Integrated VCAL projects connected to the real world

Natalie Gugger & Bryce Flannery
First off - feedback

http://tinyurl.com/valafeedback
Natalie Gugger

7th Year Teacher

2016 subjects: Intermediate PDS and WRS, Further Maths and Specialist Mathematics

VCAL Leader: 2012 - 2015

Teaching Methods: Science (Senior Chemistry) and Mathematics

Passions: Nature, food, culture, travel, yoga
Bryce Flannery

2nd Year Teacher

VCAL / Business Management

Cert IV TAE (Taught in RTO)

VET Coordinator @ Point Cook Senior

Previous Experience as a Venue/General Manager – Hospitality

State Account Manager – Multinational Company

Real world experience, haven’t just been a teacher

flannery.bryce.s@edumail.vic.gov.au
What we will be sharing

Connecting students to the real world and their community through an integrated PDS and WRS program.

We'll explore student led proposals, and community engagement with real world applications.

We'll also explore project modification for students who require additional support.
What is integrated learning & why?

Combining any number of VCAL strands and creating a project that integrates outcomes

Ie: PDS LO1 + WRS LO4


http://www.edutopia.org/integrated-studies-introduction
And it’s an actual subject in South Australia!!

The capabilities include:

- Communication,
- Citizenship,
- Personal development,
- Work & learning

Which is exactly what we are trying to instill in our students by integrating PDS & WRS

Why do we, as teachers, connect them to the real world?

- Get them ready for the real world (Employability Skills)
- Accountability / Responsibility
- Work readiness
- Engagement purposes with curriculum
- Opens up their eyes, get out of the Point Cook bubble
- 21st Century Learning (see graphic)
Why connect students with the real world?

Why do we create work for you that connects you to the real world?
21st Century Learning

P21 Framework for 21st Century Learning
21st Century Student Outcomes and Support Systems

Key Subjects – 3Rs and 21st Century Themes

- Standards and Assessments
- Curriculum and Instruction
- Professional Development
- Learning Environments

Learning and Innovation Skills – 4Cs
- Critical thinking
- Communication
- Collaboration
- Creativity

Information, Media, and Technology Skills

© 2007 Partnership for 21st Century Learning (P21)
What Integrated projects are we doing in PDS and WRS

Coastal Guardians - Great Ocean Road Coastal Committee
Multicultural Day
Cambodia Fundraiser
Point Cook Cafe
RACV Safemates
Student Led Camp Project
Homelessness - Budgets
Coastal Guardians

The program is aimed at increasing awareness around environmental issues and encouraging social responsibility and environmental stewardship. Ultimately, it is hoped that participants will be able to walk along a protected coast in years to come and enjoy the benefits of their hard work.

On ground activities such as weeding, planting and erosion prevention are integrated with theory based learning covering a range of conservation topics and is linked to school curriculum.
2015 Camp

Students were tasked with finding their own camp, budgeting, transport, activities.

No teacher involvement
**Multicultural Day**

Senior VCAL Program

Student task:
- Research history and culture of selected countries
- Market and promote two day event
- Submit proposal for whole school event
- Contact and develop networks with community members and entertainment
- Budget and create a menu
- Cook menu items on each day

Students were broken up in four groups:
- Event management
- Entertainment
- Catering
- Security
PDS Cafe 2015

Why no PDS Cafe 16?
Cafe tests the finer arts

Students at Point Cook Senior Secondary College are putting their cooking and coffee-making skills to the test by running a cafe for teachers.

The year 11 VCAL students opened the cafe yesterday, serving coffees, quiches, cookies and muffins to teachers during lunchtime.

Over the past five weeks, the students have completed Worksafe occupational health and safety, and food safety certificates, as well as completing barista courses to learn the fine art of good coffee-making.

One of the 12 students working in the cafe, Samuel, said the project was a great opportunity to learn in a practical way.

He said students had put a lot of work into planning their menu and preparing for the cafe’s opening.

“We are running our own cafe, so we will see what it is like to work in a fully functional cafe,” Samuel said.

Teacher Bryce Flannery said students would be asked to take on different roles in the cafe, such as manager, supervisor, chef and servers.

“The cafe is part of their personal development subject, which gets students ready for the workforce,” Mr Flannery said.

