



Educate
Together

**Ethical
Education
Curriculum**

Ethical Education involves exploring different worldviews and beliefs, considering ethical dilemmas and the process of ethical decision making. Ethical Education invites students and teachers to engage with issues and problems facing society and aims to develop the skills of critical thinking, discussion and debate.

Ethical Education allows students:

- To explore and extend their understanding and ability to engage with moral and ethical issues and dilemmas
- To interrogate their own beliefs and values and those of others
- To come to a sense of understanding of how their own beliefs and values have been shaped
- To engage critically with principles and values in moral and ethical issues
- To make sense of their lives in a human search for meaning.

Ethical Education embodies the values of an Educate Together second-level school that promotes democracy, respect and equality. Following on from the Learn Together Ethical Education Curriculum at primary level, it allows students to “Learn Together to Live Together”. The evolving nature of the Ethical Education curriculum invites teachers to engage with and provide feedback on it. The sharing of learning, lessons and resources is encouraged and supported through the Moodle resource bank (www.learning.educatetogether.ie). This involvement of teachers in all schools will ensure that the curriculum remains relevant and interesting to teachers and students.

How is Ethical Education different to SPHE, CSPE and Religion?

SPHE

Ethical Education is unlikely to involve talking specifically about self-esteem, emotions, personal goals, diet, health, exercise and hygiene. Similarly, it is not within the remit of Ethical Education to discuss the health considerations of fertility, conception, pre-natal development and birth or the experiences of friendship and relationships. Bereavement and loss and mental health will also be more suitable to discussion in SPHE. While information that students learn about these topics may come into discussions in the Ethical Education classroom, they are not expected to be covered or introduced in Ethical Education.

CSPE

Following the publishing of the finalised NCCA 100 hour course for CSPE in June 2016, the Ethical Education Curriculum was completely revised to avoid duplication and repetition between the two. The knowledge that students acquire in CSPE about Human Rights and the democratic process will be valuable in the Ethical Education class but these topics will no longer be directly covered in Ethical Education.

Religion

Religion is not offered in Educate Together second-level schools because the course as it is currently configured is not deemed suitable because of its focus, for the most part, on one religion over others. This was ratified at the AGM in 2016. It is important that students are educated about all world religions and beliefs and Ethical Education will achieve this.

Teacher's role

The teacher in Ethical Education will fulfill the role of facilitator, leading activities that encourage students to discuss, debate and reflect on important issues. You are not expected to shape students' views in any particular way. However, it is important to develop students' capacity to think critically, to articulate their own views and to understand why they hold them.

Monitoring Learning

Monitoring learning is a more accurate description of the kind of assessment that should occur with the Ethical Education Curriculum. Assessment should reflect learning in this course and not be the driving force behind it. The course is particularly focused on creating a space in the second-level curriculum for discussion, debate and reflection on important ethical issues and as a result, a written exam is unlikely to be an appropriate form of assessment. Assessment in the course should provide evidence of learning but also demonstrate the development of key skills. Some suggestions for monitoring learning are:

Scrapbooking- use of scrapbooks throughout the module creates a space for students to record learning and reflection. There is a recording on Moodle of students demonstrating and talking about their scrapbooks.

Research projects and presentations – students research, write and present on chosen topics throughout the course, in groups and individually.

Regular reflection times in class, think pair share activities on chosen ethical issues.

Debates and discussions on researched topics – peer feedback on arguments put forward.

Practical /Action Projects – students work in groups/as a class on practical initiatives such as a rights-based campaign addressing an ethical issue.

