



ASPIRE

Start your Aspire
journey today!

What is Aspire?

Aspire is an exciting program open to all students in Years 7-9 who are aspirational and looking for a challenge.

Aspirants choose a task from the Aspire booklet and attempt to complete it within a five week time-frame. Aspirants also have the option of designing their own task that fits the Aspire requirements.

What is an Aspire task?

An Aspire task:

- Explores an open-ended idea
- Requires the application of new knowledge
- Requires critical thinking skills
- Encourages creativity & a Growth Mindset
- Has the 'right amount' of difficulty
- Develops organisational skills and self-motivation
- Involves honest reflection on the process and the result
- Culminates in a Presentation to a Panel

How to start?

Students should see either of the Aspire Coordinators, Mrs Moore or Mrs. Anstey-Sprigg. During the five-week period, the Aspire coordinator will meet with the Aspirant to check on their progress and provide support, when needed. Other teachers within the school can also be approached for specialist advice or assistance. Most of the work will be done in the Aspirant's own time though, and requires commitment and effective time management.

What happens at the end of the five weeks?

Aspirants will present their work and reflect on their process to a panel who will determine whether the work is 'C' (Completed) or 'NC' (Not Completed).

Given that the tasks are so varied, the presentations to the Panel will be equally varied. Some presentations will involve a demonstration, others a multi-media presentation; some an exhibition of work and others a performance.

The tasks are also judged on whether they are 'S' (Successful) or 'NS' (Not Successful). As Aspire tasks are open-ended, some tasks may not result in the anticipated outcome. This does not mean that the task is not successful. In these cases, the degree of effort made, the reflections on skills and knowledge learnt, and the response to the challenges experienced, will determine whether the task is 'Successful'.

- **Aspirants will be asked questions such as:**

- Why did you choose this specific task?
- What was the best part about completing the task?
- What made you think hard?
- Did you need help? How did you get help? How did this help impact your work?
- What did you find most challenging?
- Did something go wrong? What did you do at that point?
- What new ideas did you try?
- What have you learnt in doing this task? What new skills and knowledge have you learnt? What have you learnt about the way you work? What strategies did you draw upon or develop?
- Did you meet the expectations or goals that you set yourself?
- How did you stay motivated? How did you manage your time?

Each 'Successful' task earns an Aspire Certificate which can be included in the personal portfolio students take from the College. This certificate will be a valued reference for future employers, tertiary institutions and scholarship applications.

Furthermore, the Aspirants who complete the most impressive Aspire task(s) will receive the Aspire Award for High Achievement at Presentation Night in December.

Work will be exhibited, both online and at the school.

How many tasks can be done?

Aspirants can do as many tasks or as few as they wish. This is about quality, creative growth and self-discovery, not quantity.

Interested in Aspire?

Email or speak to either Mrs Moore or Mrs. Anstey-Sprigg to register, and get going.

Mrs Moore moore.simone.s@edumail.vic.gov.au

Mrs. Anstey-Sprigg anstey-sprigg.glenda.m@edumail.vic.gov.au

PLAN A PARK

In this Aspire task you will take the role of a landscape architect and plan a park, calculating the proportion of land assigned to different areas.

Designing a Landscape

Landscape Architects are typically engaged by clients to design outdoor areas for parks and other outdoor spaces. Usually the client will give the architect a brief of what they would like to see in the finished product. The landscape architect also needs to include any environmental and geographical factors and how it will be used by people when it is finished.

In this task, you will select a green area and redesign it taking into account those who use it and the cultural significance of the area.

Select an existing outdoor area which you think is underutilised/poorly designed around the school and redesign it. You are to improve the outdoor area and incorporate themes relating to the local indigenous history or any other local cultural significance. You can select any area around the school to redesign.

PART I – SELECT AND PLAN YOUR PARK

Measure your area. If the area is not immediately accessible use google Earth to determine the outdoor areas dimensions. Construct a sketch of how you think the area should look. Label items to show what they depict. You must make sure that your design is sustainable.

Write a 1 or 2-page report explaining why you have selected the area you have including any indigenous considerations that you have taken into account, why you selected the area, what features you are including/omitting? How your park is sustainable.

PART II – CALCULATE AREAS & PROPORTIONS OF USE

Calculate the total area of the park.

Calculate and compare how much of the following areas exist now and how much there will be in your new design. Convert these areas to % and express in terms of increase/decrease. Use pie charts to illustrate the proportions of different areas.

