



KAMBRYA
COLLEGE

AREAS OF INTERACTION IN THE MIDDLE YEARS

Areas of Interaction in the Middle Years

Background

Kambrya College recognises that young people are confronted with a vast array of choices, the IB MYP (International Baccalaureate Middle Years Programme) is designed to provide students with the values and opportunities that will enable them to develop sound judgement. The programme is guided by three fundamental concepts:

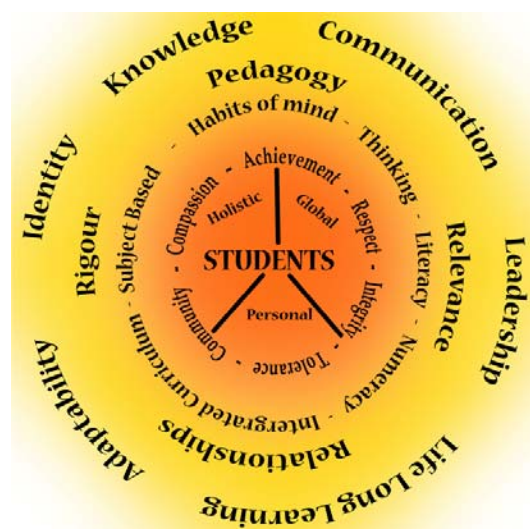
1. Holistic learning
2. Intercultural awareness
3. Communication

The implementation and delivery of the programme aims to develop the following qualities in students:

- The disposition and capacity to be lifelong learners
- The capacity to adapt to a rapidly changing reality
- Problem-solving and practical skills and intellectual rigour
- Capacity and self confidence to act individually and collaboratively
- An awareness of global issues and the willingness to act responsibly
- The ability to engage in effective communication across frontiers
- Respect for others and an appreciation of similarities and differences

Sound familiar?

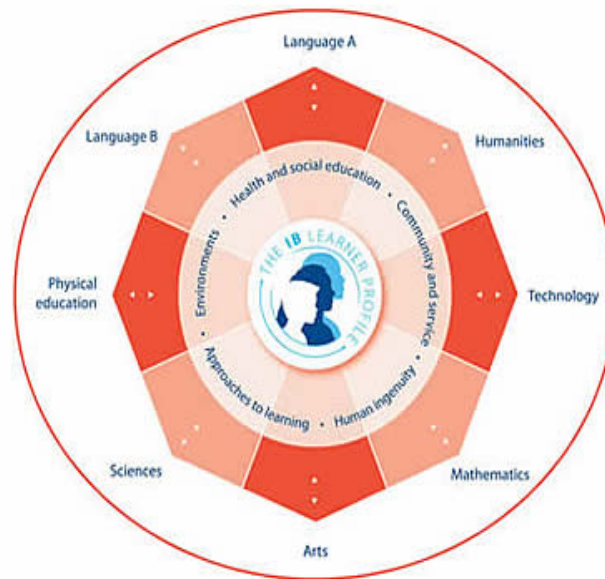
The MYP supports Kambrya College's existing approach to Learning and Teaching. It complements the college's philosophies and values enhancing our aim to promote active and well informed global citizens who strive to achieve their personal best while respecting values. The integration of the MYP into Kambrya's existing curriculum structure supports and enhances our existing pedagogical practice while providing an additional avenue of opportunity for our students.



What are the Areas of Interaction?

Five Organizing Elements

As with the Kambrya College model, the curriculum model of the MYP places the student and the way the student learns at its centre, as the child's development is the basis of the whole educational process. The areas of interaction surrounding the student in the model are the core elements of the MYP. They provide a framework for learning within and across the subject groups. They allow connections among the subjects themselves, and between the subjects and real-life issues.



Approaches to Learning

- How do I learn best?
- How do I know?
- How do I communicate my understanding?

Approaches to learning (ATL) is central to the programme, as it is concerned with developing the intellectual discipline, attitudes, strategies and skills which will result in critical, coherent and independent thought and the capacity for problem solving and decision making. It goes far beyond study skills, having to do with “learning how to learn” and with developing an awareness of thought processes and their strategic use. This area of interaction recognizes that true learning is more than the acquisition of knowledge: it involves its thoughtful application, as well as critical thinking and problem solving, both individually and collaboratively.

Human Ingenuity

- Why and how do we create?
- What are the consequences?

