Urban Adventures
&
City Cite
2013
The Group Challenge.....

.....A Big Question

Whilst at City Cite your group will focus on completing a research task of your choice. You will have a great deal of freedom to explore your topic in different ways and most of your research will be done by getting out and about around the City during Urban Adventures and City Cite week. This research makes use of the people and physical resources of the City rather than just internet and text resources.

Over the page is a list of suggested topics – we encourage you to think beyond this and explore your own ideas.

The assessment criteria will help you to understand how to tackle this task – the topic you choose to research must be investigated in several ways and you must look at your topic from various perspectives. Some topics that seem great when you first think about them might not allow you to complete all elements of the task in depth – choose something that will allow you to meet all the requirements of the task.
City Cite Group Challenge – Topics for investigation

- How can Melbourne reclaim the title of “World's Most Liveable city?
- A broad education is accessible to all in Melbourne.
- Is Melbourne an environmentally sustainable city?
- Melbourne is about making and spending money.
- Melbourne treats all people equally.
- Melbourne caters only for the wealthy.
- Melbourne is a safe city.
- Melbourne is a truly multicultural city.
- Is Melbourne a tourist friendly city?
- Does Melbourne favour sport over the performing arts?
- There is no value in keeping and maintaining the old. We should just “modernise Melbourne” altogether.
- Melbourne’s transport doesn’t cater for Greater Melbourne.
- Homelessness is easily solved – all that is needed is more affordable rental accommodation.
- Art offers a voice to a group that may not otherwise be heard.
- The problems of youth violence in the city are best dealt with by the Police.
- Recent migrants including overseas students are well integrated into the life of the city.

Choose your topic before you go any further!

Write your topic in the box below:
<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Choose and define topic – agree on what it means!</td>
<td>PLANNING (Must be done before Urban Adventures)</td>
</tr>
<tr>
<td>2</td>
<td>Record initial thoughts of each group member – what do you think the answer to your question is?</td>
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<tr>
<td>3</td>
<td>Brainstorm. What do you know about your topic? What are some For and Against arguments? Where will you go to gather information/evidence? What research will you need to do - consider a variety of research methods such as conducting surveys, visiting museums, collecting brochures etc...</td>
<td>PLANNING (Must be done before Urban Adventures)</td>
</tr>
<tr>
<td>4</td>
<td>Map where you intend to go – mark on the map. Outline what research you will carry out there</td>
<td>OUT AND ABOUT (While in the City on Urban Adventures &amp; City Cite)</td>
</tr>
<tr>
<td>7</td>
<td>Plan of action – who will do what</td>
<td>PUTTING IT TOGETHER (At City Cite)</td>
</tr>
<tr>
<td>8</td>
<td>Visit 7 locations &amp; gather data (e.g.: photos, notes, brochures, interviews or other artefacts)</td>
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<tr>
<td>9</td>
<td>Conduct direct observation, interviews and surveys (mostly during City Cite week)</td>
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<tr>
<td>10</td>
<td>Analyse results of interviews, surveys and passive interpretations</td>
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<tr>
<td>11</td>
<td>Use your information to construct For and Against arguments</td>
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<tr>
<td>12</td>
<td>Annotate your map for final presentation – give a brief report on findings from each location</td>
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<tr>
<td>13</td>
<td>Have your own views changed – what is your opinion now? What predictions can you make for the future?</td>
<td>PUTTING IT TOGETHER (At City Cite)</td>
</tr>
<tr>
<td>14</td>
<td>Decide how you will convey your information to in the presentation – how will you cover each criterion?</td>
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<tr>
<td>15</td>
<td>Put together the presentation</td>
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<tr>
<td>16</td>
<td>Rehearse the team presentation – refer closely to criteria sheet to ensure all requirements are met</td>
<td>PUTTING IT TOGETHER (At City Cite)</td>
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</table>
Your task is
to work as a group to formulate and present your opinion on the
“Big Question” you have chosen for City Cite.

During the weeks leading up to today, you will have prepared a
planned itinerary for evidence collection to help you with this presentation.

Your planning will have helped you select sites to visit today that
will help your group to prove or disprove the contention.

