



State Coal Mine Wonthaggi

On the Min

AusVELS F - 10

Journey underground and discover the daily life of a miner. Through role play activities students will learn about different roles of miners, coal extraction methods and the hardships and camaraderie that characterised mining life.

This session addresses the cross-curriculum priority of sustainability, all three strands in the AusVELS and encompasses learning from the domains of Civics and Citizenship, Interpersonal Development, Personal Learning, Science, English, History, Communication and Thinking Processes.

Strand	Domain	Dimension/ Strand	Key Elements of Standards
Physical, Personal and Social Learning	Civics and Citizenship <i>NB Standards Introduced at Level 3. Students in Level 3 work towards the Level 4 standards.</i>	Civic Knowledge and Understanding.	Level 8 - They identify significant developments in the governance and achievement of political rights in Australia Level 9 – They explain how citizens influence government policy through participation in political parties, elections and membership of interest groups They consider other processes for influencing the views and actions of others; for example, through participation in organisations such as unions.
	Interpersonal Development		Level 6 - Students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups Level 8 - Students demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals
	Personal Learning <i>Standards are introduced at Level 3. Level 3 work towards the Level 4 standards</i>		Level 6 -They demonstrate a positive attitude to learning within and outside the classroom.

<p>Discipline Based Learning</p>	<p>Science</p> <p><i>NB Students in Level 7 working towards Level 8.</i></p>	<p>Science Understanding</p>	<p>Level 2 - They identify and describe a range of habitats and the different uses of materials and resources.</p>
	<p>English</p>	<p>Speaking and Listening</p>	<p>Level 3 - Students listen to others' views and respond appropriately. They contribute actively to class and group discussions, asking questions.</p> <p>Level 4 - Students listen for key points in discussion</p> <p>...contribute actively to class and group discussions, varying language according to context.</p> <p>Level 5 - Students listen and ask questions to clarify content.</p> <p>They ... contribute actively to class and group discussions, taking into account other perspectives.</p> <p>Level 6 - Students listen to discussions, clarifying content and challenging others' ideas.</p> <p>They ... contribute actively to class and group discussions, using a variety of strategies for effect.</p> <p>Level 7 - They ... contribute actively to class and group discussions, using language features to engage the audience.</p> <p>Level 8 - They make presentations and contribute actively to class and group discussions, using language patterns for effect</p> <p>Level 9 - They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.</p> <p>Level 10 - They ... contribute actively to class</p>

			and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments
	History		<p>F - By the end of the Foundation level, students identify similarities and differences between families</p> <p>Level 1 - Students explain how some aspects of daily life have changed over recent time while others have remained the same.</p> <p>They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions</p> <p>Level 2 - Students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.</p> <p>They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present.</p> <p>Level 3 - Students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.</p> <p>Level 6 - They compare the different experiences of people in the past. They explain the significance of an individual and group.</p> <p>Level 10 - Students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the</p>

			past and recognise the evidence used to support these interpretations
Interdisciplinary Learning	<p>Communication</p> <p><i>NB Standards introduced at Level 5. Level 5 working towards Level 6. At Level 7 working towards Level 8. Level 9 working towards Level 10.</i></p>	<p>Listening Viewing and Responding</p> <p>Presenting</p> <p>Listening Viewing and Responding</p>	<p>Level 6 - Students ask clarifying questions about ideas and information they listen to and view.</p> <p>Level 6 - They identify the features of an effective presentation and adapt elements of their own presentations to reflect them. Using provided criteria, they evaluate the effectiveness of their own and others' presentations</p> <p>Level 8 - Students modify their verbal and non-verbal responses to suit particular audiences. They interpret complex information and evaluate the effectiveness of its presentation</p> <p>Level 10 - When listening, viewing and responding, they consider alternative views, recognise multiple possible interpretations and respond with insight.</p>
	<p>Thinking Processes</p> <p><i>Standards introduced at Level 3. Level 3 work towards the Level 4 standards</i></p> <p><i>At Level 5, students are working toward the Level 6 standards.</i></p>	Reasoning, processing and inquiry	<p>Level 4 - Students collect information from a range of sources to answer their own and others' questions.</p> <p>Level 6 - Students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth.</p>

Danger Down Under

AusVELS 5-10

Miners were exposed daily to dangers which posed risk of injury or death. Visit the underground world of the mine to investigate the risks faced by miners and the changes in safety conditions over time.

