MORAL CHOICES

RME TOPIC

SECOND LEVEL

CONTENTS
Outcomes
PACE Planner
Introductory Lesson
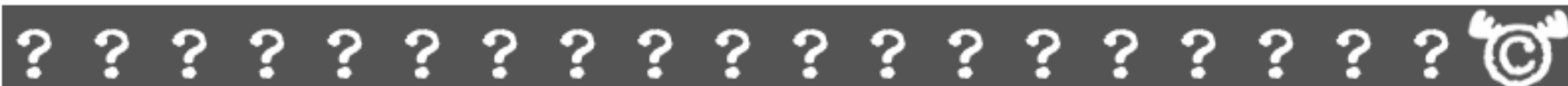
BLURB

Morality features in many areas of life. This pack includes thought provoking subject matter that might change or cement opinions. The children will explore and investigate the sense and senselessness of world events and their opinions will start to evolve.

FOLLOW US ON SOCIAL MEDIA

OUTCOMES

TOPIC OR THEME	LEVEL	CURRICULUM AREA	TEACHERS
MORAL CHOICES	2nd	Religious and Moral Education	

CURRICULUM FOR EXCELLENCE OUTCOMES

ART AND DESIGN

Though observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.
EXA 2-04a

HEALTH AND WELLBEING

As I explore the rights to which I and others are entitled, I am able to exercise these right appropriately and accept the responsibilities that go with them. I show respect for the rights of others.
**HWB 2-09a**
I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.
HWB 2-10a
I make full use of and value the opportunities I am given to improve an manage my learning and, in turn, I can help to encourage learning and confidence in others.
HWB 2-11a

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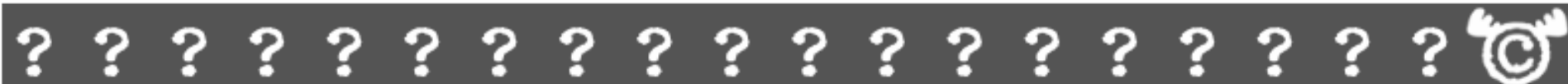
HEALTH AND WELLBEING

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.

HWB 2-12a

Though contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 2-13a

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 2-14a

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.

HWB 2-19a

LITERACY

When I engage with others, I can respond in ways appropriate to my role, show that value others' contributions and use these to build on thinking.
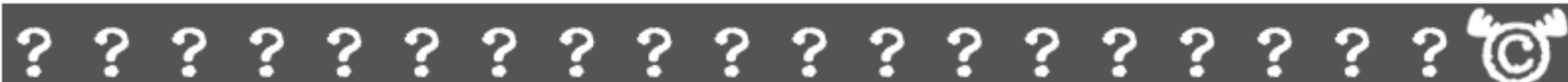
LIT 2-02a

I can recognise how features of spoken language can help in communication and I can use what I learn. I can recognise different features of my own and others' spoken language.

ENG 2-03a

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-06a

LITERACY

To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how use these are.

LIT 2-08a

When listening and talking with others for different purposes, I can:

➢ Share information experiences and opinions.
➢ Explain processes and ideas.
➢ Identify issues raised and summarise main points or findings.
➢ Clarify points by asking questions or asking others to say more.

LIT 2-09a

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

LIT 2-10a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a

Throughout the writing process, I can check that my writing makes sense and meets its purpose.

LIT 2-23a

I consider the impact that layout and presentation have and can combine lettering, graphics and other features to engage my reader.

LIT 2-24a

I can use my notes in other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new texts. I recognise the need to acknowledge my sources and can do this appropriately.

