

# Lifeskills

*Lifeskills*

Using real life contexts  
for learning

### **Acknowledgement**

This document is based entirely on the original inspiration, work and documentation of DET NSW teacher, **Steve O'Mara**. The contribution of students and the school communities of Maitland Public School and East Maitland Public Schools, particularly the Principals Kevin Miller and Amber Noonan, is gratefully acknowledged.

Second Edition

Produced by:

VET in Schools Directorate

Department of Education and Training

Level 16, 1 Oxford Street

DARLINGHURST NSW 2010

Phone : 02 9244 5061

Fax : 02 9244 5020

Email: *toby.prentice@det.nsw.edu.au*

© 2002 NSW Department of Education and Training  
VET in Schools Directorate

### **RESTRICTED WAIVER OF COPYRIGHT**

The printed material in this publication is subject to a restricted waiver of copyright to allow the purchaser to make photocopies of the material contained in the publication for use within a school, subject to the conditions below.

1. All copies of the printed material shall be made without alteration or abridgement and must retain acknowledgement of the copyright.
2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.
3. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

ISBN 0 7313 8156 4

SCIS 1089080

# FOREWORD

*Lifeskills* is an exemplary enterprise education program which allows students to develop and build self-confidence. It promotes quality learning in a school by providing a safe context for risk taking and for student managed enterprise. The program was developed at Maitland Public School over a number of years and has since been implemented in slightly varied forms in a number of other government primary and central schools. It has potential to be adapted to enhance vocational learning in high schools.

*Lifeskills* demonstrates how integrated learning within the existing curriculum can be excitingly relevant to students' lives within and beyond schooling.

Students of the 21st century need to adapt frequently to rapidly changing circumstances and to develop skills to become lifelong learners. They will need such skills even more as they progress to adulthood. To be effective citizens they will need to be creative, flexible and be able to take calculated risks. It is the intention of enterprise education to develop students who are enthused and equipped to identify, create, initiate and successfully manage personal, community and business opportunities.

I commend this resource as a valuable reference for teachers and school communities to use when initiating and implementing enterprise education programs.



Bob Smith  
**Director, VET in Schools**  
June 2002



# CONTENTS

Introduction	7
What is <i>Lifeskills</i> ?	8
Why organise <i>Lifeskills</i> ?	11
Benefits for students	11
Learning outcomes	14
English	14
Mathematics	18
Human Society and Its Environment	19
Focus within KLAs	23
Other KLAs	23
How does <i>Lifeskills</i> work?	24
Generating income	25
Employment	29
Spending income	31
Regulating the economy	33
Organising the economy	35
How to organise <i>Lifeskills</i> ?	37
Conclusion	42
Further Reading	43



## Introduction

This document describes *Lifeskills* at Maitland Public School. This student-operated social economy has developed over a number of years. It began as a system of rewards initiated for one class. It has grown to become an integral part of the life of the school for all students, although they have the right to choose not to participate. It has spread to several other schools.

The organisation of *Lifeskills* at Maitland Public School is based on the interests and environment of an individual school community. This document does not provide a blueprint for other schools. It offers broad guidelines from which schools can begin discussing similar initiatives. *Lifeskills* needs to develop gradually, as student involvement grows. Slow development and student ownership are key principles.

The Lifeskills initiator, Steve O'Mara set up the program a second time when he moved to East Maitland Public School. The program continues to thrive at both these schools and has since taken up by a number of additional schools. The VET in Schools Directorate gratefully acknowledge the contribution of students, parents and staff at Maitland Public School, and East Maitland Public Schools, in establishing and promoting *Lifeskills*.

### *Students learn about life*



*Prime Minister Elizabeth Jardine and Deputy Prime Minister Brent Cassidy keep an eye on the stock.*  
*Sun Herald.*



*Maitland Public School students  
Jessie Triggs 11 and Ryan  
Tonkins 6, participating in  
recycling corks.  
The Maitland Mercury.*

## What is *Lifeskills*?

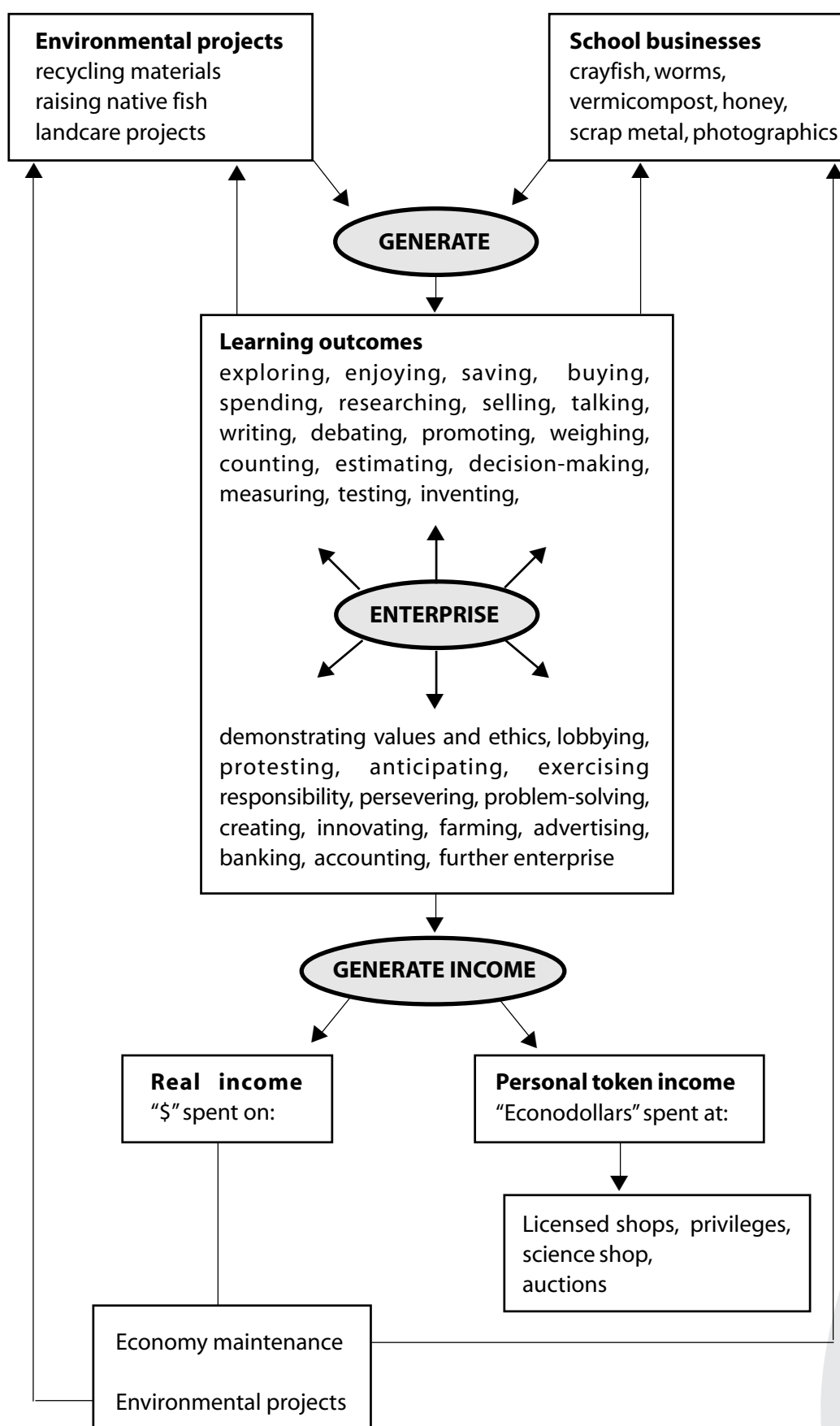
*Lifeskills* provides a model of a democratic society that students can own, use and test in their quest to gain a comprehensive understanding of the real world, whilst in the security of their K-6 school.

It is a model of the world that holds excitement for all students, irrespective of their age, gender, ability, race or interests. It encroaches minimally upon class time, relying principally upon the students' initiative to coordinate their affairs outside the classroom. However, it has the flexibility to be integrated into classroom work as required by the teacher.

A situation rich in educational outcomes is created by establishing school enterprises which produce and market products like crayfish, worms, vermicompost and honey. This is complemented by the maintenance of environmental projects. These businesses and environmental activities provide the foundation for the establishment of a school economy. Students are responsible for running the economy, which they regulate through a school parliament or Student Representative Council. Alternatively, regulation can occur through the formation of a school company which is run by a board. The students become shareholders to whom the board members are responsible.



The following flow chart illustrates the process involved at Maitland Public School.





