



NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL

YEAR 9 Project Based Learning: “How can we heal our humanity?”

Date Issued: 15 TH Feb 2021	Google Classroom Code: absfjdh
Due: Mon 29th March 2021	Presentations: Mon-Wed, 29-31 March

Task Description

For most, the world is filled with love, hope, opportunities, equality and acceptance. The very word “humanity” is derived from the latin term *humanitas* meaning human nature and kindness. So then why do millions of people still regularly experience racism, stereotyping, maltreatment, trauma and fear?

We need to fix this. We need to understand the changes that have occurred over different times and places. We need to understand different cultures and diverse perspectives. We need to educate others about the issues impacting society.

We need to heal our humanity.

PART 1: Presentation of your product (GROUP SUBMISSION)

In groups of 3-4 you will:

1. Choose one of the following groups to focus on: **LGBTQI, women, cultural groups, Aboriginal and Torres Strait Islander, Asians, Refugees OR People with Disabilities.**
2. Consider different ideas and cultures to understand the diverse perspectives that exist in our world today.
3. Analyse the changes in attitudes and experiences that have occurred over different times and places.
4. Use the supporting questions to guide your research and assist in the creation of your product
5. Deliver your **product** that addresses the driving question “**How can we heal our Humanity**” in a 5-minute interactive session. You may be required to answer questions from the panel following your presentation.

Products may include **but are not limited to:** *Merchandise (shirts, wristbands, jumpers, drink bottles), Artworks, Campaigns, Culinary experiences, Social Media, Performances (dance, rap, acoustic), Poem/book other form of writing or Video.*

Supporting Questions:

These questions must be addressed in your interactive session or via your final product.

- What group from the list above have you chosen?
- What are the major issues that they face on a day to day basis?
- How do these issues impact people within the group?
- How can people share their stories with others? (e.g. through Artwork)
- What choices do you face when speaking up against issues in the world?
- How does where you live affect your life/health/wellbeing/identity?
- How can we encourage individuals to be better/nicer/kinder to others?
- How has the situation/issue changed over time and why? (or why not?)
- How do physical and social environments impact the people/group?
- How does a group’s story/situation contribute to Australian history? (resilience, overcoming adversity etc)

PART 2 – Personal ONLINE journal

(Google Doc – shared with your HSIE AND PDHPE teachers)

You will be required to complete an individual online journal in Google docs that documents the process, research, meetings and required PDHPE and HSIE components. The journal is evidence of your individual work and contributions.

Project based learning task: HSIE, PDHPE

Task Idea Sourced from : <https://www.hightechhigh.org/hthi/project/healing-our-humanity/>

NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL

You will be required to update your journal whenever you work on the project so that the teachers can see the progress you have made along the way.

What MUST be included in your journal:

- "Meeting" minutes
 - Evidence of the distribution of roles
 - Allocation of reading/listening resources and notes of discussion on those resources
 - Where the group is up to
 - What is required to move forward
 - Ideas/feedback discussed at the meetings
- Concept maps
- Drafts
- Any research information found (Links to websites and resources)
- Required free writing on discrimination
- Required free writing on Social and Environmental Change
- Annotations on allocated reading/listening resource
- Self - Reflection of own participation within the group

This Online Journal will be checked by your Geography, History and PDHPE Teachers regularly. Below are the dates for parts of the journal to be completed by.

The final journal must be submitted via Google Classroom by 10.00PM on Sunday 28th March 2021 .

Online Journal Due dates

Missing	Needs Development	Fully Developed	Tasks	Due Date(s):
			Evidence of the distribution of roles	19/2/21
			Meeting minutes	19/2/21
			○ Allocation of reading/listening resources and dates for discussion on those resources	1/3/21
			○ Where the group is up to each meeting	
			○ What is required to move forward	
			○ Ideas/feedback discussed at the meetings	15/3/21
			Concept maps for task/themes/ideas	22/2/21
			Gallery Walk	TBA
			Any research information found (Links to websites and resources)	19/3/21
			Required "Free writing" on discrimination (PDHPE)	Week 7
			Required "Free writing" on Social and Environmental Change (HSIE)	Week 7
			Self - Reflection of own participation within the group	5/3/21
			○ Ways to improve participation	

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NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL

Marking Allocation for the Product presented at the Summit:

The following will be assessed:	
<u>HISTORY OR GEOGRAPHY</u>	
<u>Geography</u>	
GE5.2: Extensively explains processes and influences that form and transform places and environments	/5
GE5.3: Comprehensively analyses the effect of interactions and connections between people, places and environments	/10
GE5.8: Communicates geographical information in detail to a range of audiences using a variety of strategies	/5
TOTAL GEOGRAPHY MARK	
/20	
<u>History</u>	
HT5.2: Correctly sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.	/5
HT5.3: Thoroughly explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia	/10
HT5.10: Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences	/5
TOTAL HISTORY MARK	
/20	
<u>PDHPE</u>	
PD5.3: Thoroughly analyses factors and strategies that enhance inclusivity, equality and respectful relationships	
TOTAL PDHPE MARK	
/20	
<u>ONLINE JOURNAL</u>	
<ul style="list-style-type: none"> ● All components of the journal are completed and submitted 	/5
TOTAL PBL MARK	
/45	
Teacher comments:	

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