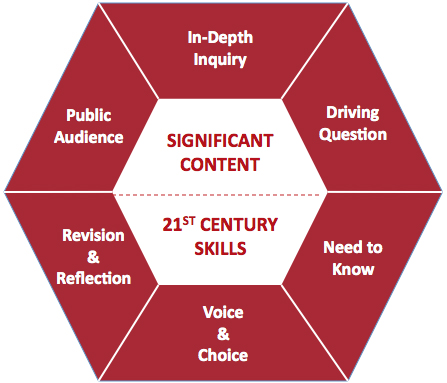
Project Based Learning

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Revisiting concepts and techniques. Planning persuasive texts means reflecting on problem, solution, audience, revisiting information for suitability and accuracy. Refining purpose.

DRIVING QUESTION: What is Justice in a global and biblical context?

TEACHING AND LEARNING

ASSESSMENT OF LEARNING

A number of assessments planned to gauge student skill acquisition and concept development. The final product for the project has a significant rubric covering both skills, research and persuasive techniques.

1. Paragraphs defining what it is that makes us human, assessed for clarity of expression, complexity of ideas and variety of comparison.
2. Public speaking A – participation in class discussion, socratic circle and debates.
3. Public speaking B – presentation of short speech on What does it mean for “justice to roll down like rivers” in a supplied, structured scenario?
4. Research of final project on an issue of student choice, either a human right or an obvious injustice.
5. Digital product – persuasive techniques, use of information, appeal, use of ICT skills, time management, collaboration.

Discussion of justice, human rights, global inequality, humanity as well as research – discussion with others often drives a better product through refinement of ideas and challenge – critical thinking, academic conversations. Not just about research quality.

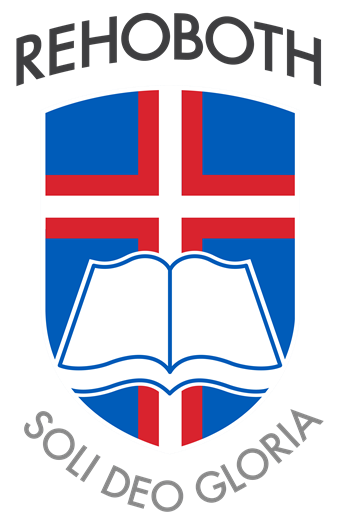
Produce a digital product to be displayed for a specific public audience. Having a genuine public audience makes for a quality product.

21ST CENTURY SKILLS include communication, collaboration, problem solving and critical thinking (think General Capabilities!), not just the use of ICT. These skills are the basis of the unit.

Students have a genuine choice of topic/issue, and an opportunity to express their informed opinion.

Creates a Need to know - skills (digital research, logical argument, persuasive techniques.)

Need to know information – exploring a specific example of a human right or injustice requires accurate information.

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EXPLORING GLOBAL JUSTICE PROJECT

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*“Whatever you do to the least of these my brethren, you do to me.” Jesus (Matt 25.40)  
   
He has shown you, O man, what is good. And what does the Lord require of you?   
To act justly and to love mercy and to walk humbly with your God. (Micah 6.8)*

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| Australian Curriculum  GC: Information and Communication Technology Continuum | | |
| **Level 5 (End of Year 8)** | | |
| Investigating with ICT | | |
| **Define and plan information searches** | | |
|  | use a range of ICT to analyse information in terms of implicit patterns and  structures as a basis to plan an information search or generation |  |
| **Locate, generate and access data and information** | | |
|  | locate, retrieve or generate information using search facilities and organise  information in meaningful ways |  |
| **Select and evaluate data and information** | | |
|  | assess the suitability of data or information using appropriate own criteria |  |
| Creating with ICT | | |
| **Generate ideas, plans and processes** | | |
|  | use appropriate ICT to collaboratively generate ideas and develop plans |  |
| **Generate solutions to challenges and learning area tasks** | | |
|  | design and modify simple digital solutions, or multimodal creative outputs or  data transformations for particular audiences and purposes following recognised conventions |  |
| Communicating with ICT | | |
| **Collaborate, share and exchange** | | |
|  | select and use appropriate ICT tools safely to lead groups in sharing and exchanging information,  and taking part in online projects or active collaborations with appropriate global audiences |  |
| GC: Ethical Understanding Continuum | | |
| **Level 5 (End of Year 8)** | | |
| Understanding ethical concepts and issues | | |
| **Recognise ethical concepts** | | |
|  | analyse behaviours that exemplify the dimensions and challenges of ethical concepts |  |
| **Explore ethical concepts in context** | | |
|  | analyse the ethical dimensions of beliefs and the need for action in a range of settings |  |
| Reasoning in decision making and actions | | |
| **Reason and make ethical decisions** | | |
|  | analyse inconsistencies in personal reasoning and societal ethical decision making |  |
| **Consider consequences** | | |
|  | investigate scenarios that highlight ways that personal dispositions and actions  can affect consequences |  |
| **Reflect on ethical action** | | |
|  | analyse perceptions of occurrences and possible ethical response in challenging scenarios |  |
| Exploring values, rights and responsibilities | | |
| **Examine values** | | |
|  | assess the relevance of beliefs and the role and application of values in social practices |  |
| **Explore rights and responsibilities** | | |
|  | analyse rights and responsibilities in relation to the duties of a responsible citizen |  |
| **Consider points of view** | | |
|  | draw conclusions from a range of points of view associated with challenging ethical dilemmas |  |

Media arts and citizenship aspects of the curriculum are also covered by this unit of work.