Students create their personal income in varying ways. The within-school world to which students have access centres on the creation of a school currency. This necessitates the establishment of a school economy. The presence of a student-run economy within the school community develops a wealth of learning experiences. As students endeavour to generate their own wealth, both as individuals and as part of a community, they encounter many processes and dilemmas that they will eventually need to negotiate as adults in everyday life.

In implementing this model, students progress independently towards the attainment of many of the stage 3 outcomes of the Board of Studies Syllabus in HSIE. They also gain many understandings and skills from all other key learning areas, particularly English.

Although the creation and disposal of income represent the dominant processes involved in *Lifeskills*, the whole process is brought into equilibrium by a social infrastructure driven by the students. Factors such as employment, politics, business, banking and justice all contribute to creating a tension which holds in balance the students and the *Lifeskills* process.

Permanent Salaries		
Position	Employee	Remuneration
Prime Minister	Elizabeth Jordine	\$E15,000
Deputy Prime Minister & Treasurer	Brent Cassidy	\$E12,500
Minister for Employment, Education & Training	Ben Fincher	\$E10,000
Minister for Primary Industry & Energy	Jennifer Nelson	\$E10,000
Minister for Small Business and Trade	David Kinsey	\$E10,000
Minister for the Environment	Matthew Crieland	\$E10,000

# Why organise *Lifeskills*?

## Benefits for students

The benefits for students from this program are immense. This section first describes some general social benefits, then identifies syllabus outcomes with an attached list of specific indicators in the primary key learning areas.

## Contextual learning

*Lifeskills* endeavours to give students experiences which demonstrate the relevance of formal learning for real-life situations. For some students, as they move from concrete to more abstract understandings, the application of “school” learning to life may not be apparent. Experiences in *Lifeskills* contrast abstract affective and cognitive concepts with realistic concrete contexts. For example, the abstract concept of inflation is readily understood when students experience the price of goods escalating rapidly in the *Lifeskills* shops and markets.



*The then Primary Industry Minister Senator Bob Collins meets Maitland Public School pupils, Kyanne Gallo and Thea Kirkman with Jessie the cow, early in the life of the Lifeskills program.*

The Maitland Mercury.

## Learning for life

*Lifeskills* operates from the premise that education is largely about the preparation of young people for adult life. Students of all ages and ranges of ability readily identify with this premise. If a teacher adopts this position, students are constantly challenged to consider and possibly appreciate why society has adopted the practices it has, and the often difficult reality of having to make distasteful choices. For example, students had to make a decision about discarding a maturing calf. Issues such as these can evoke amongst students strong emotions. As the teacher and students discuss these strong emotions, processes for decision-making are developed.



## A practice run for life

*Lifeskills* gives students a framework where they can pick up the “ball of life” and have a run with it whenever they want to, from as young as five years of age. *Lifeskills* is there, with all its interactive processes, waiting for the student to engage it each day. Conventional approaches to education can practise the skills needed for life, but *Lifeskills* provides integrated, meaningful experience. When a student presents the two European carp she caught on the weekend, one weighing 1.8 kg, the other weighing 1.6 kg, at \$E10,000 per kilogram, decimals suddenly have relevance!

Students experience the relationships between money, politics, the environment, ethics, business, trade, employment, justice and compassion. The skills and issues do not occur in isolation. They come together in a vigorously interactive form. These experiences take place in the security of a K-6 school community, where teachers, peers, parents and community helpers can support the student.

## The environment

The *Lifeskills* process affords a platform from which students may engage with environmental issues. In seeking out environmental desirables and undesirables, students gain first-hand experience of what is happening in their environment. The value of the environmental education component of *Lifeskills* at Maitland Public School has been well recognised by many environmental authorities.

## The meaning of money

In administering the *Lifeskills* budget through the parliament, students soon realise that money does not grow on trees. If the government cannot earn the real money to underwrite the currency, then even the Econodollars of the richest students are of negligible value. Students realise that if the economy is unable to buy things for them to spend their money on, then there is little point in earning the money. When consumers express their frustration in the parliament, adults need to be emotionally supportive, but they must not intervene in the economy. Usually it is evident that the students got themselves into a mess and must extract themselves from it.

## Thinking globally

Students come to realise that no person is a financial island. We all belong to a financial system. Students hopefully learn that they need to work not only as individuals, but also as part of a whole. This situation requires students to exercise reason and compromise in their dealings.

## Preparing for adulthood

The *Lifeskills* process lends itself to nurturing the adult citizen of tomorrow. It endeavours to give students the big picture of how our society works while they are still at a young age and in a secure environment. Commitment, responsibility and accountability are major emphases of *Lifeskills*.

## Corruption

Sometimes activity which would be regarded in our society as corrupt, such as fraud, may occur. Such activity is usually easily recognised. The value of the *Lifeskills* process lies in its ability to counsel students engaging in corrupt acts, allowing them to realise the antisocial and unjust nature of their actions. Students are charged with the responsibility of maintaining the values and integrity of *Lifeskills*.

## What about my future?

Students are aware of their progressive movement towards adulthood and their impending need to secure a job as an integral part of being an adult. The *Lifeskills* process allows students to explore their concepts of employment in a context approximating life. Students have the opportunity to experience the joy of securing a job in a competitive workplace, and then the tedium or satisfaction of keeping that job. Over time students come to learn the many implications of employment.

## *Lifeskills* as a focal reference for class work

Classroom subjects find a powerful ally in *Lifeskills*. With the program in place, teachers can draw upon its rich interrelationships as source material to enhance their teaching. If a teacher is alert to what is happening in *Lifeskills*, he or she can then choose to use this context as a means of demonstrating the principles in lessons. For example, calculating forthcoming interest on bank accounts and verifying interest slips demonstrate the use of percentages. The learning indicators in English, Human Society and Its Environment and Mathematics which are attached indicate the scope of these links. These indicators have been developed by staff at Maitland Public School as *Lifeskills* has evolved.



## Learning outcomes

### English

*Lifeskills* supports the aims of the English K-6 Syllabus, to encourage positive attitudes towards learning English, to develop students' ability in using language effectively and to critically reflect on how language works. The major objectives of the syllabus are well met through students' engagement with *Lifeskills*.

**Values and attitudes:** To develop students' enjoyment, confidence and independence as language users and learners.

**Skills:** To develop students' competence in learning and using language in a broad range of contexts.

**Knowledge:** To develop students' knowledge and understanding of texts and how texts are structured within different contexts.

(K-6 English syllabus and support document. Board of Studies, NSW, 1998)

The following examples of indicators in English demonstrate the scope of the *Lifeskills* program in supporting the English syllabus.

**Outcomes:** English (talking & listening)

Students are progressing towards the achievement of outcomes 3.1, 3.2, 3.3 and 3.4 or equivalent in earlier stages.

**Indicators:** The student

- ✦ understands that verbal promotion is a significant marketing tool
- ✦ promotes orally an enterprise at a school assembly
- ✦ addresses members of the school parliament appropriately
- ✦ delivers reports to the school parliament
- ✦ asks relevant questions of parliamentarians, using language appropriate to the proceedings
- ✦ requests employees and staff to review decisions, payments and awards in a socially appropriate manner
- ✦ understands that there are inoffensive ways of correcting the mistakes of others and asking for the error to be rectified
- ✦ appreciates that different contexts require us to vary the way in which

we speak.

**Outcomes:** English (reading)

Students are progressing towards the achievement of outcomes 3.5, 3.6, 3.7, 3.8 or equivalent in earlier stages.

**Indicators:** The student

- ✦ knows that extensive information on a subject can be retrieved from a database
- ✦ understands that information about individual financial transactions is conveyed on standardised pieces of paper
- ✦ gains banking details from a database
- ✦ processes bank deposit, withdrawal and interest slips
- ✦ understands that information is available for us to read in a variety of written forms
- ✦ realises that people's reactions to a product or business can be influenced by the effectiveness of an advertisement
- ✦ knows that information about products, including their environmental impact, is found in advertisements and labels on products
- ✦ locates information about products and product outlets, through the reading of advertisements and labels on products





- ✦ accesses information about job vacancies in those media where jobs are advertised e.g. ads, employment agencies
- ✦ reads the job vacancies in the *Lifeskills Employment Manual*
- ✦ reads prices of products
- ✦ orders parts and resources from catalogues
- ✦ knows that the *Positions Vacant* advertisements are useful sources of information when seeking a job
- ✦ knows that we need to read and be well informed when making critical decisions, e.g. during elections
- ✦ reads registration forms for political parties
- ✦ reads critically Auditor-General's reports and budget statements of the outgoing government
- ✦ scrutinises policies and budgets of aspiring governments at polling time
- ✦ appreciates that careful reading of the policies of a political party are an essential part of the pre-election process
- ✦ understands that supervisors or senior management need to sight documentation to ensure success with impending business
- ✦ as Minister for Small Business and Trade, views applications for business licences to ensure that applicants have considered all aspects of their business
- ✦ knows that checking business documentation is a valuable way of checking that all aspects have been considered and will be managed properly

**Outcomes:** English (writing)


Students are progressing towards the achievement of outcomes 3.9, 3.10, 3.11, 3.12, 3.13, 3.14 or equivalent in earlier stages.

