

YR 10 2021:Lifting our Voices

ENGLISH, GEOGRAPHY, HISTORY

- Introduction:



Welcome to your first PBL task for the year.

This assessment is based on the learning you have and will complete this term.

So far you have studied

- ▶ **Geography** – Human Wellbeing and development across the globe
- ▶ **History** - Human Rights with a focus on the Holocaust
- ▶ **English** – Constructive Defiance and the art of personal expression through performance poetry





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

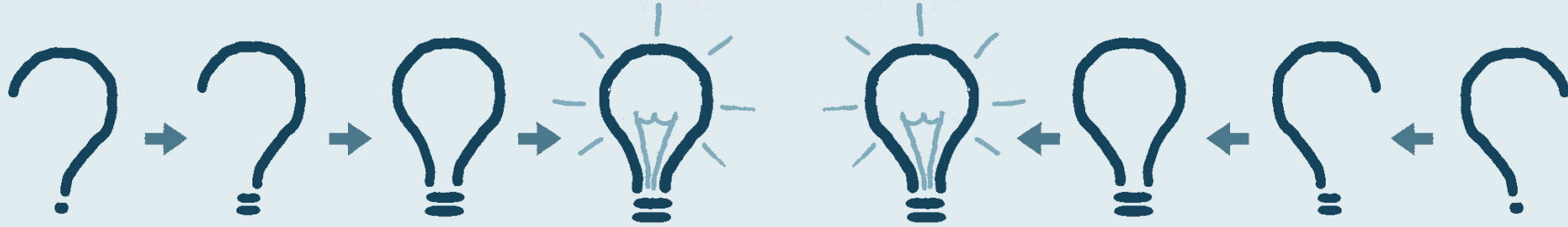
Throughout the term you will be exposed to a variety of current global issues and the people who have worked to make a positive change in the world.

For each significant global issue, there is journalistic coverage. You will look at uncovering how culture and perspectives may change the coverage of an issue.

Lifting our voices



- ▶ **4-5** per group
- ▶ Deliver a **product in a 5-minute interactive session** in front of an audience.
- ▶ Deliver or incorporate a 3minute performance poem in your interactive session
- ▶ Products may include:
 - ▶ Podcast
 - ▶ News broadcast
 - ▶ Magazine
 - ▶ Newspaper (or article)
 - ▶ Blog
 - ▶ Social Media account
 - ▶ Website



Supporting questions

- ▶ 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?

Product Presentation

1. **Interactive session in front of an audience**
 - a. Groups of 4-5
 - b. 5 min presentation to show and discuss your final product
 - c. Performance poem must be worked into the presentation of your product
 - d. Ensure the supporting questions are addressed, otherwise, expect the panel of assessors to ask additional questions
 - e. Complete the supporting statement



Task timeline

PBL Voices – Timeline

	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
	Hook/Event Launch English Class: P4 Monday 8/2/21	Submit Team Strategy to G/C classroom by 11.59 on 17/2/21					TASK DUE MON 22March 8AM Presentations Mon-Wed 22-24 March Library
Geo	Last 30 minutes Task clarified Group formation (by students)	1x PBL Lesson Submit Planning Checklist I to Geo teacher	1x PBL Lesson			1x PBL Lesson Peer feedback (Gallery walk)	PRESENTATION + Reflection
History		1x PBL Lesson	1x PBL Lesson	1x PBL Lesson Submit Planning Checklist II to History teacher			
English					2x PBL Lessons	2x PBL Lessons Submit Planning Checklist III to English teacher	

Drafting/Planning

It is important to produce drafts, revise and amend your ideas as you progress.

In order to facilitate this, each group will be required to complete **three planning checklists (on Google Classroom)** where the teacher will give feedback and discuss your progress

Planning/Drafting: Gallery Walk

Date: TBA



Google classroom



The assessment and resources
can be found in the Year 10 PBL:
Lifting our Voices Google
Classroom

Class code:27q55cg

Excellent Work!



Marking

Task is out of 65

- ▶ 25 marks – GEO
- ▶ 20 marks - HISTORY
- ▶ 20 marks - English

Marks are awarded PER
GROUP

EACH PBL Lesson – you will
be marked on your
participation by the teacher

COLLABORATION	Mark	SELF							
Fully understands what is required Consistently motivates others Exerts a calming influence on stressful scenarios Contributes equally and encourages other group members to do the same Sees the strengths in others and utilises these appropriately Open to new ideas and willing to modify their own Negotiates role allocation Reliable and dependable	5								
Understands most of what is required Generally motivates others Remains calm and deals with stressful scenarios Contributes equally and hopes other group members will do the same Recognises the strengths in others Open to new ideas Negotiates role allocation Reliable and dependable	4								
Understands some of what is required and seeks clarification Does not seek to motivate others Remains calm Contributes equally Focuses on their own strengths Open to new ideas Accepts role allocation Generally reliable and dependable	3								
Understands little of what is required but seeks clarification Not self-motivated Allows stress to hinder their own and group performance Does not contribute equally and allows others to do most of the work Doubts their own strengths and abilities Has difficulty accepting new ideas and points of view Resists role allocation Unreliable	2								
Understands little of what is required, seeks no clarification Undermines the motivation of others Creates stress in difficult situations Makes little contribution and relies on others to do the work Fails to see the strengths in themselves and others Is judgemental and critical of new ideas Resists role allocation unreliable	1								

- ▶ You will be asked to reflect on the contributions that you and other group members have made
- ▶ You need to honestly and maturely assess the group performance.
- ▶ The reflection asks you to consider three key areas:

Collaboration Communication Time Management

- ▶ These reflection and evaluations help determine your final mark.
SO just because your group gets 48/60 **DOESN'T** mean you will, if you do not pull your weight

“I have nothing
in common
with lazy people
who blame
others for
their lack
of success.
Great things
come from
hard work
and perseverance.
No excuses.”



