



CHALLENGE

Term 2, Week 9: Empathy
Friday June 24 2011

End of Term 2

Well done to all year 9 students on the upcoming completion of the first semester of 2011. We wish everyone a safe, pleasant and restful break and look forward to embarking upon the second half of the year.

There are lots of wonderful activities and events to take part in in our cosmopolitan city these holidays. Check out the *Vienna: Arts and Design* Exhibition, this year's Melbourne Winter Masterpieces at the NGV International. Alternatively, get down to the Melbourne Museum for the sell-out *Tutankhamen* – a once-in-a-lifetime exhibition that will never again come to Australia.



Important Dates

June 29	Chinatown Excursion – Community 1
July 1	Last day of Term 2
July 18	First day of Term 3
July 20	Launch: Tutor Group Presentations
July 20-22	Production Camp
July 22	Year 7-10 reports distributed
July 27	Community Project Documentary Viewing; Guest Speaker @interGREAT Assembly
August 3	United Nations Day; World Famine Luncheon
August 10	Launch: Global City Design Project

Upcoming - Term 3

In term 3 in interGREAT we shift our focus from our local community to our global community, with the theme of *The Self in the World*. Highlights include:

- UN Day and World Famine Luncheon
- Global City Design Project
- City CHALLENGE Project
- Tutor Group Presentations

It is hoped that students have now gained a deeper appreciation for the diversity of our Australian communities, as well as an increased awareness of some of the pertinent issues that our communities face.

Chinatown Excursion

In week 8, 9 and 10 of this term, students have been descending upon one of Melbourne's cultural icons, the Lt. Bourke Street Chinatown. Students have taken a tour of the Chinese Museum, learning about the history of the Chinese in Melbourne, as well as embarking upon a walking tour of the precinct. It has been most pleasing to see students trying out new taste sensations by opting for a Chinese lunch – by far the most popular of which has been dumplings!



Not only has this excursion reinforced the content being studied in Culture + Communication and continued the focus on the communities around us, but it has also been a fantastic precursor to the City CHALLENGE Project coming up in the term 3. We would like to congratulate the majority of year 9 students for their outstanding behaviour during this excursion, and for the trustworthiness and responsibility they displayed as they explored the city independently.



9F in the Chinatown Museum

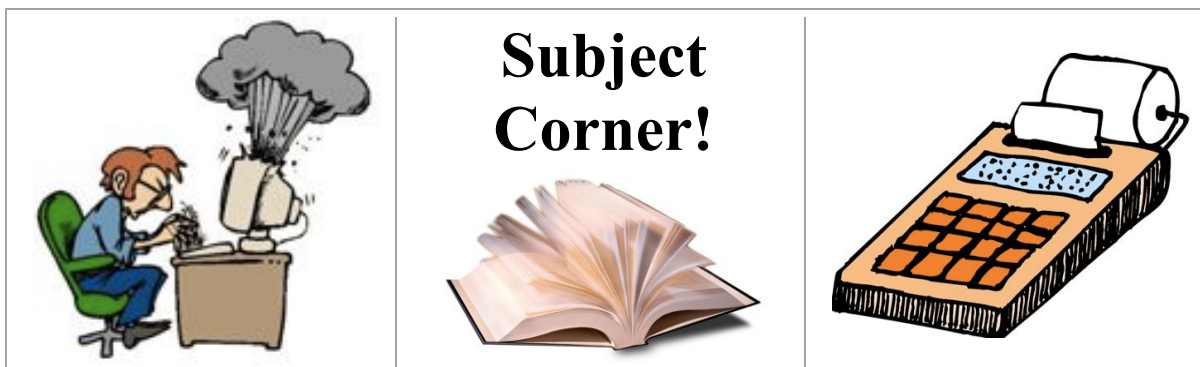
"Go Back To Where You Came From"



To coincide with Refugee Week and World Refugee Day (20 June), the SBS screened a documentary/reality TV program called "Go Back To Where You Came From" over the course of 3 nights this week. The show, focusing on the much politicized issue of refugees and asylum seekers in Australia, traced the experience of six "ordinary Australians" as they embarked on a confronting 25-day journey to some of the most dangerous places in the world from which some of Australia's refugees originate. Along the way, the participants' worldviews and perceptions are challenged as they are forced to witness first-hand the realities of refugee life in countries such as Malaysia, Kenya, Jordan, Iraq and the Congo.