In order to complete this task you are required to navigate your way around the city, using a map prepared in class, and make observations and take notes about things such as: the architecture, people, diversity, character, food, cultures, landmarks, street art, atmosphere, physical features etc.
## RUBRIC FOR PRESENTATION

<table>
<thead>
<tr>
<th>Organisation and Presentation</th>
<th>4-5 Marks</th>
<th>3 Marks</th>
<th>1-2 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work is highly polished. Final product looks professional and there is excellent attention to detail. Information is organised in a logical way and the presentation is appealing as it flows smoothly and is easy to follow. All group members have clearly contributed and the group has worked well together. Presentation is original and creative.</td>
<td>Final Project is complete, but work needs polishing. There is sufficient attention to detail, presentation is adequate and information is organised in a logical way. Teamwork is good and presentation is reasonably organised and appealing. Presentation shows very little creativity.</td>
<td>Work is unfinished, messy and does not relate to the task requirements. There is very little attention to detail and presentation is difficult to follow and/or understand, with no logical flow or evidence of polishing. Group has not worked well together and the presentation lacks interest or appeal. Presentation lacks clarity and creativity.</td>
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</tbody>
</table>

| Content | Information included is highly relevant and thoughtful. Research is extensive and knowledge application is clearly evident, showing good use of facts and interpretation. The information teaches the audience something and demonstrates an understanding of the topic. It is very interesting. | Most information is relevant and accurate with a few minor lapses. Research is evident but not extensive. Adequately meets task requirements. A basic, concrete understanding of the topic is demonstrated and the audience clearly knows what the project is about, but it lacks interpretation and depth. It is interesting. | Very little information is given and an understanding of the topic is not evident. There is very little evidence of research and almost no connection between knowledge and application. The information is basic and not very interesting for the audience. |
WHO CAN FIND THE BEST PLACES TO EAT?

During class, you will research lunch possibilities and choose a venue for each, that best suits your topic.

Your lunch choice needs to be based around your Big Question. For example, if you choose “Melbourne caters only for the wealthy” you may choose to go to either a “3 Hat” restaurant, or perhaps a soup kitchen. If you choose “Melbourne is a truly Multicultural city” you may choose to go to an Ethiopian restaurant.

Your whole group must agree on the limit you are all willing to spend on lunch per person.

Examples of places you are looking for are:

**Lunch:**
- A food court such as Collins Place
- Mr Tulk, State Library Café
- Yum Cha in Chinatown
- Greek Cuisine in Lonsdale street
- Crossways - Hari Krishna restaurant in Swanson Street
- Degraves Street

You may not eat at any fast food outlets such as Macdonald’s, Hungry Jacks or 7/11

You must bring back a photograph of your group having their meal, and any other memorabilia or proof you can find (e.g. bill).
MELBOURNE CITY GRID MAPPING EXERCISES

Using the provided grid map of Melbourne, you will need to mark out your day by plotting all of the sites you are going to visit as well as the places at which you will be eating.

ALL of the sites you choose must be relevant to your chosen topic. You must see 7 sites that need to be approved during the planning stages.

Criteria for site choice include:
- 7 Sites in total (not including lunch)
- All sites must show a clear link to your topic, and you will need to justify this during planning.
- You must take at least 2 trains, and 2 trams to or from your sites throughout your day.
- You must go to all “compass points” of the city – North, South East & West. You must travel in at least 2 diagonal lines across the map, meaning you must travel either NE – SW, NW – SE directions etc.
- You need to be able to take photos at each location
- You need to be able to actually speak to someone at the location, about your topic, OR make an appointment to do so during City Cite week.
- You must be able to collect “evidence” at each location.
- Your starting point will be Melbourne Discovery
- Your finishing point will be Fed Square

You will be required to follow a map in the City. You will also have to work out the distance you will need to travel and the time that it will take you. A copy of this itinerary must be given to each group member and your teacher.