**Indicators:** The student

- ✦ writes succinct letters
- ✦ writes assertive letters in appropriate language
- ✦ understands the bureaucratic requirements of business letters
- ✦ can write business letters, letters of demand, licence applications and newspaper advertisements
- ✦ understands that social, political and economic systems have requirements to be satisfied in writing for the purposes of explanation, documentation and accountability
- ✦ uses different writing styles for different promotional media
- ✦ produces promotional posters
- ✦ knows that formal meetings require accurate documentation which serves as a future reference



- ✦ records Hansard minutes
- ✦ completes cheques, bank deposits, bank withdrawals and interest payments
- ✦ uses a database to store information on a particular subject for retrieval to complete a job application
- ✦ can promote own skills and qualities in a written job application
- ✦ understands that, to win political office, a political party needs to present its intentions in a cohesive and intelligible form
- ✦ records financial transactions on the bank's database
- ✦ writes job applications and letters of resignation from office
- ✦ completes registration forms for the registration of a political party
- ✦ sets out budget sheets to indicate financial intentions and results
- ✦ realises that language can be used in a diversity of ways to communicate ideas and achieve desired outcomes
- ✦ uses technology to create various forms of written material.

<b>FAX MESSAGE</b>		
<p><u>To: Mr. Cassidy, Mr. Cassidy</u></p> <p><u>Subject: School Currency</u></p>	<p>MATILAND STREET, MERRIE MATTILAND ST. PH (049) 33 45 33 FAX (049) 34 30 39</p>	
<p>NO. OF PAGES including Title Page:</p> <p>Dear Sir / Madam,</p> <p>I'm writing to inform you that recently in our parliament we decided that for the exchange rate between our school currency would be: for every dollar that you give us of your school's currency we will give you one hundred dollars of our school currency. We look forward to seeing you tomorrow at the market day.</p> <p style="text-align: right;">Brent Cassidy</p> <p style="text-align: right; font-size: small;">Principal, St. Mary's, St. Mary's, St. Mary's</p>		



## Mathematics

*Lifeskills* is a context in which students can achieve the objectives of the Mathematics K-6 Syllabus. Students will:

- ✦ appreciate mathematics as an essential and relevant part of life
- ✦ develop their ability to work mathematically
- ✦ develop their knowledge, skills and understandings in Space, Measurement and Number.

These sample indicators suggest the range of possible mathematical understandings and skills which can be developed through engagement with *Lifeskills*.

### **Outcomes:**

Students are progressing towards the achievement of the following outcomes:

Working Mathematically 1.6, 2.6, 3.2, 3.4, 3.6  
Number 1.3a, 1.3b, 2.3a, 2.3b, 2.5, 3.2a, 3.2b, 3.5  
Measurement 1.1a, 1.1b, 3.1a, 3.1b, 3.2b  
Values and Attitudes 2, 10, 14, 15, 18

### **Indicators:** The student

- ✦ maintains records of the bank's financial transactions
- ✦ checks all transactions and bank book entries for accuracy
- ✦ can independently verify bank transaction slips, bank interest payments, tax due on salary and superannuation entitlements
- ✦ knows that a transaction slip is a formal record for both parties
- ✦ appreciates that calculators assist with both speed and accuracy in processing transactions
- ✦ appreciates that proficiency in arithmetic computation is imperative in order to participate independently in Australian society
- ✦ appreciates the value of a just wage in return for labour
- ✦ performs addition and subtraction algorithms
- ✦ calculates percentages
- ✦ knows through the use of a database, that profit is the amount left after all costs have been allowed for
- ✦ uses calculators widely and effectively
- ✦ understands that technology has many applications in accounting
- ✦ uses a database as an efficient tool for storing large amounts of rapidly changing information
- ✦ determines the mass of bulk lots of newspaper on kitchen scales
- ✦ can use sensitive electronic scales for greater precision
- ✦ exercises care and accuracy and the best technology when weighing precious items.

## Human Society and Its Environment

The aim of the Human Society and its Environment (HSIE) syllabus is:

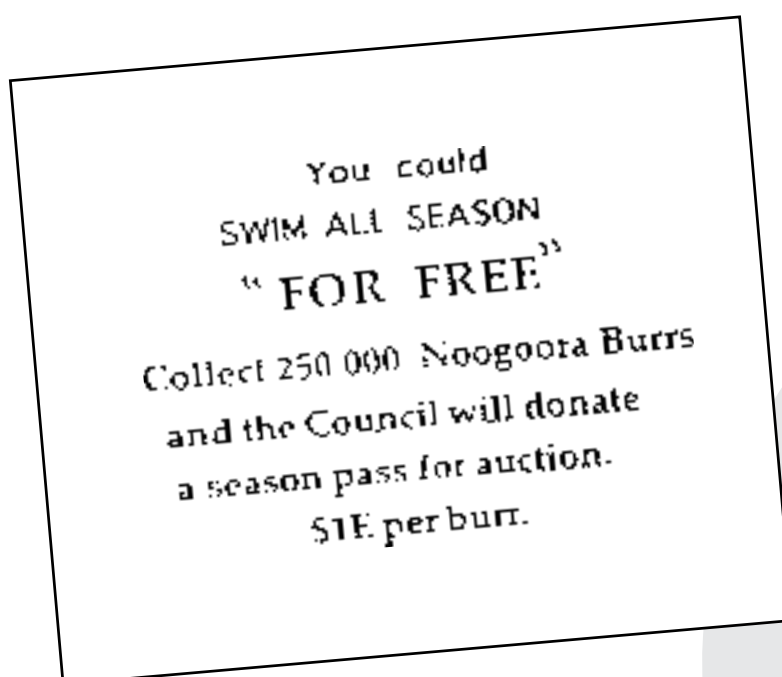
To develop in students the values and attitudes, skills, knowledge and understandings that:

- enhance their sense of personal, community, national and global identity; and
- enable students to participate effectively in maintaining and improving the quality of their society and environment.

*Lifeskills* supports this aim. It provides a particular focus for developing knowledge and understandings in the strands *Environments* and *Social systems and structures* in the syllabus. The skills objectives and the values and attitudes objectives are also developed. Through participation in *Lifeskills*, students will meet the following syllabus objectives for knowledge and understandings:

- ✦ By studying environments, students should develop knowledge and understandings about places, and how people interact with their environments and make decisions that support ecological sustainability.
- ✦ By studying social systems and structures, students should develop knowledge about social groups and economic, political and legal systems to understand roles, rights and responsibilities of participation within those social groups, systems and structures.

(*Human Society and Its Environment K-6. Syllabus.*  
Board of Studies, NSW, 1998.)





Staff at Maitland Public School have developed the following indicators, generated by particular aspects of *Lifeskills*.

**Outcomes:** Knowledge and understandings: Environments

Students are progressing towards the achievement of ENS3.5, 3.6 or equivalent in earlier stages.

**Indicators:** The student

- ✦ uses such terms as *river, creek, headland, bay, peninsula, dam, protective habitat* to describe natural and built features of the community
- ✦ demonstrates care for local features and sites
- ✦ understands the positive and negative aspects of water conservation and technological development, issues relating to introduced species, and the pressure of increasing population
- ✦ participates in environmental enhancement projects such as the removal of noxious weeds and introduced noxious fish and insects
- ✦ promotes the conservation of native fish and the development of healthy and productive catchments through everyday household activities
- ✦ encourages composting and recycling by targeting and collecting specific items from the waste stream, e.g., corks, domestic vegetable scraps
- ✦ influences adults to act in an environmentally friendly way by buying and using sink strainers, smoke protectors, water-saving shower roses.

**Outcomes:** Knowledge and understandings: Social systems and structures

Students are progressing towards achievement of outcomes SSS 3.7, 3.8 or equivalent in earlier stages.

