


A central illustration of a globe with green continents and blue oceans. Surrounding the globe are numerous stylized human figures in various colors and poses, representing global diversity. The background is a light grey with a subtle grid pattern.

# How can we heal our humanity?

Year 9 PBL

PDHPE & HSIE





# - 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** – Changing Places and Urbanisation
- **History** - Social and Environmental change
- **PDHPE** – Images, particularly in regards to exploring ones own beliefs and the beliefs and perspectives of others.



The background of the slide features a faint, stylized illustration of several hands of different skin tones reaching up to hold a globe. The hands are rendered in a simple, line-art style. In the top-left corner, there is a small orange square icon containing a white speech bubble. In the bottom-right corner, there is a small purple oval icon.

# How can we heal our humanity?

In PDHPE and HSIE you have looked at significant choices and changes that can be made to positively affect the lives of others.

In this task you will be asked to consider different ideas and cultures in order to understand the diverse perspectives that exist in our world today, with a focus on **LGBTQI, women, cultural groups, Aboriginal and Torres Strait Islander, Asian, Refugees or people with disabilities.**





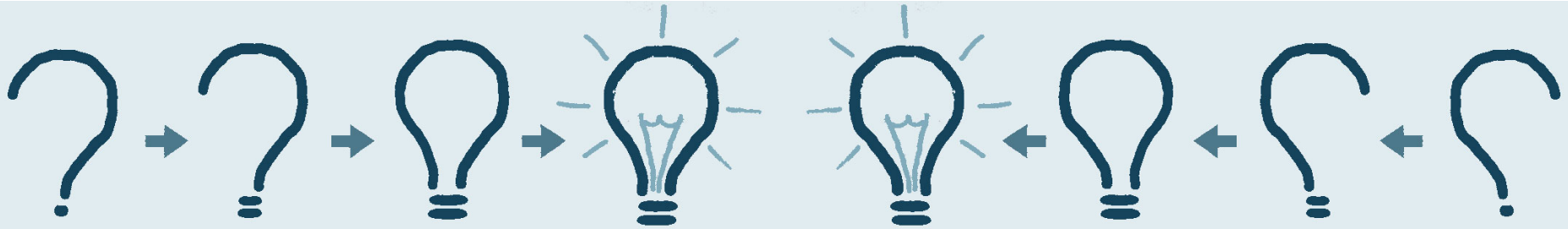
# How can we heal our humanity

- **3-4** per group
- Deliver a **product** in a 5-minute interactive session in front of an audience.
- Products may include:
  - *Merchandise*
  - *Artworks,*
  - *Campaigns*
  - *Culinary experiences,*
  - *Performances*
  - *Talks,*
  - *Poem/book/form of writing,*
  - *Video*





# Supporting questions



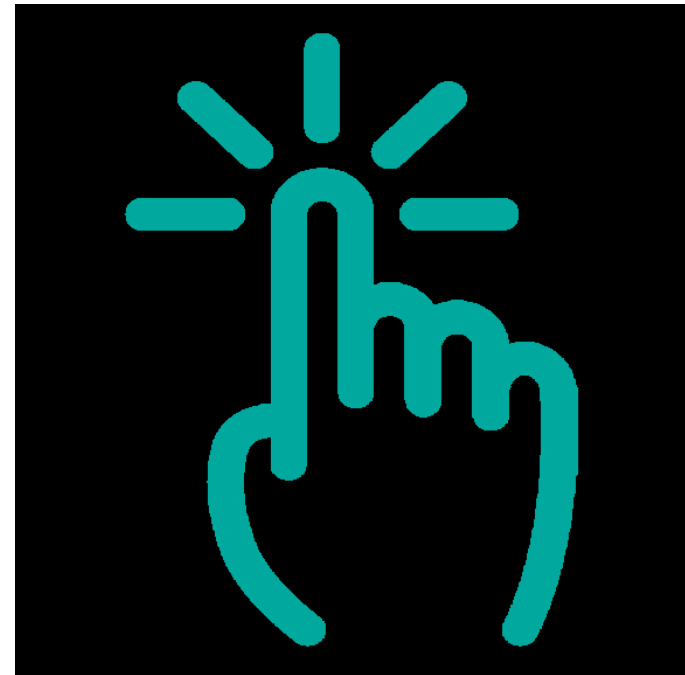
- What group from the list above have you chosen?
- What are the major issues that they face on a day to day basis?
- How do these issues impact people within the group?
- How can people share their stories with others? (e.g. through Artwork)
- What choices do you face when speaking up against issues 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)





# Product Presentation

1. **Interactive session in front of an audience**
  - a. Groups of 3-4
  - b. 5 min presentation
  - c. Ensure the supporting questions are addressed. If they are not clearly addressed, expect the panel of assessors to ask additional questions after your interactive session
  
2. **Submission of personal online journal**







# Personal ONLINE Journal



- You will complete an online journal in Google docs that documents the process, research, meetings and required PDHPE and HSIE components.
- You should update your journal whenever you work on the project so that the teachers can see the progress you have made.





# Journal Contents



- 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 progressive ideas
- Annotations on allocated reading/listening resource
- Self - Reflection of own participation within the group





# Journal Due Dates

Missing	Needs Development	Fully Developed	Tasks	Due Date(s):
			Evidence of the distribution of roles	19/2/21
			Meeting minutes <ul style="list-style-type: none"> <li>○ Allocation of reading/listening resources and dates for discussion on those resources</li> <li>○ Where the group is up to each meeting</li> <li>○ What is required to move forward</li> <li>○ Ideas/feedback discussed at the meetings</li> </ul>	19/2/21
				1/3/21
				15/3/21
				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 <ul style="list-style-type: none"> <li>○ Ways to improve participation</li> </ul>	5/3/21

**The final journal must be submitted via Google Classroom by 10.00PM on 28/3/21.**





# Google classroom

The assessment and resources can be found in the Year 9 PBL: How can we heal our humanity google classroom

**class code: absfjdh**





# Marking

Task is out of 45

- 20 marks - HSIE
- 20 marks - PDHPE
- 5 marks - Personal Journal

There will be a mark awarded per group for the product and interactive session

Students will be allocated a mark out of 5 every lesson. These marks are added over the intensive school days to form a total collaboration and participation mark.



Excellent Work!



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







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 =)

