

AIF Modified Teacher Implementation Workshop

Sample Booklet

2024

Sample 1

Sample 1 is an AIF: Modified submission and **Sample 2** is an AIF AT1 submission.

As you explore **Sample 1** and **Sample 2**, take note of the different types of evidence collected.

Exploring Agency and/or futures and/or connections

AIF1 Student further explores agency and/or futures and/or connections with others

Planning and Implementing Action

AIF2 Student further engages with learning activities for a purpose

Communicating Evidence of Learning


AIF3 Student communicates evidence of learning in an authentic and personally relevant manner


AIF Portfolio

Learning Goal: To develop independence, social and communication skills to prepare for future pathways.

5 Feb 2024

	Monday	Tuesday	Wednesday	Thursday	Friday
HG	24 11 A Caregroup	24 11 A Caregroup	24 11 A Caregroup	24 11 A Caregroup	24 11 A Caregroup
BOS					
L1	1MEM101A Essential Mathematics	1FOH101B Food and Hospitality	1SRM10A Spiritualities, Religion and Meaning	1ETE101A Essential English	
L2	1MEM101A Essential Mathematics	1FOH101B Food and Hospitality	1SRM10A Spiritualities, Religion and Meaning	1ETE101A Essential English	
L3	1RPB101B Activating Identities and Futures	1RPB101B Activating Identities and Futures	1RPB101B Activating Identities and Futures	1WRAPA Pastoral Care	1FOH101B Food and Hospitality
L4	1ETE101A Essential English	1RPB101B Activating Identities and Futures	1CSD101A Child Studies	1CSD101A Child Studies	1CSD101A Child Studies
L5	1FOH101B Food and Hospitality	1WRAPA Pastoral Care	1CSD101A Child Studies		1MEM101A Essential Mathematics
L6	1CSD101A Child Studies	1MEM101A Essential Mathematics		1FOH101B Food and Hospitality	1RPB101B Activating Identities and Futures
L7	1SRM10A Spiritualities, Religion and Meaning		1ETE101A Essential English	1MEM101A Essential Mathematics	1ETE101A Essential English

 = Possible times for Primary School visits.

 = AIF lessons. 5 per week

Student Timetable Page 2 Prepared February 6, 2024

👍 Reply Reply All Forward 📄 ⋮

Tue 13/02/2024 10:09 AM

Start your reply all with: [Yes, I can do that.](#) [Yes, that would be great.](#) [Thank you, I will let you know.](#) [Feedback](#)

Hi [redacted]

I am in the classroom during both of those times.

On Tuesdays we would be doing Maths during L 3 and 4. Could play some Maths games with the students?

On Friday we would be doing Literacy during L 1 and 2. Could listen to reading or help students with Writing?

Would you be coming over every week? Or just sometimes?

Kind regards,

[redacted]

👍 Reply Reply All Forward 📄 ⋮

Tue 13/02/2024 11:38 AM

[Thank you so much! I really appreciate it!](#) [Wonderful! Thank you so much!](#) [Wonderful, thank you!](#) [Feedback](#)

Hello [redacted]

This sounds like a wonderful opportunity. Please let me know if there is anything I can do to support you with this. 😊 Ms [redacted]

AIF Survey



☺ Reply Reply All Forward 📧 ⋮

Mon 19/02/2024 11:29 AM

Hello, and good day to you!

I would appreciate it if you'd fill in this short survey. It is for my year 11 AIF Regarding working with young Children.

<https://uk.surveymonkey.com/r/RMG2CGM>

Much thanks



☺ Reply Reply All Forward 📧 ⋮

Tue 13/02/2024 11:38 AM

[🔗](#) If there are problems with how this message is displayed, click here to view it in a web browser.

Hi [Redacted]

I'm happy for you to pop over on Tuesdays L3 after you've checked in with Mrs [Redacted]. Please make me your last option as I may only have reshelving or reading to Reception Red available during this time

Will this be every week for this term?

Thank you



☺ Reply Reply All Forward 📧 ⋮

Fri 9/02/2024 2:31 PM

Hello,

Thank you for allowing me to help in your classes!
These are the times I can come over, Lesson 3 & 4 on Tuesday and lesson 1 & 2 Friday. I'm happy to come over either time if you'd want me to.

Kind Regards,



5/2/24- Began scheduling times for primary school visit. My Semester 1 timetable above with possible time slots for primary school visits highlighted.

Work experience 3rd-7th July 2023- Mrs. [Redacted] Year 1 class



Tasks I helped with:

Graded Maths work- Addition/subtraction

Helped with literacy- spelling, writing

General jobs- Taking artwork displays off the walls, accompanied the class to library and computing lessons.



Below is copied from an email to Mrs [REDACTED] from Mrs [REDACTED] detailing the tasks I took part in on work experience. I have highlighted the ones I enjoyed most:

He has played word bingo with a reading group each day during Literacy, been involved with our warm up Maths games, been **the spelling man** for the yr. 1s to take their dictionaries too, taken artwork down off the walls, **stuck subject stickers on new books**, helped distribute books, **marked books**, participated in prayer, participated in brain break games, overseen painting that was happening in the shared space of [REDACTED] Centre, helped with end of term **cleaning jobs** this afternoon and more..... He has been to Design and Tech and Music with the kids also.

Research:

[What makes a good teacher great? | Azul Terronez | TEDxSantoDomingo \(youtube.com\)](https://www.youtube.com/watch?v=AzulTerronez)



- Skills and attributes needed to work with 6–7-year-olds (websites, YouTube clips, articles- include the name of it and link here too)
- Out of the above, what I am already confident in doing and what I need to work on

Questions to ask [redacted] staff in my survey using survey monkey:

What is your current role?

How long have you been working with young children?

What do you believe are the most important skills and attributes to have for working with children?

How/when do you use social skills and communication skills every day in your job?

How do you think your skills have improved from when you began, until now?

[redacted] s AIF Survey Results as of Monday 4th March

What is your current role?

