Cards (like those used for an oral presentation or debate).

OR

4. You can write up Mind Map on a poster (or in Inspiration) . You must cover the 7 skills, your progress and your goals.

THE QUESTIONS to help guide your reflection.

1. When have you shown leadership over the past few weeks? What did you do that helped to lead others? If you haven't shown leadership, what has been stopping you?
2. When have you shown good teamwork over the past few weeks? What did you do that helped your team work well? If you haven't shown good teamwork what has been stopping you?
3. When have you shown co-operation over the past few weeks? What did you do to work alongside others well? If you haven't been co-operative, what has been stopping you?
4. When have you been responsible over the past few weeks? What were you doing? If you have been irresponsible, what were you getting out of being irresponsible?
5. When have you shown initiative over the past few weeks? What did you do to show this? If you haven't shown initiative much, what has been stopping you?
6. What has your work ethic been like over the past few weeks? What things were you doing when you had a good work ethic? Which things did you have difficulty in having a strong work ethic for? If your work ethic has been low, what has been stopping you from trying and/or working hard?
7. When have you used effective communication over the past few weeks? What did you do to communicate well? If you haven't communicated well, what has been stopping you?
8. Which of these skills do you feel you have improved in? Explain why you think you have improved.
9. Which of these skills do you plan to work on over the next few weeks? What specific things will you do to develop and improve that skill? Show your answers in the 1st and 2nd

column of the table below. The 3rd and 4th column are to fill out when you do your next reflection.

Skill you plan to work on.	What will you do to improve it?	Problems you had	Progress ?/10
• .			
• .			
• .			

PLEASE TAKE NOTICE!

These reflections are vitally important and will be used to help write your Aiming High reports....so, BE YOUR OWN HERO!; answer them in detail, and honestly.

Date:

PLAN

<i>Goal</i>	<i>Evidence? (how will I know it's done & prove it is done) Journal, photos, video etc</i>	<i>Time</i>
<i>1. Personal Skill</i>		<i>N/A</i>
<i>2. Specific Tasks</i>		
<i>3. Specific Tasks</i>		
<i>4. Specific Tasks</i>		

REFLECTION

<i>Goal #</i>	<i>Done?</i>	<i>Evidence</i>	<i>Time</i>	<i>Score</i>	<i>Justification</i>

<i>A highlight of today was...</i>	
<i>It made me feel...</i>	
<i>A challenge for me today was...</i>	
<i>I overcame this by...</i>	

Skills: Leadership, Teamwork, Co-operation, Responsibility, Initiative, Work Ethic, Communication