Human Ingenuity allows students to focus on the evolution, processes and products of human creativity. It considers their impact on society and on the mind. Students learn to appreciate and to put into practice the human capacity to influence, transform, enjoy and improve the quality of life. This area of interaction encourages students to explore the relationships between science, aesthetics, technology and ethics. It is at the core of student-centred learning, where the students

themselves are placed in the position of *Human Ingenuity* solving problems and showing creativity and resourcefulness in a variety of contexts throughout the curriculum and school life.

Health and social education

- How do I think and act?
- How am I changing?
- How can I look after myself and others?

Health and social education prepares students for a physically and mentally healthy life, aware of potential hazards and able to make informed choices. It develops in students a sense of responsibility for their own well-being and for the physical and social environment. This area encourages students to explore their own selves as they develop healthy relationships with others. While the main defining features of each area of interaction can be outlined, they should in no way be viewed as narrow categories. These broad-based areas of interaction overlap each other. The “Areas of Interaction” section in this guide provides a detailed description of the aims and characteristics of each of these areas. All subject groups are touched by all areas of interaction in different and complementary ways. All teachers therefore share the responsibility of integrating skills, ideas, themes and issues related to these areas within the subjects themselves or in special projects. The areas of interaction aim to encourage new links between teachers. A new dynamic is created as teachers work together as a more cohesive team and learn to consider the curriculum from the point of view of the learner.

Environments

- Where do we live?
- What resources do we have or need?
- What are my responsibilities?

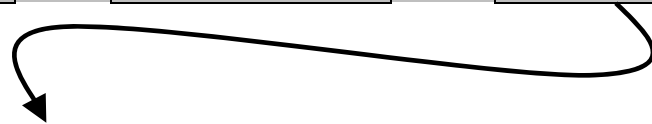
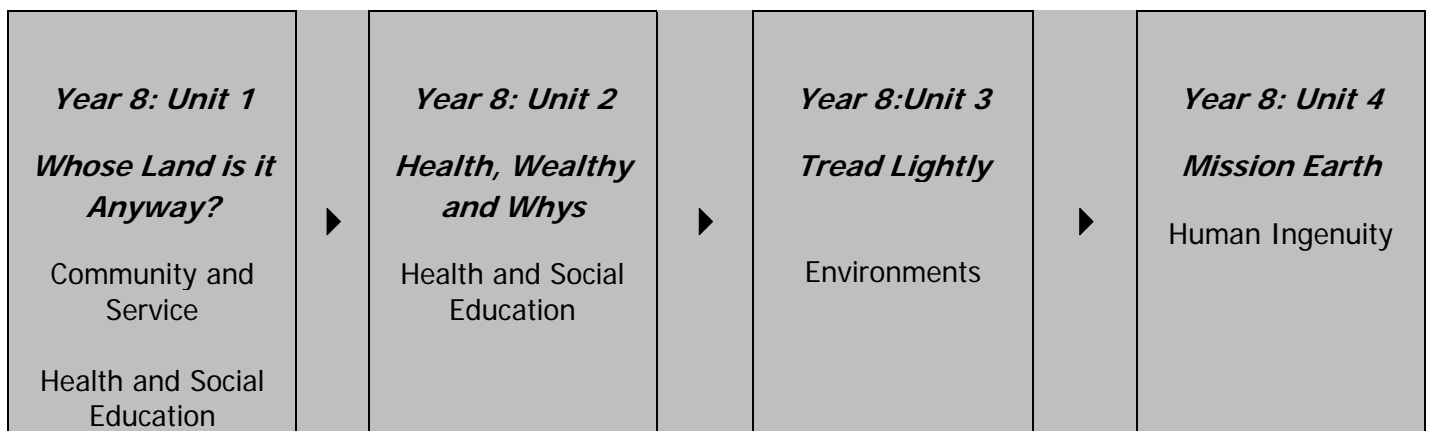
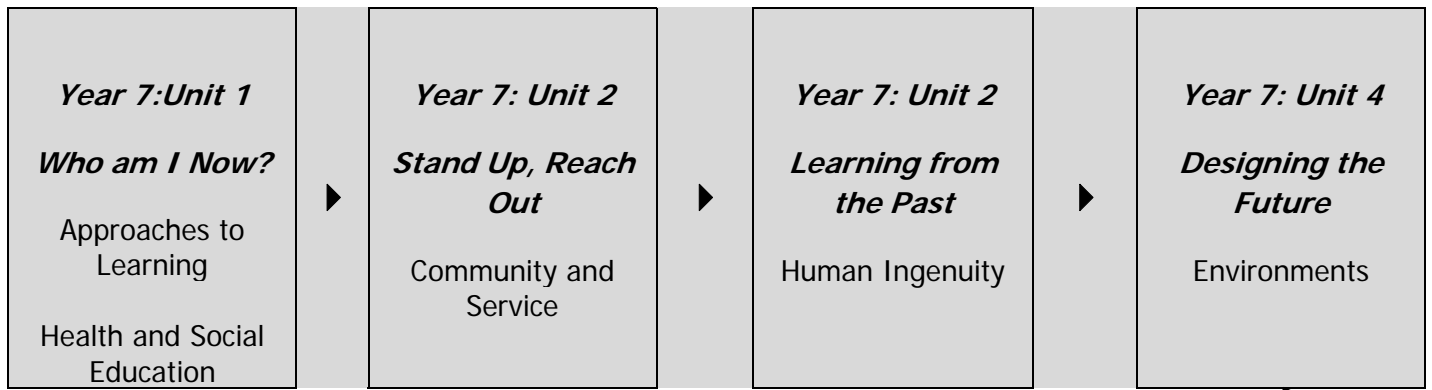
Environment aims to make students aware of their interdependence with the environment so that they accept their responsibility for maintaining an environment fit for the future. Students are confronted with global environmental issues which require balanced understanding in the context of sustainable development. Students also face environmental situations at home and at school which require decision making. This area of interaction places the students in a position where they take positive, responsible action for the future.

