

A guide for teachers: Mornington Peninsula Regional Gallery

What is an Ethics Trail?

- **An Ethics Trail is designed to complement student learning acquired from classroom learning of knowledge and skill Achievement Standard.**
- **The activities are framed to support student exploration into the ethical concepts identified in the VC Ethical Capability: Level 7 and 8 Achievement Standard.**
- **Activities are designed to stretch students to work as an individual, in pairs and in small groups to allow for a range of collaborative inquiry processes to make informed judgements. Activities aim to give students the opportunity for rigorous ethical discussion, effective note taking to document their development and an opportunity to show their understanding.**
- **The experience of visiting an Art Gallery (physically or online) provides a stimulus for ongoing discussion of ethical issues raised by the inquiry into concepts and the discussion making processes.**

What is the structure of this Trail?

- **The student activities are constructed as a journey of 8 STEPS. Teachers can opt for all 8 STEPS or choose STEPS specifically to enrich their classroom teaching and learning.**
- **The 8 STEPS are divided into 4 sections.**
 1. **Pre-reading and preparation activities for students to read and complete to orient learning to a different way of considering concepts.**
 2. **STEPS 1 introduces students to concepts. STEPS 2 to 4 allow students to consider the concept of freedom and engage in rigorous decision making. STEP 5 is an optional section developed for high capacity and high ability students to stretch themselves intellectually.**
 3. **STEPS 6 to 7 are aligned to an Art Gallery experience (either physically or online) where artworks are identified as stimulus to explore and value the concept of freedom in different ways and from different perspectives.**
 4. **STEP 8 culminates in an opportunity for students to show their understanding of concepts, decision making around the concept of freedom.**
- **Each STEP will generate questions for discussion and activities for students to develop writing skills.**
- **Depending on the selection of activities within the journey, the time allocation will differ.**

Learning intentions

Ethical Capability: Levels 7 & 8

Understanding Concepts:

Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups. ([VCECU014](#))

Decision Making and Actions

Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action. ([VCECD017](#))

Discuss the role of context and experience in ethical decision-making and actions ([VCECD018](#))

Links to the Victorian Curriculum:

Art: Levels 7 & 8

Respond and Interpret:

- Analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences.
- Identify and connect specific features of visual artworks from different cultures, historical and contemporary times.

Achievement Standards

By the end of Level 8 students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences.

English/Literacy: Level 7

Interacting with others

- Listening and speaking interactions.
- Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interpretation skills when sharing interpretations or presenting ideas and information.

Language for interaction

Evaluative language

- How language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources.

Achievement Standards

Writing: They [create](#) texts showing how [language features](#), [text](#) structures, and images from other texts can be combined for effect. They [create](#) structured and coherent texts for a range of purposes and audiences.

Reading and Viewing: They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Speaking and Listening: Students [listen](#) for and explain different perspectives in texts. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of [view](#).

English Literacy Level 8

Creating texts

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate

Speaking and Listening

Listening and speaking interactions

Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives

References and further reading for teachers.

Mornington Peninsula Regional Gallery

<https://mprg.mornpen.vic.gov.au/About>

Victorian Curriculum: Ethical Capability

- **Rational and Aims**
- **Learning in Ethical Capability**
- **Scope and Sequence**
- **Resources**
- **Glossary**

<http://victoriancurriculum.vcaa.vic.edu.au/ethical-capability/introduction/rationale-and-aims>

Philosophy for Children (P4C)

Laurence Splitter – concept document attached.

Victorian Association of Philosophy in Schools

<https://vaps.vic.edu.au/>

Universal Declaration of Human Rights

<http://www.un.org/en/universal-declaration-human-rights/>