**Sample UNit PLanner – BLANK**

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| **UNIT TITLE/TOPIC****Decisions Decisions Decisions**  | BAND CYEAR GROUP Year 6  | DURATION OF UNIT 10 weeks TIME ALLOCATION 5 x 45 minutes a fortnight  |
| **CB** | **CC** | **CL** | **CW** | KEY IDEA(S)Key idea 4.3People make decisions using a range of religious perspectives and ethical frameworksPeople make decisions using a range of perspectives Key questions: How do people make decisions? What do people think about when they are making a decision? How do people justify their decisions? What factors determine decision making? Do Christians make decisions differently? What are some factors that Christians consider when making decisions? (lesson focus)Other questions the students will have.  | LEARNING STATEMENT **CW 4.3**Students apply decision-making processes to ethical issues and explain how and why people hold different ethical positions. **SCOPE STATEMENT**Ethical decisions are complex and difficult. Wise decisions distinguish between a right and wrong course of action to resolve a problem. Knowledge of cause and effect and analysis of different approaches, beliefs about life and right and wrong influence decision-making. Christians depend on God and his word to decide on a course of action.  |
| UNIT OVERVIEW (PERSONAL SCOPE STATEMENT) DESCRIBE JOURNEY OF UNIT1. The central focus of the unit will be that people engage in decision making processes using a range of perspectives and values that often influences the outcome. 2. The purpose of the unit is to develop decision making strategy; consider options, the various perspectives, ethical systems and frameworks, consider choices and decide. 3. Reflect and developing a personal ethical framework. 4. This unit will prepare students for future problem solving experiences and help to develop understanding and tolerance of difference. 5. Key understandings: An approach to decision making process, understandings of various ethical frameworks/systems, with a particular understanding of Christian beliefs that underpin an approach to making decisions and development and articulation of a personal ethical framework.  | LINKS TO OTHER CURRICULUM AREASThe Arts – drama … Australian Curriculum – History/Immigration/displacement of peoples after WWII (covered in previous term but definite links with this term) History Year 6 Australian Curriculum Descriptor Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. [(ACHHK115)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK115) |
| DEEP UNDERSTANDING/SIn the presentation and exploration of facts, concepts, biblical material what significant understanding/s will students gain in this unit of what is at the heart of the Christian faith?Use and understanding of an ethical decision making processUnderstanding of Christian beliefs that influence decision making for Christians Acceptance of forgiveness for poor decisions.  | ESSENTIAL QUESTIONPeople make decisions using a range of perspectives**How do people make decisions?**  Other Key questions: What do people think about when they are making a decision? How do people justify their decisions? What factors determine decision making? Do Christians make decisions differently? What happens when I mess up? Plus other questions the students will have.  | ASSESSMENT (AS, OF, FOR)**Formative Assessment Opportunities:** 1. Tunning In: Can students articulate a decision making process? What sort of steps does it have? What is present/missing?
2. Finding Out: Students can show their knowledge and application of the decision making process.
3. Can the students identify the thinking behind a decision and categorise it into one or a number of the ethical systems?

**Summative Assessment Opportunities:** 1. Students can analyse the response of the Ten Boom family to the historical event of the Nazi occupation of their country.
2. Locate own media report and analyse the situation.
3. Explain your own decision making process and construct a personal Ethical Framework

