



NORTHMEAD CAPA HIGH SCHOOL

Year 10 PBL: Lifting our voices

Driving Statement: Personal voice is a powerful vehicle for communicating human experiences which shapes wellbeing and perspectives

Date Issued: Week 3, Term 1	GOOGLE CLASSROOM CODE: 27q55cg	
Due: Wk 9, March 22nd by 8am (Google Classroom)	Presentations: Wk 9, Mon-Wed March 22-24	
Weighting: English 15%	Geography 20%	History: 20%

Task Description:

Task Intro:

Historically, the human voice has been a powerful tool in generating significant social change. Governments, groups and individuals must all respond to inequalities in development, education, social settings and human well being. We must learn to use both a critical and historical lens when examining a variety of information sources, including the news and media. In order to understand different global issues, we must also examine how personal voice can communicate a variety of human experiences which shape wellbeing and perspectives. We must take action.

Task:

Based on your studies of the UDHR, the Holocaust and Wellbeing, investigate an important issue that has impacted human wellbeing in different times and places. E.g. Racism, Lack of freedoms/rights; Discrimination (religion, sexism, sexuality etc), unequal access in society, mental health, etc (other issues to be discussed with your teacher). You will also need to connect the global issue to personal experiences in your final product.

In a group of **4-5** you will engage with a variety of media sources to **explore your chosen issue** and identify changing perspectives and experiences in different times and places.

You will:

- Explore a variety of information sources to assist in understanding current global issues,
- Identify discrepancies in media coverage,
- Reveal how representation is impacted by personal voice, culture and perspectives of the country,
- Explain how elements of this issue connect to your own lives in Australia today.

Your group will produce a multi-modal media item. Ideas include: *(ideas include: a podcast, news broadcast, magazine, newspaper article, newspaper, blog, Instagram story, social media account)* for **teenagers**.

You will:

- Show how your chosen issue has impacted humanity in the past and today, across various places,
- Help raise teenager awareness about the chosen issue,
- Identify the spatial distribution and history of the issue,
- Educate teenagers about the global implications of the issue,
- Identify restrictions media may have in reporting on the issue and the resulting differences in media accounts.

Guidance for multi-modal media item

Podcast	3-5 minute podcast, all group members must speak
News Broadcast/vlog	3 minute (maximum), filmed, all group members must have a specific role
Magazine	6-10 pages (including a variety of articles, images, and ads- 1-2 pages may be full page ads relevant to the issue of age group)
Newspaper article	Feature article, including by line, image, 2 columns, size 12 font. Maximum 1000 words
Newspaper	4-6 pages (including a variety of articles, images, and ads- 1-2 pages may be full page ads relevant to the issue of age group) Newspaper formatting required (columns, size 12 font, name of newspaper to be included)
Blog	3-5 entries, 200 words maximum per entry
Social Media account	May include the feed from instagram, twitter, tik tok. 4-5 entries, must be a variety of videos, images, comments, information.
Website	Must include a main page and two sub pages. Must include a range of images and text. Use visual techniques such as (colour, different font sizes, balance of space etc)
Other ideas?	Please discuss with your teacher beforehand

As part of the final product, your group must write and perform or incorporate a **3 minute performance poem** about your chosen global issue. Your slam poem may be woven into your final product or can be used to assist/introduce your product.

Please note:

- **The poem MUST be performed, either in person, as part of your product (video), or as an additional submission**
- **The duration of the poem must not exceed 3min 30sec.**

Supporting Questions

These **supporting questions** should be addressed in the design and creation of your product.

- What does the news/media have to tell us about our (chosen) issue?
- What are the impacts (regional, national and global, past-present-future) of this (chosen) issue?
- What differences are there in the perspectives about the (chosen) issue over time and around the world? Why do you think this is?
- What voices are frequently included and what voices are usually missing from the coverage of the (chosen) issue?
- How are approaches to the issue impacted by different cultures and perspectives?
- How do we decide what is right or fair?
- How do we identify and evaluate bias in media accounts?
- How can we develop our own in-depth perspective of this issue?
- How can we share the information with teenagers?
- How can I prepare for responding to panel questions about my topic?

SUBMISSION

All components must be submitted to your class folder in the Year 10 Lifting Voices PBL Google Classroom by 8AM on Monday 22nd March. If your group has created a physical product, please take photos of the product and also upload those to the submission folder.

PRESENTATION:

You will present your final product to an audience. The above questions must somehow be addressed either in an introduction, as part of your slam poetry or in the product itself.

SUPPORTING STATEMENT

Your group is also required to submit a supporting statement. This statement should identify and explain your issue, the supporting questions that aren't clearly identified in the product and the purpose of the final product that you have uploaded.

It is no new information or research, it is only what you have said in your presentation to:

- a) Explain what your chosen issue is and why you chose it (here you may choose to include data/statistics, photographic evidence, maps, sources used)
- b) Explain what your product is and how it addresses the issue
- c) Explain why you chose that product to get your message across
- d) Answer the supporting questions that you think might not already be addressed in your product
- e) Explain the purpose of your final product.

This supporting statement can be submitted in a google doc, or presentation or audio recording to the correct class folder in the submissions tab. It does not have to be a formal essay but can be presented as bullet points, Q&As etc.

This is a collaborative task and should not be taken on by one person alone.

Class time:

- You will be allocated a **minimum** of 3 PBL lessons per subject involved.
- You are encouraged to work consistently on this task in your own time from weeks 3-8.
- You are expected to complete 3 planning checklists and discuss these with your teachers within the duration of the task.

Marking Allocation

The following will be assessed:		
<u>Geography – Marks generated from final product and supporting questions</u>		
GE5.2	Extensively explains processes and influences that form and transform places and environments	/5
GE5.4	Accounts for perspective of people and organisations on a range of geographical issues	/7
GE5.6	Comprehensively analyses differences in human wellbeing and ways to improve wellbeing	/8
GE5.8	Communicates in detail geographical information to a range of audiences using a variety of strategies	/5
TOTAL GEOGRAPHY MARK		/25
<u>History– Marks generated from final product and supporting questions</u>		
HT5.3	Extensively explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia	/5
HT5.4	Comprehensively analyses the causes and effects of events and developments in the modern world and Australia	/10
HT5.10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively in detail about the past for different audiences	/5
TOTAL HISTORY MARK		/20
<u>English – Marks Generated from Slam Poem</u>		
	<ul style="list-style-type: none"> ● Composes an original poem on a contemporary social issue that reflects the way personal voice shapes perspective ● Makes use of performance techniques to engage the audience ● Uses a variety of poetry techniques to engage the audience ● Selects and uses language forms, features and structures appropriate to purpose and audience 	/5 /5 /5 /5
NOTE: 1 = Limited; 2 = Basic; 3 = Sound; 4 = Effective; 5 = Skilful		/20
Outcomes Assessed: EN5.1A, EN5.3B, EN.5C, EN5.7D		TOTAL ENGLISH MARK
TOTAL PBL MARK		/65
Teacher comments:		