**YEAR 9 Project Based Learning:**

 ***“How can we heal our humanity?”***

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| **Date Issued:** 18TH Feb 2019 | **Time to complete the task:** 3 weeks (INTENSIVE) |
| **Due:** Mon/Tue/Wed ( 11/12/13 March 2019) | **Google Classroom Code: g4zp32** |

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| **Task Description** |
| Our nation needs healing: healing from racial division, healing from bigotry and oppression and healing from fear. You will explore how we can start the process toward conflict resolution and lasting peace in a time of tension and turmoil. As you investigate the origins and effects of our nation’s history, you will start to change the narrative. You will unpack the meaning of privilege, deconstruct the myth of power and understand diverse perspectives. Focus on LGBTQI, women, cultural groups, Aboriginal and Torres Strait Islander, Asian, Refugees or people with disabilities.**PART 1: Presentation of your product/deliverable at the NCAPAHS Summit (GROUP SUBMISSION)**In groups of 3-4 you will deliver your **product** that addresses the driving question “**How can we heal our Humanity”** in a 5-minute interactive session in front of an audience. Products/deliverables may include **but are not limited to**: *Artworks, Impact endeavours (campaigns, donation drives), Culinary experiences, Performances (dance, rap, acoustic), Talks, Poem/book/form of writing, role plays.* **Supporting Questions:*** How do people talk about differences and hear each other?
* What voices are we not hearing?
* How does this impact the shaping of individual identity?
* How do we experience each other’s stories?
* What choices do you face when speaking up?
* What power lies in demographics?
* How do these impact on group identity?
* What does it mean to listen honestly and speak honestly?
* How can we foster the better side of human nature?
* How does each person’s story contribute to the larger narrative of Australian history? (resilience, overcoming adversity)

**PART 2 – Personal ONLINE journal** (Google Doc – shared with your HSIE AND PDHPE teachers)Throughout the process of creating your product, you will be required to complete an online journal in Google docs that documents the process, research, meetings and required PDHPE and HSIE components. 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 nots 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

**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 8/3/19.** |

**Online Journal**

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| *Missing* | *Needs Development* | *Fully Developed* | ***Tasks*** | ***Due Date(s):*** |
|  |  |  | Evidence of the distribution of roles  | P1 19/2 |
|  |  |  | Meeting minutes * + Allocation of reading/listening resources and dates for discussion on those resources
	+ Where the group is up to each meeting
	+ What is required to move forward
	+ Ideas/feedback discussed at the meetings
 |  P3 20/2P1 27/2 |
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|  |  |  | Concept maps for task/themes/ideas | P4 18/2 |
|  |  |  | Draft #1 | P3 20/2 |
|  |  |  | Draft #2 | P1 27/2 |
|  |  |  | Any research information found (Links to websites and resources) | Week 6 HSIE |
|  |  |  | Required “Free writing” on discrimination **(PDHPE)** | Week 6 PDHPE |
|  |  |  | Required “Free writing” on Progressive ideas **(HSIE)** | Week 6 HSIE |
|  |  |  | Self - Reflection of own participation within the group* Ways to improve participation
 | 4/3 |

***Marking Criteria:***

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| **The following will be assessed:** |  |
| **HISTORY OR GEOGRAPHY****Geography****GE5.2:** Extensively explains processes and influences that form and transform places and environments**GE5.3:** Comprehensively analyses the effect of interactions and connections between people, places and environments**GE5.8:** Communicates geographical information in detail to a range of audiences using a variety of strategies |  **/5**  **/10** **/5** |
|  **TOTAL GEOGRAPHY MARK** |  **/20** |
| **History****HT5.2:** Correctlysequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.**HT5.3:** Thoroughlyexplains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia**HT5.10:** Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences |  **/5** **/10** **/5** |
|  **TOTAL HISTORY MARK** |  **/20** |
| **PDHPE** **PD5.3**: Thoroughly analyses factors and strategies that enhance inclusivity, equality and respectful relationships |  |
|  **TOTAL PDHPE MARK** |  **/20** |
| **TOTAL PBL MARK** |  **/40** |
| **Teacher comments:** |