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| LEARNER PROFILE(S)Prior Learning: Previous units in Christian studies on Grace and Forgiveness, Service learning and understanding of “Freedom of Christian” People are totally free/slave or servant to all. History units on Immigration (AC) related to WWII immigrants, significant Australians during WWII. Prior learning/interests/needs of students Perhaps a focus on peer pressure may be relevant for your students. \*(It was last year for mine) Tuning in: Initial activity to find out what students already know and believe about the unit. Question: How do you make decisions? Ask students to think, articulate or draw a graphic organizer/flow chart about how they make tricky decisions and what they think about when deciding.  | STUDENT QUESTIONSWhat do people think about when they are making a decision? How do people justify their decisions? What factors determine decision making? Do Christians make decisions differently? What are some factors that Christians consider when making decisions? What happens when I make a wrong decision? What happens if all the options are considered “bad”?  | RESOURCES /LINKS TO LIFEWebsites: <http://www.onlinedebate.net/forums/showthread.php/22958-The-Overcrowded-Lifeboat><http://www.goodcharacter.com/dilemma/archive.html>(<http://www.youtube.com/watch?v=hhVC9q_ZlDs&feature=relmfu> Bible verses for Freedom v Servant 2 Cor 9:19 (save to all)Romans 13:8 (no obligation except to love others.)Philippians 2:6,7 (slave) John 8:36 (free.)Romans 10:9 ( put right with God and saved.. free) Gen 2: 15 (work and care for garden)Romans 14: 7-8 (living for others) Phil 2:5 (nature of a servant) LIFE Curriculum unit in Band C on Relationships has different Bible verses relating to relationships/peer pressure etc that may be useful if needed. Book: When Choice Matters – An introduction to Christian Ethics (Mark Worthing)  |
| CONTRIBUTION TO LIFELONG QUALITIES for LEARNERS |
| * Investigators and learners
* problem solvers and implementers
 | * communicators and facilitators
* supporters and advocates
 | These will be evidenced by /skills to be developed (e.g. we will be advocating when ….)***Self-directed, insightful investigators and learners*-**research task, class activities requiring students to study visuals, read scenarios, research varying responses to life issues***Open, responsive, communicators and facilitators-***When contributing actively to classroom discussion by listening to others and being sensitive to different perspectives***Caring, steadfast supporters and advocates***When considering the needs of others and their call to servant hood particularly in the light of making decisions. ***Discerning resourceful problem solvers*** *–* When considering various possibilities and perspectives, values and origins for decisions. |

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| IDENTIFY SPECIFIC KNOWLEDGE AND ELABORATIONS NEEDED TO SCOPE CONTENT OF UNIT **Prior knowledge:** Grace and Forgiveness unit Year 4 – Christians use the Ten Commandments?? **Key Concepts in this Unit are:** **Christian Frameworks for decision-making** (e.g. use fo the Bible law of love etc.) **Decision-making process*** 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 oral issues (e.g. peer pressure, adolescent tensions)
* ethical dilemmas (e.g. Bioethics, sexual relations)
* the consequences of decision-making

**Different Perspectives** People use a range of frameworks to attempt to answer difficult questions* cultural frameworks (e.g. humanism, greatest good, Indigenous)

Personal frameworks (e.g. based on individuals’ personal experiences) | SEQUENCE OF LEARNING OPPORTUNITIES | IDENTIFY THE LEARNING THAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...ways of knowing")Assessment as, for, of |
| **Decision-making process****Different Perspectives**  | Tuning in: Introducing Moral Dilemmas and examining decision making process. Read popular moral dilemma story “Overcrowded Lifeboat” story. <http://www.onlinedebate.net/forums/showthread.php/22958-The-Overcrowded-Lifeboat> Discuss story, ideas and solutions. Options: Do a quick online collaborative/feedback discussion/blog/Today’s meet/ or your favourite tool to suit your tech world. (Use this tool particularly if your students don’t like to share in whole group settings) Pair/share with small groups and share ideas for solutions. Then shift student’s focus from solutions to how they arrived at those solutions. (Using a ‘Split-screen Teaching Strategy’ might be useful here.) Questions for students: How do you make decisions? Ask students to think, articulate or draw a graphic organizer/flow chart about how they make tricky decisions and what they think about when deciding? Pair up and Share. Students identify what is similar, different interesting about how people made the decisions. (Like a PMI but SDI)  | Formative Assessment: Can students articulate a decision making process? What sort of steps does it have? What is present/missing?  |
| **Decision-making process****Different Perspectives**  | Finding out: How do other people make decisions? Read the Life boat story to parents/caregivers and ask them to make a decision. Focus questions: 1. If you had been on the jury, how would you have decided? Why?
2. If you were the captain, what decision would you make?
3. When making a decision like this, what do you think about? What do you consider?
4. What process do our parents use when making a difficult decision?
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| **Decision-making process** | Finding out: Exploring and articulating the decision making process. * Identify the problem – what is the real concern
* Analyse the situation – what is the context of the problem
* Identify the options – brainstorming possible solutions
* Evaluate the options – what should we do based on our ethic system/anticipate implications of various options
* Decide- justify decision
* Evaluate – analysis of decision
* What to do if a poor decision has been made? – **seek forgiveness.** (this is an essential part of the process- don’t’ skip but rather emphasis it.)