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Strand	Domain	Dimension/ Strand	Key Elements of Standards
Physical, Personal & Social Learning	Civics & Citizenship <i>Standards Introduced at Level 3. Students in Level 3 work towards the Level 4 standards.</i>	Civic Knowledge & Understanding.	Level 9 – They explain how citizens influence government policy through participation in political parties, elections and membership of interest groups They consider other processes for influencing the views and actions of others; for example, through participation in organisations such as unions.
	Interpersonal Development		Level 6 - Students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups Level 8 - Students demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals
	Personal Learning <i>Standards introduced at Level 3. Students in Level 3 work towards Level 4</i>		Level 6 -They demonstrate a positive attitude to learning within and outside the classroom.
Discipline Based Learning	English	Speaking and Listening	Level 5 - Students listen and ask questions to clarify content. They ... contribute actively to class and group discussions, taking into account other perspectives. Level 6 - Students listen to discussions, clarifying content and challenging others' ideas. They ... contribute actively to class and group discussions, using a variety of strategies for effect. Level 7 - They ... contribute actively to class and group discussions. Level 8 - They ... contribute actively to class and group discussions. Level 9 - They ... contribute actively to class and

			<p>group discussions, comparing and evaluating responses to ideas and issues.</p> <p>Level 10 - They ... contribute actively to class and group discussions.</p>
	History		<p>Level 6 - They compare the different experiences of people in the past. They explain the significance of an individual and group.</p> <p>Level 10 - Students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives.</p>
Interdisciplinary Learning	<p>Communication</p> <p><i>Standards introduced at Level 5. Level 5 working towards Level 6. At Level 7 working towards Level 8,. Level 9 working towards Level 10.</i></p>	<p>Listening Viewing & Responding</p> <p>Presenting</p> <p>Listening Viewing & Responding</p>	<p>Level 6 - Students ask clarifying questions about ideas and information they listen to and view.</p> <p>Level 6 - They identify the features of an effective presentation and adapt elements of their own presentations to reflect them.</p> <p>Level 8 - Students modify their verbal and non-verbal responses to suit particular audiences.</p> <p>Level 10 - When listening, viewing and responding, they consider alternative views, recognise multiple possible interpretations and respond with insight.</p>
	<p>Thinking Processes</p> <p><i>Standards introduced at Level 3. Students in Level 3 work towards Level 4</i></p> <p><i>At Level 5, students are working toward the Level 6 standards.</i></p>	Reasoning, processing and inquiry	<p>Level 6 - Students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth.</p>

Mining Technology

AusVELS 5-10

Slushy lamps, sprags and rag rugs – students will journey underground to uncover the technologies used in coal mining and visit above ground historical sites to examine the innovative nature of the period.

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Strand	Domain	Dimension/ Strand	Key Elements of Standards
Physical, Personal and Social Learning	Interpersonal Development		<p>Level 6 - Students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups</p> <p>Level 8 - Students demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals</p>
	Personal Learning <i>Standards introduced at Level 3. Students in Level 3 work towards Level 4</i>		<p>Level 6 -They demonstrate a positive attitude to learning within and outside the classroom.</p>
Discipline Based Learning	English	Speaking and Listening	<p>Level 5 - Students listen and ask questions to clarify content. They ... contribute actively to class and group discussions, taking into account other perspectives.</p> <p>Level 6 - Students listen to discussions, clarifying content and challenging others' ideas. They ... contribute actively to class and group discussions.</p> <p>Level 7 - They ... contribute actively to class and group discussions, using language features to engage the audience.</p> <p>Level 8 - They ... contribute actively to class and group discussions, using language patterns for effect</p> <p>Level 9 - They ... contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.</p> <p>Level 10 - They ... contribute actively to class and group discussions.</p>
	History		<p>Level 6 - They compare the different experiences of people in the past. They explain</p>

			the significance of an individual and group.
Interdisciplinary Learning	<p>Communication</p> <p><i>NB Standards introduced at Level 5. Level 5 working towards Level 6. At Level 7 working towards Level 8. Level 9 working towards Level 10.</i></p>	<p>Listening Viewing and Responding</p> <p>Presenting</p> <p>Listening Viewing and Responding</p>	<p>Level 6 - Students ask clarifying questions about ideas and information they listen to and view.</p> <p>Level 6 - They identify the features of an effective presentation and adapt elements of their own presentations to reflect them.</p> <p>Level 8 - Students modify their verbal and non-verbal responses to suit particular audiences.</p> <p>Level 10 - When listening, viewing and responding, they consider alternative views, recognise multiple possible interpretations and respond with insight.</p>
	<p>Thinking Processes</p> <p><i>Standards introduced at Level 3. Students in Level 3 work towards Level 4</i></p> <p><i>At Level 5, students are working toward the Level 6 standards.</i></p>	Reasoning, processing and inquiry	<p>Level 6 - Students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth.</p>

The Coal Journey

AusVELS 6-10

Students will journey underground to examine the formation of coal, its uses and the impact of developing energy technologies on the State Coal Mine.