**Indicators:** The student

- ✦ understands that *Lifeskills* relies upon interdependence
- ✦ is aware of the right to knowledge of the truth
- ✦ understands the difference between permanent and casual positions
- ✦ can seek out and use a copy of the Employment Manual to secure jobs that are appropriate
- ✦ understands that the diversity of *Lifeskills* activities requires a diverse employment pool from which appropriately skilled workers can be drawn
- ✦ knows that the workforce needs a variety of people with a diversity of interests and abilities

- ✦ is aware that employment history and social behaviours impact on employment prospects
- ✦ knows that there is no stigma in resigning from a position
- ✦ is alert to situations that may cause infection or injury in the *Lifeskills* workplace
- ✦ understands that students' health and wellbeing should not be compromised in earning a financial income
- ✦ appreciates that all employees have the right to work in an environment that maintains their health and wellbeing
- ✦ understands that it is critical for the government-owned businesses to create income in order to underwrite the value of the school's currency
- ✦ knows that benefits flow to the community from a successful *Lifeskills* economy, but also that the economy's failure causes loss within the community
- ✦ understands that for the *Lifeskills* community to prosper financially, it must be able to earn real money to channel into its economy
- ✦ understands that privately run businesses allow for students to buy and sell goods without the government having to buy the items that are being sold
- ✦ knows that the economy needs a stable, honest, people-centred government to succeed
- ✦ understands that if the political system fails, the whole social and economic structure will collapse
- ✦ knows the difference between autocratic and corporate management styles and their political implications.

## **Skills**

**Indicators:** The student

- ✦ takes turns in a variety of situations e.g. the market, the bank, the science shop, registered businesses, board and shareholder meetings, Parliament
- ✦ has expectations about individual rights, efficiency and courtesy in public places
- ✦ assumes personal responsibility for his or her role in *Lifeskills* and recognises the importance of individual contributions
- ✦ asks questions and is assertive
- ✦ deals with others openly and honestly
- ✦ respects the right of others to privacy
- ✦ considers the needs of the group when considering individual needs



- ✦ forms groups to meet needs effectively
- ✦ can complete and return employment application forms
- ✦ identifies and demonstrates that cooperation, mutual respect and justice are necessary for the workforce to be effective
- ✦ considers personal commitments before undertaking a position with specific responsibilities
- ✦ meets the continuous requirements of work and deals with issues of tedium, boredom and stress
- ✦ fulfils the duties of a position on which other people depend
- ✦ can check duty rosters, wages and tax payments for accuracy
- ✦ can resign with integrity and grace when retiring from a position
- ✦ can create privately owned enterprises that can trade in the school currency
- ✦ demonstrates an understanding that interpersonal skills are important when trading
- ✦ can trade with neighbouring school economies
- ✦ determines a currency rate of exchange when trading with “offshore” companies
- ✦ demonstrates that self-motivation, confidence and integrity are vital personal qualities for success in business
- ✦ is creative with competition and considers the market when setting prices
- ✦ safeguards the health and wellbeing of both consumers of products and employees who create products
- ✦ can create government-owned, income-producing businesses
- ✦ develops technologies and practices that assist with production, promotion and sales
- ✦ can create a political party with policy platforms
- ✦ can prepare a pre-election budget and commitments
- ✦ can conduct a political campaign, and vote in elections
- ✦ can conduct formal sittings of Parliament
- ✦ honours commitments
- ✦ adopts appropriate procedures to secure salary and social justice
- ✦ uses system records and data to determine the existence of fraudulent activity
- ✦ exercises discretion and sensitivity when dealing with potentially corrupt activity by peers.

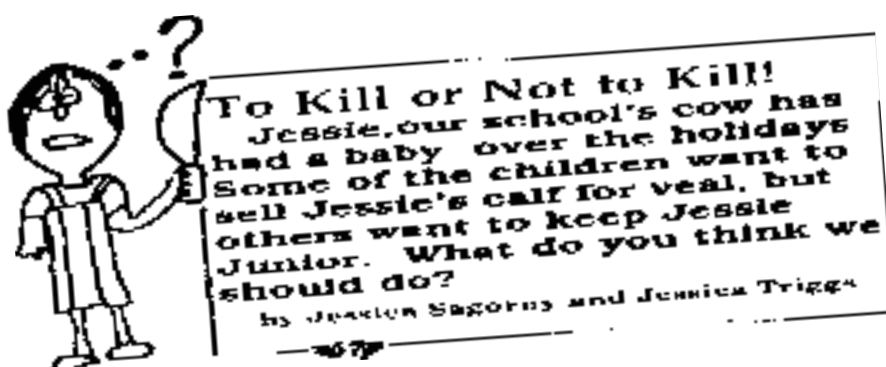
## Values and attitudes

**Indicators:** The student

- ✦ appreciates that the *Lifeskills* process is a way to experience how the world works
- ✦ gives the *process* rather than the *product* precedence when establishing priorities, i.e. it is more important to participate than to win
- ✦ realises that individual wants and needs may sometimes clash with the best intentions of the wider community group, i.e. giving oneself an advantage at the expense of others
- ✦ values the opportunity to help and serve others in a personally challenging context
- ✦ values perseverance
- ✦ is aware that commitment, patience and understanding are essential when undertaking government
- ✦ values the honouring of promises and commitments
- ✦ values integrity in all dealings.

## Focus within KLAs

*Because each school community is unique, each will have a different focus within KLAs. For example, there is much scope for a significant emphasis on Space in Mathematics if the Lifeskills activities in that community require spatial knowledge and skills.*

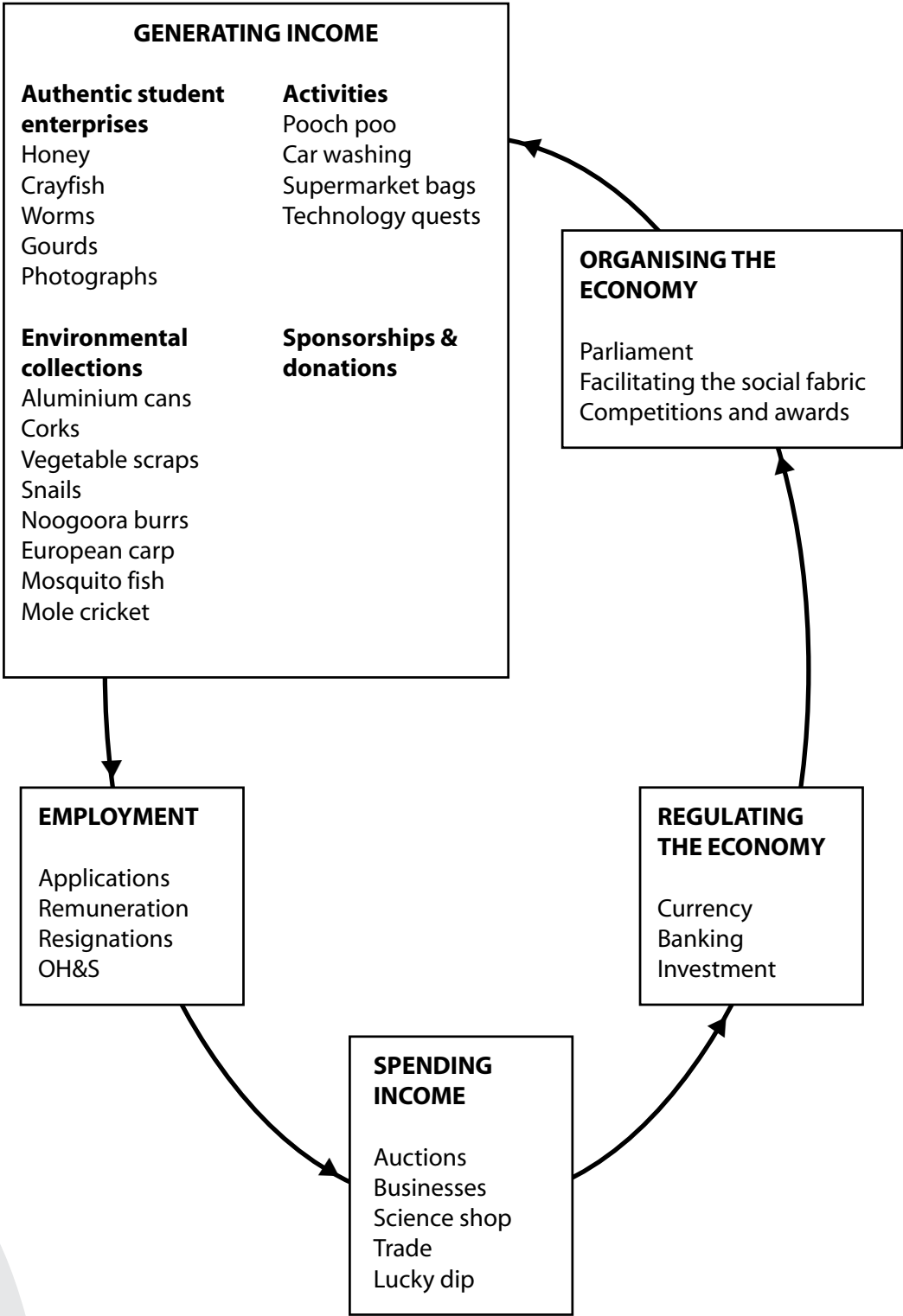


## Other KLAs

The *Lifeskills* programs supports many of the outcomes in Science and Technology, the Creative Arts and PDHPE, as well as in HSIE, English and Mathematics. The extent and emphasis across the KLAs will be vastly different from school to school, depending on the interests, talents, abilities, location and resources available in each unique school community.