Students read a moral dilemma and apply the decision making process. <http://www.goodcharacter.com/dilemma/archive.html>Website offers a range of moral dilemmas that can be changed slightly to suit your students. **Assessment**: Use the decision making process to determine a course of action. (Use this assessment to gauge how your students progressing with the unit.)  | Formative Assessment: Students can show their knowledge and application of the decision making process. Use this assessment to make judgements about how thoughtful, broad and deep your students are delving into the problems and solutions. Can they see a variety of solutions to the problems or just on the most obvious? Can they think about others feelings and anticipate possible responses?  |
| **Christian Frameworks for decision-making****Different Perspectives** | Finding out: What are ethics, ethical frameworks/systems, ways of thinking? Define the above. View the following: Easy to talk about these systems with some visuals: Hedonism -Highest good, that gives the greatest pleasure. (represent with image of one smiley face) Utilitarianism- Greatest good for the greatest number of people. (represent with image of many smiley faces) Duty - Based on laws and an authority system/Obeying people in authority (represent with a STOP sign)Naturalist - Natural and what is consistent with nature is right and good (represent with tree or some other animal) Situation Ethics- Based on what is seen to be the most loving thing to do (represent with love heart) **Eastern Ethical Systems** Taoism-All things in balance, Life is highly valued, Live simply and despise glory and fame. (Yin and Yang symbol) Buddhism -Five rules of don’t kill any living thing, steal, lie, drink alcohol or indulge in forbidden sexual relationships (Represent with Buddha) **Christian Ethics** Ten commandments, WWJD, Sermon on the Mount, Love God, love your neighbour. Ask student to interview their parents about the life boat story and collate the answers to; what would you decide, why did you decide this, would you find the captain guilty? Sort the parental responses into the ethical systems that best fits the responses.What do you notice? Do people use just one way of making a decision? Can a decision be in more than one system? Why? Explain?Depending on how the above activity goes, will indicate whether the students need addition practice at identifying how people think using different ethical systems.  | Formative assessment: Can the students identify the thinking behind a decision and categorise it into one or a number of the ethical systems? During this part of the learning process, it would be useful to have a number of different dilemma s for the students to discuss and categorise to ensure they understand the different systems of thought.  |
| **Christian Frameworks for decision-making****Different Perspectives** | Finding out: A closer look at Christian Ethics What do Christians think about when making decisions? With the students examine the following and discuss their use in decision making, usefulness and potential problems of using in isolation when making decisions. **WWJD –** maybe not so useful if people get themselves in situations that Jesus wouldn’t be in.. eg. Stealing, etc.**Ten commandments –** useful but consider the Commandment Breaking: Four Case Studies pg 87 When choice matters – An introduction to Christian Ethics (Mark Worthing) A dilemma about obeying the commandments or putting love first. Set in World War II, this story has historical links with the history curriculum and immigrants. Could possibly use a more recent dilemma involving refugees with an ethical dilemma. Duty/Ten Commandments vs. law of love. **The Bible –** very useful.. but what about the other 600 odd laws, verses about women etc. **Law of Love –** Love God, love your neighbour. **Freedom vs service.** View the following bible verses to interrogate the Freedom v service duality of the Christian life. Students identify the theme and key ideas in each Bible verse. Can students identify the tension between Christian service and freedom?????Research the following Bible Verses:to identify the dual role: 2 Cor 9:19 (save to all)Romans 13:8 (no obligation except to love others.)Philippians 2:6,7 (slave) John 8:36 (free.)Romans 10:9 ( put right with God and saved.. free) Gen 2: 15 (work and care for garden)Romans 14: 7-8 (living for others) Phil 2:5 (nature of a servant)  |  |