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Strand	Domain	Dimension/ Strand	Key Elements of Standards
Physical, Personal and Social Learning	Interpersonal Development		<p>Level 6 - Students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups</p> <p>Level 8 - Students demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals</p>
	Personal Learning <i>Standards introduced at Level 3. Students in Level 3 work towards Level 4</i>		<p>Level 6 -They demonstrate a positive attitude to learning within and outside the classroom.</p>
Discipline Based Learning	Science <i>Students in Level 7 working towards Level 8.</i>	Science Understanding	<p>Level 8 - They compare processes of rock formation, including the time scales involved, and analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.</p>
	English	Speaking and Listening	<p>Level 6 - Students listen to discussions, clarifying content and challenging others' ideas.</p> <p>They ... contribute actively to class and group discussions, using a variety of strategies for effect.</p> <p>Level 7 - They ... contribute actively to class and group discussions.</p> <p>Level 8 - They make presentations and contribute actively to class and group discussions.</p> <p>Level 9 - They ... contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.</p> <p>Level 10 - They ... contribute actively to class and group discussions.</p>

<p>Interdisciplinary Learning</p>	<p>Communication</p> <p><i>Standards introduced at Level 5. Level 5 working towards Level 6. At Level 7 working towards Level 8. Level 9 working towards Level 10.</i></p>	<p>Listening Viewing and Responding</p> <p>Presenting</p> <p>Listening Viewing and Responding</p>	<p>Level 6 - Students ask clarifying questions about ideas and information they listen to and view.</p> <p>Level 6 - They identify the features of an effective presentation and adapt elements of their own presentations to reflect them.</p> <p>Level 8 - Students modify their verbal and non-verbal responses to suit particular audiences. They interpret complex information and evaluate the effectiveness of its presentation</p> <p>Level 10 - When listening, viewing and responding, they consider alternative views, recognise multiple possible interpretations and respond with insight.</p>
	<p>Thinking Processes</p> <p><i>Standards introduced at Level 3. Students in Level 3 work towards Level 4</i></p> <p><i>At Level 5, students are working toward the Level 6 standards.</i></p>	<p>Reasoning, processing and inquiry</p>	<p>Level 6 - Students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth.</p>

1930's Life

AusVELS F-6

Students will visit historical buildings and undertake interactive hands on activities to gain an insight into daily life in the 1930's mining town of Wonthaggi.

Activities include 20th Century Games, Period Dress and Daily Chores.

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Strand	Domain	Dimension/ Strand	Key Elements of Standards
Physical, Personal and Social Learning	Civics and Citizenship <i>Standards Introduced at Level 3. Students in Level 3 work towards the Level 4 standards.</i>	Civic Knowledge and Understanding.	Level 4 - Students demonstrate understanding of the contribution of people from the many culturally diverse groups that make up the Australian community. They explain why protection and care for the natural and built environment is important.
	Interpersonal Development		Level 6 -Students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups
	Personal Learning <i>Standards introduced at Level 3. Students in Level 3 work towards Level 4</i>		Level 6 -They demonstrate a positive attitude to learning within and outside the classroom.
Discipline Based Learning	English	Speaking and Listening	Level 3 - Students listen to others' views and respond appropriately. They contribute actively to class and group discussions, asking questions. Level 4 - Students listen for key points in discussion ...contribute actively to class and group

			<p>discussions...</p> <p>Level 5 - Students listen and ask questions to clarify content.</p> <p>They ... contribute actively to class and group discussions, taking into account other perspectives.</p> <p>Level 6 - Students listen to discussions, clarifying content and challenging others' ideas.</p> <p>They ... contribute actively to class and group discussions, using a variety of strategies for effect.</p>
	History		<p>F - By the end of the Foundation level, students identify similarities and differences between families</p> <p>Level 1 - Students explain how some aspects of daily life have changed over recent time while others have remained the same.</p> <p>They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions</p> <p>Level 2 - Students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.</p> <p>They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present.</p> <p>Level 3 - Students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.</p> <p>Level 6 - They compare the different experiences of people in the past. They explain</p>

			the significance of an individual and group.
Interdisciplinary Learning	<p>Communication</p> <p><i>Standards introduced at Level 5. Level 5 working towards Level 6. At Level 7 working towards Level 8. Level 9 working towards Level 10.</i></p>	<p>Listening Viewing and Responding</p> <p>Presenting</p>	<p>Level 6 - Students ask clarifying questions about ideas and information they listen to and view.</p> <p>Level 6 - They identify the features of an effective presentation and adapt elements of their own presentations to reflect them.</p>
	<p>Thinking Processes</p> <p><i>Standards introduced at Level 3. Students in Level 3 work towards Level 4</i></p> <p><i>At Level 5, students are working toward the Level 6 standards.</i></p>	Reasoning, processing and inquiry	<p>Level 4 - Students collect information from a range of sources to answer their own and others' questions.</p> <p>Level 6 - Students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth.</p>