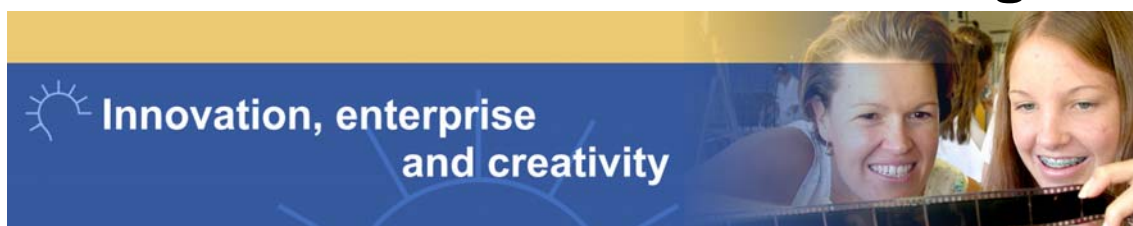




schools online curriculum content initiative

LEARNING OBJECTS Catalogue




MARCH 2006

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Innovation, enterprise and creativity learning objects

The Innovation, enterprise and creativity online curriculum content is designed to produce rich interactive multimedia learning resources and tools that enable students in years P–10 to engage in learning experiences that enhance their capacities and skills to be innovative, creative and entrepreneurial. These learning objects support the arts and technology curriculum and explore opportunity, entrepreneurship and vocational learning. The general educational intent is that these resources can be used as transdisciplinary resources. Students are compelled to explore, take risks, analyse and synthesise information, think critically, solve problems and make decisions.

Details of learning objects released to date are provided in addition to a key graphic representation. An asterisk (*) on the series title indicates that not all the learning objects in that series have been released. The remaining learning objects will be released progressively. Some learning objects are aggregated into a sequence. Aggregated learning objects are identified with the symbol .

Some learning objects contain non-TLF content. See the Acknowledgements and Conditions of use in the learning objects for details.

Government and non-government education authorities in each Australian state and territory and in New Zealand have responsibility for facilitating access to the pool of learning objects. Contact TLF's Contact Liaison Officer (CLO) in your state, territory, school sector or country for details.

For further information about TLF, learning objects and for CLO contact details go to the website at <http://www.thelearningfederation.edu.au>.

Arts and technology

The *Arts and technology* set of learning objects focuses on creative skills, and critical and aesthetic appreciation of artistic techniques and technologies in media, music and visual arts.

Sonic (Years 6–10)

In the Sonic series of learning objects, students explore and manipulate sounds, video and images to create their own compositions. Exploration, analysis and synthesis of this process is encouraged to develop an understanding of the different purposes of the creative arts in real-life contexts. Sonic has three subseries: Sonic space, Sonic time and Sonic motion.

In this series, 3D rendering is used. Check the technical requirements in the metadata if operational difficulties are experienced.

Sonic space

In the Sonic space learning objects, students explore noises from home, the city, within the human body, in remote landscapes, in futuristic settings or in the Asia–Pacific region.