LIT 2-25a
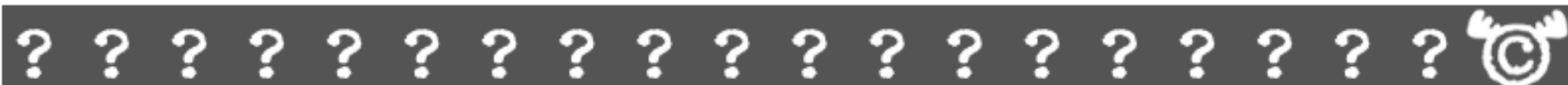
LITERACY

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.
LIT 2-26a

I am learning to use language and style in a way which engages and/or influences my reader.
ENG 2-27a

I can convey information, describe events, explain processes or combine ideas in different ways.
LIT 2-28a

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.
LIT 2-29a

RME

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.
RME 2-02b

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.
RME 2-05b

I am developing respect for others and my understanding of their beliefs and values.
RME 2-07a

I am developing an increasing understanding and awareness of my own belief and I put them into action in positive ways.
RME 2-08a

I am developing my understanding that people have beliefs and values based upon religious or other positions.
RME 2-09b

RME

I can explain why different people think that values such as honesty, respect and compassion are important and I show respect for others.
RME 2-09c
I am developing my understanding of how my own and other people's beliefs and values affect their actions.
RME 2-09d

SOCIAL STUDIES

I can discuss why people and events from a particular time in the past were important placing them within historical sequence.
SOC 2-06a
I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally friendly way.
SOC 2-08a
I can use evidence selectively to research current social, political or economic issues.
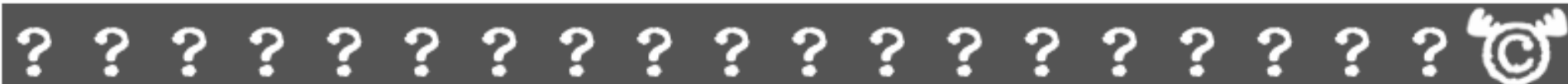**SOC 2-15a**
I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.
SOC 2-16b
I can discuss issues of the diversities of cultures, values and customs in our society.
SOC 2-16c

TECHNOLOGIES

As I extend and enhance my knowledge of features of various types of software including those which help find, organise manage and access information, I can apply what I learn in different situations.
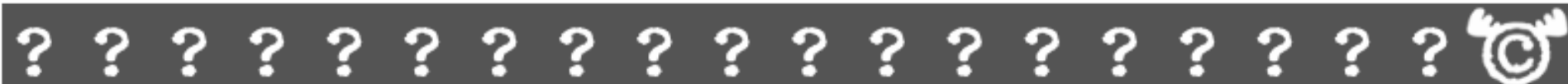**TCH 2-03a**
Throughout all my learning I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.
**TCH 2-03b**
I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.
TCH 2-04a

PURPOSE	ACTIVITIES	CRITERIA	EVIDENCE
• I am developing my understanding of my human rights. • I am learning about human rights past and present. • I am finding out about genocide. • I am learning about occasions in history when genocide occurred. • I am expanding my knowledge of charity. • I am learning about charities of varying sizes all over the world. • I am expanding the way in which I carry out research. • I am learning to speak clearly when reporting my findings to the class. • I am investigating the link between crime and punishment. • I am finding out about euthanasia and the debate surrounding it. • I am discovering that there is an opposing view about global warming. • I am determining what rights animals have and should have. • I am participating in discussion about the difference between wealth and poverty. • I am discovering the difference between people living in poverty and those who are extremely wealthy.	1. Complete a worksheet to identify human rights. 2. Design a human rights plaque. 3. Complete a missing word worksheet on genocide. 4. Draw a memorial picture. 5. Discuss the saying 'charity begins at home'. 6. Complete a WHO AM I? worksheet on charities. 7. Debate corporal punishment. 8. Discuss and categorise crimes. 9. Debate euthanasia. 10. Write a letter to your MP about euthanasia. 11. Participate in a whole class debate about the environment. 12. Design a poster promoting recycling. 13. Complete a missing words worksheet on animal rights. 14. Research an animal charity. 15. Debate whether footballers deserve their wages. 16. Complete a worksheet on wealth and poverty.	• I can appreciate my human rights and the rights of others. • I can explain why human rights are so important. • I can talk about acts of genocide and explain what genocide means. • I can explain the meaning of charity. • I can discuss and explain the purpose of different charities. • I can form an opinion on euthanasia. • I can work together in a group with my classmates. • I can write a letter. • I can actively participate in a class debate and observe the rules of debate. • I can explain both sides of the global warming debate. • I can explain what is meant by animal rights. • I can talk about testing on animals. • I can explain the difference between wealth and poverty.	**MAKE** • Design a human rights plaque. • Draw a memorial picture. • Design a recycling poster. **SAY** • Verbally present information about an animals charity. • Participate in a class debate about the environment. • Participate in discussions about charity, corporal punishment, crime and wealth and poverty. **DO** • Carry out research using a variety of resources. • Research an animal charity. **WRITE** • Complete worksheets on human rights, genocide, charity, animal rights and wealth and poverty. • Write a letter to your MP.
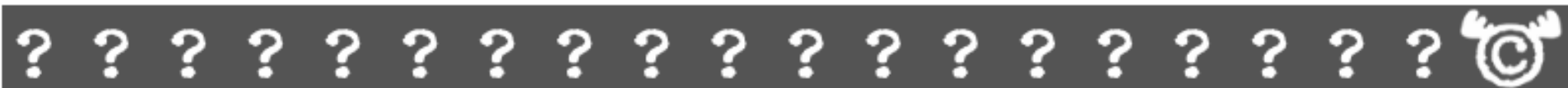
Moral Choices – Introductory Lesson

