****

**VICTORIAN CURRICULUM F-10: ETHICAL CAPABILITY**

**STUDENT ETHICAL REFLECTION TOOL**

# Student Ethical Issue Reflection Tool

## Background – Teacher information

### What is the tool?

Several learning areas within the Victorian Curriculum: F-10 either mandate particular ethical issues for study or provide opportunities to teach an ethical issue.

Teaching an ethical issue is supported by the Ethical Capability, Critical and Creative Thinking and relevant Learning Area curriculum.

The purpose of this tool is to assist students to track their progress in the analysis and evaluation of an ethical issue.

It is a companion to the ‘[Teaching ethical issues: Planning Tool](http://www.vcaa.vic.edu.au/Documents/viccurric/ethics/Ethical_Planning_Tool.docx)’ which is a teacher resource for planning the Ethical Capability component of teaching of an ethical issue. Refer to this tool to find out more about the nature of an ethical issue and what is involved in the analysis and evaluation of an ethical issue, and to assist in unit planning.

The Student Ethical Issue Reflection tool begins by asking students to state their initial, intuitive (first reaction) response to the ethical issue they are studying.

As they continue to engage with the ethical issue over the course of the unit, students will undertake teaching and learning activities informed by Ethical Capability and Learning Area content and achievement standards.

Their thinking about the issue will gradually develop as a result of this, as shown in the following diagram:

### How can this tool be used?

This tool can be used to help track the progressive refinement and development in student thinking on the ethical issue. It could be used to develop evidence for formative or summative assessment or as a worksheet to support a separate teaching and learning activity or assessment task. It has been written for individual student use, but could be adapted for use in small group work.

It can also be adapted prior to student use to target the selected teaching and learning focus more specifically.

## Student Ethical Issue Reflection Tool

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name: Year Level and Form group:**

**Subject:**

This tool is designed to assist you in analysing and evaluating an ethical issue.

It is helpful to begin by clearly stating what your initial intuitive (first reaction) response is to the issue, before any further teaching and learning activities have been completed.

Note that if you are not sure about your initial response that is fine at this stage. Instead, write down some questions that think are important when you think about this issue.

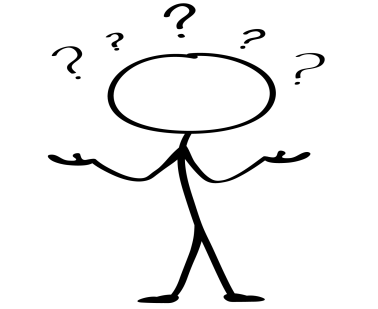
So:

### What is your initial, intuitive response?

Use these questions to guide your thinking:

* What is the ethical issue?
* How important is it? For whom?
* Who is currently responsible for making a decision about what to do/who should be responsible? Why?
* What do you think should be done about the issue?

### Write your initial response here:



**What is the issue?**

**My response is:**

### Analysing and evaluating the issue – going deeper

As you engage with this issue further, use this tool to track how your response develops. Note that you may in the end change your mind on what that response should be, or not, but in either case your ability to explain and justify your point of view should improve. The order in which you work with the sections below is flexible and not all sections may need to be filled. Check with your teacher.

|  |  |  |
| --- | --- | --- |
| ***Identifying an ethical issue and who has responsibility for decision-making and action***  **Guiding questions:**   * What is the ethical issue? * Who is affected? List the groups/individuals * How important is this issue and for whom? * Who is/should be responsible for deciding what to do? * Who should be responsible for implementing the decisions (doing what is decided)? | **Explore your thinking here:** | **Teacher feedback** |
| ***Selecting and justifying a response to the issue***  **Selecting a response**  **Guiding questions:**   * What should be done in this specific case? * What is the expected outcome? | **Explore your thinking here:** |  |

|  |  |  |
| --- | --- | --- |
| **Justifying a response**  **Guiding questions:**   * Which ethical principle/s could guide a response? * Which ethical principle/s should guide a response? * Which specific ethical principle/s underlies the selected response?   **Elaborating on ethical principles**  **Guiding questions:**   * Does it concern consequences that must be taken into account ahead of (or take priority over) a duty? * Does it concern a duty that must be undertaken regardless of (or that take priority over) consequences? * What are the values involved? * What are the contestabilities (areas of disagreement) in each of these points? |  |  |
| ***Further question*:**   * Are there any other influences on this issue? | **Explore your thinking here:** |  |

### Did I change my mind?

No, I still have the point of view for the *same reasons*, which are

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

No, I still have the same point of view, but for *different reason/s* which are

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

**OR**

Yes, my initial view changed to some extent, for the following reasons:

|  |
| --- |
|  |
|  |
|  |
|  |
|  |