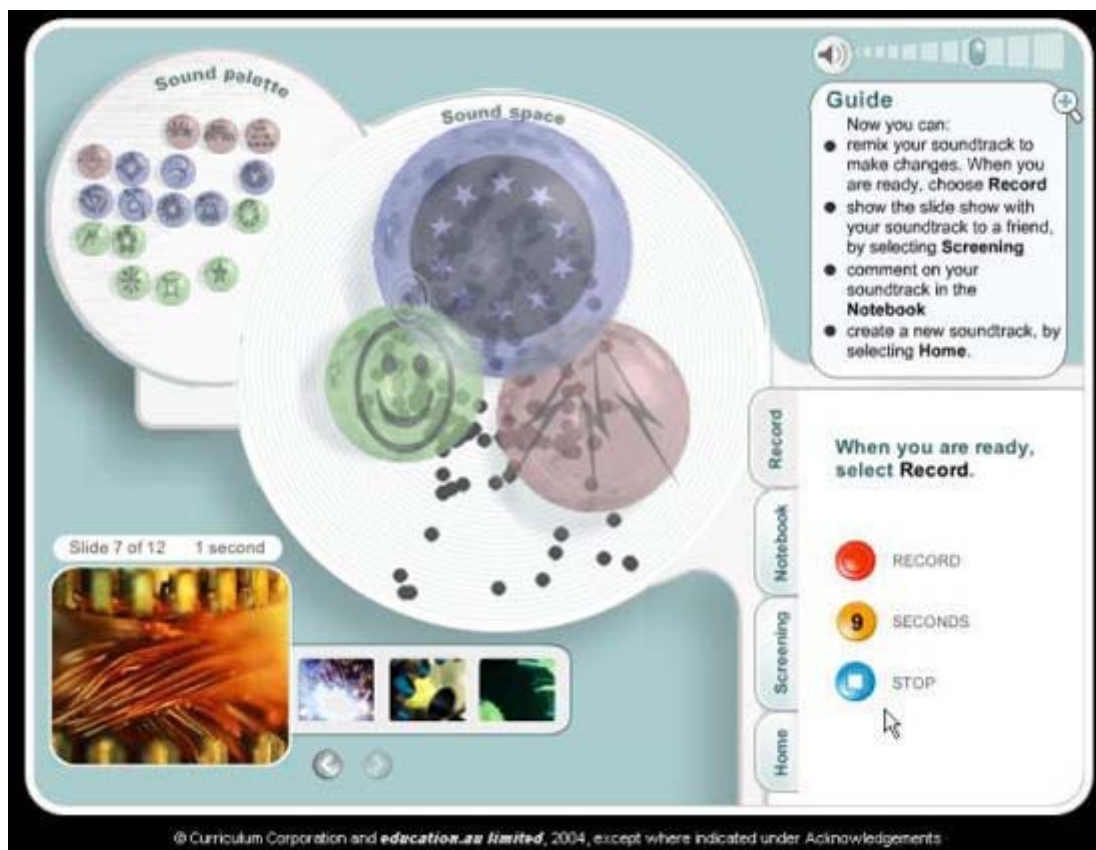
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Learning objects	LO ID	Years
Sonic space: city	543	6–8
Sonic space: travel	887	6–8
Sonic space: home	888	6–8
Sonic space: micro	884	8–10
Sonic space: remote region	885	8–10
Sonic space: future mall	886	8–10

Students can select and arrange the sounds to make a soundscape and record and play back their composition. The learning objects encourage students to experiment with order, volume, pauses and repetition, and add colour and other visual elements to enhance their work. The difference between the 6–8 and 8–10 levels is the type of note-taking and critical reflection required of students. Notes and reflections can be printed.

Sonic time

In the Sonic time learning objects, students are asked to make a soundtrack to accompany a production company’s slide show.



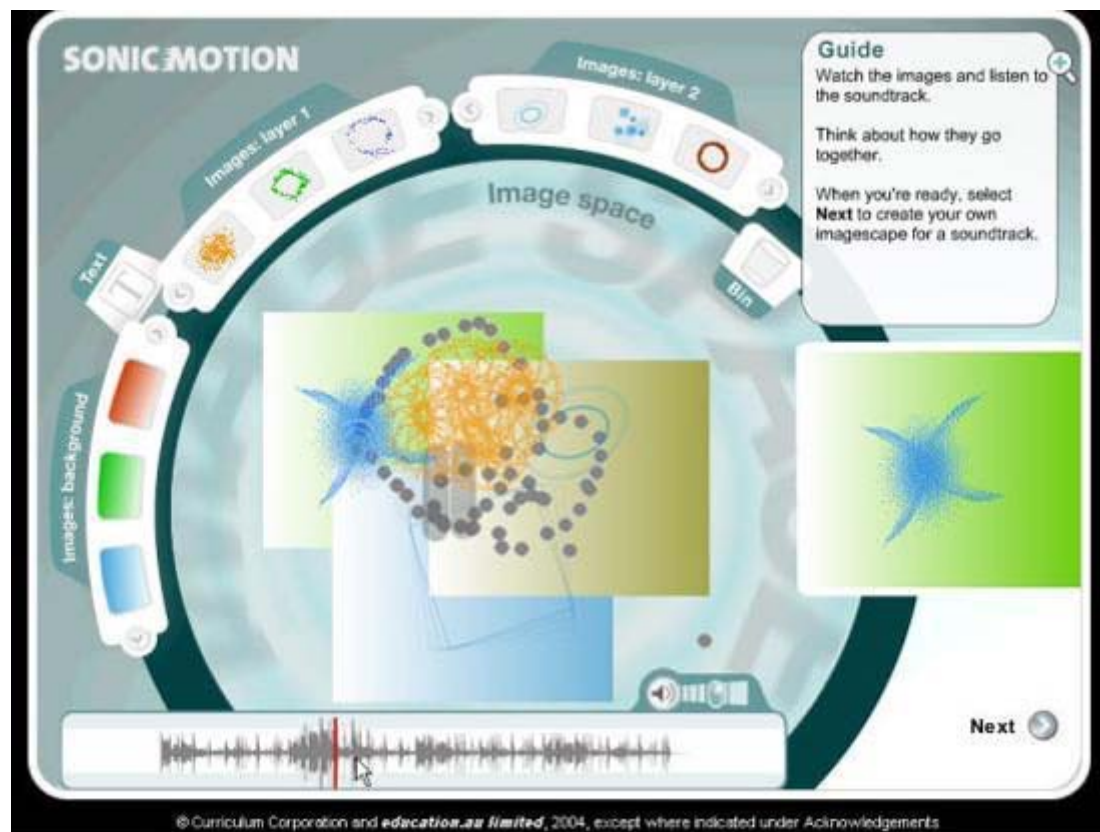
Learning objects	LO ID	Years
Sonic time: our world	858	6–8
Sonic time: fun time	889	8–10