Express these as a decrease or increase in the area of:

Green (grassed)

Green (trees)

Green (smaller shrubs)

Green (other)

Playground

Paved areas

Sheltered areas

Water

Anything else you think is important.

PART III - Prepare a letter for the council/school principal, with your design and an evaluation on why your design should be adopted. Your design will be forwarded to the council/school principal for review.



Design your own training program

You are an athlete who has recently noticed a decline in performance in your chosen sport. Your coach wants to run another battery of fitness tests to determine your strengths and weaknesses. Once these areas have been identified you will need to complete and participate in a 5-week training program to demonstrate improvement.

In this task, you are asked to:

1. Complete a battery of fitness tests. This must include both health and skill related fitness components.
 - Define the fitness components being tested
 - Provide examples of your sport where you require these components
 - Provide a 'norm' rating of the fitness test results
 - Explain how your performance could benefit from improving on your fitness components
2. Outline a training program for your chosen sport focusing on improving your areas of weakness whilst maintaining your areas of strength. Your program must:
 - Consist of at least 3 sessions a week and include 2 different activities per session
 - Activities must be appropriate and safe
 - Include a variety of training methods (at least 3) and adhere to the SIDOF principles of training
 - Include an outline of each activity, how many sets, how many reps and the main muscle groups being used
 - Ensure you have REST days
 - Complete a training dairy for each session
 - Capture photos of videos of you training
3. At the end of your 5weeks you will complete your fitness tests again and comment on your results.

4. Present your task as a multimedia presentation and be creative!

For advice and assistance with this task see a PE teacher



Multi-cultural Australia

"Australia is often considered a mono-lingual country. But for centuries other countries and cultures have influenced the people including language and culture of this land."



Task – Investigate more than one culture which has influenced the Language of our Country (including Aboriginal and Torres Strait Islander perspectives)

Example:

- Trade with Makasan-Bugis people from Makassar
- Mass Immigration from Italy and Greece during the building of the Snowy-River Scheme.
- British colonisation
- Japanese influence with the rise of technology and media (anime)

You may choose to explore other aspects of culture including:

- Art
- Music
- Film
- Food

Submission options:

Choose a medium of your choice.

- Ideas include:
 - Create a short video to compare Australia before and after these cultural influences
 - Create an infographic (picture) to compare Australia before and after these influences
 - Create a PowerPoint or other style of presentation
 - Discuss your other presentation ideas with your Aspire Teacher

Reflection: Has this task changed your view on Australia? If so, please explain how.

If you need help with this task see your Language teacher.

"Research shows that the more Languages you learn, the easier it becomes."

[illegible]

Greeting and name

Greeting, name, age, nationality

Greeting, name, age, nationality, likes and dislikes

Greeting, name, age, nationality, likes and dislikes, and family members

Greeting, name, age, nationality, likes and dislikes, family members and any other information from your personal world.

Present live or create a video. Props that represent the Language you're speaking is highly encouraged!

- At the end, include a brief reflection on:
Did it become easier to learn multiple Languages as you progressed? Why do you think this is?
 - How did you learn these languages?
 - What challenges did you face and how did you overcome these?
 - What is the benefit of learning more than one Language?

If you need help with this task see your Language teacher.

Production Elements

Your challenge is to research a Musical Production, for example: Beauty and the Beast, Mary Poppins, Mean Girls, Mamma Mia.

Once you have selected a Musical, design a set which can be utilized throughout the piece.



You must select your type of stage and be sure to list dimensions before beginning set design.

Types of Stages: <http://www.theatrust.org.uk/discover-theatres/theatre-faqs/170-what-are-the-types-of-theatre-stages-and-auditoria>

Your presentation should include:

Neatly labeled diagrams and drawings.

Type of stage and its dimensions.

Selected musical.

Drawings of your set design, colour schemes, props and other requirements.

Write a Play


Your Aspire task is to write a play based on the stimulus information below.

You have 5 group members and you have complete creative control.

When looking at the stimulus, keep your mind open, look at the details and think creatively. You may even use your own experiences or observations to inspire scenes.

What potential setting, characters and themes can you see in this stimulus?

Social or Anti-

 social media

noun

websites and applications that enable users to create and share content or to participate in social networking.