# How does *Lifeskills* work?





## Generating income

### Authentic Student Enterprises (ASEs)

It is necessary that there be a strong and sustainable base underpinning the *Lifeskills* economy in order to create real income. This income is derived from enterprises owned and driven by students. The integrity of these student enterprises cannot be compromised by unwarranted intervention by parents or teachers. It is of the utmost importance that these enterprises be the responsibility of the students. If the businesses succeed, it will be the students who receive the bouquets and take the credit, while if the businesses fail, it will be the students who experience the poor purchasing power of their Econodollar.

In establishing new student-run enterprises, it is important that staff ask themselves if the proposed enterprises truly reflect authentic student ownership. Criteria that characterise an authentic student enterprise (ASE) may include: a capacity for sustainability; a reliance on student input; authentic ownership of profits from the enterprise; and accountability to community members.

Successful enterprises at Maitland Public School are based on the local community and environment. They include:

#### Honey production



Our most successful enterprise has been the production of honey. While students have so far acquired one hive, they are able to top up the shortfall in supply by purchasing bulk honey from local apiarists. The community's hives can be located in students' backyards and on their farms. The hives are robbed by students employed as apiarists, who are attired in fully protective clothing and have written permission. The extracted honey is packaged and labelled at school, under the supervision of adult community members, by those students who were successful in gaining employment as honey packagers. The honey is sold each morning in a high traffic area by students who are employed as honey sellers. Students also utilise commercial outlets for their honey. The production of honey in a typical school year generated \$750 (profit).



### **Crayfish production**

A very engaging ASE is the growing of freshwater crayfish or yabbies (*Cherax Destructor*). The crayfish are bred and grown in aquariums placed all over the school. Each aquarium is allocated to a tank technician, whose responsibility it is to feed the crayfish, maintain the filtration system, remove algae that may be growing on the glass and maintain an equilibrium of population numbers for the community of each tank. Income derived from the sale of crayfish in the first year was \$159. Crayfish are usually bought as pets by students and kept in their own aquariums at home. The person responsible for the overall operation of the crayfish farm is the Minister for Primary Industry & Energy. Employment as a tank technician is highly prized. It is a hands-on job requiring commonsense and dedication.

### **Worms**

Worms are fed on recycled vegetable scraps and newspaper. The worms and their castings (vermicompost) are then sold. This ASE yields a small financial return, for example \$88 in one year and \$34 in the next. The worm farm has proven a difficult industry to manage, with very small financial gain. The worms are sold for \$10 a thousand, i.e. \$0.01c each, while the vermicompost sells for \$7 per 20 kilogram bag.

### **Gourd production**

In November of each year, the government buys in packets of gourd seed and then sells them to students. The proceeds from the sale of the seed go into the government's coffers. During the following summer students grow the gourds at their own homes, and present them when the *Lifeskills* economy resumes the following year. Students are paid in Econodollars for their produce.

### **Photography**

A member of staff, a parent or a community member can be engaged by the government to take photos of students on special occasions. These photos are highly prized by both students and parents and sell for \$2 each.

## **Environmental collections**

### **Recycling aluminium cans**

The simplest pathway to real income has been the recycling of aluminium cans, which generated \$431 in typical year. Aluminium cans are highly prized and are worth \$E30 each. The can recycling operation is staffed by casually employed can crushers, whose responsibility it is to stomp on the cans and then place them in a crate. Overseeing each

session is the can supervisor, who ensures that cans are properly counted and that those students who presented cans are correctly remunerated. Responsibility for the entire operation lies with the Minister for Primary Industry.

### **Other collectable items**

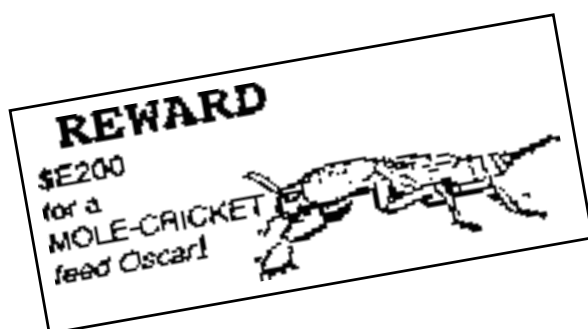
Corks are recycled so that they avoid joining the waste stream. They are collected by a retirement village and then sold to a manufacturer of cork products.

Domestic vegetable scraps are paid for at a rate of \$E100 per kilogram. The scraps, when placed in the school compost bed, become the primary food source for the school's worm population, which are then in turn fed to the school's native fish and crayfish.

The Noogoora burr (*Xanthium chinense*.) is a noxious weed. Students are paid \$E1 per burr collected, or \$E3 per gram. The burr is the cornerstone upon which the currency is valued; it represents the lowest denominator of all the items that are collected. Maitland City Council supports this means of weed eradication, and offers the incentive of a family pass to the local swimming pool for the most successful collector.

Students are encouraged to fish for the European Carp in the local waterways. Students are paid \$E10 000 for each kilogram of carp that they catch. These fish are then given to local orchardists, who convert them into organic fertiliser. The orchardists reciprocate by donating citrus fruits from their orchards to the economy as a gesture of goodwill. In one year, 461 kilograms of carp were collected by students. Self-esteem soars when the successful angler holds up the catch of the day for all to see at the school's morning assembly.

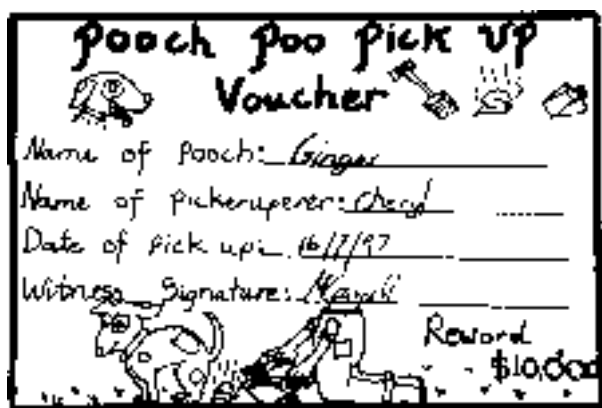
Students are encouraged to collect from local waterways the mosquito fish (*Gambusia affinis*), a species of fish introduced from South America, and are currently paid \$E25 for each fish.



Mole crickets (*Gryllotalpa Australis*) are an introduced species of cricket that burrow into lawns and parklands and destroy the vegetation, causing exposure to the underlying topsoil. Students are encouraged to pour diluted solutions of dishwashing detergent down the hole of the mole cricket and wait for the mole cricket to surface. The mole crickets can be fed live to the native fish or destroyed. Students are paid \$E200 per mole cricket.

Hand-caught snails are also collected, so that poisons will not enter the local ecosystem. The snails are either destroyed at school or kept for use as a food source for injured blue-tongue lizards.

## Activities



### Pooch poo!

Students are encouraged to pick up their dogs' faeces whenever they take them for a walk, to reduce the level of nutrients being washed into our waterways during rain periods. Students are currently paid \$E10,000 for each *Pooch Poo Voucher* presented. The high level of remuneration reflects the disquiet that students experience when retrieving their dog's poo!

### Car washing

Students are paid \$E300 for each *On Grass Car Wash Voucher* presented. The object of the exercise is to encourage the community to wash their cars on the lawn, so that the nutrient-enriched detergent will not find its way into the natural waterways.

### Supermarket bags

Students are paid \$E5 to bring in supermarket bags which are then returned to the supermarkets for recycling.

### Technology quests

These serve as a limited but stimulating source of income. Once a term, students are invited to participate in a technology quest. Technology quests have included a grand prix, regatta or air race with motorised vehicles, sailing boats or balsa planes made by students. Many of the parts required for participation in these events are made available to students through the *Lifeskills* science shop.