The purpose of this lesson is to get an idea of what the children already know about the subject. It is a co-operative lesson for the whole class to get involved. Spelling and handwriting are not important.

At the end of the topic it will be useful to re-visit the results of this lesson and hold a class Q&A to discuss what they have found out and any unanswered questions they still have. The Q&A could be part of an ICT lesson where the children research their unanswered questions.

SPLIT THE GROUPS
In order to get randomly selected groups ask the children to sort themselves into date of birth order without talking to each other. Then split the children into groups of 4 i.e. the first 4 children are one group etc.

Once in their groups the following jobs should be randomly allocated:

1. Group Leader (who likes milk?)
2. Writer (who has a summer birthday?)
3. Reporter (who has the longest name?)
4. Timer (who has the youngest sibling?)

Sheets of A2 paper are laid out on the desks each sheet should be labelled with one of these titles:
1. Human Rights
2. Genocide
3. Charity
4. Crime and Punishment
5. Euthanasia
6. The Environment
7. Animal Rights
8. Wealth and Poverty

Then split the sheet into two columns:
1. What do I know?
2. What do I want to find out?

The groups then rotate around each sheet. A time limit should be given.
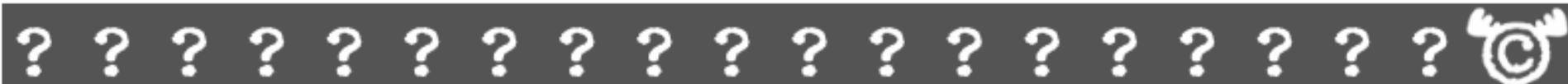
PART ONE

HUMAN RIGHTS

Human Rights
TEACHER'S NOTES

Human Rights are certain rights and freedoms allowed to you just by being human. These rights are limited and they do not mean that you are free to do entirely what you want, because you cannot cause harm to another person who has equal rights. In this section we will find out more about human rights.

DECLARATION OF HUMAN RIGHTS
In response to the atrocities of World War II the Universal Declaration of Human Rights was passed by the United Nations General Assembly on December 10th 1948.

DID YOU KNOW? December 10th is International Human Rights Day.

DECLARATION OF INDEPENDENCE
In an historical context, the American Declaration of Independence is one of the first political documents to include a section on Human Rights. This quote is probably one of the most famous in the world.

'We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of happiness'
United States Declaration of Independence 1776

ADVANCES IN HUMAN RIGHTS
During the 18th, 19th and early 20th centuries, advances were made in Human Rights. For example a ban on slavery and the slave trade, increased equality for women, better wages and improved living conditions for poorer people.