1. Year 5 classroom teacher and Primary PE teacher
2. Year 4 Teacher
3. Teacher
4. Teacher
5. Reception teacher
6. Primary teacher
7. Primary Teacher
8. Primary School Teacher
9. Primary School Health and physical education teacher, Sports Coordinator
10. Junior primary teacher

11. ESO
12. Deputy Principal
13. Deputy Principal

How Long have you been working with young children?

1. 7 years
2. 31 years
3. 20 years
4. 4 years
5. A very long long time! 30 years
6. 2 years
7. 8 years
8. 20 Years
9. 24 years
10. 19 years
11. 9 years
12. 16 years
13. 25 years

What do you believe are the most important skills and attributes to have for working with children?

1. Children's safety and empathy
2. Building trust and relationships.
3. Patience, kindness
4. Patience, Communication, Empathy, Creativity.
5. Relationship; clear communicator; empathy; respect for differences; sense of humour and friendly caring attitude
6. Relationships, trust, and fairness.
7. Patience and an understanding of their world (knowing your students)
8. Patience, caring, kind, understanding, firm but fair, set boundaries.
9. Knowledge of how young children learn. How to make lessons and experiences engaging and to the level of the learner.
10. Patience, communication, behaviour management, compassion
11. A kind heart. A lot of patience and understanding.
12. Able to build connection and relationships with children, being approachable, knowing what situation requires a particular social skill set
13. Building positive and trusting relationships. Giving clear and explicit instructions to enable them to feel confident

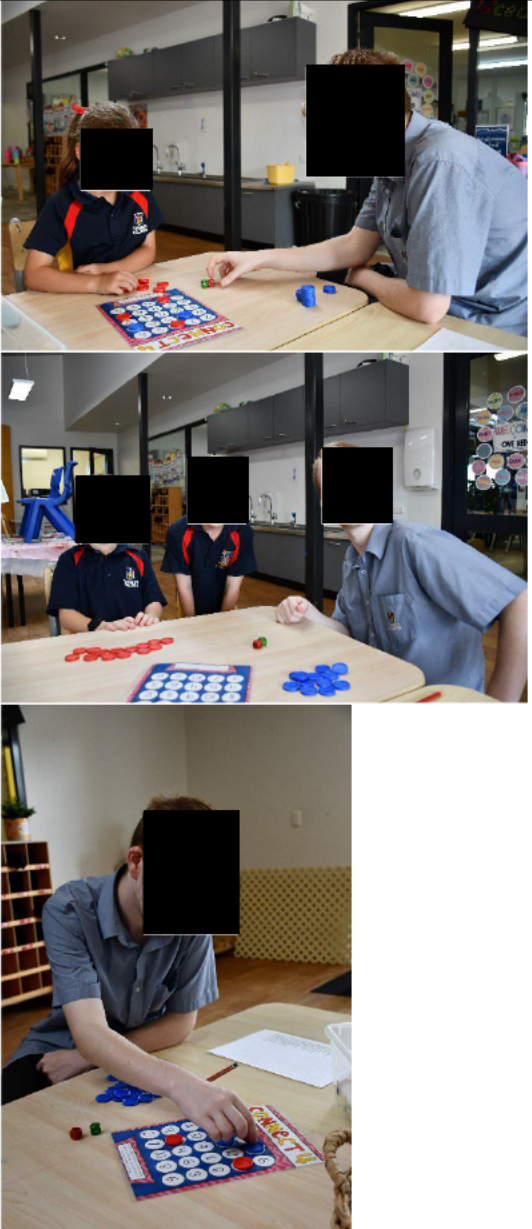
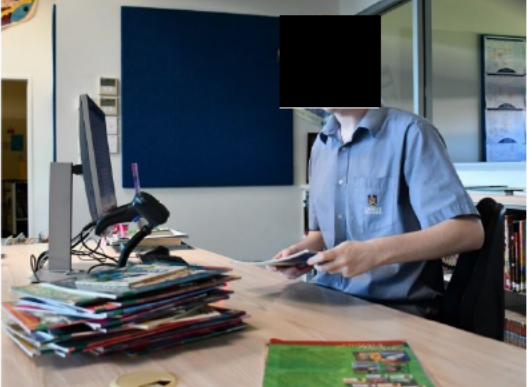
How/when do you use social skills and communication skills in your job?


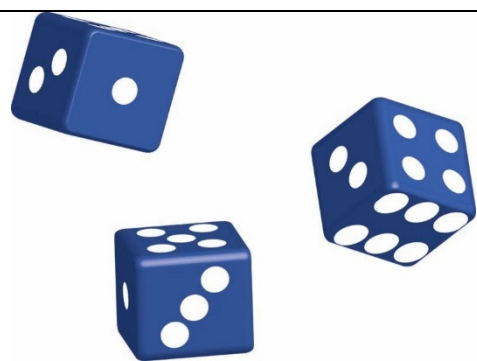
1. To deliver content, build relationships, model behaviour, collect data
2. Every day in all aspects of teaching
3. Every day, all day!
4. EVERYDAY!!! Teachers are constantly interacting with fellow staff, students and parents. We work in teaching teams that require effective communication to share ideas, brainstorm, delegate tasks, and ensure everyone is on the same page.
5. Every minute of every hour of every day when face to face with the class
6. Every second of everyday. I use communication skills to deliver lessons, form relationships, and mediate conflict.
7. All day, every day! whether it be verbal or non-verbal, I need to use as well as model good social skills to students.
8. Everyday teaching and mingling with children.
9. Every minute of the day. Whether that is with students, colleagues, or parents/caregivers.
10. All the time. Communication skills are needed to build and foster positive relationships with students and model positive relationships for them to learn from
11. All day
12. All the time. These communication skills are verbal but also nonverbal. It can be direct or indirect.
13. We teach procedures to ensure everyone is clear on social norms and expectations. I use communication skills all day with everyone at the school.

