

Future Makers

Year 9 // 2017

*SELF, SCHOOL, COMMUNITY,
ENVIRONMENT*



in partnership with



Guidelines – Overview of Requirements for Future Makers

This year, you will be involved in a subject called Future Makers. This will see you involved in many projects and these will be assessed over the course of the year. By the end of the year, you will receive one of the following levels:

- *Platinum* 'Duke Of Rutherglen' (Complete all tasks with relevant detailed reflections)
- *Gold* 'Duke Of Rutherglen' (Complete four projects with relevant detailed reflections)
- *Silver* 'Duke of Rutherglen' (Complete three projects with relevant detailed reflections)
- *Bronze* 'Duke of Rutherglen' (Complete two projects with relevant detailed reflections)
- *Participation* (Complete less than one project)

To gain a Platinum 'Duke of Rutherglen', each student needs to meet the requirements as listed below:

Students will be required to:

- **Complete and reflect on one Core Project – This project will be entirely initiated by the student and must include all planning and reflection tasks.**
- **Complete and reflect on a New Skill – This skill will be your choice. Some will be offered through the course.**
- **Complete and reflect on a Community Service – This will also be your choice and must benefit either the school community or the wider community.**
- **Reflection – Bogong Experience. Write a reflection on your experience at the Bogong Education Centre.**
- **Keep an up to date diary of your work during class time.**

EXTRA'S

- Attend at least 80% of all classes within the Future Makers Program.
- Complete all GLOBAL 2 tasks and any required classwork.
- Get involved in as many extra activities as possible:
 - Selling badges/raffle tickets
 - Cooking BBQ's
 - Rutherglen Show
 - Rutherglen Flower Show
 - Rutherglen Triathlon.



Guidelines – Implementation and Assessment

- The outcomes of the 'Duke Of Rutherglen' will be achieved through a combination of classroom experiences, visits, excursions, workshops, hands up activities and negotiated projects.
- The major emphasis of Future Makers is the development of students and the ability of students to be able to work individually and in groups, negotiate, work responsibly, be active team members and work independently.
- The role of the teachers in Future Makers will be to facilitate and negotiate tasks with students rather than to instruct. Some direct classroom teaching will be provided where necessary.
- Students will be required to keep records of their projects and prepare reflections on their projects. These will be submitted as part of their electronic Portfolio of the subject. The ePortfolio will need to reflect all work completed throughout the year.
- **Students will be required to choose and to keep relevant evidence which can be used to evaluate their project. This may be in the form of photos, video, personal demonstrations, references etc.**
- Future Makers will be reported to parents during the program through meetings, a Presentation Evening and via the school report at the end of each semester.
- The Future Makers projects will be assessed after the reflection for the project is completed. Written and oral feedback will be provided and if a resubmission is required, the student will be instructed on how to improve upon their project and reflection.
- Future Makers will cover the following VELs areas: Thinking, Communication, The Individual Learner, Managing Personal Learning, Civic Knowledge and Understanding, Community Engagement, ICT Communication, Health and Personal Development.
- An essential outcome of this subject will be that students learn the value of planning processes and reflecting on their work. Students will experience learning from both successful and unsuccessful projects.
- **Students will have to provide evidence of their involvement in projects through completing the planning sheets and reflection sheets for projects.**
- **The 'Duke Of Rutherglen' certificates will be issued at the end of year Presentation Evening. Students will be advised what level they have achieved throughout the year and will have the opportunity to appeal to the Future Makers teachers if they feel they should be at a higher level.**