# Clarify the Aims of Global justice project:

To examine the historical need for human rights and its philosophical basis.

To explore a specific human right and surrounding realities from a factual point of view.

To examine the idea of justice for all from a biblical point of view and apply this to a real scenario.

To develop empathy for others and their circumstances and explore alternate points of view

To equip students with the skills to construct a persuasive argument within their social context.

To produce an informed and persuasive digital text about a specific global justice issue.

* Visit to the Vose library to explore themes of Biblical justice*. The Little Book of Biblical Justice* by C. Marshall gave a neat breakdown of the elements of justice into equity, distribution, power and rights.

* Online research into human rights history and development as well as implementation. Revisited this theme several times (good research cycle!) to explore what the underlying presuppositions of human rights are and how effective they are at preventing violation.
* Case studies of young people being inspired to TAKE ACTION from *You were made to make a difference* by Max Lucado and his daughter and *Crazy enough to care* by A. Bibbs.
* Online research into Firestone, Liberia and documents related to their solution to Ebola management by the UN, establishing best practice.
* Red Cross request a speaker
* World Vision booklets – *Global inequality* and *Persuading the world*.
* Digital techniques – attempting animation with powerpoint, powtoons , which lead to despair – call Jan Clarke from AISWA who came and did a workshop for the kids and teacher on multimedia text creation.
* AISWA professional learning collaboration – project based learning frameworks, persuasive texts, guest speakers from various organisations.
* Revise General capabilities, espcecially ICT and Ethical understandings

LEX@R – Learning Extension @ Rehoboth is a small enrichment class for 15 academically high achieving students from year 7 and 8. They meet once a week for a 3 period block. The focus of the program is the General Capabilities being explored through a variety of curriculum areas. Previously the class had done a Night of the Notables project (historical research and presentation), an engineering unit on Bridge building and participated in Tournament of Minds.

The students have a declared interest in debating, discussing and exploring the world’s problems. Perhaps because of their backgrounds (several immigrants, parents who are involved in mission work etc.) and their school and church culture, these students possess a strong sense of righteous “indignation”. They don’t necessarily have the tools to express it well or do something about it. The character of this class inspired the choice of subject to build on their strengths and give them tools where they were deficient.

School PD on curriculum design based upon *Transforming by Design* asked for the Big Picture question and uses many overarching threads, one of which was Seeking Justice. In this thread “Students act as agents of change by identifying and responding to injustice.” They explore questions like:

* What is true justice?
* Who has the right to judge?
* How do we respond to injustice?
* Does a sense of justice come naturally to people?
* How is justice achieved? E.g. Is justice achieved through punishment?

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| --- | --- |
|  | * What is true justice? * Who has the right to judge? * How do we respond to injustice? * Does a sense of justice come naturally to people? * How is justice achieved? eg. Is justice achieved through punishment? |

PLANNING AND IMPLEMENTATION

Human rights: <http://www.humanrights.com/what-are-human-rights/brief-history/cyrus-cylinder.html> to explore the story of human rights – students completed an accompanying worksheet.

Discussion of a segment from documentary film Just People (<http://www.humanityinaction.org/pages/239-humanity-in-action-presents-just-people>) which explores the post war response to atrocities and the social behaviour of groups of people – poses the obvious question of what would you do- speak out or stay silent? Fitted with the theme of taking action.

Explore idea of biblical justice as a foil to humanistic based rights. Students read articles and texts(both Old and New Testament) and present this information to one another in a Socratic circle discussion.

Essential questions for this were: What is justice? What view of man and God lies behind a human rights approach? How does biblical justice differ?Debate the meaning and application of justice.

Run a simulation game where students were the board of Firestone and had to make a series of decisions about the employees on their plantation in Liberia at the time of the Ebola crisis. Requested a speaker from the Red Cross who was a nurse returned from Sierra Leone.

Visit to Scitech had been booked earlier in the year to do a Robotics lab. Turn this into a discussion of what makes us human and therefore why are we worthy of ‘rights’. Students to submit a paragraph or two via Google classroom after the excursion.

Research for an open ended project around the theme of human rights which requires a digital, persuasive, informative product

Call an expert to teach students how to create a digital text and animation techniques

Use *Persuading the world*, clips and worksheet of analysis to examine persuasive techniques. Think particularly about audience and the “call to action”.

RESEARCH

INSPIRATION

A conversation between friends over the holidays about the Ebola crisis and the efforts by Firestone in Liberia prompted an idea for a simulation where students are on the company board and have to make ethical and practical decisions about how to care for their employees. (This raises questions of what to do when human rights collide – is it okay to restrict someone’s freedom of movement in order to save other lives etc.) Examining the justice of decisions made by corporate citizens seemed to lend itself to exploring ethical issues and the “character” of the class made this an exciting option.