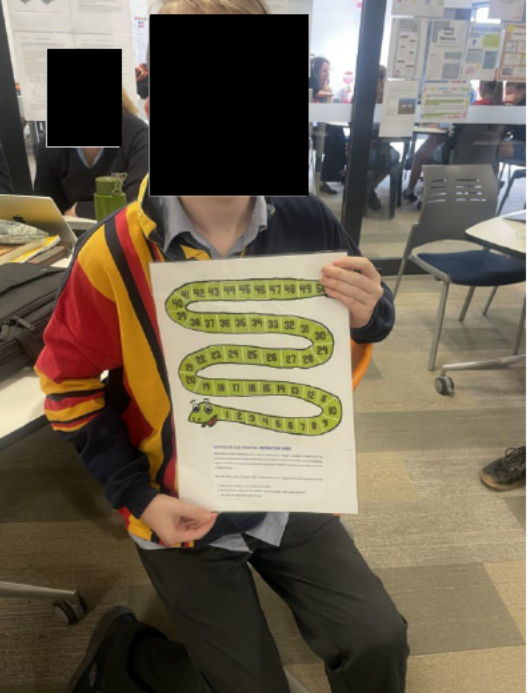
How do you think your skills have improved from when you began, until now?

1. I am more confident and have experience teaching all ages from Kindy to Year 6. I am less worried about being embarrassed and more focused on building genuine connections and being a safe person for all students.
2. Much more confident but **still learning**.
3. A better understanding of children and families
4. **I am more able to speak in front of a large group of people as I have been given multiple opportunities in my current role.**
5. They develop all the time as each class has different needs and approaches are different; you learn so much from each other and being a good listener and observer helps develop your skills.
6. Every day they are improving as I get to understand young people better.
7. I am much more aware that every student is different, and I have a much larger repertoire of skills to cater for my diverse range of learners.
8. They have improved greatly and keep improving.
9. They have improved immensely. I have gained a lot more confidence in communicating and dealing with different situations.
10. I have been teaching for a long time and my skills have only gotten better and improved over time. I have learnt what works and what does not, and I have adjusted my teaching to make it better and ensure my students get the best outcome.
11. Much more confident in my role. Have got to know most of the kids.
12. Each day I learn something new. My skill set is always changing and evolving.
13. I think I have become clearer and more specific in the way I communicate and also understand other people.

Journal of Year 1 visits

DATE	ACTIVITIES	PHOTOS
<p>20/2/24</p>	<p>Played a Maths connect 4 bingo game with year 1s, Mrs [REDACTED] gave me the class roll and I called them out to the shared space to play the maths game with me. This was 1:1 as well as in small groups. The students had to roll 2 dice, add the numbers, and put a counter on that number.</p> <p>What I did well: Encouraging the students when they did something good.</p>	
<p>27/2/24</p>	<p>With the Year 1's- Continued with maths games, the students were familiar with this game and what to do. I played the against the student 1:1 in a fun, competitive environment.</p> <p>For the last part of my visit, I was able to assist Mrs [REDACTED] in the Benedict Library where I scanned the returned library books, sorted them into categories (for example geography books, fiction stories) then returned the books to their labelled shelves.</p>	

	<p>What I did well: Learnt how to use the library borrowing/returning program and process.</p>	
5/3/24	<p>Continued working down the list (off the roll) from previous weeks, working 1:1 with the student, setting a 5-minute timer before calling the next student out into the shared space.</p> <p>Game was called 'Going to Boston'. Process:</p> <ol style="list-style-type: none"> 1. Roll 3 dice at the same time 2. Pick the largest number and put it aside 3. Roll remaining 2 dice and repeat above step 4. Add the 3 numbers together and record on the whiteboard 5. Whoever has the highest number wins <p>What I did well: Assisted students with their addition of the dice rolls</p>	
12/3/24	<p>Maths games, continuing working down the list of students on the class roll.</p> <p>Same steps as above (Last week's game) but this week the aim was to have the lowest number, so the higher numbers were the ones set aside. The 3 numbers were added, and the lowest number won.</p> <p>I used the 5-minute timer again, working 1:1 with the student playing against them, when the timer went off, I called the next student out.</p> <p>What I did well: Confidence communicating with each student, such as "When you go back into the classroom can you please ask [redacted] to come out next"</p>	
19/3/24	<p>Maths game- the same as last week. We are back to the start of the roll again.</p> <p>Using 3 die, to add them up and aim for the lowest number. I am still using the 5-minute timer to know when it's the next students' turn.</p> <p>I headed over to the library to see if Mrs [redacted] needed any help, but due to the [redacted] performance happening in the Hall, the library was closed.</p>	
26 th March & 2 nd April	<p>Couldn't attend due to being unwell</p>	
30 th April	<p>Subtraction games (instead of addition which was term 1 focus) 1:1 setting.</p>	

	<p>Subtraction Bingo- rolled 2 dice subtract lowest number from highest number, put the counter on the number that it equalled. Started at the top of the roll again.</p>	
<p>7th May</p>	<p>The class hadn't finished their literacy work from the morning's lesson, so they were continuing with that. The activity was literacy bingo, I would read out a word and they would find it on their sheet and put a counter on it. I had 4 or 5 kids with me in the shared space playing the game. One of the students threw a counter. As Mrs [REDACTED] was in the classroom with the rest of the class, I addressed this by saying "stop that" in a stern voice. I also made her aware that the teacher was watching through the windows and that she wouldn't like that behaviour.</p>	
<p>14th May (last official visit)</p>	<p>For today's visit I created a Subtraction Snake game. I found a picture of a snake off google that was split into sections and had numbers 1-50 on it. I used Paint 3D to edit the image, put it on a word document, print on A3 paper and laminated it. The only other materials needed were 2x counters and 2x dice which Mrs [REDACTED] has in her classroom.</p> <p>The students came out 1 at a time, I explained to them the aim of the game which was-</p> <ul style="list-style-type: none"> - Roll 2 dice - Subtract the smaller number from the bigger number - The result is how many times you move your counter - Started the counters at 0 and the first to 50 was the winner <p>The game was a success; I know this because the students were enjoying themselves and smiling.</p>	

What other skills would you like to develop in your last few visits?