Guidelines – Costs, Liabilities and Supervision

- In many cases students will be in a 'normal' classroom setting where RHS will be responsible for students and the normal supervision and legal liability will apply.
- All proposed events and expeditions must be approved by Future Makers teachers, Parents and where necessary School Council using the usual process.
- Costs of expeditions and events must be met by the participants unless *Advance** funding applies or sponsorship has been attained from an outside organisation by the student. (RHS funds will not be used to subsidise student participation in events or expeditions other than subsidising processes which currently exist.)
- Students must check that events they are participating in do not clash with other dates. It is the responsibility of the student to check that dates do not clash and this must be done with Mr Janissen or Mr Thomas. The Assistant Principal who is responsible for reporting to the Department Of Education must have all relevant details of events outside of school prior to the event.
- If an event organised by a student is being arranged for an outside community group, insurance will be the responsibility of the outside group. Where the students are representatives of Rutherglen High School, then insurance will be covered by the school (as long as the event has been recorded by the Assistant Principal).
- As far as possible, costs to parents will be minimised. Students will be encouraged to consider costing in their planning and look at ways to minimise expenses.
- Normal administration costs, provision of curriculum materials and so on will be provided by RHS subject area budgets as per the current arrangement.

** The 'Advance' program is a Government initiative that allows the school to subsidise certain activities based on strict criteria.*

I/We have read the guidelines as outlined in the first three pages of this Handbook. I/We understand that whilst we may be able to assist, projects undertaken by our child must be primarily the work and responsibility OF THE CHILD.

Signature: _____ Date: _____

Please feel free to contact David Janissen regarding questions about this subject.

Core Projects – Planning

The planning phase of your project has six main stages. The more care you take in these stages the easier your project will be. It is tempting to rush in and start working on *doing* something, however this often leads to wasted time, energy and frustration because you may feel you are going round in circles.

1. Introduction

Fill out the top sections of the planning sheet about who is working on this project. Choose a working title for your project which briefly describes what it is about.

2. Brief outline of project

You need to provide a brief outline of what your project is and what it involves. On the planning sheet you should include a description of:

- Who is the project for?
- Who will it help?
- Why is there a need for your project?
- In a perfect situation what would you like to achieve by the end of the project (the GOAL)

AFTER COMPLETING THIS FIRST STAGE YOU MUST:

3. SHOW THIS INITIAL PLANNING TO THE FUTURE MAKERS TEACHERS FOR CONCEPT APPROVAL

This means approval that your initial idea is valid and you can go ahead and *plan in detail*. Do not proceed without this consultation – if you are waiting, begin another project plan.

4. Brainstorm tasks and decide on a timeline

It is most useful to use a mind map or small pieces of paper (i.e. Sticky notes) so these can be easily reorganised into a sequence/order without rewriting everything. This will save you heaps of time and writing. Only write one step per note or mind map section. As part of this you need to consider a timeline. This should be realistic and include:

- A list of the possible actions your group could take
- Prioritise them and then choose the best (or the most achievable) alternatives
- Decide how you would implement your planned action
- Allocate tasks to group members. Make a time-line of your planned action. Decide who will do what by when? (this needs to be specific and clear, particularly if working as a group)

This is on the planning sheet that you need to complete. This is an important step to getting the project completed.



6. Decide how you will know your project is successful.

Decide what information or evidence you will collect to know if the project is successful. This is probably a new skill for most students so don't be too worried if you have problems with this stage of the project. It could be useful to:

- Write an outline of what you want to achieve in the project
- Make a list of how you will know the project has been successful

7. SHOW THIS SECOND STAGE PLANNING TO THE FUTURE MAKERS TEACHERS FOR FINAL CONCEPT APPROVAL

- This is a lengthy planning process and something most of you will not be used to. But through good planning great projects will emerge.
- Wait for approval. While you are waiting for approval, you should start another project or complete some of the core units.
- When approved, go to work!!!

After Project Approval NOW WHAT???

1. Begin the project and keep track of your progress using the reflection sheet attached to the planning pack.
 - What you do and when you do it (date each page/ entry)
 - Include your comments, thoughts, ideas, questions etc. about how you are going with your projects, about your course of action, your relationships with members of your project, any problems you are having and how you are resolving them
2. Participate in planning and progress discussions within your group and with your Future Makers teachers
3. Keep your Future Makers teachers informed of:
 - Your progress
 - Any changes to the plans submitted
 - Any needs you have and any problems you encounter in your project which you can't solve as a group
4. Document the progress of your project using a variety of methods. This could include photographs, video footage, audio footage etc. You must present this evidence in your reflection as it shows the progress of your project.