**Kobe
Bryant**

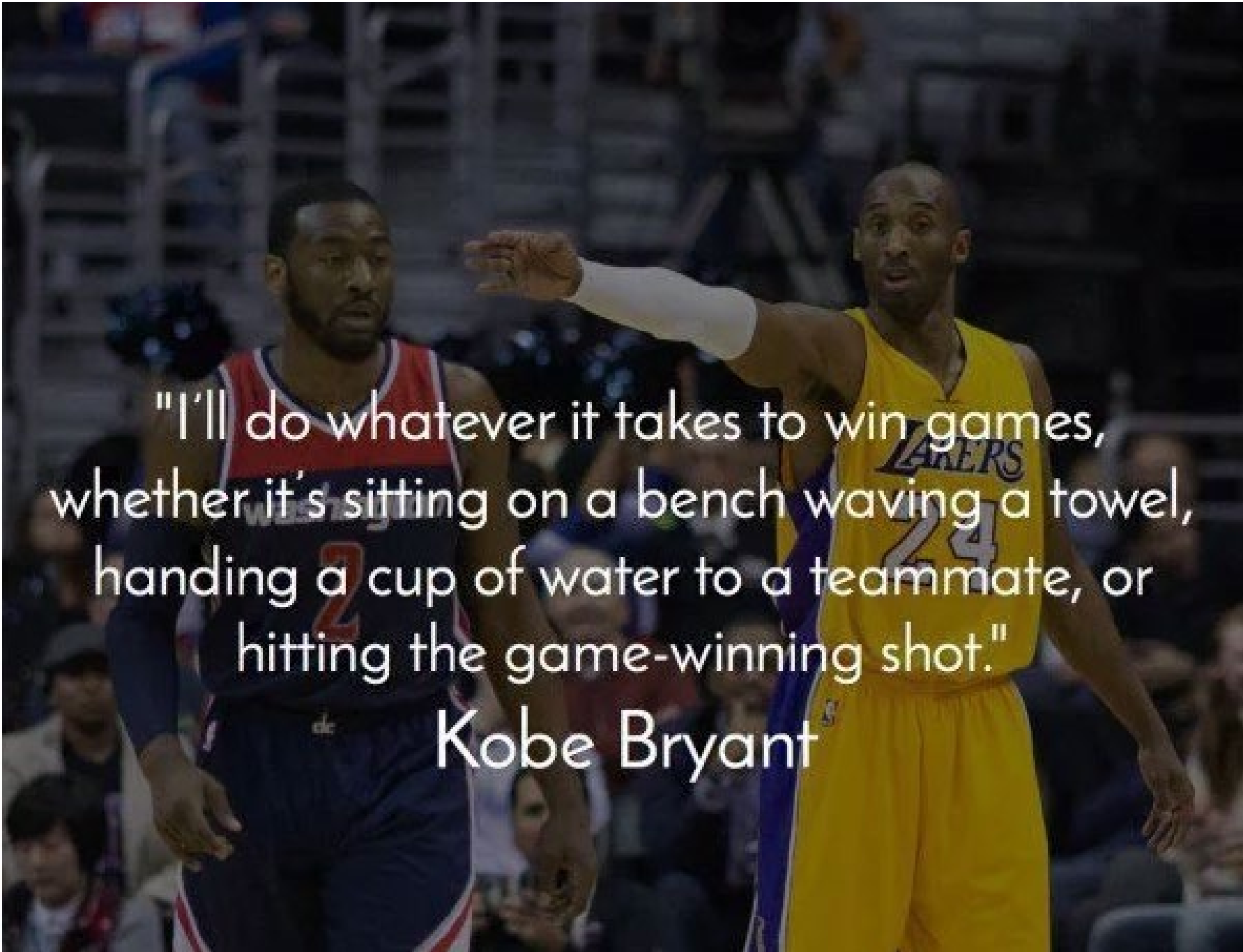
MotivationalWellBeing.com

”

**THE IMPORTANT THING
IS THAT YOUR
TEAMMATES HAVE TO
KNOW YOU'RE
PULLING FOR THEM
AND YOU REALLY
WANT THEM TO BE
SUCCESSFUL.**

Kobe Bryant

UPJOURNEY

A photograph of Kobe Bryant in a yellow Los Angeles Lakers jersey with the number 24, pointing towards the crowd. He is standing on a basketball court next to another player in a red and blue jersey. The background shows a blurred crowd of spectators in a stadium.

"I'll do whatever it takes to win games,
whether it's sitting on a bench waving a towel,
handing a cup of water to a teammate, or
hitting the game-winning shot."

Kobe Bryant



Remember this is a **COLLABORATIVE TASK**

You should work with each other, bounce ideas off each other and give and receive feedback.

Its not a task that you throw together the night before

Good luck =)