Fertile Question: *Where do I draw the line?*

Core Content Area 3: See, judge, act

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Extending Knowledge: Critical judgement: the Kony affair

Depthing Understanding: Where do politicians draw the line?
Fertile Question: *Where do I draw the line?*

Core Content Area 3: See, judge, act

**TOPIC 3.1: Community response**

**Lesson 3.1.1 See, judge, act: where do I draw the line?**

In this series of lessons students will examine the ways in which groups and communities have a moral responsibility to be discerners of truth.

**Teachers: Before You Start!**

1. You may like to use this lesson to introduce the Assessment Item for the unit.
2. Locate an episode of Q&A on ABC iView that demonstrates several diverse points of view and show students 10-15mins depending on topic and quality.

**For students to examine the ways in which communities have a moral responsibility to be discerners of truth, select from the following activities:**

1. Review the Catholic Social Teaching model of See, Judge, Act as a way of moral and ethical decision-making.
   a. Cardinal Joseph Cardijn often used the expression ‘conscious of being responsible’. In 1896 he wrote: ‘In order to act well, it is necessary to see and judge well.’ The process of see, judge, act has become a potent way of reading the signs of the times and engaging in action for justice in a way that is transformative.
      i. Review the process of See, Judge, Act here. Why might “reading the signs of the times” be important for any individual or community to transform unjust or unethical practices?
      ii. Access the Assessment Task and read through the task.
      iii. View a portion of a Q&A episode to familiarise yourself with the way a variety of points of view can be presented on one issue. (Recent episodes can be viewed on ABC iView).
      iv. Follow the suggested process to complete the assessment task by the due date.
Fertile Question: *Where do I draw the line?*

Core Content Area 3: See, judge, act

**TOPIC 3.1: Community response**

**Lesson 3.1.2 Ethics and the media**

In this lesson students will explore the question of: *Where does the media draw the line?*

**Teachers: Before You Start!**

1. Familiarise yourself with the resources referred to in this lesson.

**For students to explore where the media draws the line, select from the following activities:**

1. In 2012, multiple ethical questions were asked about a variety of media actions including phone tapping scandals, a practical joke that allegedly resulted in the suicide of the victim, personal attacks on politicians, and publicised photographs of the royal family gained in a questionable manner. Contrasted with this are the concepts of freedom of speech and freedom of the press, both essential components of a true democracy.

   a. Where should journalists draw the line?

      i. View the [short film](#) regarding the ethical reporting of an accidental death. How important is a question like: *Am I proud of my work?* for helping a journalist make a decision about what to put to air or print or how far they will go to get a story?

      ii. Read the introduction to the [Media Alliance Code of Ethics](#) and the following guidance clause for journalists that appears in the same document.

      > Basic values often need interpretation and sometimes come into conflict. Ethical journalism requires conscientious decision-making in context. Only substantial advancement of the public interest or risk of substantial harm to people allows any standard to be overridden.

      Reflect on the two exceptions in the guidance clause: substantial advancement of the public interest and the risk of substantial harm to people. Keep these two in mind as you explore the Reporters Without Borders [website](#).

      Identify an historical event when the tenacity and persistence of the media brought significant social benefit and justice.

      iii. Write a brief opinion piece about the freedom of the press and where they should draw the line.
For students to construct a list of rules for ethical online behaviour, complete the following activities:

1. Discuss experiences of unethical behaviour on social networking sites. Describe the event, how you felt and how you responded. Examples might include: posts with a lot of swearing or insults, posts that promote racism or hate towards someone, arguments, posts that appear to be harmless with a humorous intent but actually are insulting or trolling. Share with the class.

   a. Explore the ethical issues associated with trolling on the internet.
      i. View and critique the Insight program about trolling. Consider the arguments for the justification of trolling. How did ethics and morals assist “trolls” to draw the line in their behaviour? From a religious perspective, dignity of the human person and respect for all, assists believers to draw the line when it comes to this type of online behaviour.

   b. Create a list of do’s and don’ts for an ethical online presence.
      i. Collaborate as a class to create an exhaustive list of do’s and don’ts for ethical behaviour on social networking sites. The list can be for any or all virtual non-face-to-face spaces and be written in language that is accessible to all. You might like to use a collaborative space such as Primary Pad to record everyone’s work and then decide on the five to eight most important.
      ii. Share the list with the school leadership team and perhaps request it to be published in the school newsletter. Consider sharing the list on your own online space as a part of your own commitment to promoting where to draw the line on social networking.
Fertile Question: *Where do I draw the line?*

Core Content Area 3: See, judge, act

**TOPIC 3.2: Ethics in the workplace**

**Lesson 3.2.1 Personal work ethic**

In this lesson students will examine personal ethical decision-making in the workplace.