NOTE: Where it is necessary, you may have to consult other teachers or community members. Please tell your Future Makers teacher before you involve other teachers in your project.



Planning Sheet – Core Project (Own Choice)

Group Members:	
Project title:	
Brief outline of project... Explain your project idea and outline <u>who it is for, who will it help, what the goal is</u> (Target group)	
Approval... You must ensure that you have gained teacher approval before you commence working on your project	Gained concept approval from Future Makers teacher... Teacher signature: _____ Date: _____ Further approval required from: Class teachers Parents Principal School Council Outside Organisation Local Council



PROJECT AUTHORISATION FORM – PARENTS AND SUPERVISING ADULTS

Name:	Date:
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Name and brief description of project:

Members of the organising group:

Who is the project for (target audience)?

Does the project involve work or research out of school? If so, explain. Yes No

Does the project involve costs?
If yes, what costs are involved and how will the money be obtained Yes No

Does the project require adult supervision and/or assistance
If yes, please indicate who will help and what he/she/ they will do Yes No

Have your parents agreed to the project? (This is especially important if there are costs involved and/ or out of school work to be done).

Parents authorisation: I approve of this Future Makers project and agree to be responsible for the costs (if any) involved for my child as outlined in the project proposal.

Signed: _____ Date: _____

Does the project require RHS Council approval for an excursion/event? Yes No

If yes, has the paperwork (permission form, letters) been prepared? Yes No

Future Makers teacher signature: _____ Date: _____

Comments.



Writing An Individual Project and/or Core Project Report

For your individual and core project, you will be required to write a report which reflects on the project. This report must cover the following questions:

1. Title of the project/ members of the group.
2. What was your individual role within the project? What tasks were you responsible for? List and describe what was involved in these
3. How well did your group work together? What would others say about how well your group operated? Assess how well your group functioned in terms of initiative, communication, motivation, leadership and resilience.
4. In completing this project, I learned the following ... (Comment on at least two things you learnt from this project. This may include skills like letter writing, making telephone calls to communicating with others in a group). Provide examples of your learning.
5. In completing this project, what problems did you/ your group face? Explain how you overcame these problems? (Identify at least two problems; briefly discuss the problems and how you/ your group solved these).
6. On a scale of 1-10, rate the success of the project and provide some reasons why?

Use evidence to show how effective your project was. Remember to include photographs where possible and explain what these show.



NEW SKILL ACTIVITY

NAME:

What is the new skill you want to learn?

Previous experience: How often have you participated in this activity before?

Who is going to help you with (teach you) this activity?

Are there any costs involved? If so, how much?

Are there any risks involved? If so what are they and how will you ensure your safety?

Risk involved	Safety measures

When will you mostly be participating in this activity? (eg. Weekends, Tuesdays after school, Thursday lunchtimes, School Camp)

What sorts of records/proof of learning are you going to use for this activity?

List the Goals/Targets you hope to achieve in this activity.

1	
2	
3	
4	
5	

Parent/Guardian consent:

I give my approval for _____ to participate in the above mentioned activity. I understand that any costs incurred are my responsibility.

Signed: _____

Date: _____

Record keeping: Complete a diary of your involvement in this activity.

Date	Time spent	Comments (what practice you did)	Goal achieved?	Signed

Parent Comment:

New Skill – Reflection Sheet

For each new skill completed, you must complete the following. This must be documented with evidence.

1. What was your New Skill? Briefly outline what you were trying to achieve through your New Skill (i.e. Wanted to learn to ride the unicycle 10 metres without stopping)
2. Explain the steps you followed in learning your New Skill? Document these where possible (This is the steps you followed in completing your new skill. How were you taught? What steps did you have to take in learning the new skills? You need to be specific and outline as many of the steps as possible).

Documenting your progress: You need to document the steps you used in learning your New Skill. Photographs are an easy way to show the steps you used in completing your New Skill.