In order to continue extending our understanding of issues which affect our national community, students were shown the first episode of this series during the weekly interGREAT assembly in this week, and later undertook reflective discussions with their tutor group. Most Culture + Communication classes have also taken this timely opportunity to continue watching the full series and to examine the semester's central question of "What does it mean to be an Australian?". Parents are encouraged to watch and to discuss this program at home with students. The episodes can be streamed at:

<http://www.sbs.com.au/shows/goback/watchonline/page/i/1/h/Watch-Online/>



Culture + Communication

A reminder to all students that the Chinatown Booklet will be assessed in C+C. Please ensure that this is completed and submitted to your C+C teacher.

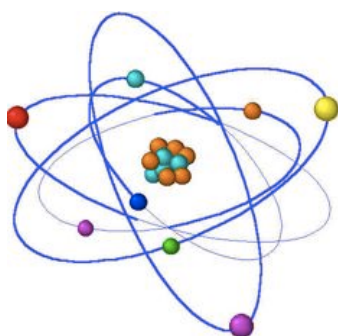
There are two set novels for study in the second half of 2011 – *The Killer's Tears* and *Of Mice and Men*. These were part of the booklist requirements and every student should have a copy. The study of *The Killer's Tears* commences at the start of term 3 and now is the time to be reading the novel in preparation for classes.

A reminder to all students to study for their weekly spelling test!

Maths/Science

In Maths students are currently studying the statistics unit, moving onto linear graphs in term 3. A big congratulations to all students for sitting the Maths Common Test in week 7.

In Science students are learning about diseases and embarking upon the study of Chemistry next term.



*“Split the atom’s heart and lo!
Within it, thou wilt find a sun.”*

– Persian mystic poem

interGREAT

All students please be aware that the Community Project Documentary Viewing morning is scheduled for Week 2 of Term 3! **This means all the documentaries have to be completed by this date.** Please also ensure that the assessment criteria for the Community CHALLENGE Project have been reviewed prior to submitting the documentary for viewing/marking. Parents note that the criteria and guidelines for the documentary have been included in this bulletin.



bits 'n' bobs



From Community Heads

Mid-Semester Reports:

Congratulations to most students on a pleasing semester. As reports are released, celebrate your achievements, and take the time to reflect upon areas of improvement. Please take on board the comments your teachers have made, and strive to improve upon your mid semester results. As year 10 approaches, it is crucial to demonstrate positive working behaviours, and the ability to confront challenges with perseverance and responsibility.

Winter Uniform:

Although it is tempting to wear non-college items during winter, please remember that every morning you have a

choice about what to wear. Students who make the wrong choice should expect to receive uniform DTs. Please do not be tempted to wear 'hoodies' or black stockings etc.

Semester 2 Electives:

The new elective timetable begins in Week 1. New timetables will be distributed during Form Assembly on Monday morning and these should be safely stored in diaries. If there are any issues around electives, please see Mr Stranger and/or your Community Head in the Middle School Office as soon as possible to resolve these, and please be patient as these changes are being made.



Six ordinary Australians agree to challenge their preconceived notions about refugees and asylum seekers by embarking on a confronting 25-day journey. Tracing in reverse the journeys that refugees have taken to reach Australia, they travel to some of the most dangerous and desperate corners of the world, with no idea what is in store for them along the way.