EUROPEAN CONVENTION ON HUMAN RIGHTS
The UK signed European Convention on Human Rights in 1950. The Human Rights Act 1998 ensures the rights and freedoms contained in the ECHR are UK law. Included in the ECHR are rights including: right to life, right to a fair trial and freedom of expression.
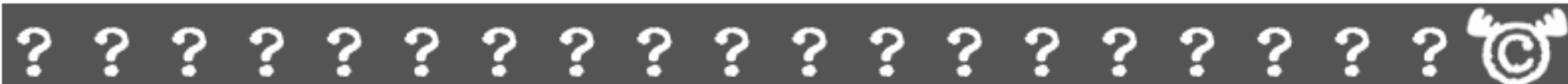
THESE ARE OUR HUMAN RIGHTS

the right to life

the right to liberty

the right to a fair trial

the right to an education

the right to participate in free elections

the right to marry and start a family

the right to respect for private and family life

the right to peaceful enjoyment of your property

the right not to be discriminated against

the right not to be punished for something that wasn't a crime when you did it

the right not to be subjected to the death penalty

freedom of thought, conscience and religion and freedom to express your beliefs

freedom of expression

freedom of assembly and association

freedom from slavery and forced labour

freedom from torture and degrading treatment

THE UNITED NATIONS
The United Nations is an international peace keeping organisation made up of many different countries throughout the world. Each country accepts that the UN has ultimate authority in the sphere of Human Rights. The UN is governed by the UN Security Council and UN Human Rights Council.

The UN has a mandate to:
'promote and encourage respect for human rights and for fundamental freedoms for all without distinction as to race, gender, language or religion'

These are some of the human rights organisations in the UK.

The Equality and Human Rights Commission

The Scottish Human Rights Commission
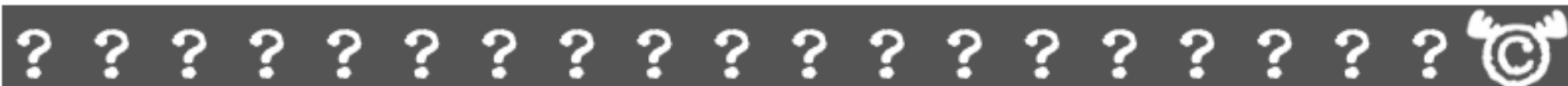
The Northern Ireland Human Rights Commission

These are some of the non-governmental human rights organisations.

Amnesty International

| JUSTICE | Liberty | Article 19 |

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Human Rights
ACTIVITY 1

Can you complete this task on human rights?

Human Rights are certain rights and freedoms that everyone has.

In the boxes are some REAL human rights and some FAKE ones.

In your jotter, make a list of the REAL human rights.

The right to life.

The right to liberty.

The right to a fair trial.

The right to stand in the way of other people's human rights.

The right to form a group to stand up for something you believe in.

The right to play football wherever you want.

The right to marry and start a family.

The right to not be discriminated against.

The right to blame someone else for your mistakes.

The right to an education.

The right to participate in free elections.

The right to demand money or goods from other people.

Freedom of expression.

Freedom from slavery.

Freedom from your parents.

The right to threaten someone you disagree with.

The right to pick on people you don't like.

The right to break a law if you don't agree with it.
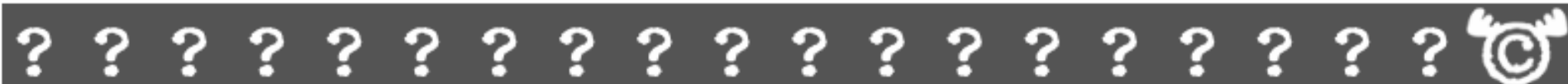
Human Rights ACTIVITY 2

Can you design a human rights plaque?

Working with a partner, discuss these quotations.

1. What do they mean?
2. Why are they important?
3. What effect do they have on people?

Pick one of the quotations and design a plaque.

1. Write the quotation using fancy lettering.
2. Write underneath where the quotation came from.
3. Design a fancy border for your plaque.

