

Teacher resource

Overview

Teaching resources for Modern Worldviews have been designed for Year 9 and 10 students in Australian schools. They align closely to content descriptors and standards in History, Civics and Citizenship and the cross-curriculum Capabilities. Lessons are multimodal and take the form of printouts, slideshows and videos. Each module will include a teachers' guide to the main resources, which will help you plan how to use them.

Lesson Planning

Lessons will generally include the following:

- **Background:** This gives an overview of the lesson which (along with the other key information that allows the teacher to plan how to use the resource.)
- **Learning Areas:** Most resources can be used for multiple learning areas across the **Australian Curriculum**, however specific content descriptions and standards will be identified from History, Civics and Citizenship and relevant Capabilities.
- **Key Questions:** Most resources address one or two key questions.
- **Glossary:** Pertinent and useful vocabulary from Modern Worldviews main Glossary
- **Learning Intentions/Outcomes:** Goals for learning will be included using familiar language of 'Students will ...'
- **Links:** Hyperlinks to any additional material (such as videos, slideshows, articles or other external sources) are marked near the start of the resource, so they can be prepared in advance.
- **Stimulus:** Each lesson has a Slideshow presentation as the major teaching resource which includes Teachers' Notes. Lessons have at least one stimulus that students will be responding to. This could be some factual information, a news story, a scenario or a range of viewpoints.
- **Exercise:** Each resource has an exercise based on the stimulus. This might be questions for individual exploration or

group discussion.

- **Extension:** These activities are more focussed on independent learning – although they can also be group projects. They are designed to explore the subject material in more depth. They could be anything from staging a debate to finding more examples, creating an art project to conducting an interview.
- **Enabling:** These activities provide the opportunity for students to unpack learning content presented in a style most accessible for students beginning to tackle new concepts.
- **Notes:** These provide additional support for the teacher on how to set up the exercises or how to help guide discussions. They may show how specific parts of the resource link to others.
- **From a Secular Humanist perspective:** Information provided as further clarification to support teachers and students understand key ideas from the Secular Humanist worldview related to the key questions of the lesson.



Presentations

Slideshows have been developed as a key teaching resource within the Modern Worldviews unit of work. Slides include Teachers' Notes.

Lesson Example

Background

During 2020 there were many calls for citizens to be tolerant of different cultures, beliefs or faiths, and race. To initiate discussion and establish prior knowledge of student understanding of worldviews, engage in shared reading of the article *Mixed Feelings on Faith, The Age*, 8/3/20. Later in this unit, students will revisit this article to reflect on their learning, reading it again with a different level of understanding of worldviews. It will be important to address issues arising from any recent protests in your area if raised by students and explain by having a better understanding of worldviews overall, citizens are more likely to be more tolerant of difference.

Worldview: A worldview is the overall perspective from which an individual or group engages with the world. This worldview may range from an overarching set of assumptions to a set of beliefs to a fully theorised philosophy that informs interpretations of the world and responses to it.

Learning Intentions/Outcomes:

Students will be able to;

- Understand that Australians have mixed feelings on issues of cultures, beliefs or faiths, and race.
- Identify that some Australians are religious, and some are not religious.
- Understand that in Australia, everyone has the right to their own worldview.

Lesson Plan

- 1) Brainstorm – What is Faith?
- 2) Ask the class to read **Sample student resource 1** as a shared reading, unpacking new vocabulary and concepts as a group with the teacher.
- 3) Students work in pairs to complete the Positive, Negative and Interesting (PNI) Table (**Sample student resource 2**)
- 4) PNI will help students to identify and consider positive, negative and interesting aspects of a situation or problem.

- 5) Pose a question, statement or scenario for students to consider. For example: *High school students have mixed feelings over faith because they want to make up their own minds about beliefs and religion.*

Teacher to elicit response to “What is No Faith?”

- 6) Students brainstorm in pairs the positive, negative and interesting implications of this statement and record these using a PNI table.
- 7) Students share their completed responses if desirable and appropriate to the group.

Extension

Theme 1: Rights and Responsibilities

In contemporary Australia we may take for granted certain aspects of our lives such as the right to vote for our leaders and to express our religious views or challenge religion, as well as the right to education, work and a decent standard of living. We expect to have those same rights no matter what our sex or gender identity. Yet these rights have not always been present. Actually, they remain non-existent in parts of world today. *Find some of the people who first defined and sought these rights, who formed movements to fight for them and whose names are linked with them.* Some of the thinkers have had such a broad personal impact that their names have become associated with the ideas they expressed (for example Marxism and Darwinism).

Theme 2: Progressive Ideas

The basic idea of egalitarianism is that everyone is born equal and free. This seemingly simple idea has caused many protests, wars and revolutions. The desire for equality was a key factor in the French Revolution, in the American War of Independence, in many anti-colonial struggles and, in a less violent but equally progressive context, in what known as the women's movement. *Consider and describe how women demonstrate influence in religious and in non-religious communities in 2020 or in the past.*

Theme 3: World views and Politics

Explain what the following comment from a reader responding to this article means in your own words. Do you agree or disagree?

"Religious literacy is not just knowing facts..."
Facts?! Like the fact that as soon as there is competition for any resource within a geographical region, various religious groups become less tolerant of each other? Or the fact that religious groups are the least likely to support universal human rights, equality and democracy? Or the fact that religious groups are far more judgmental of non-religious people?"

"Our youth are finally of a generation that can shed the shackles of superstition and sanctioned prejudice coupled with a high level of tolerance and we somehow want to change that? No, no we don't. All is well with the rise of science and reasoning."

Enabling

Theme 1: Rights and Responsibilities

Have students design an Infographic to explain Rights and Responsibilities of teenagers at home, school, community, state, country or as a global citizen in this current year.

Notes

This lesson is designed as a 40-50-minute session. It is designed to complement Australian Curriculum History Levels 9 and 10-units *Rights and Freedoms* and *Progressive Ideas*. This activity has the purpose of providing students with information about like cohorts and their beliefs, so as to cultivate critical thinking around their own personal world views.

Student Resources

Sample 1: Mixed Feelings on Faith, The Age, 8/3/20

Sample 2: PNI Table