Social

Script Design

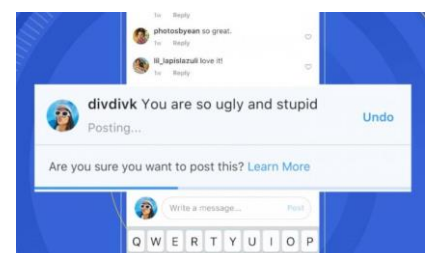
Head to the links below for a guide to script design:

https://www.youtube.com/watch?v=3O_ISCHsaUw

<https://screenwriting.io/what-is-standard-screenplay-format/>

<https://www.writersstore.com/how-to-write-a-screenplay-a-guide-to-scriptwriting/>

When you have finished you will present your play to the Aspire panel.



Newspaper

a drama challenge

If you are interested in Drama, then this is the challenge for you!

Create a performance or a script for a small group or a solo performer that lasts for 1-2 minutes.

Character: The Front Page

Performance Focus: Create a group or solo performance based on the character of "The Front Page". At an end of year Awards Ceremony for THE MEDIA. 'The Front Page' laments about how consumers now get their news from online sources, and bypass the Front Page of newspapers, specifically their Front Page.

Select the FRONT PAGE of an historical NEWSPAPER and recreate it demonstrating how the way News is read has changed over time.



- Your presentation should:
- Recreate a famous Front Page from history.
- Demonstrate how the way News is read has changed over time.
- Explore how the news can mislead people.



The art of bookmaking

In this task you are challenged to create and make your own book from scratch.

Is it a diary, is it a sketch book, is it a travel journal? What type of paper will you use? What size will it be? How will you decorate the cover?

There are many different ways to make and bind a book.

Look at YouTube videos and online tutorials to find different methods of bookmaking/binding that you like.

Trial two (2) different methods. Then select your favourite and create your book.

Detail the steps and processes that you take, in a way that is clear and logical.

Present your information creatively – it could be a step-by-step video, tutorial or take another form. (Make sure that you discuss this with your Aspire coordinator.)

Criteria:

Suitable subject matter must be selected if using images.

Your book can be any size or shape and use any decoration method you choose, for example, painting, drawing, photography, collage – in any media suitable.

All work completed in this challenge will be displayed in the school.



For information or assistance with this task see your Art teacher

The Art PostCard Challenge

If you love art – any sort of art, this is the challenge for you!

In this task you are challenged to complete one postcard sized artwork a week for four weeks.

Select your favourite medium and create a postcard sized artwork for each of the four themes.

Criteria:

Suitable subject matter must be selected.

Artworks can be paintings, drawings, photographs, prints, collage – 2D images of any media suitable, but must adhere to the size criteria dimensions.

The work must not be too heavy – it must hang on a wall

All work completed in this challenge will be displayed in the school.

A list of themes is available from your Art Teacher for those interested in taking up this task.



The scope for inventions is limited only by your imagination.

Inventions are **original applications** of technology which **solve a problem**.



Your invention may be a new device, method or process that has not existed before or you may choose to look at an existing device and invent a solution that works better.

- Your invention must be presented as a **WORKING** invention.
- Your invention must be no larger than 0.5m x 0.5m x 0.5m and weigh no more than 15 kg.
- Your invention must be safe to operate in a crowded area and must have appropriate safety features.

Aim(s) - Explains the purpose of your invention and how it solves a problem

Introduction - Explains what is original or new about your invention, and your ideas behind it. How your invention is important or relevant to an existing problem.

Instructions - operating instructions of your invention.

Design brief - describes how you went about building and testing, problems you encountered and how they were solved, and applied to the design.

Draw and label diagrams of your prototype designs, including relevant explanations.

List any safety considerations in your design.

Describe the limitations of your design and/or suggest how you would make improvements.

Acknowledgements and References – Make sure you include a list of people who gave you help/advice and outline the ways they helped you.

Also list other sources of information used.

Include a photo of your invention in your report.

Be sure to research thoroughly that your invention has not been tried already.

For advice and assistance on this task see a Technology teacher

For advice and assistance on this task see a Technology teacher.

The Model

Build a scale model of something. It may be a model of a machine, a place, a building or an object.

A scale model is a scaled representation of an existing thing.

Submit your proposal for this task before you begin.

Your model must be no larger than 0.5m x 0.5m x 0.5m and weigh no more than 15 kg unless special permission is granted. If it is a working model, it must be safe to operate in a crowded area.

Your model must be original (no volcanoes!)

Models made from kits without original input are not permitted.