The American Declaration of Independence 1776

'We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of happiness'

The United Nations on Human Rights

'promote and encourage respect for human rights and for fundamental freedoms for all without distinction as to race, gender, language or religion'
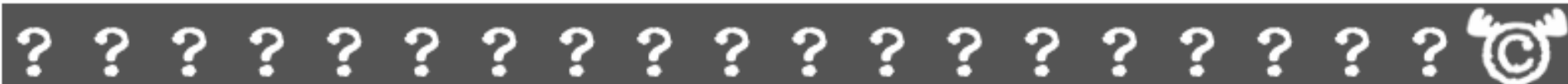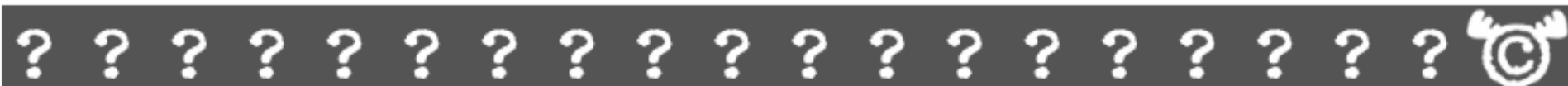
Assessment 1

By completing these tasks your teacher can see how much you have learned about human rights. You can look back in your jotter to help you answer the questions.

Answer these questions in sentences.

1. What are human rights?
2. What does UN stand for?
3. When was the American Declaration of Independence?
4. Write down 2 human rights.
5. Complete this quote – 'Life, Liberty and the _____ ___ _____'.
6. Which of these is not included in the UN's view on human rights – race, religion, hair colour?
7. The right to an education is a human right. TRUE or FALSE?
8. What does liberty mean?
9. What does discrimination mean?
10. What organisation in Scotland deals with human rights?

Write a paragraph explaining what might happen if we didn't have human rights.

Draw a picture of a free and happy person!

Assessment 1 - ANSWERS

Answer these questions in sentences.

1. What are human rights?
2. What does UN stand for?
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9. What does discrimination mean?
10. What organisation in Scotland deals with human rights?

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1. Rights and freedoms that all humans are entitled to.
2. United Nations.
3. 1776.
4. See Teacher's Notes.
5. Pursuit of happiness.
6. Hair Colour.
7. TRUE.
8. Freedom.
9. Treating someone differently because of their race, religion etc…
10. The Scottish Human Rights Commission.

Extension Tasks 1

These are internet based tasks for early finishers. They can be done on an iPad or a computer.
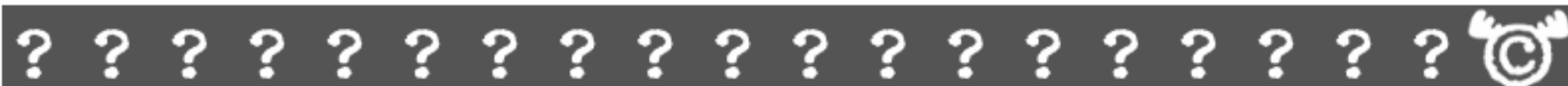
Find the following words in the word search:

1. Life
2. Liberty
3. Independence
4. Human Rights
5. United Nations
6. Equality
7. Amnesty
8. Freedom
9. Discrimination
10. Happiness

L	V	T	T	E	T	C	J	E	U	R	D	K	F	V
H	G	H	L	H	A	P	P	I	N	E	S	S	F	P
U	O	M	I	C	C	Z	E	O	I	D	M	S	A	K
M	Y	Q	F	A	L	F	P	Y	T	K	G	T	B	D
A	T	J	E	F	E	L	I	B	E	R	T	Y	N	V
N	I	D	H	U	H	K	W	E	D	O	A	S	Q	H
R	D	I	S	C	R	I	M	I	N	A	T	I	O	N
I	Z	I	Y	A	W	S	F	O	A	J	A	K	E	E
G	E	A	H	O	I	T	T	C	T	R	M	E	D	Q
H	N	L	M	G	L	C	X	N	I	R	N	G	H	A
T	A	U	E	N	B	G	J	Y	O	K	E	Q	L	T
S	B	V	Z	K	V	G	P	E	N	G	S	A	B	E
R	E	Q	U	A	L	I	T	Y	S	X	T	N	Z	X
M	O	D	E	E	R	F	G	Y	Q	Z	Y	J	W	M
V	E	C	N	E	D	N	E	P	E	D	N	I	P	X

Find out the location of the UN headquarters. Look at the building on Google Earth.

Find out why the 4th of July is important for Americans.

Write down 5 facts about the United Nations and 5 facts about Amnesty International.

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