To complete your map, follow these steps:

1. Once you have researched and chosen your lunch location, and all the sites that you will be visiting, write them on the planning grid
2. Provide the Melways reference for each one, according to your map.
3. Work out where you will be starting from and where you need to end up by the conclusion of the day, and then plot, in pencil, all the sites that you need to visit, using small dots.
4. Your first site should then be plotted and labelled as “1” on our map, then assign “1” to the site on your planning grid and continue this way for the remaining sites.
5. Create a legend on the back of your map. Eg: 1 Joes Burgers, 2 Windsor Hotel etc so that you know what each number represents
6. Fill in your itinerary. You will need to measure (accurately) the distance between each site using the scale of the Melways. You will ALSO need to work out how long it will take you to walk that far. It takes approximately 10 minutes per km when walking, but that does not allow for stopping to look at sites, completing activities or having lunch etc. You will therefore need to include how long you think you will need for each activity at each site, as well as how long you think it will take you to get there.
WHAT ARE YOU CHOOSING TO SEE?

Examples for some topics have been provided below but you will need to choose others in addition.

Spiritual
- St Patricks Cathedral
- Scots Church
- St Paul’s Cathedral

Cultural
- China Town
- Lygon Street
- Block Arcade
- Degraves Street

Sports
- MCG
- Rod Laver Arena
- Melbourne City Baths
- Olympic Park

Arts
- Ian Potter Museum (cost to enter)
- Caledonian Lane
- Arts Centre Gallery

Academic
- State Library
- Immigration Museum / Melbourne Museum
- ACMI

Entertainment
- Town Hall
- Her Majesty’s Theatre
- Melbourne Recital Centre

Historic
- Birrarung Marr – Federation Bells
- St. James Cathedral
- Flinders Street Station
Additional Information

Whilst you walk the streets and consider your contention, make a list of at least 5 other aspects, eg architecture, fountains, statues, art, sculptures, restaurants, buildings etc. that adds to your statement, which you can use in your presentation. Take a photo of each.

Planning Grid/Itinerary

You will need to fill out your planning grid to develop your itinerary and plot your path on the Melbourne City Grid map provided. You must have your itinerary approved before Urban Adventures commences.

<table>
<thead>
<tr>
<th>Address</th>
<th>Melways Ref</th>
<th>Visiting Order</th>
<th>ETA / ETD</th>
<th>Distance from previous site</th>
<th>Initials of person in charge of recording site details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch</td>
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<tr>
<td>Site 1</td>
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<td>Site 2</td>
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<td>Site 3</td>
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<td>Site 4</td>
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<td>Site 5</td>
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<td>Site 6</td>
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<tr>
<td>Site 7</td>
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</table>
Yr 9 Urban Adventures Itinerary 7th – 8th May 2013

Tues 7th May

7.00am Meet at Mt Waverley Station with myki.

7.15am Travel to Melbourne Central Station

8.15am Arrive at Melbourne Discovery.

9.00am Group C arrive at Aboriginal Heritage Walk, Group B arrive Alfred Brash Soundhouse (9.30) and Group A arrive at Old Melbourne Jail (10am)

10am Group B depart Melbourne Discovery to Botanical Gardens

<table>
<thead>
<tr>
<th>Time</th>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30am</td>
<td>Alfred Brash Soundhouse. 9281 8194</td>
<td>10.00am Old Melbourne Gaol 9663 7228</td>
<td>9.00am Aboriginal Heritage Walk at botanical gardens 9252 2300</td>
</tr>
<tr>
<td>1.00pm</td>
<td>Old Melbourne Gaol 9663 7228</td>
<td>11.30am Alfred Brash Soundhouse. 9281 8194</td>
<td>11.00am Old Melbourne Gaol 9663 7228</td>
</tr>
<tr>
<td>3.00pm</td>
<td>Aboriginal Heritage Walk at botanical gardens 9252 2300</td>
<td>2.00pm Aboriginal Heritage Walk at botanical gardens 9252 2300</td>
<td>2.30pm Alfred Brash Soundhouse. 9281 8194</td>
</tr>
</tbody>
</table>

Groups will have lunch when it suits them depending on their timetable.