Models should be original, creative and innovative, and your model's scale must be accurate and correct.

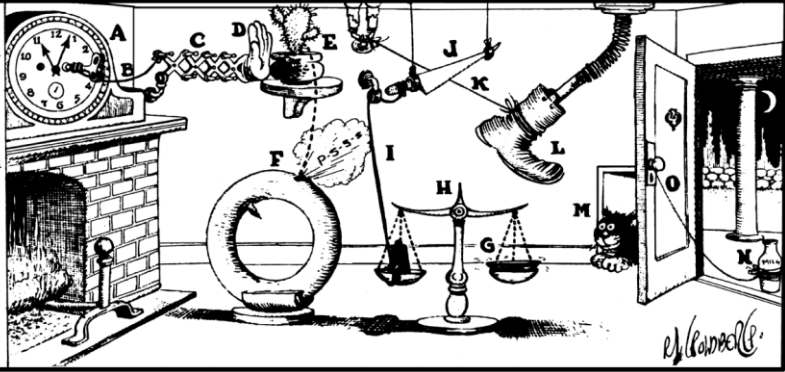


You will present your model to an Aspire panel. In this presentation, you should describe the design and construction process and all associated costs.



Putting the Cat Out At Night by Rube Goldberg

PROFESSOR BUTTS TRIES TO PLAY THE XYLOPHONE WITH TWO STICKS OF DYNAMITE. AND WHEN HE IS PICKED UP THREE MILES AWAY HE MUMBLES INCOHERENTLY ABOUT A SIMPLE IDEA FOR PUTTING THE CAT OUT AT NIGHT. AS YOU WIND CLOCK (A) IT TIGHTENS STRING (B) CAUSING IT TO EXTEND COLLAPSIBLE HATRACK (C). GLOVE (D) PUSHES CACTUS PLANT (E) FROM SHELF. CACTUS NEEDLE PUNCTURES INNER-TUBE (F) CAUSING HISsing SOUND WHICH CAT MISTAKES FOR SOMEONE CALLING. AS CAT APPROACHES SHE DISCOVERS SAUCER OF MILK (G) STANDING ON SCALE (H) AND AS SHE DRINKS MILK WEIGHT BECOMES LIGHTER, CAUSING SCALE TO PULL CORD (I) AND DRAW KNIFE (J) ACROSS STRING (K) RELEASING BOOT (L) WHICH PUSHES CAT OUT THE DOOR. AS CAT IS PUSHED OUT SHE UPSETS MILK BOTTLE (M) WHICH ROLLS AND PULLS CORD (O) CLOSING DOOR. IF BOOT MISSES CAT, THEN PUT BOOT ON RIGHT FOOT AND KICK THE CAT OUT YOURSELF.



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Rube Goldberg Machine Challenge

Rube Goldberg (1884-1970) was a Pulitzer Prize winning cartoonist, best known for his nutty chain reaction inventions. A Rube Goldberg machine is a machine intentionally designed to perform a simple task in an overcomplicated way. These machines may consist of a series of simple devices that are linked together to produce a domino effect, in which each device triggers the next one, and the original goal is achieved only after many steps.