Community and Service

- How do we live in relation to each other?
- How can I contribute to the community?
- How can I help others?

Community and service starts in the classroom and extends beyond it, requiring students to participate in the communities in which they live. The emphasis is on developing community awareness and concern, a sense of responsibility, and the skills and attitudes needed to make an effective contribution to society. Students are expected to become actively involved in service activities.

At Kambrya College the Areas of Interaction are implicit in the middle years programme. They have a direct focus at years 7 and 8 through integrated units which address a critical question. (Integrated Units are supported by unit projects). It is ensured that curriculum planning and delivery provides for structured learning and activities in all the areas of interaction in each year of the programme.



Year 9 Global Journey Program

All areas of interaction are covered in the broad range of experience offered through the Journey Program

LIFE Programme

Unit 1: Approaches to Learning/Health and Social Education

Unit 2: Health and Social Education

Unit 3: Community and Service

Unit 4: Health and Social Education/Approaches to Learning

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Year 10

Areas of interaction are covered in the broad range of experience offered through core and elective subjects, Work Experience Programme and Personal Projects

Approaches to Learning

<i>Approaches to Learning - Year 7</i>	<ul style="list-style-type: none">• Mind maps, Y charts, use of visual diary, experiential (unit 1 Who am I?) folio activities, magazine creation• Communication through body, face & voice; know what is expected of them. Creating performance in groups. Learn intricacies of improvisation• Developmental notebook, compositional techniques ,rehearsal skills, brainstorming• Use of planners, study techniques, correcting work.• Understanding of own learning style.• Organisation of Community Project• Learning process associated with schools.• Developing e-learning skills.• Taking advantage of available resources (teachers & peers)• Learning plans.• Use of Y charts• Thinking skills,• Independent research skills• Posing open ended problems,• Applying known skills into a new task.• Encouraging students to have a go, providing scaffolding activities to build on skills• Building on students' self esteem by providing activities they can achieve,• Encouraging use of smart-board and interactive activities, hands on activities.• Study skills• Strategies for learning vocabulary, scripts and intercultural content; collaboration with peers during language games.• Skills development• use of timelines• teamwork, Olympics review• inventing/designing a new game
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Approaches to Learning -Year 8

- Learning to take ownership of own compositions
- Examination of body maths – growth rates, golden ration etc.
- Explore tasks that permit connection between maths and life (maths of life - Tread Lightly)
- Evolution of statistical trends pointing to the future – extrapolation of current data into modern 21st century
- Build on existing communication skills; gathering information about other cultures, maths skills based work.
- Daily use of planners/learning plans;
- research,
- group work, IT & C, peer assessment
- Understanding essay structure
- Debating
- Posing open ended problems,
- Applying known skills into a new task.
- Encouraging students to have a go, providing scaffolding activities to build on skills
- Building on students' self esteem by providing activities they can achieve,
- Encouraging use of smartboard and interactive activities, hands on activities.
- Study skills; strategies for learning vocabulary, scripts and intercultural content