‘Sonic time: fun time’ contains non-TLF content. See Acknowledgements in the learning object.

Students select a slide show to work on and choose sounds from a sound palette to make a soundscape to suit the atmosphere of the images portrayed in the slide show. They plan how to combine the sounds with images for a live audiovisual performance and are required to take notes and reflect on the process. The difference between the 6–8 and 8–10 levels is the type of note-taking and critical reflection required of students. Notes and reflections can be printed.

Sonic motion

In the Sonic motion learning objects, students choose a soundtrack and then make an imagescape by mixing images, visual effects and text to match the mood of the soundtrack. They experiment with order, pace, brightness, repetition and contrast of the visual elements.



Learning objects	LO ID	Years
Sonic motion: water world	883	6–8
Sonic motion: living earth	890	8–10

The difference between years 6–8 and 8–10 levels is the type of note-taking and critical reflection required of students. Notes and reflections can be printed.

Creativity: Fifi Colston (Years 7–10)

In this learning object, students explore Fifi Colston’s studio and discover how she creates wearable art. Using Fifi as a guide, students are introduced to the creative process including aspects such as inspiration, motivation, planning and techniques.



Learning objects	LO ID	Years
Creativity: Fifi Colston	1778	7–10

This series contains non-TLF content. See Acknowledgements in the learning object.

Once students have read through, reflected and arranged their thoughts on Fifi’s work, they begin to plan a design to communicate a message of their own by creating their own piece of virtual wearable art.

Students are prompted to choose everyday objects and materials to include on a design palette with paint, stamp and pattern painting features. On completion of their design, students are asked to reflect on their art and their artistic process.

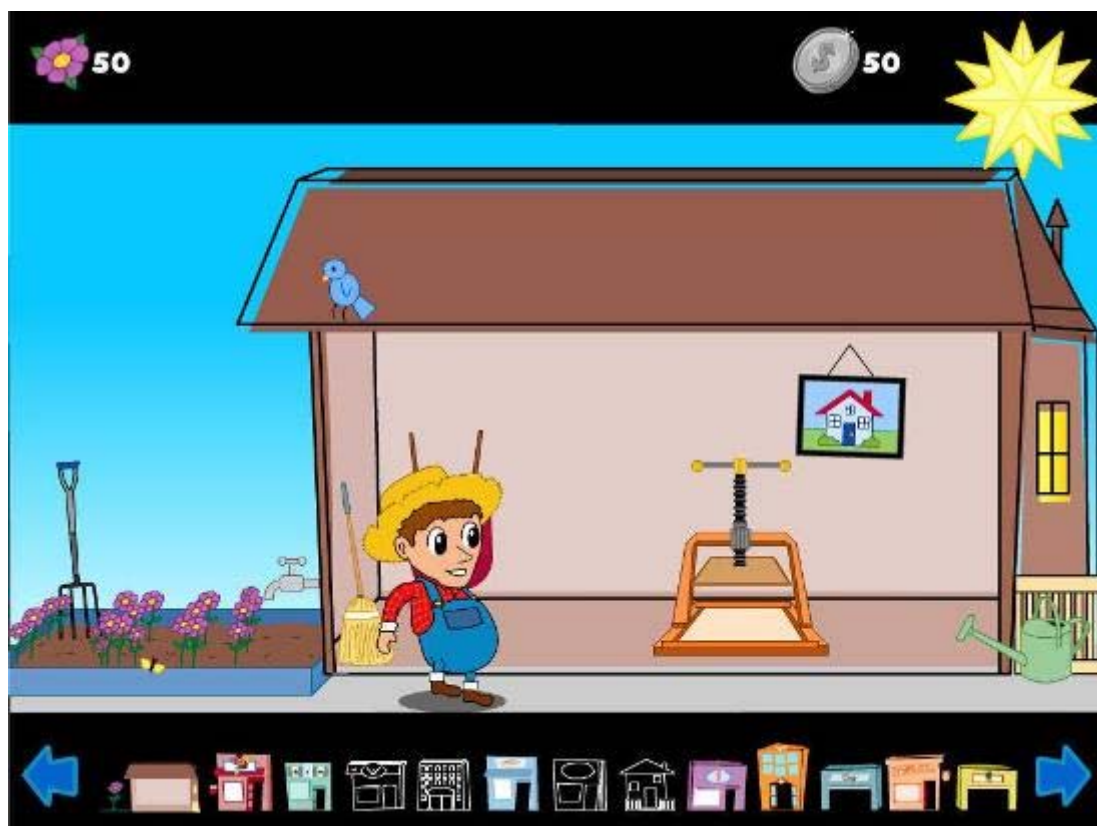
Students have the opportunity to print out their workbook and capture their image to paste into a computer application such as MS Word.