| **Christian Frameworks for decision-making****Decision-making process****Different Perspectives** | Create a dilemma based around current issues in your class. Include the age of your students, problem, circumstance, tension, difficult decision. Make sure that the dilemma actually has a choice for students to make. e.g. Julia and teasing at school <http://www.goodcharacter.com/dilemma/dilemma4.html>Brainstorm as a class different responses to the dilemma. Students sort the responses next to the different types of Ethical systems. Share and debate which one is the most correct thing to do? Justify their reasoning. Decide which ethical framework people are favouring. Think of possible reasons why this would be. Does it make any difference if you’re a Christian or not?  |  |
| **Christian Frameworks for decision-making****Decision-making process****Moral and Ethical Issues** **Different Perspectives** | Finding out: Truth v Lying?? Use a moral dilemma associated with lying. E.g. .Receiving a gift you don’t like. (There are lots of stories about Christmas presents from Granny that can be useful here and kids relate to these well.) Apply decision making processes. View the tension between truth telling, obeying commandments, laws of love, etc. Circle Time/pair share/ is a good way to discuss this issue.  |  |
| **Christian Frameworks for decision-making****Decision-making process****Moral and Ethical Issues** **Different Perspectives** | Sorting Out**:****Assessment**: Analyse the response of the Ten Boom Family to Nazi occupation. Read or view information about Ten Boom’s (<http://www.youtube.com/watch?v=hhVC9q_ZlDs&feature=relmfu> Some episodes of The Hiding Place are suitable to watch.. but preview first. )Use the decision making process to analyse the problem and consequences.  | Assessment: Students can analyse the response of the Ten Boom family to the historical event of the Nazi occupation of their country. Students can identify the ethical systems that the family values and name those systems. Students can identify the consequences of the action/inaction of decision making.  |
| **Moral and Ethical Issues** **Different Perspectives** | Soritng out: Realistic Ethics As a class, view newspaper headlines that pose ethical dilemma. Identify the ethical or moral issues, analysis the debate surrounding the issues. (Possible topics could include, environmental issues e.g. sand mining Stradbroke, Aboriginal Land, whatever is current at the time etc. ) **Assessment**: Locate own media report and analyse the situation. Follow the decision making process, students present at least 2 perspectives.)  | Assessment: Locate own media report and analyse the situationStudent can locate and identify a media report that has an ethical or moral dilemma. Student can identify the decision making process, outline the choices that have been made and identify at least 2 perspectives relating to the issue.  |
| **Christian Frameworks for decision-making****Decision-making process****Moral and Ethical Issues** **Different Perspectives** | Going Further: **Assessment**: Explain your own decision making process and construct a personal Ethical FrameworkDiscuss how you are going to make decisionsReview the ethical frameworks. Discuss which ones do you think you most favour? What would you not use? Which ones do you think are “out of date”?Are any of these wrong? Justify? What problems can you see? Explain. | Assessment: Explain your own decision making process and construct a personal Ethical FrameworkOutline the decision making process (again) Nominate and choose own ethical systems and justify the reasoning. Address and identify any problems, faults with the system. Explain how they plan to use their system.   |
| EVALUATION OF UNITThe unit will help students to develop a process for making decisions when faced with difficult situation. It will explore problems relating to their world as well as provide opportunities for students look at decision making in a historical context. This unit will also help students to develop an understanding that not all situations allow for decisions that suit everyone. I have found that students really enjoy debating and engaging in conversations that allow them to express their point of view. The students were quite apt at find fault with ethical systems and came to see that there was not one rule that could be applied in to all situations; life was more complex than that. This unit also helped students to accept and see differences in each other and the way that different people think. They were initially challenged with dilemmas that did not have one good outcome, but grew to appreciate the challenge of making difficult decisions.  |