4.45pm All groups to arrive at Eureka Towers, 88/7 Riverside Quay Southbank

5.00pm Entry to Eureka SkyDeck (and the edge for those who wish to pay extra)

7.00pm Depart Eureka Towers, catch trams to Universal Pizza 139 – 141 Lygon St, Carlton

11
7.30pm Arrive Universal Pizza

8.00pm Walk along Lygon

8.30/9pm Walk to Melbourne Discovery, 167 Franklin Street Melbourne

10pm Lights out!

**Wednesday**

7.30am Get up/get dressed

8.15am Breakfast at Melbourne Discovery

9am Staff & parent helpers meet groups at Melbourne Discovery

9.30am Depart Melbourne Discovery in Big Question groups, with teacher, to begin planned excursion.

3.15pm All groups to meet at Fed Square

3.30pm All groups dismissed from Flinders St (Students may catch other train lines, or meet parents in the city – as long as there are notes provided to teachers)
Site Summary Sheet

NB: One group member is responsible for filling in this page in their own book for each site.

At each site one group member must take a turn to complete the following:

1. Name of site ________________________________

2. Type of site (spiritual, landmark etc)______________________

3. Any noteworthy features
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

4. Photographic evidence taken? YES NO

5. Write down your thoughts/feelings regarding this landmark.
   _______________________________________________________
   _______________________________________________________
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6. After discussion with your group come up with an overall opinion for this landmark, and it's importance and relevance to your topic:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

7. Additional evidence that can be used to help our argument. Eg: Quote from a person who works/visits this landmark / artwork / design features / etc

_____________________________________________________________________

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_____________________________________________________________________
Site Summary Marking sheet for TEACHERS

At each site one group member must take a turn to complete their site report. Please fill in this page to assess each student’s diligence, leadership and understanding of the site’s relevance to the groups chosen topic.

1. Name of student: ________________________________

2. Name of site: ________________________________

3a. Ability of student to effectively and safely lead group to the site, following maps etc (please circle):

   E  V  G  P  U  N/A

b. Student’s confidence and leadership whilst at the site, when addressing members of the public/employees

   E  V  G  P  U  N/A

Comments:
__________________________________________________________________
__________________________________________________________________

4. Student displayed understanding of the site’s relevance by explaining how the site can be used to support the group’s argument.

   E  V  G  P  U  N/A

Comments:
__________________________________________________________________
__________________________________________________________________

5. Photographic evidence taken? YES NO

6. Student Site Report Sheet filled out? YES NO
City Keepsake Book

After returning from City Cite, you will be required to develop a “keepsake booklet” as a reflection on your time in the city, to keep as a memory of this Year 9 experience.

Your keepsake should be a small booklet with the following contents:

1. Creative Cover incorporating symbols and images that reflect your experience
2. Select a piece of art, such as a sculpture or painting, that you like and describe it, including what it makes you think and how symbolism is used to offer a message.
3. Detailed mind map entitled “The mood of the City alters as night falls” from the overnight Eureka experience which you will develop into a piece of descriptive writing when you return to school
4. Photos you and your group have taken
5. A letter to the editor addressing an issue that your city experience has made you aware of.
6. What’s in a city street drawing task. You must set aside approximately half an hour in your day to complete an artistic impression of a busy street in Melbourne’s CBD.

All work must be done in draft during your Urban Adventures Experiences. Once you return to school, you will be working, in Integrated Studies, to edit your pieces and present them in your booklet, which is due in at the end of Term 2.
Writing Folio # 1 (Description of a piece of art)
Eureka Towers writing piece

1. "The mood of the City alters as night falls"
   Whilst up at Eureka Towers, create a piece of writing depicting your feelings or describing the city as night falls. This may be written as a poem of at least 60 words, or a creative description of approximately 200 words. This will be used in your Urban Adventures presentation.
   (Please complete your mind map before starting the writing task.)
Writing Folio # 2 - Letter to the editor
What’s in a city street?

You must set aside approximately half an hour in your day to complete an artistic impression of a busy street in Melbourne’s CBD.

Your group must decide on one of Melbourne’s busy main streets where you draw what you see at that time (buildings/traffic/people/signs/shops/etc)

The following blank page may be used for this task.