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**Teachers: Before You Start!**

1. Familiarise yourself with the resources referred to in this lesson.

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**For students to explore personal ethical decision-making in the workplace, select from the following activities:**

1. Examine your ability to draw the line on your own personal work ethic.
   a. Examine your own beliefs and values about ethical work practices.
      i. Consider each of the following work practices and reflect on whether you have engaged in the practice and whether or not you believe the practice to be unethical. Use a Kantian or utilitarian framework to justify your thinking.
         - Using Facebook or other social media during work time for personal purposes
         - Taking longer or multiple toilet breaks to check or send messages about social engagements
         - Taking office stationery for personal use
         - Making personal phone calls on office phones and in office hours
         - Arriving a few minutes late or leaving a few minutes early frequently
         - Gossiping about other workers.
      ii. Read the short Blog post about a personal work ethic and the comments that follow. What does it mean to have a work/life balance? Do you agree with the comment that working smart is the priority? Write your own comment in response to the blog author’s question: What constitutes a good work ethic? Discuss.
      iii. Consider the following scenarios about going out to dinner:
          - You arrive at the restaurant. You are greeted with a friendly smile and shown to your spotless table. Nothing is too much trouble for the waitress. She is pleased to be of service to you. She brings your meals promptly and places them carefully, remembering everyone’s order.
          - You arrive at the restaurant. You are greeted, but not in a friendly way, and directed to your table. The waitress is clearly unhappy and looks at her watch while she takes your order. When she brings your food she has forgotten and doesn’t care who ordered what and almost throws the plates down.
          - What is happening in these two contexts? How would you describe the work ethic of the two waitresses? What impact does bringing the very best of yourself to a workspace have on the people around you? Your enjoyment of your work? How does this relate to the concept of a work ethic?
Fertile Question: *Where do I draw the line?*

Core Content Area 3: See, judge, act

**TOPIC 3.2: Ethics in the workplace**

**Lesson 3.2.2 Unionism and advocacy**

In this lesson students will explore the ways in which unions assist employers and employees to maintain ethical relationships.

**Teachers: Before You Start!**

1. Familiarise yourself with the resources referred to in this lesson.
2. If possible arrange for a Union representative to visit your students to speak about the value and purpose of unions and their role as advocates for the worker.

**For students to explore the ways in which unions assist employers and employees to maintain ethical relationships, select from the following activities:**

1. a. Familiarise yourself with the teachings of the Catholic Church about the value of work and the rights of the worker.
   i. View the notable quotations from Catholic Social Teaching documents regarding work and workers.
   ii. Create a Wordle from the notable quotations document. Remove the words *Donders, translation and work* from the Wordle by hovering over the word, right clicking and clicking on *Remove*…
   iii. Locate three statements in the document that speak about workers’ rights. Re-write the statements in your own words and share with a partner.
   iv. List the key values identified in the statements.

b. Familiarise yourself with the history and work of the Union movement in Australia.
   i. View and critique the short movie clip about the value of unions in Australian history. What film techniques have the producers used to incite a response from the viewer? What do you think is the connection between unions and ethics? What reason does the narrator give for the continuing need for unions and the fight for workers’ rights. Discuss.
   ii. Use the fact sheets to help you answer one or more of the Union quizzes about safety, workplace bullying, child labour etc.
   iii. View the timeline of union activity in Australia since white European settlement. Complete a PMI chart about the union movement in Australia. Share with the class.
   iv. How might unions help you to draw the line on workplace ethics and behaviour? Unions also need to be ethical in their actions and be mindful of the signs of the times. When is enough pay enough? When are conditions good enough? How might Australia increase productivity without compromising pay and conditions?
Fertile Question: *Where do I draw the line?*

Core Content Area 3: **See, judge, act**

**TOPIC 3.2: Ethics in the workplace**

**Lesson 3.2.3 Whistleblowers and scapegoats**

In this lesson students will explore the ethical issues associated with action and inaction in the workplace.