3. How did you find you learnt best (i.e. Did you learn best from verbal explanation, hands-on demonstration, combination of both etc.) Why do you think you learn best in this way. Try to explain in as much detail as possible.
4. How successful were you in learning your New Skill? What was your skill level at the start of your new skill block? (you need to explain this and document this) What was your skill level at the end of your New Skill block? (you need to explain this and document this).
5. Did you find learning your new skill worthwhile? Give reasons for your response? Will you continue to learn your new skill? If not, why not? If yes, how do you think you will do this?



NEW SKILL REFLECTION: STEER HANDLING

1. What was your New Skill? Briefly outline what you were trying to achieve through your new skill (i.e. Wanted to learn to ride the unicycle 10 metres without stopping)

As a New Skill, I chose to undertake Steer Handling. By doing this I hoped to achieve becoming more familiar and comfortable around the animals, gain a significant knowledge about raising them, feeding them and grooming/leading the steers. I also aimed to become more confident in my own abilities and being able to put myself out there in front of people and be comfortable doing it.

2. Explain the steps you followed in learning your New Skill? Document these where possible (This is the steps you followed in completing your New Skill. How were you taught? What steps did you have to take in learning the new skills? You need to be specific and outline as many of the steps as possible)

At the very beginning, we started with setting rosters for when different people would have to feed and water the five steers (two Welsh Black heifers, one Belgium Blue steer, one Limousine steer and one Angus steer) to make sure they were getting the proper amounts of food to make sure they were in the best condition they could be for the Melbourne Show. We first learnt to tie the steers up with rope halters and learnt how to groom them when a man called Mark came in. He demonstrated all this and we got our first taste of handling the animals. We did this for several weeks and they began to get used to the idea of being around people and were comfortable being groomed. The next phase was to begin leading them. We started with one person holding the lead rope and another person walking behind and encouraging the animal to move and just walking them around a small yard. At first, they were very unsure about what was happening and therefore were quite flighty. But as we kept doing this more and more, they gradually settled down and were cooperating a lot more. We became even better at it when Mark came in and showed us correct techniques and little tips to help us even further. All of the animals were making huge progress. When they became comfortable doing this, the next stage was to put rings through their noses to help have even more control over the animals while leading. Mark came in again to help us with this. It was an interesting experience seeing how this was done. After their noses had had a little time to recover, we started leading them with nose ropes. They were a bit unsure of them at first but they became used to it and all began to lead very well. We continued to do this often so they were comfortable doing it and in the lead up to the show we also changed other things like giving them extra feed so they put on more weight and fat. We progressed at a fast rate and everyone was becoming comfortable and relatively skilled at leading the animals. About a week before the show, we introduced the animals to the blow dryer, which was used at the show when washing the animals. Their coats were also clipped by Mark to make them more presentable. On the last Friday of term, we loaded the steers onto the truck and they were driven down to the Melbourne Show. We joined them the next day or the day after.

The tasks that were required at the Show was to take in turns to be on roster at the steers to make sure they were comfortable as well as helping any inquiring people. There were around seventeen students that went from years 9-11. We also had to make sure they were as presentable as possible for the ring by washing, drying and grooming the animals. On the Monday, everyone was entered into the Parader's competition to compete against other students in their own age groups. This involved leading one of the animals around the Show ring and trying to show your animal off as best you could

to the judge. Everyone made it around the ring successfully but unfortunately we couldn't come away with more than one ribbon. Then on the Tuesday, I was lucky enough to be chosen to lead one of the five steers, the Limousine steer in the Live Weight Competition. This competition was judged purely on the animals themselves and our role, as leaders were to show the animals off as best we could. The Limousine steer placed fourth out of 15-20 animals. On the Wednesday morning the animals were all loaded onto trucks to be taken off to the abattoir and sold.

3. How did you find you learnt best (i.e. Did you learn best from verbal explanation, hands-on demonstration, combination of both etc.) Why do you think you learn best in this way. Try to explain in as much detail as possible.

