**Sample UNit PLanner – BLANK**

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| **UNIT TITLE/TOPIC – Decision – Who, How, Why?** | | | | | BAND C  YEAR GROUP - 7 | | | | DURATION OF UNIT – 10 Weeks  TIME ALLOCATION – 2 50min lessons/week | |
| **CB** | **CC** | **CL** | **CW** | | KEY IDEA(S)  **People make decisions using a range of religious perspectives and ethical frameworks** | | | | LEARNING STATEMENT  **CW4.3 Students apply decision-making processes to ethical issues and explain how and why people hold different ethical positions.** | |
| UNIT OVERVIEW (PERSONAL SCOPE STATEMENT) DESCRIBE JOURNEY OF UNIT  This unit will look at the decisions people make, how they make them and why they make them. This unit takes a look at ethics and what relevance it has in our lives. It will also look at different ethical frameworks, including Christian ethical frameworks. This will allow students to look at different parts of the world with more understanding. They will, in the future be able to visit places and respect the cultures more as they will have hopefully developed an understanding that different people have a different set of beliefs or frameworks that influence their lives. | | | | | | | | | LINKS TO OTHER CURRICULUM AREAS  Links to humanities subjects and pastoral care. | |
| DEEP UNDERSTANDING/S   * The Bible is the single indispensable resource that is used for Christian ethical reflection. * Different people have different ethical frameworks that they follow. * There are lots of things that influence peoples decisions. * Some decisions take time. | | | | | | ESSENTIAL QUESTION  What is Ethics?  What are decisions?  Who makes what decisions?  Why do people make the decisions that they make?  How do different people make decisions?  How does the church approach making decisions?  What are some influences on decision making? | | | ASSESSMENT (AS, OF, FOR)  Students will complete and assignment and then do a presentation of the assignment which will not be marked.  Assignment –  Students given three different case studies and must choose one.  They will then need to select two ethical frameworks and got give a 200 word explanation of them. They will then have to go through the decision making process and approach it 1. – From a Christian (Lutheran) framework  2. One of their chosen frameworks  3. Their other chosen framework.  They are then to explain the decision that they believe would be made and explain why. (200 words each).  There will be formative assessment throughout the term – mind maps, class discussions and general book work. | |
| LEARNER PROFILE(S)  Some students have indigenous backgrounds  Have lots of classroom discussion at the start of the unit to gauge the students’ knowledge on the topic. | | | | | | STUDENT QUESTIONS  Students will potentially have a lot of questions about the ethical frameworks and how they work.  Students questions will hopefully come out at the start of term when we have whole classroom discussions. | | | RESOURCES /LINKS TO LIFE  Bible  CSCF Theological Notes  Internet  School Pastor | |
| CONTRIBUTION TO LIFELONG QUALITIES for LEARNERS | | | | | | | | | | |
| Investigators and learners  problem solvers and implementers  producers and contributors | | | | communicators and facilitators  leaders and collaborators  supporters and advocates | | | | These will be evidenced by /skills to be developed (e.g. we will be advocating when ….) | | |
| IDENTIFY SPECIFIC KNOWLEDGE AND ELABORATIONS NEEDED TO SCOPE CONTENT OF UNIT ("students know…knowledge and elaborations")   * Christian frameworks of decision making (eg. use of the Bible, law of love) * Decision making processes * Gathering information about a problem * Identifying and analysing issues surrounding an ethical situation * Brainstorming ways of approaching a difficult decision * Researching solutions * Exploring and anticipating implications of approaches to resolving a problem * Deciding on and justifying a course of action * Analysis and evaluation of solutions * Moral and Ethical Issues * People attempt to answer difficult questions based on their beliefs, information and feelings * People face moral issues (eg peer pressure, adolescent tensions) * The consequences of decision-making * Different Perspectives – People use a range of frameworks to attempt to answer difficult questions * Cultural frameworks (eg. humanism, greatest good, Indigenous)   Personal frameworks (eg. based on individual’s personal experience) | | | | | | | SEQUENCE OF LEARNING OPPORTUNITIES  Week 1 Lesson 1  Get students to create a mind map about what decision are and some of the decisions they have to make. Discuss what a decision is and what the implications of making a decision are. Discuss some decisions that parents, teachers, principals, politicians have to make and how they are different from the decisions the students have to make.  Week 1 Lesson 2  Review what was spoken about in the previous lesson and lead into talking about ethics. Have a discussion about what the students believe ethics is. Have the students then type ‘code of ethics Australia’ into google. Students choose one groups code of ethics and look at it. They then attempt to write down a definition of what ethics is. Discuss the students ideas and then give them a correct definition  Week 2 Lesson 1  Talk about what Christian Ethics is and what it means - use (CSCF Theological Notes pg61). Get students to draw a mind map of what they understand. Discuss the use of the Bible as a tool in making ethical decisions as a Christian. Look at some parables and discuss lessons that can be learnt from them. Discuss the law of love and talk about what values this instils I people.  Week 2 Lesson 2  Reflect on the previous lessons and talk about how that as Lutherans we have a way of approaching ethical issues that may be different to other Christian denominations. Discuss with students a parable to work out the lesson that can be learnt from it and how it can be applied to life these days.  Week 3 Lesson 1  Talk about Christian ethics in the world (CSCF Theological Notes pg62). Discuss with students parables that have lessons and how they can be applied to life these days. Also discuss the doctrine of Law and Gospel. Possible visit from school Pastor.  Week 3 Lesson 2  Review previous lesson. Give the students a parable that has a lesson and they are to individually work out how it can be applied to life these days. Have a group discussion with all the different responses.  Weeks 4 and 5  Look at some of the ethical frameworks   * Hedonism * Utilitarianism * Naturalist ethical system * Systems based on duty * Situation ethics * Confucianism * Buddhism * Taoism * Indigenous Australians   Discuss and give overviews and examples of these frameworks.  Integrate what ethical decision making is (CSCF Theological Notes pg63).  Week 6 Lesson 1  Look at some case studies and work with students on what they would do in certain situations and why they would choose to do something.  Week 6 Lesson 2  Look at some case studies and get students to apply some ethical frameworks to it and discuss what the outcome would be.  Weeks 7 – 9 Work on assessment  Week 10 - Do presentations of assessment (not for assessment) | | | IDENTIFY THE LEARNING THAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...ways of knowing")  Assessment as, for, of   * Explain the implications of the belief that people have a free will to choose either good or destructive actions * Examine and describe various religious and cultural ethical codes for living and their impact on society (eg. ten commandments, five pillars, rights of the individual, Dreaming stories) * Explore moral dilemmas in the light of teachings and use various means to interpret the consequences for the individual/group * Outline various strategies used by religious and social groups to make effective decisions | |
| EVALUATION OF UNIT  Was the purpose of the unit fulfilled?  Was the unit relevant, engaging, challenging and developmentally appropriate??  Were the resources adequate?  Were knowledge and processes covered?  Did the assessment opportunities produce work samples that demonstrate achievement or part thereof of outcome(s)?  What further questions do students have as a result of their learning in this unit?  What did you learn from students’ evaluation of the unit? | | | | | | | | | | | |