Communication (verbal and non-verbal), creativity making my own game.

What book could I read to students or **maths game** can I play with students that relates to their current curriculum topic?

Subtraction snake game first to 50

Feedback from teachers and Mrs [REDACTED].

Questions to ask Mrs [REDACTED], Mrs [REDACTED]:

Questions to ask a couple of year 1 students that I have worked with:

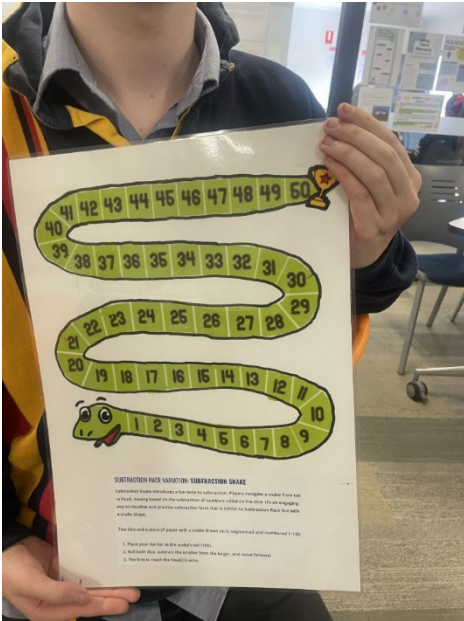
Possible games I can play with the year 1's using resources we have at school:

Dominoes

[How to Engage Your Students Using Math Games with Dominoes \(kaylabernardez.com\)](http://kaylabernardez.com)

[13 Engaging Addition & Subtraction Games with Dice \(whatihavelearnedteaching.com\)](http://whatihavelearnedteaching.com)

The game I have chosen to play:



SUBTRACTION RACE VARIATION: SUBTRACTION SNAKE

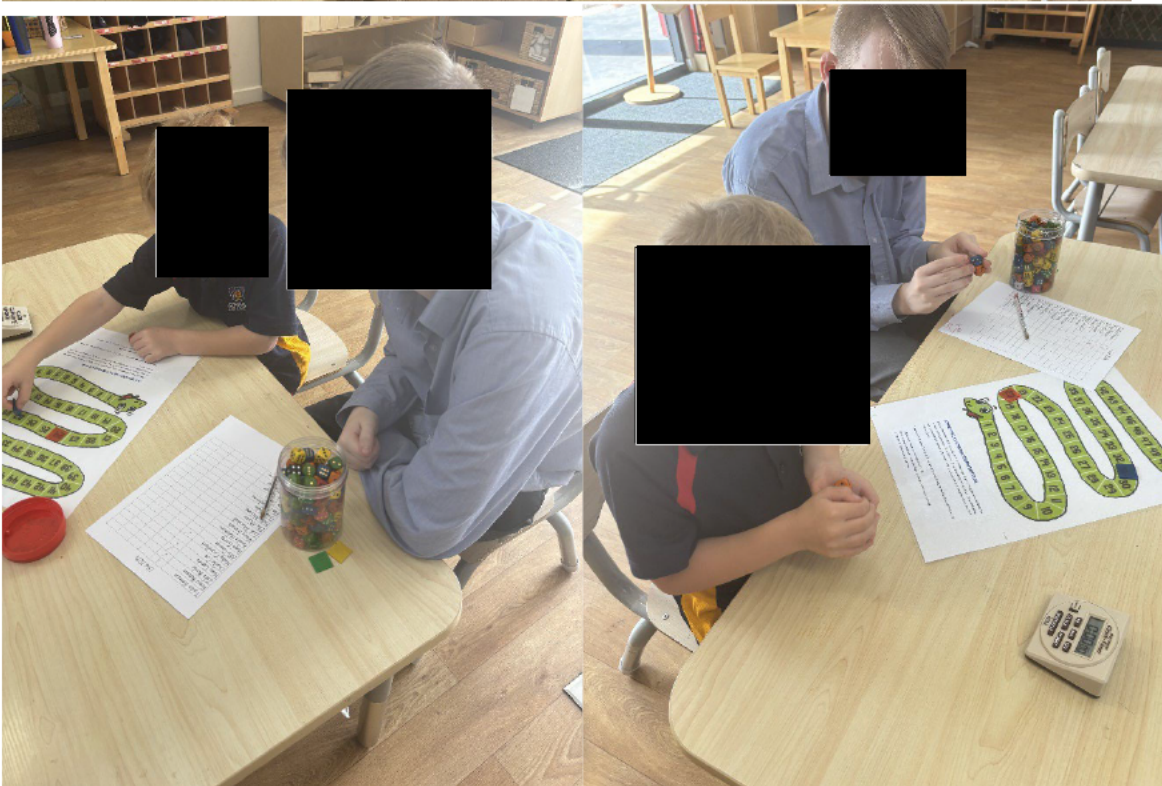
Subtraction Snake introduces a fun twist to subtraction. Players navigate a snake from tail to head, moving based on the subtraction of numbers rolled on the dice. It's an engaging way to visualize and practice subtraction facts that is similar to Subtraction Race but with a snake shape.

Two dice and a piece of paper with a snake drawn on it, segmented and numbered 1-100.

1. Place your marker at the snake's tail (100).
2. Roll both dice, subtract the smaller from the larger, and move forward.
3. The first to reach the head (1) wins.

To simplify the game, subtract from 50-0. To make the game last longer, have students subtract from 1000.

Photos from 14th May visit- Playing Subtraction Snake with the year 1's:





I would like to say thank you to Mrs [REDACTED] for welcoming me into her class the past few months. Ways I could do this are:

- Make sausage rolls or something similar for them to eat for morning tea.
- Buy a bag of lollipops for the students in the class and Mrs [REDACTED] some flowers
- Make/buy a thank you card

I chose to make honey joys for Mrs [REDACTED] and the class and buy Chupa-Chups lollipops.

Sample 2

Sample 1 is an AIF: Modified submission and **Sample 2** is an AIF AT1 submission.

As you explore **Sample 1** and **Sample 2**, take note of the different types of evidence collected.