Ethical Education Curriculum

Students learn about	Students should be able to:	Lesson Outlines Available
Values	<p>Define and distinguish between Values, Morality, Facts, Opinions and Principles in their own words.</p> <p>Explain what is valuable, or of value to them and why.</p> <p>Create a personal values 'time capsule' letter and give to their teacher for safekeeping until towards the end of the course.</p> <p>Research Educate Together, focusing on the social/historical context in which it was established and naming its core values and principles.</p>	<p>Ireland The Reality and the Vision</p> <p>The Fairest Teacher of Them All?</p>
Making Moral & Ethical Decisions	<p>Name and explain 5 different approaches to Ethical Decision Making. (Utilitarian approach, Rights approach, Fairness or Justice approach, Common Good approach, Virtue approach)</p> <p>Discuss moral/ethical issues/dilemmas that arise in their class/school/local context.</p> <p>Apply personal values to chosen moral and ethical dilemmas and scenarios to suggest how they may be solved.</p> <p>Demonstrate understanding of how decisions based on personal values may change when the views and rights of others are also considered.</p>	<p>5 Approaches to Ethical Decision Making</p>
Beliefs & Worldviews	<p>Explain the meaning of worldview.</p> <p>Name and explain how different factors might influence a person's worldview (ethics, environment, upbringing, family, gender, spirituality, religion, history, personal experience).</p> <p>Outline the main elements of different ideological standpoints such as feminism, communism, socialism, marxism, veganism, vegetarianism, pacifism, nationalism, fascism.</p> <p>Complete a class project investigating different beliefs and worldviews which may include a focus on how significant life events are marked.</p> <p>Through the study of a text, film or TV programme, identify the factors that impact on the worldview of the main character(s): family, culture, gender, religion, politics, sexual orientation,</p>	<p>Worldview- How Do We See the World?</p> <p>Values Continuum Exchanging Views</p> <p>The Danger of a Single Story</p>

	<p>(dis)ability.</p> <p>Research and present on a person, group or organisation that challenged/ challenges a collective belief or worldview. (Malala, Martin Luther King, Educate Together)</p>	
Different Teachings and Perspectives	<p>Study a number of diverse texts, narratives and myths and compare how they communicate particular beliefs and worldviews. (eg. p. 123-137 Learning to Live Together)</p> <p>Review their personal responses to these texts and consider how it might change if they had a different: family, culture, gender, religion, politics, sexual orientation, (dis)ability.</p> <p>Debate the importance of texts, narratives or myths in influencing human behaviour and thought.</p> <p>Complete a written reflective piece on their own worldview: how this is different to other worldviews and why they support this particular worldview.</p>	<p>The Whole Story?</p> <p>Cartoon Controversy</p>
Diversity in Ireland	<p>Define diversity.</p> <p>Present the findings of a survey on the range of diversities reflected in school and/or your local/national community, focusing on data in relation to differences and similarities in ways of life, customs, worldviews and experiences of life.</p> <p>Using CSO data and resources, create an infographic of diversity in Ireland and display in the classroom. Include information on religions, languages, age range, education level as well as other information of interest.</p> <p>Examine images of Ireland and “Irishness” used in advertising, tourism and films and analyse how representative they are of diversity in Ireland.</p> <p>Discuss the impact of stereotypical / discriminatory representations of people identified as belonging to particular cultures/groups in Ireland and other countries/contexts, providing examples from the past and present.</p> <p>Discuss how the rights of the Travelling Community and LGBT Community are upheld or transgressed in Irish society.</p> <p>Design a poster to promote the acceptance of diversity in school.</p>	<p>Same Same But Different</p> <p>What About Me?</p> <p>The Myth and Facts Game</p>