The way that I found that I learnt best was to actually be shown how to do a task. Having a visual demonstration helped me to remember exactly how to do things as I could picture how to do it in my head. Seeing someone such as Mark or Mr Webb helped me to actually see how to do it rather than forgetting it all when someone tried to explain it with words. I found it a lot easier to watch them physically do it.

4. How successful were you in learning your New Skill? What was your skill level at the start of your New Skill block? (you need to explain this and document this) What was your skill level at the end of your new skill block? (you need to explain this and document this).

At the start of Steer Handling, I had very little understanding of how to lead or groom animals. I did have some knowledge of cattle and cattle work as I live on a farm but I wouldn't say I had a deep understanding. At the end of Steer Handling however, I had gained a vast knowledge and experience. I could tie up, groom, wash, dry and lead a steer around a show ring. I gained a good amount of knowledge in ring craft and the best ways to show off your animal and also of how to judge an animal. I still have a lot to learn but I think I have come along in leaps and bounds and increased my knowledge enormously.

5. Did you find learning your New Skill worthwhile? Give reasons for your response? Will you continue to learn your New Skill? If not, why not? If yes, how do you think you will do this?

I found learning this new skill very worthwhile because as I have already stated, it has helped me greatly to expand my knowledge and experience. It has made me far more confident around animals, which will help me a lot while working with animals at home on the farm. I am also considering a career in Agriculture and I think that if I chose to pursue that, then the experience should prove invaluable. I doubt that I will continue with this new skill as I don't think the opportunity will be open to me again and I personally don't have the equipment, time or money to raise my own steers for the show. If the opportunity was presented to me again however I would take it with hesitation as it was a thoroughly enjoyable experience and was highly rewarding.



Evaluation Sheet – Community Service Provider

This reflection sheet is to be completed by the Community Service provider (organisation). You need to discuss with your supervisor your Community Service and ask them to complete the sheet at the end of your placement.

Name of Organisation:

Supervising adult:

Contact phone or email:

Student Name:

How did the student approach you to complete Community Service? Were you happy with the way in which the student initially approached you?

Was the student punctual and organised for the Community Service? (i.e. Did they turn up on time for Community Service? Did they have appropriate attire, equipment?)

How would you describe the attitude that the student had towards set tasks completed whilst on Community Service?

Initiative:

Co-operation with staff:

General Comment: Please write a general comment about the student's Community Service.

Signed:



Community Service – Reflection Sheet

For each Community Service, you need to complete the following in your Future Makers book. This must be documented with evidence such as photographs or written descriptions if possible.

1. What was your Community Service? Briefly outline why you selected the Community Service and what you were trying to achieve (i.e. You have an interest in the work of your community group)

Note: This needs to be a general statement. Do not write about the specific tasks you completed

2. Explain the individual tasks you completed whilst on your Community Service placement? Describe what was involved in completing these tasks? Document these where possible (i.e. with photographs, written descriptions, diagrams)

3. What did you learn while on your Community Service placement? How do you think you might use those skills in future?

Note: Be as specific as possible. The more specific you are, the better your assessment of your learning will be.

4. How successful do you think your Community Service was? Outline why you feel your Community Placement was or was not successful?

Note: This needs to link with what you were trying to achieve from your Community Service and how you were going to judge whether your Community Service was valuable.

5. You need to talk to your supervisor. Ask them to complete the evaluation sheet of how you went while on your Community Service. This needs to be attached to this reflection.

EXAMPLE COMMUNITY SERVICE REFLECTION

COMMUNITY SERVICE REFLECTION - PRIMARY SCHOOL MUSIC PROGRAM

WHAT WAS YOUR COMMUNITY SERVICE?

The community service that I chose to do was to help Mrs Scott teach music lessons at Rutherglen Primary School along with April Burmeister, Emma King and Isabella Muir-Kommer. I was interested in doing this as I believe it is a great thing for younger kids to be involved with music from a younger age so they can develop an interest and skill for music and musical instruments. Also, if they see me helping and assisting younger people, then maybe when they are older, they too will be able to pass on their knowledge to younger generations.