Opportunity and vocational learning

The opportunity and vocational learning set of learning objects immerse students in environments that provide opportunities to undertake and enact entrepreneurial roles. Students are able to explore and synthesise the many components of enterprise environments. Environments are underpinned by industry challenges, resource management and innovation potential.

Buds (Years P–8)

The Buds series of learning objects immerses students in an environment as small business operators. Students are encouraged to discover opportunities to sell and innovate on their product to win an award for finding business opportunities.



Learning objects	LO ID	Years
Buds: level 1	902	P–2
Buds: level 1 [includes audio prompts]	905	P–2
Buds: level 2	903	3–4
Buds: level 3	904	5–8

This series of digital learning resources has no text and students are compelled to take risks, explore opportunities and, in an immersive multimedia experience, engage in entrepreneurial pursuits.

As a small business operator within the flower industry, the farmer undertakes product innovation and sales through exploring the opportunities for expanding the product range and developing a sustainable reputation. Concepts such as the global market place, sustainable business practice and triple bottom line business practices can be introduced to the students through the use of this series of learning objects.

Level 1 introduces the concept with the discovery of opportunities necessary to win the business award. A version of level 1 also includes audio prompts to provide hints and strategies to assist students in the discovery of various opportunities.

Level 2 is a development on the complexity and number of opportunities students need to discover to win the award.

Level 3 further develops the type of opportunities including charity, reputation, stock and resource management, and sustainability.

Fish market (Years 3–9)

The Fish market learning objects use game-play format to assist students to explore the complexities of a trading market.



Learning objects	LO ID	Years
Fish market: explore trading	2574	3–5
Fish market	768	6–9

Fish market

The students' goal is to find and purchase the highly prized and expensive 'Fizzer' fish. To achieve this, they must explore various markets, buying and selling different types of fish and gaining information on how the market works.

Through adept buying and selling, students can make profits and gain status points that give them access to even more markets and thus more opportunities to buy and sell a wider variety of fish at a wider variety of prices. Dynamically changing information about the trading history of each type of fish is provided. Trader biographies provide information about the motivations and interests of the various traders and offer clues to help students reach the goal of finding and purchasing the 'Fizzer fish'.

The topics covered in Fish market include budgeting; commerce; decision-making; enterprises (business); markets; price elasticity of demand; pricing; risk management; supply and demand. Students use a range of skills in this series, such as analysing and synthesising information, experimenting with various options and decision making. The learning design provides students with experiential learning opportunities, independent learning, problem solving and visual learning experiences.

Students can print a summary of their trading outcomes showing starting cash and stock, value of stock, assets, costs, final cash and total value of the business.

Fish market: explore trading

'Fish market: explore trading' introduces the concept of trading to a younger audience in a simplified format. Differences include simplification of language and concepts, larger text, the removal of the trader biographies, and making the Fizzer fish easier to find.

Fish tank* (Years 6–9)

The Fish tank series is designed to give students the experience of starting a business, managing a set of resources, balancing a budget and seeing opportunities.



Learning objects	LO ID	Years
Fish tank: business start-up	770	6–9
Fish tank: growing the business	1516	6–9

* 'Fish tank: business start-up' is released.