Laura Michell

VCAL students have created a cafe to serve teachers. Pictured are Samuel (front), with fellow VCAL students George and Amit Pate and teacher Bryce Flannery. (Shawn Smith)
Planning integrated learning

‘Planning an integrated VCAL program involves identifying which teaching areas and learning outcomes can be delivered and assessed most readily through the proposed activity, task or project. If students have the opportunity to be involved in a local community activity, this could be mapped to a number of learning outcomes from different strands.’

How to Integrate and How We Approached It

- First think of a project/idea that **YOU** want to be involved in. Think:
  - Connections
  - Passions
  - Community needs
- You must be passionate
- It needs to be engaging to the students
  - Use ICT - Weebly, padlet, popplet, movies etc
  - What is important to them now and what will be in the future
- Pick a teaching partner who compliments you (this might take while)
- Come up with a general plan/yearly plan
- Go into detail (Nat’s expertise!)
- You need to know the program
  - Know the competencies
  - Know how to apply and work with them
How to integrate - Some Tips

Present project idea to VCAL team

Ask other VCAL teachers what outcomes are met in their strand

● What literacy competencies are being or can be met through the task
● What numeracy competencies are being or can be met through the task

Find any additional outcomes which can be met

Start small - try with just one learning outcomes of PDS and WRS first
Overview of integrating the VCAL cafe

- Complex Project (PDS)
- Service time (PDS)
  - Team-work, Leadership, Communication, Self-management
- Risk Assessments (WRS)
- Writing Letters to newspaper and school newsletter (Literacy)
- Recipes (Numeracy)
- Food Handling Certificates (PDS / WRS)
- Barista Certificate (PDS / WRS)
- Work Experience and researching employee rights & responsibilities (WRS)
# Documentation and Student Evidence - Year 11 VCAL Camp

## WRS Unit 2

### 4.1 Identify and list common human rights and workplace problems

#### Activities and evidence to demonstrate achievement of elements

<table>
<thead>
<tr>
<th>Elements</th>
<th>Task complete</th>
<th>Teacher sign-off</th>
</tr>
</thead>
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<td>Highlight positive and negative factors that influence and restrict individual and group participation in group situations</td>
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<td>Document and present potential solutions to relevant supervisors</td>
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## WRS - Unit 3

### 4.2 Document and present potential solutions to relevant supervisors

#### Activities and requirements

- Submit a proposal for and organizing a camp
- Creating a Camp Profile

#### Potential Hazards

Create a table identifying the potential hazards for each computer in each zone:

- This table needs to be completed by the following leaders:
  - Name of computer
  - City of computer
  - Potential hazards for the area

## WRS - Unit 3

### 5.4 Apply effective listening skills to facilitate understanding

#### Activities and evidence to demonstrate achievement of elements

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## WRS - Unit 3

### 5.1 Identify and list common human rights and workplace problems

#### Activities and requirements

- Submit a proposal for and organizing a camp
- Creating a Camp Profile

#### Potential Hazards

Create a table identifying the potential hazards for each computer in each zone:

- This table needs to be completed by the following leaders:
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## WRS - Unit 3

### 5.2 Demonstrate self-management skills in the workplace

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## WRS - Unit 3

### 5.3 Work in a team to complete a workplace-related activity

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VCAL Newsletter article

On Tuesday 17th March, 16 VCAL students with Mr Flannery and Miss Gugger travelled to Torquay to take part in the Coastal Guardians Program run by the Great Ocean Road Coastal Committee. The Coastal Guardians Program is aimed at increasing awareness around environmental issues and encouraging social responsibility and environmental stewardship. Ultimately, it is hoped that participants will be able to walk along a protected coast in years to come and enjoy the benefits of their hard work. The 16 students participated in removing ‘Coast Tea Tree Weed’ from the Fisherman’s Beach area of Torquay and also helped pick up rubbish along the coast line.

FOUNATION MATHS GARDENS

In Mr Williams’ Maths class we are spending time in the garden. How does this have anything to do with Maths? Well we have done measurements, and have done some research on prices for the seeds, and counted how many vegetable we might grow. It’s fun to get out of the classroom.

PDS CAFÉ

In PDS we have started to make and design a café program at school. In this program we will be making coffee, hot chocolate, muffins, cookies and pies to serve people. We have started to work on the café in PDS classes. In these classes we have got recipes and we have design the outlook of the small classroom.

VCAL – Barista Espresso Training

On Friday 15 April, 8 students from the VCAL program travelled to the city for the RMIT Australia Barista Course by public transport.