	E1 Exploring ideas related to an area of interest	E2 Selecting and applying strategies	E3 Selecting and using perspectives	PA1 Seeking and responding to feedback
A	Organises ideas and makes discerning choices about the direction of the learning	Develops, tests, and/or adapts strategies, considering their implications on the learning	Selects and synthesises relevant perspectives to progress the learning	Seeks targeted feedback and makes discerning responses to progress the learning
B	Purposefully explores a range of ideas and connects them to progress the learning	Selects strategies and adjusts them for purpose to progress the learning	Selects and uses relevant perspectives to progress the learning	Seeks relevant feedback and makes appropriate responses to progress the learning
C	Explores and builds on ideas related to an area of interest	Selects and applies strategies to complete tasks and/or goals	Includes perspectives to progress the learning	Seeks and responds to feedback to progress the learning
D	Collects information related to an area of interest	Uses a strategy to complete a task	Acknowledges the purpose of identified perspectives related to an area of interest	Seeks and/or provides a response to feedback
E	Describes an area of interest	Describes a strategy	Identifies individuals or groups related to the area of interest	Acknowledges feedback

AIF

By X

Different ideas



Feedback from people

Dad and I have been exploring for different types of utes on what type of back i want and need to make the rack, different people like [REDACTED] and [REDACTED] they both said it's about how you want the design to look like and they both said a tub would be easier to make because then you won't be using as much metal and the cost will be not as much they both offered me there sheds after school hours so they can teach me how to weld properly with different welders this was a good thing to learn and now i was ready to build it at school.

Design brief

In this design i am making a roof top tent rack for a ute either tub or tray. Depending on what i get i must gather all the details from people who have them before and learn what they did right and what they did wrong. I also need to work out the costing of the metal and welding materials to get this to where it needs to get too.

Different types of welders



The mig welder is used for the thicker metal on my tub rack so that will be for the frames and legs to join them together the mig welder makes a lot stronger welds and will hold the frame together. I learnt this about welders offline and also from Mr XXXX

welder



The stig welder is used for thinner and tighter edges because of the thinner rods and how much compasastie the the rod holds to the metal is a lot more. Stig welders can't hold bigger structures together as well as the mig welder this is why i must learn how to use the different welders. I learnt about welders from Mr XXXX.

Strategies	The strategies I am using are talking to people about designing the roof tent rack and how the designs work and the little details I need to complete.
Perspectives	The people I am talking to are people who know what I am trying to do and how it can build my skills in this type of form and help me when I need it in the long run.
Feedback	The feedback I have got is how long I need the roof top tent rack to be on a tray or tub and the cost of materials and how long it will take me and what other suggestions I need to get.
Judgements	The judgments I have had to make are the materials I need to use, how much the price will be, and also the things I have to judge is what ute i need to make this product correct.

Decisions	Decisions I have to make are the right length of what accessories I want to have on the rack and if I still need to fit things underneath the roof top tent rack this will all come into my decision making later down the track.
Time	Time must be timed perfectly otherwise if i leave it too late i will find myself behind so i want to start earlier than i have to because along the way i will need to buy accessories which can take weeks to get to me and this can affect my time management.
Resources	Resources i will be needing is a welder and a workshop to make this rack happen and i can use Dads workshop to build this rack and can use metal from dad but some things will need to be ordered offline.

strategies

The strategies I am using is looking online at different stores and there roof top tent racks look like and what they use to support the structure to the best it can possibly be. The racks i like are from [REDACTED] 's 4x4 I have asked them questions on how they make the tubs and what there secrets are to them looking so good everytime and they gave me feedback as you can see below.

Measurements

base
200cm x 110cm Legs
60cm x4 Leg to leg
110 x 3 both sides

These are the measurements my tub rack will be i have looked at multiple online 4x4 shops that i could use to make my tub rack.

After building my roof top tent rack these measurements changed due to my design changing to best suit my utes tray and how it would look on my ute in the long run and also for support.

4x4 online shops

[4X4 Australia - 4x4 and 4WD reviews, news and accessories \(whichcar.com.au\)](#) [4WD Supacentre:](#)

[Camping Store](#)

[UniUte - Your One Stop 4x4 And UTE Accessories Shop \(unibee4x4.com.au\)](#)

<https://www.sherpa4x4.com.au/>

[OFF ROAD CENTRAL 4X4 PARTS & ACCESSORIES](#)

<https://www.anacondastores.com/>

These are a few online stores i have used also to guide me along the way of designing. They taught me how they made roof top tent rack then I was to sort of copy what they did to make mine look better.

Things I will need to pay for

- paint
- metal
- welder rods
- bolts/nuts
- rooftop tent kings
- new welding helmet

Influences

Some of my influences to build this is my dad and welding businesses due to them believing if i build this it will lead to me learning a new path in the world welding different angles and how different machines work when it comes to being in the fabrication industry. I have already learnt how to work a welder and what i need to do to make the perfect weld, i also learnt once you have finished the weld you can make it look like you haven't welded by using a angle grinder. My dad and the welding people i have talked to have taught me so much new techniques i can take into my everyday work life.

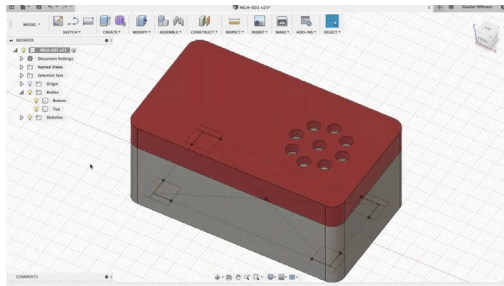
List of equipment

- metal
- welder
- welder rods
- gloves
- helmet
- welding protector
- bandsaw

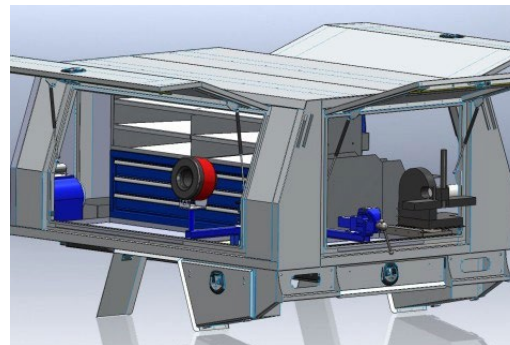
logbook

14/05/2024- today I built the design on fusion 360 it took four hours of my time but it was so worth it due to me learning new skills online and after carefully watching videos on a step by step to build something basic i was finally comfortable to give something bigger a go and it was the roof top tent rack i spent hour on end making it to the best of my ability.

