 **NORTHMEAD CAPA HIGH SCHOOL**

**Year 10 PBL: Power to Change**

**Driving Question: How can we be the change we want to see in the world?**

|  |  |
| --- | --- |
| **Date Issued:** Week 4, Term 1 | **Time to complete the task:** 7 weeks  |
| **Due:** Monday-Wednesday 8-10th April, 2019 | **GOOGLE CLASSROOM CODE: nfdk7ob** |

|  |
| --- |
| **Task Description:**  |
| Throughout the term you will be exposed to different examples of people who have worked to make a positive change in their world. These include: contemporary social issues discussed via slam poetry, human rights and human wellbeing issues across the globe. In this task, your group **of 3-4** is asked to think about what can be done to improve the world and create a product that attempts to create change which will positively impact your world. As part of the final product, your group must work together to write and perform a 3 minute slam poem about a contemporary social issue that impacts human rights and wellbeing. Your slam poem may be woven into your final product or can be used to assist/introduce your product. Please note, the duration of the poem must not exceed 3min 30sec, otherwise, you will be cut off.These  **supporting questions** must be considered and addressed in the design and creation of your product. * What are our rights and responsibilities as citizens of a democratic society?
* What current issue do you want to stand against?
* Why is this issue such a problem?
* How does your product influence and transform society?
* How will your product improve the human experience?
* How can we combat pre-determined prejudices?
* How can advocacy, dissent and political activism play a role in the struggle for freedom and equality?
* How would the modern world be different if your product had existed in the past?
* What is the actionable component of your final product (evidence of campaign letter/posters etc)?

You will present your final product to an audience. Regardless of whether or not your final product is digital or physical, the above questions must somehow be addressed either in an introduction, as part of your slam poetry or in the main product. Your group might consider: Creating a website that raises awareness of your chosen social issue, addresses the supporting questions and features a video recording of your slam poem. Designing an advertising campaign (posters, pamphlets, etc.) that addresses your chosen social issue and the supporting questions. After introducing your advertising campaign, you could perform your slam poem to increase interest in your social issue. Designing a school resource to teach other students about your social issue. You could design a lesson (PowerPoint Presentation, worksheets) to teach other students about your chosen social issue and address the supporting questions. Your slam poem could be performed/recorded as part of this resource. * Delivering a proposal/pitch for an action (march, rally, etc.) that relates to your chosen social issue. In your proposal/pitch, address the supporting questions and present your slam poem.
 |

**Class time**: You will be allocated 3 PBL lessons per subject involved (9 in total).

 You are encouraged to work consistently on this task in your own time from weeks 4-10.

 During a Geography lesson in week 7, you will provide feedback to other groups via a class activity.

**Marking Criteria**

|  |  |
| --- | --- |
| **The following will be assessed:** |  |
| **Geography – Marks come from final product and supporting questions****GE5.2** Extensively explains processes and influences that form and transform places and environments**GE5.6** Comprehensively analyses differences in human wellbeing and ways to improve wellbeing**GE5.8** Communicates in detail geographical information to a range of audiences using a variety of strategies |  **/5**  **/10** **/5** |
|  **TOTAL GEOGRAPHY MARK** |  **/20** |
| **History– Marks come from final product and supporting questions****HT5.3** Extensively explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern word and Australia **HT5.4**  Comprehensively analyses the causes and effects of events and developments in the modern world and Australia**HT5.10** Selects and uses appropriate oral, written, visual and digital forms to communicate effectively in detail about the past for different audiences |  **/5** **/10** **/5** |
|  **TOTAL HISTORY MARK** |  **/20** |
| **English – Marks Generated from Slam Poem*** Composes an original poem on a contemporary social issue
* 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 **Outcomes Assessed: EN5.1A, EN5.3B, EN.5C, EN5.7D**  **TOTAL ENGLISH MARK** |  **/20** |
| **TOTAL PBL MARK** |  **/60** |
| **Teacher comments:** |