Fish tank business start-up

The aim of this object is for students to breed the maximum number of fish within a given time period to sell at a market. Students are given a tank with two fish in it and a small budget. They have to buy the right kind of equipment, food and plants to ensure that their fish breed and survive to market day.

Fish can only be reproduced if a certain level of fish health and tank cleanliness is maintained. Students must use judgement and trial and error to determine the correct amount of food and cleanser to put into the tank to maintain the appropriate levels. If too little or too much is placed in the tank, the fish and their environment will suffer.

Random events may also place pressure on the budget. For example, if fish get sick, a vitamin tablet may be purchased. Although it will restore the fish to full health, it is expensive and may jeopardise the budget.

This learning object provides an environment in which students can see opportunities, predict outcomes, manage a budget, make choices, revise past actions, respond to events, and assess and deal with consequences.

Fish tank: growing the business


'Fish tank: growing the business' focuses on the development and sustainability of the fish business.

In both learning objects, students can print out an overview of how well they managed the process: their starting budget, the final value of stock, the value of assets bought, operating costs, final cash balance and the total value after two weeks of managing their business.

Biz whiz unleashed (Years 5–8)

The Biz whiz unleashed series gives students the opportunity to take the role of a young entrepreneur, running a dog walking business in their spare time.



Learning object	LO ID	Years
Biz whiz unleashed: compete for customers	1311	5–8
Biz whiz unleashed: compete for money	1312	5–8
Biz whiz unleashed: compete for satisfaction	2460	5–8
Biz whiz unleashed: compete 	1310	5–8

Students are presented with the challenges of running a business in a competitive marketplace, competing with two virtual competitors, Doggy Nannies and PoochPower.

Students must make decisions that affect the day-to-day running of the business, managing their time and financial resources while responding to competitor’s actions and chance opportunities. Students must balance the benefits of each decision that they make against the cost in terms of time and money, keep their bank balance above zero and manage their time such that they can walk all the dogs in their care – otherwise they will lose customers!

When students need to make choices, advice is available in the form of the Decision advisor, who provides a balanced view of the available options. This applies not only to the day-to-day decisions, but also in setting of long term goals.

Immediate feedback on the students’ decisions and those of their competitors is displayed to allow them to evaluate the choices they have made and to enable more informed decision making in the future.

- In the single learning objects students are focused on a single business goal: increasing the number of customers; money in the bank; customer satisfaction.
- ‘Biz whiz unleashed: compete’ is an aggregate learning object containing the other three learning objects in the series.

Start a business* (Years 7–10)

In the 'Start a business' series, the student explores factors associated with starting a viable retail business.

The screenshot shows a 3D-style map of a town with streets labeled 'Right Rd', 'School St', 'High St', 'Purview Rd', 'East Rd', 'Top St', and 'Western Rd'. A popup window titled 'Apartments' is overlaid on the map. The popup contains the following text:

Apartments ✕
 This is an apartment block with 100 people, mainly singles or young couples. Three quarters of the residents have discretionary spending of \$160 each per month (a total of \$12 000).

Expenditure each month for each type of business

Business type	Buying preference	Total potential spend
Electronics	31%	\$3720
Fashion	47%	\$5640
Sports	16%	\$1920
Surf & sail	6%	\$ 720

Learning objects	LO ID	Years
Start a business: location	3232	7–8
Start a business: type	3233	7–8
Start a business: location and type	3230	9–10

* 'Start a business: location and type' is released.

Set in the town of Neville, the student acts as an entrepreneur who wants to start a new retail business from a choice of four: an electronics shop, a surf and sail gear shop, a fashion clothing shop or a sportswear and equipment shop.

Start a business: location

In this version of Start a business for younger learners, students follow the same process as in the version for older learners, 'Start a business: location and type', but focuses only on the best location for the business.

Start a business: type

In this version of Start a business for younger learners, students follow the same process as in the version for older learners, 'Start a business: location and type', but focuses only on the best type of business.

Start a business: location and type

With the aid of the business advisor, Sarah, the student conducts market and competitor research to determine what type of business is most likely to succeed, and then suggests a suitable location for the business. The business is run for six months, after which time the student views the trading results in order to determine if their choice of business and location have been profitable.

Feedback encourages students to examine business outcomes and adapt business ideas. The task design supports repeated testing of ideas and an iterative approach to business modelling.

This is an aggregate learning object containing the other two learning objects.