-my first random design



Custom design



logbook

22/05/2024- Today I did the measurements of the metal and how the different designs have to reflect on the right one for the ute I am putting the tub rack on once i did this all the measurements i cut the metal to length put the frame on the ground and tact the sides together to support it due to it being the end of the day. I learnt new things using the metal saw and cutting the metal to different sorts of angles like a 45 degree angle or even a 60 degree angle this is a good skill for when I am building metal frames.

Step by step

My first step is to make the design on a piece of paper and get all the measurements worked out, once i do this is must talk to Mr [REDACTED] about the metal options he has for me and what i need to do to make the best version i can make. Why is because it needs to be able to support me when i am asleep otherwise if I don't have strong enough metal it won't support me these are things i have to keep in mind.

Step by step

My next step is to find all the same size metal then you work out the measurements of all the metal than you cut it down to size. Then i put the frame on he ground to get a read of what the size will look like once i was happy i left it like that and tact each corner together to hold it because it was the end of the day.

Step by step

I went home last night and practiced my welds and how they do it as pros i watched three different videos then once i was comfortable trying to do it how the pros do it i would then try. It was successful i learnt new welds and new tactics.

These new techniques were welding properly and making the weld look like it was done by a professional I also learnt from Mr XXXX how he does welding and what skills i could learn from him.

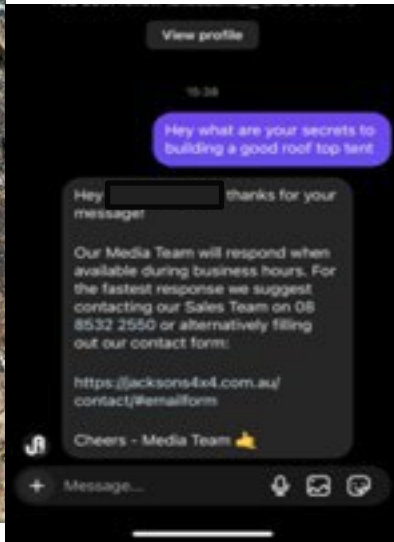
Step by step

Today I got everything measured and started to tack weld the bits of metal together to make it looking like a frame once this was all done I had to make sure that everything was even once this bit was done a ready then i could weld the whole frame together ready for it to be spray painted.

Log book

26/06/2024- today I measured the back of my ute tray and the frame from point A to point B once this was done then I was to measure the frame and what i would need to do if I needed to add extensions. Then I had to measure the thickness of the metal to get the same size metal bits to make it all add up to the right length and shape. If i didn't do this then i would have a uneven roof top tent and i wouldn't be able to use it this is why measurements and working out angles were the main worry for me.

Pictures



End product

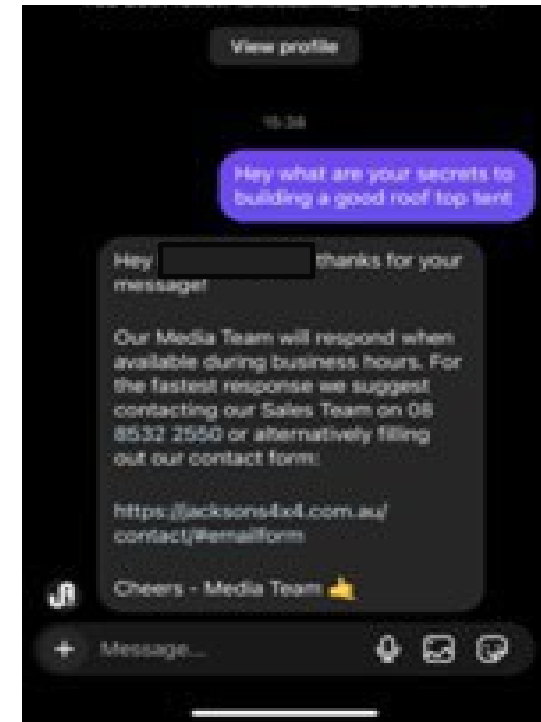
This is my end product i am very happy with how it finished due to it being a long project there are still other things i would like to do it but It will Have to be a later time when i get more money these new skills I have got I can into a job and can get a new trade out of what I have learnt.

With these skills I also learnt how to use a machine that cuts different angles into you metal for you this was helpful because i needed different angles for my rack.



An influencer

This was my best influencer due to them building stuff like this on a day to day bases I would like to do work experience with these guys due to them knowing so much then if I was to ever build a project like this again I would have learnt from some of the best to build stuff. The main reason I went to these guys is because they have designed heaps of peoples racks and they use a special designing app that i got from them this helped me learn things quickly.



Different welds

These are different welds I did to practice before I was to build my proper design it was very important to practise this as if i stuffed up on my real project then I would have to angle grind the welds I did then reweld my real project this would make my rack look back and ugly. My after welds were way better and more supportive on my final design.



Evaluation

I built a roof top tent rack for my ute and it was a new experience of learning. I didn't realize how many new things I would learn along the way. I learnt how to build a frame with different welds and different types of metal. If I was to build this again I would try to be more prepared and have all the materials ready for the build and I would also gain more advice from other people who have built things like this. Another thing i would do before building is practice my welds more i believe I did not practice enough and this made me stuff up a few times on my proper project so if I was to build something with metal again i would definitely spend a few lessons on practicing and getting really good at the welds then on my project it would start to look very good instead of a few bad welds here and there. These are key things I would take into my next project to properly learn how to do the skills and I would take care and time in what i do because I rushed so much building my project because i thought i wasn't going to get it done but I was wrong so these are all things I need to keep in mind next time I am building something that I need to take care and spend more time on it.