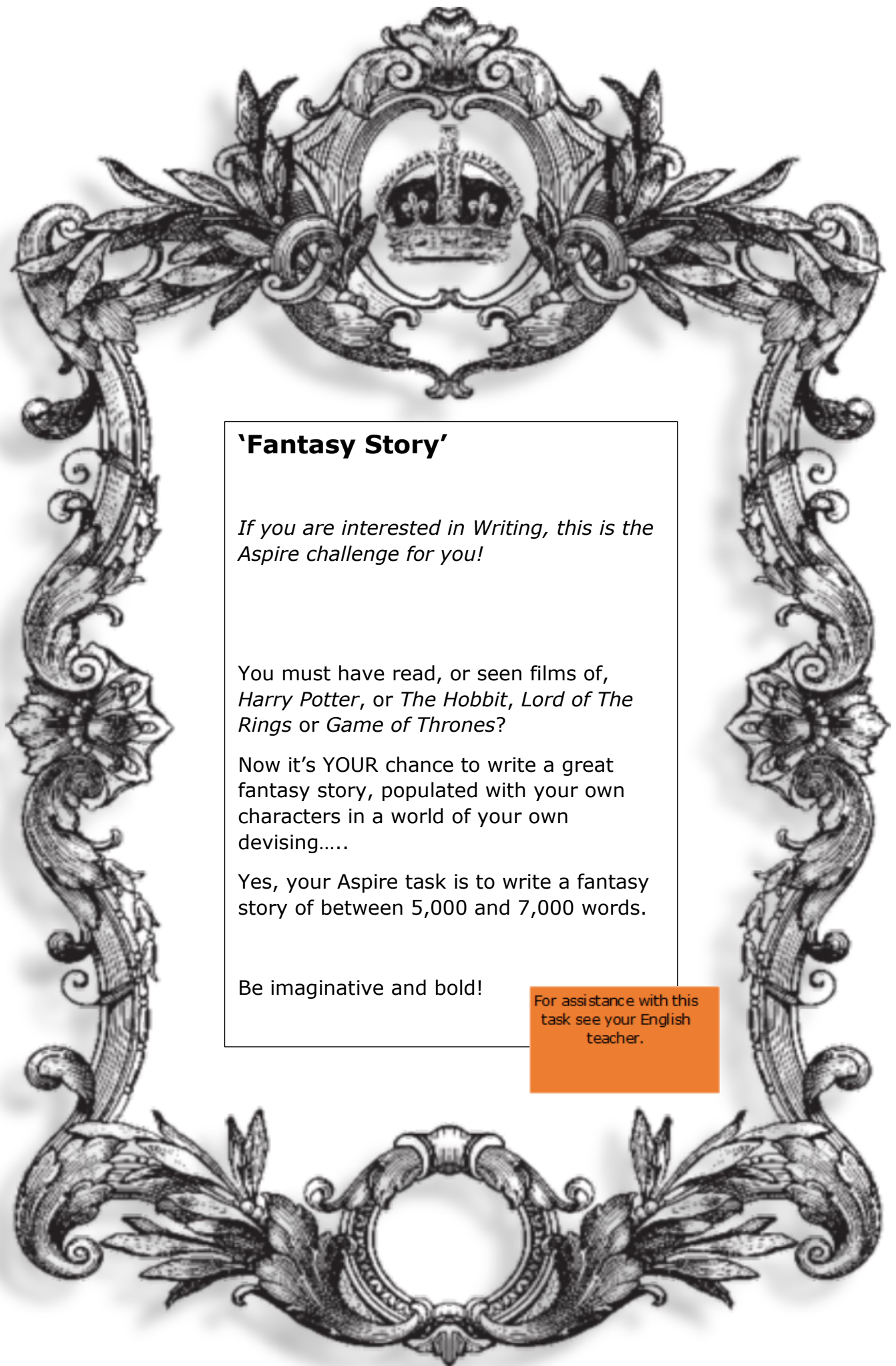
Your challenge is to build a Rube Goldberg Machine to pop a balloon in a minimum of 10 steps, and maximum of 20 steps. There is also a maximum footprint for your machine, it must fit into an area no larger than 3 metres x 3 metres x 2.4 metres high.

NOTE: a step in the machine is the transfer of energy from one action to another action. Identical transfers, eg. 20 dominos hitting each other in succession, should be counted as one step. And the only human interaction should be starting the first step.

You are to use every-day objects to create your Rube Goldberg Machine and to integrate as many recycled or repurposed items as possible. Imagine the kinetic component of everything in the world around you and put it into motion in your Rube Goldberg Machine.



For assistance with this task see your Technology teacher.



'Fantasy Story'

If you are interested in Writing, this is the Aspire challenge for you!

You must have read, or seen films of, *Harry Potter*, or *The Hobbit*, *Lord of The Rings* or *Game of Thrones*?

Now it's YOUR chance to write a great fantasy story, populated with your own characters in a world of your own devising.....

Yes, your Aspire task is to write a fantasy story of between 5,000 and 7,000 words.

Be imaginative and bold!

For assistance with this task see your English teacher.

Favourite Read

Which genre will you choose?

Your task is to read 2 novels from the same genre.

One must be a "classic" novel, the other a "modern" novel (published after 1990)

Your Aspire task is to prepare a digital presentation that will compare and contrast the two novels you have chosen.

You must include the following in your presentation:-

- Why you chose your genre and the novels.
- A brief overview of each novel, including some information about the authors.
- A discussion about the books' similarities and differences, comparing setting, plot, characters and outcomes.
- You need to highlight some important/favourite characters and events from each novel.
- You need to come to a conclusion about comparing the 2 novels. Which was the most interesting and why?