EXPLAIN THE INDIVIDUAL TASKS COMPLETED?

On Tuesday afternoons, the four of us (although sometimes it was only two or three because we had other engagements) would walk down to the Primary school at about ten past two. From there, we spent the next hour helping Mrs Scott with the program she had planned and assisted the students learning things such as rhythm, time and beat. Our role was not extremely vital although being able to help the children individually when we could see they were having trouble was helpful for Mrs Scott as she did not have to stop the entire lesson to help each individual student. We also took our own small groups at various times throughout the several weeks of about six or seven students. We helped our small groups to do things like singing rounds to help improve timing, playing instruments at different tempos and beats and correcting students with any troubles they might be having. The lessons we taught included playing with instruments, learning the names of notes and symbols and using body parts like hands, knees and feet to create rhythms and beats.

WHAT DID YOU LEARN?

Being able to see students making progress in their knowledge and skill in music and seeing that younger kids actually enjoyed doing music was very rewarding and made it feel as though we were doing something that was actually worth doing. I learnt how to communicate effectively with younger kids. This took some adjusting to as they interpret information differently and their attention spans are shorter so speaking to them requires some differentiation. I also learnt how to handle children who start to become difficult, how to quiet a disruptive class and what are effective ways to teach and communicate with students which could be a valuable lesson in the future.

WAS THE COMMUNITY SERVICE SUCCESSFUL OR UNSUCCESSFUL?

I think my Community Service was relatively successful as I could see the improvement of the students in knowledge and skill. Although there were several occasions when I couldn't attend because of other commitments, I still think it was a valuable thing that I did.

REFLECTION – BOGONG EXPERIENCE / PERSONAL GROWTH

1. While attending Bogong, which activity did you enjoy most? Give some reasons why you enjoyed this activity?
2. While on the 5 day EXPO, how were you challenged during this experience? How did you overcome these challenges and what do you think you have learnt from this experience?
3. Reading the letter you wrote at the start of the year. Are your goals or ambitions different to those you had at the start of the year? Have any of your strengths and/or areas you need to improve changed? Explain.
4. During the course of the year, how have you progressed in the following areas: (be honest, if you have not made any progress in any of these areas, please state why)
 - Initiative – what have you learnt about initiative? Do you feel you are able to show more initiative when completing tasks? Why/Why not?
 - Communication – what have you learn about communication? Have your communication skills improved during the year? If so, in what ways? Give examples.
 - Self-motivation – what do you understand self-motivation to mean? In what ways do you feel you are more motivated? Give examples.
 - Leadership – what is leadership? Have you shown leadership at any stage throughout the year? What did this involve?
 - Resilience – what does resilience mean to you? Why do you feel it is important to be resilient? Give examples where you feel you may have to be more resilient in the future.
 - Sustainability – From the Future Makers program, what do you understand sustainability to mean? Give an example of how you have contributed to environmental sustainability? Give an example of how you have contributed to your personal sustainability?
5. Revisit your Learning Style from Term One. Complete the testing again (in your own time). Have your results changed in any way. Why do you think this may have changed? If no, explain why you feel these have not changed. Revisit your Personality Test from Term One. Complete the testing again (in your own time). Have your results changed in any way. Why do you think this may have changed? If no, explain why you feel these have not changed.
6. Sum up your Future Makers experience in one sentence or small paragraph.



REFLECTION DIARY- FUTURE MAKERS

Project title:

Dates	What did you achieve?	Things that worked well/ Successes	What Am I Working On Through the Week/ Next Lesson



REFLECTION DIARY- FUTURE MAKERS

Project title:

Dates	What did you achieve?	Things that worked well/ Successes	Problems and solutions encountered and how they have been overcome



REFLECTION DIARY- FUTURE MAKERS

Project title:

Dates	What did you achieve?	Things that worked well/ Successes	Problems and solutions encountered/ how overcome