<http://www.sbs.com.au/shows/goback/watchonline/page/i/1/h/Watch-Online/>

1. Who are Refugees? Who are Asylum Seekers?
2. How do you think Raquel had formed her view regards refugees and Africans prior to the show?
3. What can we learn from Raquel about how we form views on various issues?
4. Read what the article below has to say about the show. What are main criticisms of the series that are outlined in this article?

http://www.smh.com.au/opinion/politics/you-call-this-evenhanded-refugee-series-is-strictly-for-the-gullible-20110622-1gfv.html?from=smh_sb

5. Do you think that the criticism of the series is justified?
6. How ordinary do you think the 'ordinary' Australians in the series are? Is there such a thing as an average or ordinary Australian?
7. What do you expect will be the impact of this series on typical attitudes to the issues raised?

Community CHALLENGE Project: Planning a Documentary Film



For the presentation of your Community CHALLENGE Project, you are required to present a short documentary film. The film must tell the story of your group's work, from the initial conception and planning stages through to the final evaluation of your project.

Essential CONTENT

This film fulfils the same purpose as the portfolio that you presented as part of your Personal CHALLENGE Project last term. Therefore, it should include the same sort of material:

- **Background and context:** What is the purpose of the Community Project? How does it fit into the theme of this term? What has brought your particular group together? What are your common interests, experiences and talents that position you well to undertake this project?
- **Brainstorming and developing an idea:** How did you agree upon a common idea for a Community CHALLENGE proposal? What range options did you explore? What were some of the obstacles you faced?
- **Evidence of need and knowledge of your community (research and investigation):** What evidence can you show that there is a need for your project? Have you responded to a request for assistance, or have you made an open offer to a local community? What is the background of the community or group that you are serving in this project?
- **Project planning and outline:** What did you plan to do and then how did you go about it? Think about each of the steps you followed and any of the challenges or problems that you had to work through along the way. It is really important that you outline and discuss any changes to your initial plan that you had to make along the way as part of a problem-solving process.
- **Evidence of action:** Tell the story of what you actually did. You will have to carefully plan and structure your footage so that your viewer clearly understands the nature of what you did from start to finish. Random selections of still or moving images that are not linked through some informative or expository narrative will be unlikely to achieve this. Therefore, it is critical that you plan this film thoroughly and creatively.
- **Evaluation:** How successful do you believe your project was in providing meaningful service and assistance to your selected community? What have you learned through this process? Is there anything that you would do differently if you were to undertake a similar project in the future? What has the community that you served gained from your project?

Community CHALLENGE: Assessment

Your work on the Community CHALLENGE project will be assessed by your interGREAT tutor throughout the term. This assessment will take into account your work in class, your proposal and sustained action, as well as your 3-minute documentary. Whilst you are working as a group, each member of the group will receive an individual assessment.

Domain	Dimension		Below VELS level 1	At VELS level 2	Above VELS level 3
Civics and Citizenship	Civic knowledge and understanding	Student has shown an understanding of the various meanings of "community" and thought critically about her/his own roles and responsibilities in the community.			
	Community engagement	Student has undertaken a sustained service activity in her/his community.			
Design, Creativity and Technology	Investigating and designing	Student has identified a need in his/her community and developed a clear proposal to help address this need.			
		Student has undertaken adequate research in the planning of her/his project and planned to use his/her time effectively.			
Thinking Processes	Creativity	Student has used her/his creativity to solve problems when/if they have arisen.			
	Reflection, evaluation and metacognition	Student has reflected on the impact of his/her project on the community, and on his/her own experience and learning.			
Information and Communication Technology	ICT for visualizing thinking	Student has adequately recorded the processes involved in her/his project.			
	ICT for communication	Student has used ICT to effectively and engagingly present his/her learnings and understandings to an audience.			

TOTAL /24

- HD 22-24 (significantly above the expected VELS level)
- D 19-21 (slightly above the expected VELS level)
- VG 17-18 (at the expected VELS level)
- G 14-16 (at the expected VELS level)
- S 12-13 (slightly below the expected VELS level)
- UG <12 or not submitted (below the expected VELS level)