Models of Achievement - Engineering

SUGGESTED CLASSROOM ACTIVITIES / RESOURCES

Industrial Technology

Stage 5

Module: Engineering

5.5.1 - Applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects

5.7.2 - Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Student Activity:
After watching the film and participating in class discussion - students list the branches of engineering and use a graphic organiser to compile career paths for engineering.

Resources:
This industry website has extensive information on various career paths leading towards a final qualification.
http://www.engineeryourcareer.org.au/?page_id=78

Work Studies

Stage 6

Core: My Working Life

Module 11 – School Developed Module

Outcome 4 - Assesses pathways for further education, training and life planning

Outcome 8 – Assesses influences on people’s working lives

Student Activity:
There are a number of categories of engineering. Identify them and choose one and explain how it supports professionals in other careers.

Resources:
This site lists all the types of engineers that work across society and what each job entails
http://www.engineeryourcareer.org.au/?page_id=136
Geography

Stage 5

**Topic: SA2 Changing Australian Communities**

5.8 - Accounts for differences within and between Australian communities

**Student Activity:**
Viewing Amy’s story a second time focusing on her school environment, compare and contrast hers to your own school.

Community and Family Studies

Stage 6

**Modules: Individuals and Groups & Individuals and Work**

P1.1 - Describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals

H6.1 - Analyses how the empowerment of women and men influences the way they function within society

**Student Activity:**
Discuss the issues Amy might face in a male dominated occupation. How might such issues be resolved? Ask whether students have encountered any advertisements which encourage female participation in male dominated fields.

**Resources:**
The link below supports the Australian defence forces’ campaigns to recruit more women into male dominated careers.


Science

Stage 5

**Topic: Physical World**

SC5 PW3 - Outline recent examples where scientific or technological developments have involved specialist teams from different branches of science, engineering and technology, eg low-emissions electricity generation and reduction in atmospheric pollution.

**Student Activity:**
Create a magazine article about bio-mechatronics and how engineers collaborate with medical professionals to create them.

Society and Culture

Stage 6

**Topic: Personal and Social Identity**

P2 - Describes personal, social and cultural identity

**Student Activity:**
Discuss how Amy’s upbringing and socialisation has led her to enter the profession of engineering which is stereotypically male dominated. Write a personal reflection on how your upbringing and socialisation has influenced you identity.