Students all met at Flinders Street Station at 9:30am and the barista course started at 10:00am. Some of us went to get breakfast while the others decided to meet us at the course. When we reached the course we took the elevator to level 6 and met the barista trainer. We all collected information sheets and took a seat for our next instructions.

The trainer showed us a video about how to use the coffee machine, what the parts mean and how to clean the actual machine. After the video was finished the trainer got us all to stand up and head towards the coffee machines, where he demonstrated how to make an espresso which is also called a short black. We had a list of 7 coffees we had to make within the time we had for the course. But before that he showed us how to froth the milk.

We practised our expressos a couple of times which appeared to be good but we were deceived by the taste as we all got lemon faces from the strong coffee as we all thought it would’ve been sweet. We then moved onto our first coffee – a cappuccino. A cappuccino contains a maximum of 30ml of coffee and 1/3 of milk and 1/3 of frothed milk with sprinkle of chocolate on top. We then moved onto the café latte, flat white and short and long macchiato. After practising the 7 coffees listed on the sheet the barista training instructor wrote 4 coffees on the board for us to complete with no help from him.

People had trouble remembering how to make the listed coffees and we were ever flowing the milk and mixing up the coffee measurements but we got the hang of it and finished all four coffees with ease. We cleaned the machines and washed all the cups to prepare for other classes. We had gone through about 30 litres of milk and 3 kilograms of coffee beans.

By the end of the day we received our certificates and thanked the trainer for his time and patience for showing us his knowledge and his life stories which were interesting and inspiring to us all.

By Molly Incledon-Hunt, Daniel Leifie and Ahmed Saoud – Year 11
Do what you love & love what you do
Do what you love & love what you do
Catering for individual needs - How we modify

Foundation PDS and WRS - Cambodia Fundraising Modified

http://padlet.com/natalie_gugger_87/4hn2behl4qjo
CATERING FOR INDIVIDUAL NEEDS - HOW WE MODIFY

Rainbow Fire

Aim
To change the colour of a fire.
I wanted to do this because it was more interesting.

Materials
- Solid fuel tablets (x1)
- Disposable gloves (x2 pairs)
- Chemical safety goggles
- Copper sulfate
- Sodium chloride (1/2 gram)
- Base acid
- Sodium thiosulfate
- Glue
- Bunsen burners (x2)
- Measuring tape
- Funnel
- Clamp
- Minimum bell
- Matches

Method
1. Put a piece of masking tape around the fuel end of each shower tube. Next, wrap the bottom of a shower tube with masking tape. The second shower tube is used for the second shower.

2. Expose approximately 2 to 3 cm of the top of each shower with a small amount of glue. This will give a small amount of glue above the height of the shower.

3. While keeping the shower and gradient, drop the glue created at the end of the shower to the top of the chemical. (Mark the shower tube with a lid)

4. Repeat steps 2 and 3 until you have 3 showers to each chemical.

5. Let the showers dry for at least two hours before the flame test.

Flame test
1. Place a solid fuel tablet on a piece of aluminum foil.
2. Use a match to light the solid fuel tablet.
3. Once the solid fuel tablet is burning, carefully take a shower and hold the chemical in front of the flame.
4. Repeat steps 3 until all the showers are used.

Name of Experiment: Rainbow Fire

Date of Experiment: 7/9/16

When considering "controls" start at the top of the following "hierarchy of control":
- Eliminate – activities where the risk can be controlled.
- Substitute: Replacements with low risk activities.
- Isolate: Provide clear instructions and boundaries to students at the start of activities.
- Plan and Coordinate each activity of an excursion: clear roles, expectations of excursion, supervision code.
- Essential equipment: check essential equipment is provided and functional.

<table>
<thead>
<tr>
<th>Hazard</th>
<th>What could happen</th>
<th>How do you prevent this hazard occurring</th>
<th>Treatment of Hazard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scissors or Knife</td>
<td>Cut yourself</td>
<td>Wear gloves</td>
<td>Wash finger with soap and water over the cut</td>
</tr>
</tbody>
</table>
Travel plan - modified work

One of my students can’t work in groups, can’t handle open ended tasks

Can follow set instructions

So I set the student a structured task to work on

The student will pass Semester 1 with this task

https://drive.google.com/open?id=0B2pINDT7LsS5dWhiT2FmVFDQkE
Your turn

Come up with an idea you could use

Choose learning outcomes