Sample 3

Sample 3 includes both Part A and Part B of an AIF: Modified submission.

Exploring Agency and/or futures and/or connections

AIF1 Student further explores agency and/or futures and/or connections with others

Planning and Implementing Action

AIF2 Student further engages with learning activities for a purpose

Communicating Evidence of Learning

AIF3 Student communicates evidence of learning in an authentic and personally relevant manner

██████████ AIFM10

Part A:

Skills I want to develop:

- **talking to people about your learning goal**
- My learning goal is to learn more about cars and how to fix them.
- get more knowledge about the different types of cars.

- **the strategies you are using - how are you going to learn?**
- I am going to learn by researching, asking questions about what I Want to learn about. read about cars and get information from a Book that is about the car i want to learn how to fix.

Keeping a record of what you learn and why (this is the purpose)

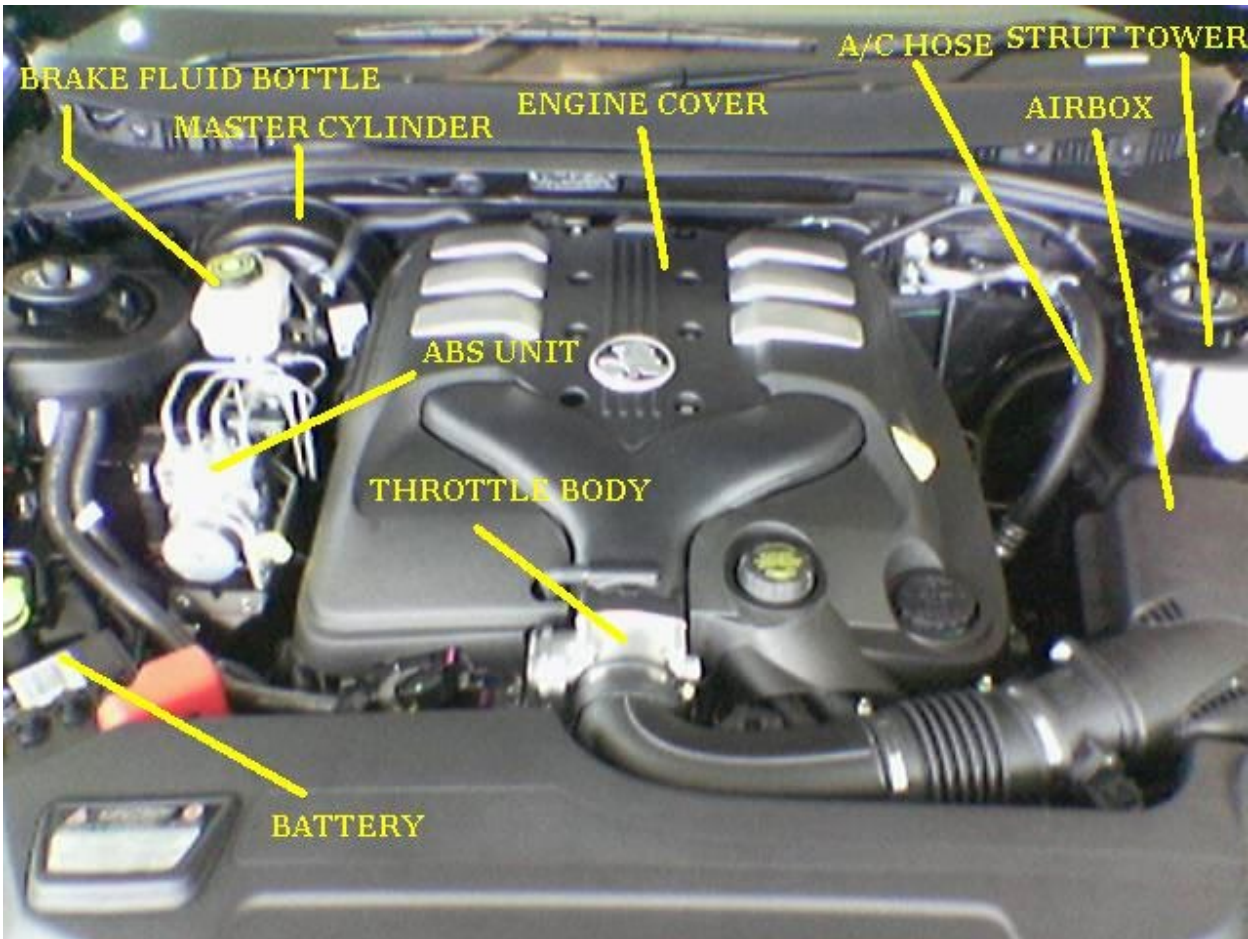
- **I will take photos of the car to show the engine .**
- **Writing notes.**

How will i do this

I will do this by researching about the car brands and The different types , how to service the engine

I have decided I am going to fix Holden commodore.

The first step is to research more about this car so I have more information about this car. so I can improve the knowledge that I know about this car so i know to fix this specific brand, this specific model.



This is a

diagram of a Holden Commodore Engine showing the different parts of the engine.



This image shows the different parts of this car.

reference list

<https://www.google.com/search?q=holden+commodore+engine+diagram+labeled&tbm=isch&ved=2ahUKEwjC05SL6b2EAXVBcGwGHbcnCcY>

<https://www.google.com/search?q=holden+commodore+parts+of+car+labeled&tbm=isch&ved=2ahUKEwjB8PXI7L2EAXUmj2MGHewECbgQ2->

What do I want to know next?

I want to know how to change a tyre.