Approaches to Learning -Year 9

- Further developing thinking and questioning techniques.
- Analysing and interpreting data.
- Creating testable hypotheses.
- Conventions of working scientifically.
- Open investigations in Physics unit
- holistic understanding of life, the universe & everything
- study/revision techniques, practical work, application of theory .
- Laboratory techniques,
- report writing styles. Observation.
- Specific strategies to promote student opinion.
- Co-operative working,
- jigsaw,
- post-box,
- Developing critical questions.
- Presentation of annotated poster.
- Think, pair share.
- Building on mapping skills Research, note taking, geospatial mapping skills, organisation.
- Thinking tools and study skills.
- Reflection to learning (unit 1 Yr 10)
- Students reflect on their language use in situational contexts, organise themselves when working in teams and literature circles. Discussion
- Posing open ended problems,
- Applying known skills into a new task.
- Encouraging students to have a go, providing scaffolding activities to build on skills
- Building on students' self esteem by providing activities they can achieve,
- Encouraging use of smart-board and interactive activities, hands on activities.
- study skills etc. for making links b/w what is achieved across yr levels.
Communication, attitude, problem solving, group work, organisation, reflection.
All units focus on communicating in language & problem solving to create meaning i.e. individual sentences, paragraphs etc. Learning skills to revise and reinforce learning, working with others.
- Goal setting at the start of each journey;
- Maintaining a Journey portfolio;
- Writing a reflective report
- design, construct and evaluate a toy
- Process of creating, making and problem solving
- Planning assignments
- brainstorming,
- PMIs,
- 7 habits of highly effective teenagers
- Planning and designing, reflection and evaluation.
- Research required as part of design process.
- Learning by doing, planning ahead, reflection

Approaches to Learning - Year 10

- Learning by discovery – play & learn (investigation) then inform.
- maintaining a visual diary, collecting sources of inspiration
- Visual displays, individual work, diagrams, group discussions, group work
- Thinking, questioning, techniques.
- Analysing and interpreting data.
- Creating testable hypotheses.
- Conventions of working scientifically.
- Open investigations in Physics unit study/revision techniques,
- Practical work, application of theory .
- Lab techniques,
- Scientific report writing styles.
- Observation.
- Specific strategies to promote student opinion.
- Co-operative working,
- jigsaw,
- postbox,
- Developing critical questions.
- Further developing Presentation skills.
- Think, pair share.
- Mapping skills ,
- Developing an understanding of values such as empathy.
- Research skills
- Note taking,
- geospatial mapping skills,
- Enhanced organisation skills
- Reflection to learning
- Orals presentation skills further developed,
- Written skills more fully developed across all learning areas
- Drafting process for creative writing “To Kill a Mockingbird”.
- Mind mapping, thinking tools, questioning, creating, analysis, reflection, essays, study skills.
- How to interpret Shakespearean language
- Posing open ended problems
- Applying known skills into a new task.
- Encouraging students to have a go, providing scaffolding activities to build on skills
- Building on students’ self esteem by providing activities they can achieve
- Encouraging use of smart-board and interactive activities, hands on activities.
- Development of revision and study skills for exams & tests.
- Working with others through role plays.
- Communicating in another language and problem solving to create meaning.
- Individual tasks, group tasks, debating, discussions. Practical based program supported by theory
- Range of assessment tools- peer and self-evaluation

Human Ingenuity

Human Ingenuity – Year 7

- Creating and making- Visual Art,
- Learning how artists work – dreams, innovations and inventions.
- The establishment of new art movements and the impact on society.
- Study of performance styles from the past
- sociocultural influences on music
- Research into human triumphs and how they have affected society - Formulae.
- Scientific knowledge, what is a scientist?
- How we use certain scientific discoveries and inventions and how they affect us
- Impact of humans on different environments,
- Classification & identification of living things
- Develop a futuristic gadget and explain how it would improve our lives
- Looks at significant event/person from the past and how this influences us today
- How the past has shaped the future
- Development of language. Use of script.
- Effect of illness on broader community.
- Testing in fitness – How can I do better?
- History within City of Casey
- Looking at the development of sport over the years
- Designing a new game