**Teachers: Before You Start!**

1. Familiarise yourself with the resources referred to in this lesson including the article about whistleblowers.

**For students to explore the ethical issues associated with action and inaction in the workplace, select from the following activities:**

1. Explore the ethics of whistleblowing and scapegoating.
   
   a. Where would you draw the line on exposing injustice in the workplace?
      
      i. Draw a Y chart for each of the following terms: Whistleblower, scapegoat. What do they look like, sound like and feel like?
      
      ii. Share charts with a partner and discuss similarities and differences.
      
      iii. View the short movie clip about a whistleblowing incident in the Northern Territory and answer the following questions: What action did Susan take within her organisation before she blew the whistle to the media? What helped her to draw the line in this case? What were the risks involved in blowing the whistle? What was the outcome for the community gained by her actions? How would the See, Judge, Act model assist someone who has uncovered an issue of injustice in the workplace?
      
      iv. When you see unethical processes in the workplace you can use the See, Judge, Act framework to help you to decide what to do. For example, in the seeing stage, identify the unethical behaviours and the extent to which they are harming others or the workplace culture. Who is involved? In the judge stage, reflect upon existing work structures, processes and personnel (often located in the Employee code of conduct or complaints management) to deal with this unethical behaviour, the consequences of both action and inaction, personal support structures and personnel. In the action phase, choose a course of action informed by this information and process.
Fertile Question:  Where do I draw the line?

Core Content Area 3:  See, judge, act

TOPIC 3.3:  Global ethics

Lesson 3.3.1 Bioethics and other big issues

In this lesson students will analyse an issue of bioethics.

Teachers:  Before You Start!

1. Please be sure to preview the resources prior to this lesson. Please note that some may find one or two of the scenes of diseased and dead animals in the Catalyst film disturbing. The transcript of the film is presented as an alternative resource.

For students to analyse an issue of bioethics, select from the following activities:

1. Investigate an issue of bioethics of your choice or examine the issue presented here about the use of stem cells and farming apartments to solve future food scarcity.
   a. Explore the ethical issues associated with food production in a laboratory and future farming practices.
      i. View the Catalyst short program “Lab Burger”. (Please note: one or two of the pig farming scenes may be disturbing). The transcript of the film is presented as an alternative resource.
      ii. Use the See, Judge, Act framework questions in Useful Resources to help you to analyse this case. Discuss the issues as a class.
      iii. What questions are you left with about this issue? What will help humans to draw the line on biotechnology in the future?
   b. Explore the ethical issues associated with research using human beings.
      a. Examine the list of human research issues on the Australian Ethics Committee website. What human research issues would require considerable ethical and moral discernment before being approved by this Ethics Committee?
      b. Examine the terms of reference of the Mater Hospital’s Human Research Ethics Committee. Which of the issues on the Australian website would not be considered to be in keeping with Catholic Church teaching? How might Catholic Church teaching help believers to draw the line on these issues?
Fertile Question: *Where do I draw the line?*

Core Content Area 3: **See, judge, act**

**TOPIC 3.3: Global ethics**

**Lesson 3.3.2 Living for the planet**

In this lesson students will explore the ethics of the super fishing trawler and its banning from Australian waters.

**Teachers: Before You Start!**

1. Review the resources referred to in this lesson. Consider printing out the article to assist students to identify the different points of view.