## Sponsorships and donations

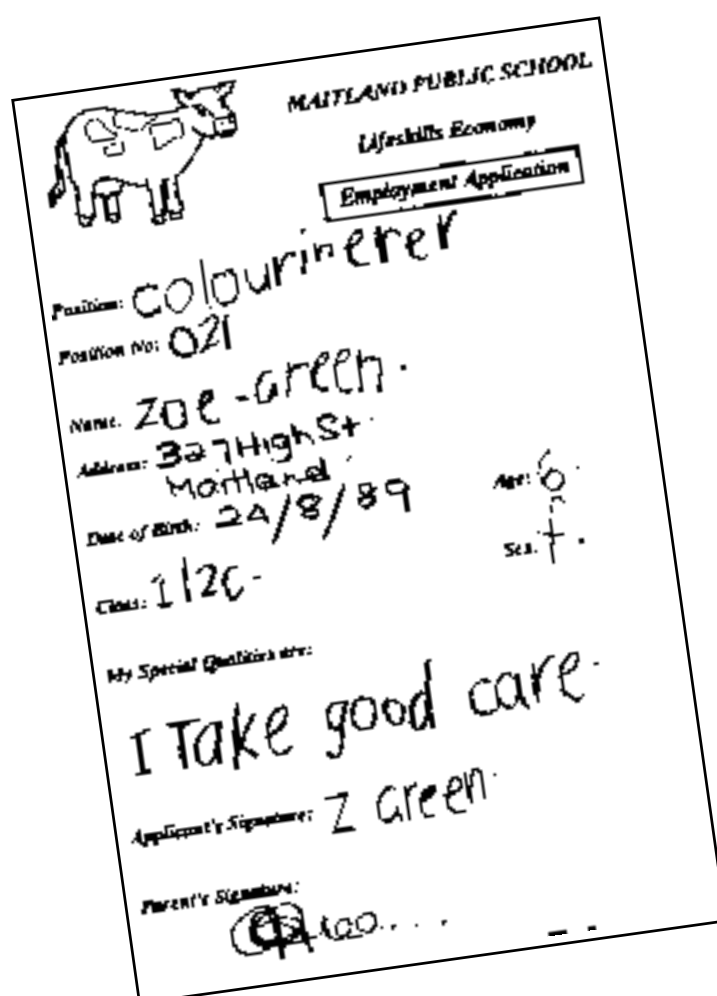
When a school commences *Lifeskills*, the value of the sponsorship dollar can be significant. At a time when the economy's ASEs are in their infancy and real income is low, sponsorship can be a worthwhile pathway to underwriting the currency. Approaches can be made in writing by students to companies or local businesses requesting donations of promotional products, goods or services. These donations can then be auctioned at school auctions. The benefit to business lies in the exposure of their products to the school community.

## Employment

Students can earn a consistent income through a variety of employment positions. They may hold one position or as many positions as they wish. The degree to which they participate as an employee will depend upon their motivation, ability, time, the effects of taxation and the remuneration levels.

### Job applications

The Employment Manual lists the positions that are available that year, for whom the positions are most suited, any special requirements or abilities, and the level of remuneration for each position. The manual also explains the tax considerations involved when seeking multiple appointments. Students apply in writing for those positions they find interesting. The ability to get along with others and to work independently, trustworthiness and reliability are valued qualities. Each week a staffing roster is published in the weekly newsletter and announced at a morning assembly.



**MAITLAND PUBLIC SCHOOL**  
Lifeskills Economy  
Employment Application

Position: colourinerer  
Position No: 021  
Name: Zoe-green.  
Address: 327 High St.  
Maitland  
Date of Birth: 24/8/89  
Class: 1120-  
Age: 6.  
Sex: f.  
My Special Qualifications are:  
I Take good care.  
Applicant's Signature: Z Green.  
Parent's Signature: [Signature]



## Remuneration

In the *Lifeskills* society there is always a suitable job for everyone. While *Lifeskills* money serves as a key incentive to attract employees to positions, it is certainly not sufficient to keep them faithful to the position. Unless the position is stimulating and purposeful, students will soon tire of the job and relinquish their position. Maintaining a stable and efficient workforce is no easy task. Factors such as remuneration, workplace variety, status and workplace relationships are all important in maintaining the equilibrium. The level of remuneration generally reflects the level of importance of a position. Students are paid by cheque at the office of the payroll clerk at the end of each week. There is a taxation scale on salaries. Employees with more than one permanent job will have each additional job further taxed.

Many students hold down multiple jobs irrespective of their pay, largely because they simply enjoy the work. Yet others won't bother working even if you offer them very large one-off payments. If the work is perceived as being "cool", then finding employees is never a problem. Picking worms is unattractive to 12-year-olds, whereas the 5-year-olds cannot pick enough.

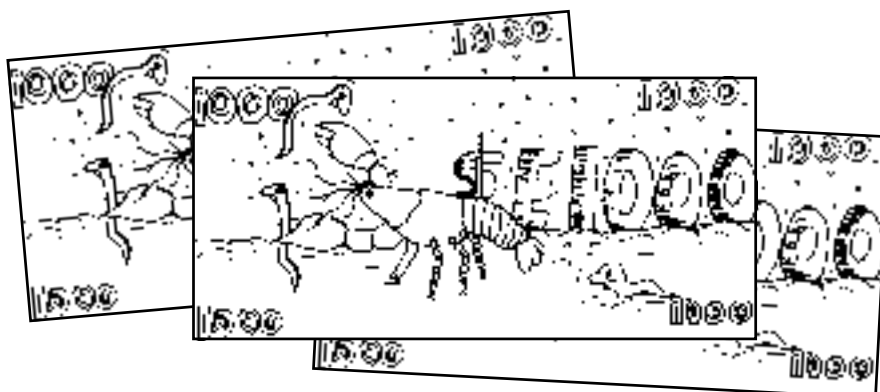
## Resignations

While students can be eager to get a job, the gloss of the job can fade, and students can want to abandon their position. When students encounter the tedium of having to perform their duties routinely, the glamour of having a full-time job can diminish. Students are at liberty to relinquish their positions whenever they wish, but a written resignation must always be tendered. In the *Lifeskills* society no employee can be dismissed. Students delinquent in their duty may be fined, and these fines will continue and increase in cost until such a time as their behaviour changes or they resign.

## Occupational health & safety

Students are constantly made alert to potential dangers in their workplace. In particular they are made aware of the threat of electrocution when working with crayfish tanks.

## Spending income



### School auctions

If a healthy economy is to be maintained it is important that the dollar value of the currency is strong.

A primary means of achieving this is the routine use of school auctions. The most common form of auction is the weekly auction held on Wednesday morning before school assembly. An alternative form of auction is the equal opportunity auction (or the *Bass* auction, as it is known at Maitland Public School, after a threatened species of local native fish).

At a Bass auction, the auctioneer takes to the stand with a box containing the names of all the students involved in *Lifeskills*. The auctioneer has already nominated the token amount of money that a student must have in his or her bank book to be successful at auction. If a student's name is taken from the box and that student has his or her bank book, with a minimum balance of the prescribed amount of money in it, then the student wins that item. This type of auction enables those students with very small balances in their bank accounts to have an opportunity of winning at auction. It encourages even those with very little money to deposit that money in the bank. This has proved to be a very popular way of spending student currency.

A popular strategy with both students and business houses is the shopping mall auction. Items that have been donated by the business houses of a particular mall or shopping centre are auctioned at times to coincide with major events on the school calendar, for example Education Week. The business houses profit from the exposure which their centre receives from having so many students and parents assemble for the auction. These auctions, held after hours, usually on Thursday nights during late night trading, are most successful in attracting large numbers of people to the centre. Attendance can be intensified by offering highly prized items for Bass auction. By adopting this practice, those students with low levels of savings have significant prospects of coming home with something.





## Science shop

The *Lifeskills* science shop is stocked with a wide variety of resources that can be applied to *design and make* situations. These include parts for the very popular technology quests.

## Businesses

Most students are highly excited at the prospect of running their own shop. Students are encouraged to run their own businesses. The process involves applying for a licence, meeting the requirements of the licence issuing authority, promoting the business and running the business efficiently on the day. Some students enjoy the process so much that they form companies and forge business relationships with their peers. While the licensed business activity within a school does not generate wealth for the government, it does allow for the recycling of the currency and provide wider scope for students to dispose of their income. Businesses are usually conducted at lunchtime.

There is no limit to the products and services that students can create. The following examples indicate the diversity of student enterprises.

<i>Science World</i>	A display of science experiments and scientific equipment
<i>Sharkies</i>	A sale of Port Jackson shark eggs found on a Newcastle beach
<i>LegoLand</i>	An interactive display of Lego models in the context of a cityscape
<i>Super Stress</i>	Stress-reducing juggling balls made with flour and balloons
<i>Uncle Don's Cinema One</i>	Lunchtime movie complete with homemade popcorn
<i>Wet 'n Wild</i>	Throwing wet sponges at a chosen person's face
<i>Macca's</i>	Disco and heaps of things.