Human Ingenuity – Year 8

- students create a Blues composition in pairs based on a 12 bar Blues that can be arranged rhythmically and melodically
- Evaluate and speculate on future technologies and means of communication
- Global society, Harmony Day
- Inventions that improve our health.
- How we got to where we are and how to fix it
- Learning about science/maths skills to become an informed citizen of the future
- Concept maps Whose Land..?
- Solutions to environmental problems (e.g. alternative energy sources)
- Comparison between 1950s and 2008,
- Designing a product for the future
- Travel plan around Melbourne on public transport.
- Unit on media/technology and pop culture.
- Intercultural learning about Japanese culture & society, particularly family & school life; look at Japanese language, compare and contrast it with English & examine how language has developed over time.

Human Ingenuity – Year 9

- Maths project design& build and apply maths
- Scientists and their impact; scientific history in holistic understanding.
- Human genome (Forensic Science)
- New materials & innovative science/new applications
- Physics and how we use the principles every day .
- Designing experiments
- Exploring scientific developments
- The study of History.
- Challenging students to take risks and make their own discoveries.
- Education levels in Africa.
- Study and exploration of others' writing e.g. Shakespeare,
- Examine the effect of technology or communication and social relationships, study film as text
- Examines the development of the interpretation of foreign words
- Development of grammatical structure and written language.
- Unit on media/technology/transport highlights our dependence on innovation
- researching the development of toys through the ages and the latest developments
- looking at design
- History and use of equipment in sport (changes over time & improvement),
- Health – changes in contraception
- Careers

Human Ingenuity – Year 10

- Study the development of digital photography vs film
- Learning how artists work
- Creating a film targeting a specific audience
- look at what makes a 'good' film; audience power
- Scientists and their impact; scientific history in holistic understanding.
- Designing experiments
- Exploring scientific developments
- Analysing decisions which have impact on our global society.
- Offering solutions to global issues.
- Learning what racism is and how the world has changed to become a better place.
- Civil rights movement.
- Respond to literature over time and the impact on other literature – intertextuality. Communication through technology and the effect this has had on society
- Comparing technology in Japan with ours.
- Drugs in sport
- biomechanics technology in PE

Health and Social Education

Health and Social Education - Year 7

- My profile- what do I look like?
- Identifying our unique characteristics
- Exploring relationships and their impact upon self and others.
- Emotional Intelligence development- bullying & getting to know classmates 1) lunchtime activities
- Explore power relationships, friends, family & other community relationships through performance; offers and acceptances, use of stage. Reflection on own and others' work.
- audience etiquette, constructive criticism, building a supportive artist environment
- Look at the effects of gambling on society (statistics, chance & data)
- Focus on relationships and family and friends/partners (Language B)
- developing sense of difference between cultures
- Sport raining methods.
- Fitness testing and analysis of results.
- Where can they do recreation in the local area?
- How have health and sporting achievements improved over the years?
- Setting fitness goals for the future

Health and Social Education - Year 8

- Develop a comic on teen issues
- Power of social bookmarking
- Sharing and tolerance
- General health & nutrition .
- Prevention of diseases.
- Sex education. How to be aware and alert: puberty, drugs, alcohol.
- Healthy Wealthy & Whys- teen mag.
- How the environment affects our health
- Science experiment – food testing.
- Looking at immigration trends – where have people come from? What impact have they had on Australia?
- Careers research & presentation of information.
- Whose responsibility is it to fix the environment? Who is feeling the effects of global warming?
- Developing sense of difference between cultures
- Develop intercultural understanding & empathy for other people and cultures, enhanced through the interaction with sister schools throughout the year
- Assignment on childhood obesity; looking at self.
- Cultural groups-how do they work? Why do they exist?