<p>Migration</p>	<p>Explain the difference between immigrant, emigrant, migrant, refugee and asylum seeker.</p> <p>Using CSO data, graph the level of immigration and emigration in Ireland over the last five years.</p> <p>Using CSO data, map the percentage of immigrants in each county in Ireland and analyse why some areas have higher percentages than others.</p> <p>Explain the Direct Provision system in Ireland.</p> <p>Analyse how the Direct Provision system upholds or violates asylum seekers' Human Rights.</p> <p>Study at least one text that includes an immigrant character.</p> <p>Create a collage of headlines under the theme of migration.</p> <p>Write an essay analysing the kind of messages these headlines give about migration and migrants.</p>	<p>The Walk of Life</p> <p>On Route to Ireland Role Plays</p> <p>Get Packing</p>
<p>Power and participation</p>	<p>Explain how the student council in the school is elected.</p> <p>Outline the role of the student council in the school.</p> <p>Analyse how the student council is elected and discuss whether this is a good system.</p> <p>Elect member(s) of the class to the student council.</p> <p>Discuss and give feedback on school policies and other issues to student council representatives.</p> <p>Write a review of an issue that the student council engaged with in the school under the following headings: outline of the issue; action of the student council; process for reporting back to student body; outcome; reflection- how did the student feel about what happened, how involved were they? Would they change anything in future about the process?</p> <p>Invite Youth-Connect to speak to the class about rights that students have in school and the workplace. (http://www.youth-connect.ie/index.php/get_involved/youth_connect)</p> <p>Create a model of power relations in the school. What role do teachers, parents, teachers, the principal, the board of management, Educate Together National Office and the Department of Education play in creating and implementing</p>	<p>Student Council</p> <p>Democracy in a Meeting</p>

	<p>rules and guidelines?</p> <p>Challenge or defend the reason for these rules and guidelines.</p>	
Gender Equality	<p>Define and explain the difference between gender and biological sex.</p> <p>Explore the factors that influence gender equality/ inequality.</p> <p>Debate the level of gender equality in school, community, Irish society and the world.</p> <p>Explain why a chosen film does or does not meet the requirements for the Bechdel test. (Two female characters have a conversation about something other than a man) http://dykestowatchoutfor.com/wp-content/uploads/2014/05/The-Rule-cleaned-up.jpg</p> <p>Discuss whether the Bechdel Test is an effective means of identifying gender equality in films.</p> <p>Explain what gender quotas are and how they work.</p> <p>Write an opinion piece in support of or against the use of gender quotas.</p> <p>Design a campaign to promote gender equality in school.</p> <p>Complete a report on the Let Toys be Toys campaign under the following headings: aim of the campaign, my research in a local shop, my view on Let Toys be Toys.</p> <p>Work with others to devise and/or participate in a school or web-based intercultural event or initiative to celebrate diversity, promote equality, challenge negative stereotyping/discrimination and develop cross-cultural dialogue eg. Show Racism the Red Card.</p>	<p>Bechdel Test</p> <p>Gender Equality in Sport</p> <p>The difference between sex and gender</p> <p>Gender and the Media</p> <p>Music and gender</p> <p>Advertising and gender</p>
Development Education	<p>Name and explain the 17 Sustainable Development Goals.</p> <p>Complete a report of actions they have undertaken in response to at least three of these goals.</p> <p>Explain the concept of Fairtrade.</p> <p>Design and run a media campaign for the school for Fairtrade Fortnight.</p> <p>Participate in a project that focuses on development education eg. WorldWise Global Schools Project</p>	<p>World Trade Game</p>

Intercultural Understanding in Action	Achieve at least one of the following by third year: Green Schools Flag, Yellow Flag, WorldWide Global Schools Award.	
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Sample Lesson Outlines and Resources

Available at <http://learning.educatetogether.ie/course/view.php?id=26>

Recommended Reading

“Ethics and Ethics Education” p. 7-14 Unicef Learning To Live Together Interfaith Programme

http://learning.educatetogether.ie/pluginfile.php/17454/mod_resource/content/1/Learning%20to%20Live%20Together%20Inter%20faith%20programme.pdf

See also for:

Stories from various sources p. 123-137

Moral dilemmas p. 143-148

Definitions of Ethics, Morals, Values p. 222

“What stance should a teacher take?” p. 25-28 and Part 2 Teaching Controversial Issues Toolkit (Methodologies and Classroom Activities) p. 35 –71 Mary Gannon Teaching Controversial Issues

<http://www.ubuntu.ie/media/controversial-issues.pdf>