2. This lesson could be used to model the assessment task.

**For students to explore the ethics of the super fishing trawler and its banning from Australian waters, select from the following activities:**

1. Explore the banning of the super fishing trawler from fishing in Australian waters in 2012.
   a. Use the See, Judge, Act process to investigate the various points of view regarding the banning of the super fishing trawler the Margiris from Australian waters in 2012.
      i. View the short film by way of introduction to this topic. Clarify the issue as a class. Why is it an ethical issue?
      ii. Access the ABC article *Will the super fishing trawler destroy our fisheries?* and use bubbl.us to chart the diverse points of view associated with this issue. Both sides of the debate can be further explored by clicking on the link within the article.
      iii. Analyse the various points of view. Work with a partner to determine answers to the following: Which arguments appear to be coming from a consequentialist or utilitarian perspective? Which points of view represent a Kantian or moral duty perspective? Can you identify other ethical points of view such as an ethics of justice (rules and laws), an ethics of care or an environmental ethic?
      iv. Add in a religious voice to this argument. What would Catholic Social Teaching contribute to this argument?
      v. Considering all of the available information where would you have drawn the line on this issue?
Fertile Question: *Where do I draw the line?*

**Core Content Area 3: See, judge, act**

**TOPIC 3.3: Global ethics**

**Lesson 3.3.3 International rights of the refugee**

In this lesson students will investigate Australia’s responsibilities as signatory to various treaties regarding human rights with regard to detention of refugees.

**Teachers: Before You Start!**

1. Review the resources referred to in this lesson.
2. The resources referred to on this page would be useful for students who have chosen a human rights issue for their assessment.

**For students to investigate whether or not Australia’s detention of refugees laws are ethical, select from the following activities:**

1. Explore the Australian Government’s policy regarding the detainment of refugees.
      i. Read the *About* section to gain understanding about the mission and purpose of the Commission.
      ii. What are Australia’s [obligations towards asylum seekers and refugees](https://www.humanrights.gov.au) and how well are they meeting these obligations, given they are ethically obliged to be bound by the treaties on human rights to which they are signatories? How can the government be held accountable for the violation of these obligations? Where do you draw the line on your own action or inaction on this issue? Create a Voki of yourself to express your point of view.
      iii. For further information and resources on this issue and other issues of human rights, explore the student section of the Human Rights Commission [website](https://www.humanrights.gov.au).
Lesson 3.1.1

**See, Judge, Act model for inquiry including some possible inquiry questions**

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<th><strong>Step One: See</strong></th>
<th><strong>Acquisition of Information</strong></th>
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<tbody>
<tr>
<td>Gather facts:</td>
<td>spiritual, psychological, emotional, medical, legal, family views</td>
</tr>
<tr>
<td>Possible questions:</td>
<td></td>
</tr>
<tr>
<td>What’s going on?</td>
<td></td>
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<tr>
<td>What do you see/observe?</td>
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<tr>
<td>What facts do you know about the issue?</td>
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<tr>
<td>What did you learn?</td>
<td>Who are the key stakeholders on this issue?</td>
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<td>What are the ethical questions surrounding this issue?</td>
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<td>How do you feel about the issue or experience?</td>
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<th><strong>Step Two: Judge</strong></th>
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<tbody>
<tr>
<td><strong>a. Social Analysis</strong></td>
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<tr>
<td>Determine motives, prioritise values, principles, prima facie duties.</td>
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<tr>
<td>Consider the various courses of action, risks and benefits, short and long term consequences.</td>
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<tr>
<td><strong>Political factors</strong>: Who decides? Who are they deciding for? How do decisions get made? Who is left out of the decision-making?</td>
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</tr>
<tr>
<td><strong>Social factors</strong>: Who is left out? Who is included? Why?</td>
<td></td>
</tr>
<tr>
<td><strong>Historical factors</strong>: What past events influence the situation today?</td>
<td></td>
</tr>
<tr>
<td><strong>Cultural factors</strong>: What values are evident? What do people believe in? Who influences what they believe?</td>
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<tr>
<td><strong>b. Theological Reflection</strong></td>
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<tr>
<td>What scriptural passages can help to interpret this? What does Catholic social teaching say about the issue?</td>
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| **Information + analysis + theological reflection** |                     |
| **= Step Three: Action** |                     |
| What needs to be done to change and address root causes in light of human rights, theology and facts? How would you transform current structures/practices/relationships? How would you develop responses/actions with the people at the centre of the injustice? How could you act to empower the disadvantaged? How will you evaluate your action? Where would you draw the line on this issue? |
Lesson 3.3.2  Example of how to use bubbl.us to identify different points of view.

Bubbl.us is a free brainstorming tool that requires an email and a password to register. It is extremely versatile and easy to use. It can assist you to weigh up the strength of an argument visually, organise information, brainstorm ideas etc.