Health and Social Education - Year 9

- 7 Habits of highly effective teenagers
- The Real Life game
- Positive Negative Interesting (PNI) approach.
- Genetics – health. Heart, circulatory and respiratory systems .
- How science is used in society -In physics – road science and safety.
- Genetic engineering.
- Examination of health issues, especially relating to mental health arising from discussion of literature.
- Aboriginal health and well being
- Examination of Japan’s recent history and interaction with the west.
- Training and personal development
- Social impact of the latest toys on the family unit
- Impact of participation in sport and physical activity, health, relationships, body image, self esteem, personal identity

<i>Health and Social Education - Year 10</i>	<ul style="list-style-type: none"> • Look at the meaning/impact photography and art have on society • Look at the meaning/impact photography and art have on society • explored through film narrative • Understanding of health issues in Africa & relating to cocaine/drug use, social issues (HIV/AIDS) in Africa. • Drugs, sex education. • Work education • Studying character relationships in texts and relating it to real life experience • Developing relationships with peers • Fuel and its effects assignment. • Impact on family of home entertainment. • drugs in sport • Issues and problems associated with rising obesity rates
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Environments

<i>Environments – Year 7</i>	<ul style="list-style-type: none"> • Crises in other cultures- Daily news. • Community garden. • Statistics - Climate change data. • Getting to know their school and local environment. • Ecosystems: planning a housing estate, ecosystems and food webs • Adaptations of animals to changing environments • Looking at a specific geographic region of choice looking at how we can minimise future environmental impacts • Recycling. • making a rubbish tool
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Environments – Year 8

- Students explore where the music originated from and the influence on the music of today
- Interface with wildlife carers.
- Involvement in zoo program.
- Why people emigrate
- Survival of our environment.
- Global warming and creating an autonomous house.(unit 3)
- Promotion of being responsible for your own actions and be a responsible citizen to protect our environment
- Tread Lightly, landscape gardening global summit, man's impact on the environment
- What the environment will be like in the future
- persuasive essay on environmental issue
- Recycling.
- Examine Japanese language & society within the context of Japanese social environment. Examine the lead up to WW2, the global political environment in the 30s and 40s that resulted in the bombing of Hiroshima

Environments – Year 9

- Investigating micro habitats within the school; ecology, ecosystems, environmental management.
- Forensic science – green chemistry principles, waste management, biodiversity, energy & water conservation.
- Africa – development and issues of sustainability,
- Examines the relationship b/w the environment and developing countries ,
- Coastal management
- Impact of gold rushes on environment.
- writing in the environment
- examination of the physical environment of homes, schools etc. in Japan
- Challenges in the environment – Journey
- Participation in sport & PE. Provision of sporting facilities in local area.(journey)
- We use plantation timbers, design artefacts that become part of our environment. Environmental and social impact assignment.
- Environmental impact of cars and fuel,
- Disposal of computers and other technology

Environments – Year 10

- Landscape photography – images as a record of how landscapes are and were
- Different environments of artists, e.g Australia vs European environments
- explored through film narrative
- Evolution and adaptations.
- finding solutions to environmental issues
- United States and Australia are very similar- Impact of the 2 cultures on each other.
- Issues in the media – (an Inconvenient Truth) Analysis of persuasive techniques.
- Interaction with virtual environments through wikis
- home and school environments
- Minimal impact camping activities.
- Highly current environmental issues. Ecological footprinting.
- Historical perspectives of environment
- Participating in sports in a range of environments. Looking at the impact sport has on the environment

Community and Service

<i>Community and Service – Year 7</i>	<ul style="list-style-type: none">• Create advertisements on community issues.• Interaction within communities and across year levels.• Learning Communities• School Band• Global Action Group• Student Representative Council• Integrated studies -Community project e.g.helping a single parent do shopping by supervising the children.• Community service on Year 7 Camp• Students supporting the Transition Programme• introduction to Kambrya and its values , home room activities, getting to know Year 7• Learning communities• Interaction with sister school.• Myuna Farm tree planting/weed control• School office support• Breakfast Club• Litter Challenge
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Community and Service – Year 8

- School Band
- Global Action Group
- Student Representative Council
- Interface with wildlife carers.
- Involvement in zoo program.
- Tree planting – National Tree Day
- Working Bees
- School office support
- Breakfast Club
- Litter Challenge

Community and Service – Year 9

- School Band
- Journey bands play for school functions
- Global Action Group
- Student Representative Council
- Alpine School – maintaining the environment
- Working Bees
- Landscaping Journey builds gardens to service the school community.
- School office support
- Breakfast Club
- Litter Challenge

Community and Service – Year 10

- Mural in the science room
- School Band
- Global Action Group
- Student Representative Council
- Duke of Edinburgh's Award
- Working Bees
- Maintain community horticultural centre on school grounds
- Peer support reading with primary schools
- Personal Projects
- Breakfast Club
- Litter Challenge