- **to change a tyre you need to use a jack to put under the car to lift the wheels of the ground, remove all the wheel nuts from the wheels and put them in a handy place, remove the flat tyre and roll it out of the way and lay the tyre down on its side so the tyre does not roll away, replacing the flat tyre, roll the replacement tyre towards the vehicle and line the tyre up with the wheel studs, when placing the replacement tyre on keep the tyre as upright as possible this will help the tyre to align with the wheel studs. Once the wheel is located, secure all the wheel nuts on the rim of the wheel. Once the tire is secure on the vehicle, lower the jack and the vehicle. put the flat tyre in the boot of the on its side to ensure the tyre does not roll away.**

how do i check the radiator

locate the radiator, check the coolant level, inspect the radiator, top off the coolant in the radiator if necessary.

How do I fill the windscreen wipers?

The windscreen wiper container is located near the engine. to fill up the container you have to remove the lid and then fill the container with the windscreen wiper fluid, don't over fill the container as this can cause.

How do I check the tyre pressure? damage to the engine

How do I check the oil in the car? Before checking the oil in the car you need to open the hood and locate the oil dipstick and then pull the dipstick out of the engine and wipe it to find the reading on the dipstick, this tells you how much oil is in the engine and when you need more oil for the car.

What type of oil do I use?

how does the oil get changed, how often.

The oil in a commodore needs to be changed every 6- 12 months to ensure the car engine is not damaged if the oil is not changed frequently.



22/02/24

A radiator is the key component of the engine's cooling system. Its main role is to disperse a mix of antifreeze and water throughout its fins, which releases some of the engine's heat while taking in cool air before continuing to pass the rest of the engine.

If the radiator is not working then the car cannot run if the correct coolant is used for the engine, the car would overheat.

Types of tyres

there are various types of tyres

cheap, mid range, premium, 4x4, summer, and winter tyres.

The standard pressure in tires is 1.8 and 22 bar or 30 to 35 psi. is the standard pressure in a tyre

how to change a tyre

apply a parking brake then use wheel wedges to stop the vehicle from rolling. then remove the wheel covers from the tyres, loosen the tyre screws. then use a jack under the car to raise the vehicle. unscrew the bolts from the tyre, then remove the flat tyre from the vehicle then pull the tyre gently towards you then put the tyre on its side to get the tyre out of the way. gently roll the spare tyre towards the vehicle. then put the spare tyre onto the vehicle. put the screws back into the wheel after that you need to tighten the screws on the vehicle

then start to lower the vehicle with the jack after the vehicle is lowered to the ground. You need to tighten the bolts on the wheels again to make

sure the wheels are on the vehicle properly. After that, take the wheel wedges out from under the wheels and take the jack from under the vehicle.

- Checking the oil and oil filter
- Checking the brakes and brake fluid - response time is measured, the depth of the brake pads is measured and brake fluid is topped up if required.
- Checking the leads - they can last up to a decade but should be checked every service.
- Testing the air conditioning system
- Testing the steering and suspension
- Testing the lights
- Checking windscreen wipers and washers
- Check the spark plugs - they are a good indicator of engine condition, greasy spark plugs could indicate an oil leak.
- Check the air filter - it may need to be cleaned or replaced.
- The fuel filter, belts, hoses, the car's cooling system, battery, exhaust, transmission and tyres are also checked at a minor service.

a car should be serviced every 6 months to help maintain the car and to check for repairs.

how to change windscreen wipers?

find the right wiper size

and then take the wipers of the glass

then carefully remove the old wipers from the car then add the new wipers on to the car.

then slide the new blades on to the windshield

check that the new windscreen wipers work well

depending on what year and the model the wipers can be clicked on with more modern cars for more old cars to remove the wipers you have to carefully slide the old wiper off of the car when the rubber on the wiper starts to wear this is when they need replacing, they need to be replaced every 6 months to ensure the rubber does not wear on the wiper. if the wipers are scratching the windscreen this is when you need to replace them so they don't scratch the windscreen.

22/05/24

when to change tyres , how often

every 3-5 years because tyres can wear even when they are not used. If you don't change the tyres the rubber can break down after 5 years if the tyres are not being used on a car.

How long do tyres last? The tyres should be checked every 10,000kms over 12 months. the recommendations is to change them every 40,000km.

23/05/24

reflection about tyres

The purpose of a learning goal is to achieve something that is of interest to the person.

The purpose of learning about tyres is to get more information about how to fix the tyres and how to look after them without damaging them. This will be helpful because in future I will know how to change my own tyres for my car, the lamborghini. I would also help my dad with his tyres and if it needs fixing or has any problems. i learnt when tyres need to be inflated and how much they need to be inflated, the specific pressure for the tyres. It is important to know how long tyres can last because if the tyre is damaged then that will reduce how much the tyre can last on the car. My learning about cars has increased greatly and I think I can point out problems on the car easily without being confused, for example being able to tell between a flat tyre and low tyre pressure.

12/03/24 – 28/05/24

Part B My learning goal is to get my dream car which is a lamborghini.

Through my research I am learning more about cars and all the different parts of a car, purpose, how to maintain the car, how to repair the car when it needs to be fixed. to learn how to service the car and to check what needs repairing on the car , to ensure the car is safe enough to drive , learn how to change the tyre every 6 months

The purpose of this learning goal is to learn more about cars. With the research that I have collected this will help me to learn more about how the car works and how to fix the engine of the different types of car to get more knowledge.

This can help me in the future by improving my knowledge about cars when I get my own car and how to fix my dads car. when the car needs fixing.

I learnt about the commodore by my dad talking to me about how the commodore works and how to fix it. to improve my knowledge with cars and to fix cars.

How have you developed your communication skills?

and learn more about the model of commodore to get more knowledge about the car. the commodore i am researching is 2004 vz sedan and

I developed these skills from talking to people to help me improve my communication skills.

30/4/24

Today i sat with [REDACTED] and we talked about her aif goal and my aif goal. This is not something I would do but I knew it was important to develop my communication skills and learn to talk to someone who I usually dont talk to. i learnt about what [REDACTED] wants to research about if she wants to study cars further. We discussed our goals and provided feedback.

The best way that I learn is when I research by typing the work up, and get shown what I have to do for that work.

Reading the work that i have done to help me to understand what i have to do better.