A market day is occasionally held, where a large number of students run their shops simultaneously. The excitement on market day is electric. Students need to be well prepared for the day, with an adequate



float in their till, sufficient staff to deal with the avalanche of customers and a roster to enable shop staff to shop around themselves. The preparatory work required to successfully conduct a business, as with nearly all *Lifeskills* activities, is done in the students' own time. Students can negotiate strategies and roles at lunchtime or after school, or with the teacher's consent as an in-class learning experience.

## End-of-year lucky dip

The lucky dip enables students to dispose of all their money by the last day of the *Lifeskills* year. In the week preceding the economy's closure, students are encouraged to hand in their bank books at the *Lifeskills* office, and in return for their account balance they receive tickets in the end-of-year lucky dip. The budget for the purchase of lucky dip prizes is decided by the parliament. On the last day of the *Lifeskills* year the whole school assembles in the school hall and tickets are drawn until all prizes are distributed. This activity brings about the closure of the *Lifeskills* year.

## Trade

An extension to within-school enterprise is trading with neighbouring schools. It is a situation where students could take their products and services to a neighbouring school and sell them for that school's currency.

# Regulating the economy

## Currency

The creation of the school currency is a fundamental step in the development of the school economy. Students are encouraged to design their own currency so that it reflects the characteristics peculiar to the projects of their particular economy. Students are invited to participate in the annual competition to design the currency for the forthcoming year during the final term of the preceding year.

Students live out their *Lifeskills* lifetime over the term of that particular school year, with the knowledge that at the end of that year they can't take their money with them. Whatever savings or financial status the student may have accrued in that particular school year becomes worthless in the following year. There is no advanced standing that is carried over from year to year, nor are there any financial liabilities from the preceding year.



For the currency to be valued by students, it must serve as the primary means by which goods and services are purchased and exchanged. It is imperative that, if the goods and services are to be attractive to students, their economy must have the ability to earn the real income with which these items or services can be bought. Goods made available over past years have been as varied as an orange for \$E50, to a weekend family holiday at a luxurious Sydney hotel for \$E250 000. The most expensive item ever purchased has been a new surfboard purchased at auction for \$E735 000. The surfboard had a real value of \$520.

Currency was printed to a student to currency ratio of 1 : \$E6 500. That is, for every student enrolled in the school you print \$E6 500 of currency. This level of currency production hinges on the general dollar value within the economy.

Real Australian dollars generated by the government businesses buy the goods and services which students can then purchase with the Econodollars they have earned. The real currency also funds government grants and charitable actions.

## Banking

Students are issued with cheques which they can either bank or cash. If they choose to cash their cheque, they proceed to the banking offices and approach the executive officer (finance). Bank books with individual numbers are issued to students upon their enrolment into the economy. The bank is staffed by two bank officers, with more being recruited for busier periods. Students may also withdraw up to \$E10 000 cash per day from their accounts.

Environmental Economy Bank

**WITHDRAWAL**

Account No: CASS Date: 7/8/96

Account Name: Jonathan choh

Amount: 10,000

Signature: [Signature]

Office Use

Officer: 571231

Withdrawal: 10000

Balance: 561231

Officer: [Signature]

## Investment

Students are encouraged to save their money through the use of attractive interest rates payable monthly. Interest rates are at their peak for the first week of the *Lifeskills* year, that is the last week of February. At the end of this week students are paid 100% on their balance. From this point on, interest rates decrease on a scale until they reach their lowest in November.

## Organising the economy

### Parliament

The *Lifeskills* political model is based on that of the Australian federal government, consisting of a head of state, governor-general, senate and house of representatives. The government is elected each semester by popular vote, using a simple electoral system, with students from Years two to six participating in the ballot. Parties are registered and promoted for a week before the election. The first party past the post becomes the government, while the second becomes the opposition. At the first sitting of parliament the newly installed government will present its budget to the membership. An alternative regulating body can be a board of directors with shareholders.

Maintaining political office is as difficult a task for students as it is for their real-life counterparts. The lifespan of a student politician rarely exceeds one semester. Their major difficulty is the constant questioning they need to endure in the parliament. Mentors need to counsel students when they learn of rumours of possible challenges to their performance in a forthcoming parliamentary sitting. Thus the students learn to deal with challenges effectively. The cabinet of the government consists of seven ministers, including the prime minister. Their ministries cover key areas that are essential in the maintenance of the wellbeing of the *Lifeskills* society.

### Facilitating the social fabric

Running *Lifeskills* leads to considerable enjoyment and satisfaction for students. However, during the course of a year, some students may be confronted with frustration, disappointment, or some difficulty in

resolving dilemmas. Employment and government are areas where students can feel pressured. Resolving these pressures is part of the real-life nature of the program. Support from staff may be appropriate to facilitate resolution. The role of both teacher and parent is that of mentor and counsellor. Students can experience both the pain and disappointment, as well as the pride and joy of enterprise.



*Sam Burt, Kris Sagorny and Rebecca Gover with part of the catch.  
Newcastle Herald.*

## Competitions and awards

Many competition and award programs provide opportunities for students to detail the nature and diversity of their *Lifeskills* activities. Programs are run by Landcare, Rivercare, The Australian Science Teachers Association, The Australian Museum, and The Keep Australia Beautiful Council. Participation in these competitions can not only yield added income for the government, but also provide opportunities for students to consolidate their understanding of how and why they undertake the *Lifeskills* activities. Students' self-esteem benefits also from the recognition received from participating in the process.

## How to organise *Lifeskills*?

The *Lifeskills* economy at Maitland Public School has developed over a number of years. There are some key issues to consider when implementing a similar plan in other schools.

### **Define the purpose**

Discussion of the outcomes you wish to achieve for students is the first step. The process of consultation involves staff and parents initially, then also includes students and community members. A *Lifeskills* economy is an ambitious school initiative which requires widespread support from the school community. The process takes time.

### **Hasten slowly**

It is essential to start small and allow the *Lifeskills* culture to grow. It could take years to achieve many of the outcomes that have been discussed in the preceding text. In explaining what *Lifeskills* is all about, you can't help but discuss what it could grow into. When teachers realise all the implications, they can be overwhelmed by the vastness of the *Lifeskills* program. It is therefore crucial to realise that *Lifeskills* starts small and allows the culture to grow over time under the stewardship of the student body. Teachers other than the coordinator can involve themselves as much or as little as they wish.

### **A staged start**

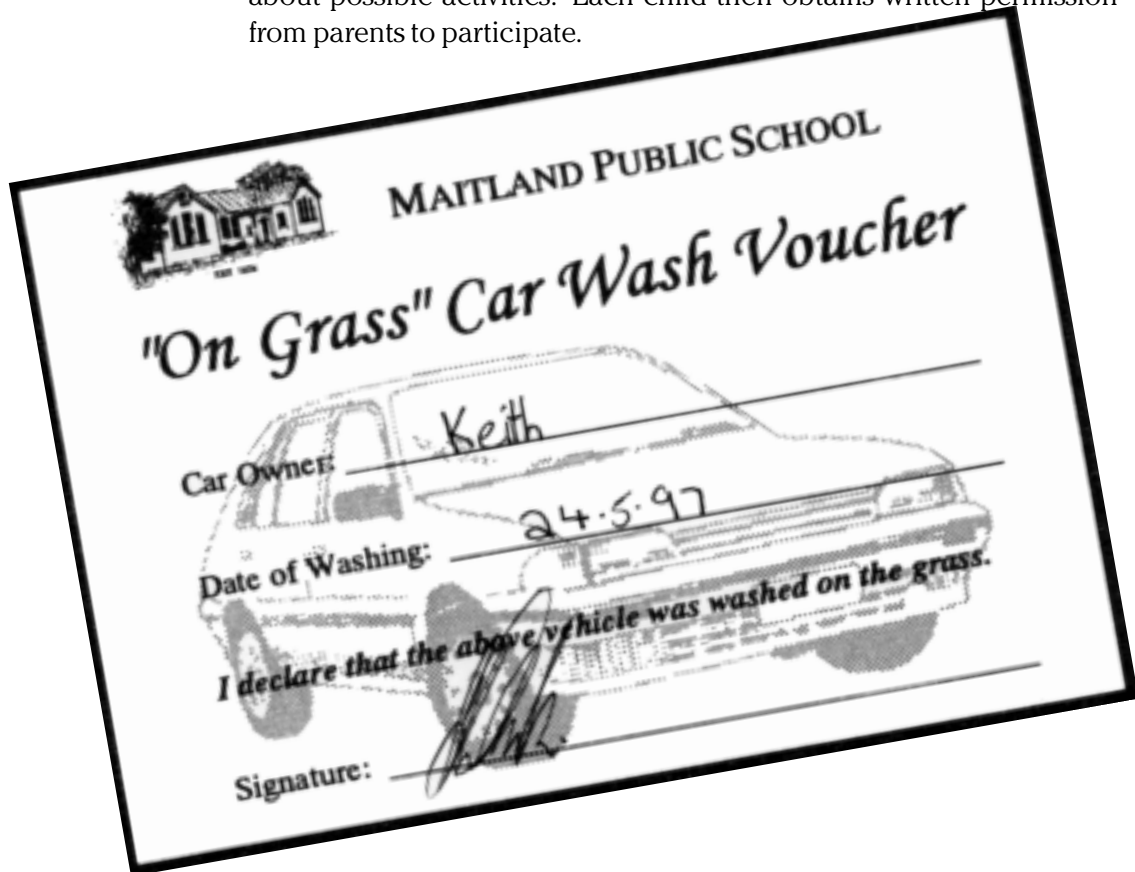
It would assist staff if they could see the introduction of *Lifeskills* across a series of stages, so that they could come to terms with the progressive growth of the culture. The following is a description of the stages that schools might draw upon as they consider the speed of implementation, along with a sample table of indicators and outcomes.