Here are some examples of novels you might choose:

1. **Future world** – Philip K. Dick "Blade runner" and Scot Westerfeld "Yesterday".
2. **Historical romance** – Jane Austen "Pride and Prejudice" and Anna Gobberson "Luxe"
3. **Growing up** – L.M. Montgomery "Anne of Green Gables" and Melina Marchetta "Looking for Alibrandi"
4. **Fantasy** – C.S. Lewis "Narnia" and J.K. Rowling Harry Potter novels
5. **Coming of age** – J.D. Salinger "Catcher in the Rye" and Morris Gleitzman "Once " series (any book)



POETS in war



Complete a reading of war poetry that spans at least three major wars. Your reading must include at least four poets and twenty poems.

Give a 10 minute presentation of your work.

Your presentation will cover:

An introduction to each writer

An analysis of the central ideas and concerns and beliefs contained within each writer's poems

An analysis of the stylistic characteristics of each writer

A discussion that compares and contrasts the writers in a general way. What common ground do the writers have?

A conclusion that outlines your learning from this task.

Feel free to write your own poem on the theme of war.

Happiness in Stability or Change?

If you need help with this idea see a Sociology teacher.

Over the last century, society has changed in so many ways. Changes have occurred in technology, culture, attitudes and risk-taking behaviour.

Human behaviour has changed too. But in what aspects?

Your Aspire task is to research Happiness:

Does happiness (life satisfaction) depend on social stability?

You should cover the following:

- An exploration of at least one sociological theory (see Emile Durkheim)
- Reference to sociologist Emile Durkheim's (or your own choice) ideas on change and social stability. Are his/her theories still relevant in today's world?
- A survey of people from different ages and if possible, cultural backgrounds.
- Different concepts of 'happiness', 'change' and 'social stability.'
- A comparison of your own research with the responses given by people you surveyed.
- Comments on whether happiness differs between cultures.
- Comments on whether people in the same age group (teenagers, working adults or senior adults) measure happiness in the same way? What are their examples of happy experiences?

Present your findings as a multimedia presentation and be creative!



Homelessness

If you need help with this task see either your Textiles teacher or a Sociology teacher.

*More than 116,000 Australians experience **homelessness** on any given night. Some of the homeless are women who have been subject to domestic violence.*

This project provides you with an opportunity to research the issue of homelessness and knit a blanket for someone who is experiencing homelessness in Melbourne.

Homelessness:

Write a 500 word report addressing the following questions:

What is the status of homelessness in Melbourne? Give statistics, and describe government policies.

What facilities are available for addressing homelessness?

Identify 2 institutes that are involved in providing accommodation and services to homeless clients.

If possible, talk to someone who has experienced homelessness and describe their experiences.

Do not identify them by name, but provide details of their age and personal situation.

Knitting a blanket : What you will need: A pair of medium knitting needles (a size 6, 7, 8 or 9)

Lots of knitting yarn - you can collect donations of yarn from anyone, or purchase them second hand at an opportunity shop. Large needle and scissors.

To Knit the blanket: Cast on 30 stitches. Knit one side, purl on the other. Maintain the same style on the same side. Complete 30 rows, cast off.

Join the squares by stitching them together to form a blanket. The squares must be sewn together with the same yarn type.



Build your own Aspire Task

Not interested in any of the Aspire tasks you have seen so far?
Why not think about 'building your own?'

Your idea must fit in with the Aspire philosophy of 'challenge' - the task you set yourself has to be something difficult, above and beyond what you would do in class.

Remember Aspire is for people who want to surprise their teachers, their parents, their friends, but most of all themselves, with the individual challenge they set themselves and the awesome work they achieve.

An Aspire task:

- Explores an open-ended idea
- Requires the application of new knowledge
- Requires critical thinking skills
- Encourages creativity & a Growth Mindset
- Has the 'right amount' of difficulty
- Develops organisational skills and self-motivation
- Involves honest reflection on the process and the result
- Culminates in a Presentation to a Panel

Time to brainstorm: What will be your inspiration? What passion do you want to pursue? What is your vision? What new ideas do you want to explore?



Remember, before you begin this challenge, you need to see the Aspire coordinator to make sure that your idea is an Aspire challenge.



ASPIRE

*Start your Aspire
journey today!*

*For more information
see either Mrs. Moore
or Mrs. Anstey-Sprigg*