### **Planning**

For *Lifeskills* to be implemented successfully, several levels of approval must be obtained: the principal, then the school executive and the whole staff. Following this, parents must approve the introduction of the program.

Interested parent volunteers can then be trained to assist with Stage one of implementation (just a one-hour training session). They perform banking, business and recycling duties until the students acquire the skills to take over.

The teacher-coordinator informs students (a class or a grade at first) of the opportunity to participate and directs them to more information about possible activities. Each child then obtains written permission from parents to participate.



### Implementation

**STAGE 1:** An economy where students can buy minor items for school cash once a term at auction, from their wages. The wages have been earned by working on a government enterprise, for example a school vegetable garden, wormery, or recycling. The economy is staffed at the discretion of the teacher-coordinator.

#### *Program indicators:*

- ✦ school currency designed
- ✦ currency in use (cash only)
- ✦ money economy (cash only) functioning in a section of the school population e.g. Years 5 and 6
- ✦ gradual assimilation of the *Lifeskills* process
- ✦ minor government ASEs (Approved Student Enterprises) operational, e.g. aluminium cans, school garden produce
- ✦ government income to underwriting currency
- ✦ student-solicited sponsorship, e.g. wills for law week, in

place

- ✦ products or service underwriting the currency
- ✦ market table operators employed
- ✦ staff employed to collect and pay for essential items e.g. cans
- ✦ ad hoc staffing operating
- ✦ staff appointed by teacher-coordinator
- ✦ auction held once a term
- ✦ cash only used by students at auction
- ✦ low wages and payments made in remuneration
- ✦ low inflation existing
- ✦ teacher-coordinator regulating activities
- ✦ economy directed by teacher-coordinator
- ✦ school establishment grant in use
- ✦ initial funding still assisting development.

*STAGE 2:* A stage two economy enjoys a wider population spread, an employment structure based on merit selection and a stronger income base. It operates under the direction of the teacher-coordinator, who has also undertaken the role of overseeing the running of the student bank.

*STAGE 3:* The stage three economy is characterised by the inclusion of the full K-6 community having access to fully fledged banking and collection systems which accrue rewards. Enterprising behaviours and employee performance are more readily reinforced through the use of weekly auctions and a science shop.

*STAGE 4:* The stage four economy has a vigorous and independent income base and is overseen by a student management team. Students K-6 have the opportunity of participating in technology quests and market days.

*STAGE 5:* The stage five economy is a mature society with a robust economy and self-managing political infrastructure. It is confident and outward-looking, seeking out trading partners in other schools.

*STAGE 6:* The stage six economy is a sophisticated, financially independent society that allows students to undertake levels of financial indebtedness.

*STAGE 7:* The stage seven economy is a hypothetical level of development that allows students not only to take out loans, but also to qualify as “moneylenders” who can protect the issue of their monies through the bankruptcy provisions of the student-driven judiciary.



### **Student ownership**

Maintaining the *Lifeskills* economy is the responsibility of the students involved. Students must run the project. It is critical that students are afforded the right to personal ownership of their own pathway through *Lifeskills*. They must own their own bank book and make their own choices and decisions. This ensures that real learning is involved. It also contributes to the long-term viability of the economy, allowing it to continue despite changes in school staff.

Students are trusted to be honest in their role in the *Lifeskills* society. The role of parents is that of mentor. Sometimes parental protectiveness and ambition can lead to parents wanting to take control for their child. If difficulties arise, teachers and parents can point out the potential of these difficulties, but not personally intervene. Ultimately students come to realise that the responsibility for getting things done lies with themselves.

### **Links to curriculum**

The *Lifeskills* economy can be easily integrated into the curriculum program of the school, according to the wishes of each teacher. As well as the knowledge-related learning outcomes generated by the program, schools can build on the attitudes, skills and values which the *Lifeskills* economy generates.



*Michael "Fender bender" Hilton, Julian O'Mara and Luke "Slicks" Taylor with their cars and the prizemoney.*  
Newcastle Herald.



### **Process not product**

There is a temptation to want to become bigger and bigger, richer and richer. *Lifeskills* could easily become a quest to be the richest kid on the block. This is not what it is about. Parents and teachers need to constantly emphasise the opportunity of identifying the real-life dilemmas that the *Lifeskills* society generates. It is in these dilemmas and the way the students respond to them that the true value of the learning emerges.

### **An optional activity**

There is *no compulsion for teachers to participate in Lifeskills*. They may wish to participate actively in a part of the economy, and their contribution is welcomed but by no means expected. Students likewise need to appreciate that there are no expectations on them to participate. *Lifeskills* is an extracurricular program which provides opportunities to learn about the real world. The assessment of students' performance at school and in normal school activities is carried out independently of *Lifeskills*.

### **Communication**

Particularly during the early stages it is important that the parent community is kept well informed of developments so that they can make sense of their children's requests for assistance. The weekly newsletter is a readily accessible means of informing parents. Parents also appreciate an information session at the school where they can ask questions and have their concerns resolved.

### ***Lifeskills* support group**

The management of *Lifeskills* can be a daunting task. The program does benefit from the involvement of a committed staff member or members who can act as troubleshooter, mentor and guide to students. The responsibilities of running *Lifeskills* need to be shared among a number of school or community members. The formation of a *Lifeskills* support group is recommended. Roles of this group include discussion of policy, preparation of currency and bank, setting up and repair of equipment, assistance with the *Lifeskills* banking database, and arranging for the recycling of collectables.

### **Ancillary support**

In establishing the *Lifeskills* program for the year it is most important that the school secretary is well acquainted with the strategies to be used. In accounting for the real proceeds of government businesses and grants involved in *Lifeskills*, it is necessary to use OASIS financial management to ensure accountability.



## Conclusion

Encouraging students K-6 to print their own school currency and be responsible for it through *Lifeskills* allows them

- ✦ to have fun
- ✦ to have a bank book and experience gaining interest on their savings
- ✦ to get a real job, and earn a living
- ✦ to experience the tedium and joy of keeping a job
- ✦ to experience the effects of taxation
- ✦ to vie for political office
- ✦ to be responsible for their own budget strategies
- ✦ to keep statistical records and manage data
- ✦ to use a variety of technologies
- ✦ to trade with neighbouring schools
- ✦ to be a shopkeeper, a farmer, a millionaire, or a detective
- ✦ to support their peers
- ✦ to give to charity till it hurts
- ✦ to encounter real-life dilemmas
- ✦ to experience bankruptcy
- ✦ to value superannuation
- ✦ to be a hunter of environmental undesirables such as Noogoora burrs
- ✦ to be a collector of environmental desirables such as recyclable products
- ✦ to experience their local natural environment
- ✦ to build, own and race cars, boats and planes
- ✦ to experience: disappointment, elation, regret, pride, abhorrence, guilt, frustration, wonder, satisfaction, leadership, antagonism, corruption, doubt, resentment, suspicion, chaos, and life-approximating opportunities.

*Lifeskills* is an exciting whole-school experience!

## Further Reading

### **For further information:**

About *Lifeskills* at Maitland Public School:

Contact your District Vocational Education Consultant

About similar projects:

Curriculum Corporation (1998). *Primary Ed-ventures. Making It Happen in Primary Schools*. Curriculum Corporation, Carlton.

Curriculum Corporation (1998). *Secondary Ed-ventures, Making It Happen in Secondary Schools*. Curriculum corporation, Carlton.

Curriculum Corporation (1995). *Approaches to Enterprise Education*. Curriculum Corporation, Carlton.

Department of Employment, Education, Training and Youth Affairs (1998). *Making It Happen. An introduction to Enterprise Education*. Department of Employment, Education, Training and Youth Affairs, Canberra.

