

# Religion and Ethics

Elective 3: Good and Evil

Supporting Resources for  
the QCAA Applied Syllabus -  
Religion and Ethics

Support Resources for  
P-12 RE Curriculum, Years 11 and 12

# Good and Evil

In this unit, students will have the opportunity to reflect on the teachings of the Catholic Christian tradition about the reality of good and evil experienced by human beings. They will explore the essential ingredients of truth, beauty, goodness and evil and how these are expressed in everyday life.

[Watch this video](#)

## Teacher Background

### Extending Knowledge: *Wisdom Through Religious Art*

In this lesson students will explore the contributions of religious art to an understanding of goodness, truth, beauty and evil.

**Teachers:** *Before you start!*

- Read the Teacher Background on the Christian teachings about good and evil.

## Students

For students to explore the contributions of religious art to understanding good and evil select from the following activities:

1. Explore a variety of artworks from the Christian tradition. Examples could include:
  - [Adam and Eve](#) by Lucas Cranach the Elder, [Pieta](#) by Michelangelo, [Christ of St John of the Cross](#) by Salvador Dali, [The Gates of Hell](#) by Rodin, [Christ the King](#), Orthodox icon, [The Temptation of Christ on the Mountain](#) by Duccio, [Jesus Trampling down the dead](#) Orthodox icon.
  - b. Research and examine each artwork carefully, noting the time period and influences on the artist and then respond to the following: What religious theme/s are present in the work, for example, truth, beauty, temptation, evil, hell etc? What has the artist done to represent these themes? For example, choice of medium, size and/ or abundance of objects, people or symbols. In your own opinion how successfully has the theme been presented?
  - Identify the influence of religious art on contemporary expressions of good and evil.
2. Examine representations of the [Wheel of Life](#) from Buddhism and [Kali and Shiva](#) from Hinduism, again carefully examining the pieces for themes of beauty, truth, evil etc. Answer the following question: What are the difficulties faced when trying to interpret the symbolism of a faith tradition different to your own?
3. Reflect on your own values regarding goodness, truth, beauty and evil. Construct a small artwork that would portray your own beliefs about the origins/reasons for good and evil.

## Topic 1.1: Making Meaning

### Core Content Area 1: Wisdom through the ages

#### Lesson 1.1.1 An Introduction to Good and Evil

In this introductory lesson students will explore current understandings of good and evil and begin to investigate the origins of those understandings.

**Teachers:** *Before you start!*

- Preview the movie clip located on the Religion and Ethics web page.
- Read the Teacher Background on Defining good and evil.
- View the [clip](#) about Philosophical Questions in the classroom.

## Students

For students to explore understandings of good and evil and investigate the origins of those understandings select from the following activities:

1. Explore individual understandings of goodness, truth, beauty and evil.
  - View the [death of Dumbledore scene](#) (3min 20s) from Harry Potter to introduce the topic of Good and Evil. Discuss the dialogue and the characters identifying where the goodness and evil seems to be present in the clip. Consider the following questions: How are Malfoy and Harry similar to and different from each other? Why does Malfoy struggle? Is any person either all good or all evil?
  - Complete Frayer Concept Model charts for good, evil, truth, beauty. Share with a partner and then as a class. Discuss points of commonality and create class Frayer charts for good, evil, truth and beauty. (See Resources page)
2. Examine the unit overview by viewing the movie clip for good and evil.
  - Discuss the material in the movie clip, images used, lighting, music and script.
  - Make a list of questions that arise regarding the topic Good and Evil and the fertile question: How do I know what's good and evil? Examples might include: Is there any such thing as absolute evil or absolute good? Where does evil come from? Are people evil or just their choices and actions evil? Why do people have to suffer? Have I ever done anything evil? Is a tsunami that kills thousands of people evil? Did God create evil? Many of these questions are philosophical questions that have been debated for thousands of years. Why do you think a unit about good and evil is included in a school religion course? Students engage with a philosophical question strategy. (See teacher background.)
  - Discuss the fertile question and construct a list of sources of knowledge about good and evil. (Several of these will be pursued throughout this course.)
  - View the potential assessment tasks.
  - Construct a preliminary answer to the fertile question. Include in your answer what sources of information (wisdom) you currently use to "know" what's good and evil. Save these responses for reflection as the unit is completed.

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## Lesson 1.1.2 Religion and Philosophy

In this lesson students will begin to explore the contributions of religion and philosophy to an understanding of good and evil.

**Teachers:** *Before you start!*

1. Read the Teacher Background on the Christian teachings about good and evil.

## Students

For students to explore the contributions of philosophy and religion to understanding good and evil select from the following activities:

- Explore the contribution of philosophy to current understandings about truth, good and evil and the purpose of life.
- In learning teams of four, complete the table below whilst viewing a short clip about Plato (7mins). Each team member focuses only on one column to complete.
- Share information so each student has a complete table.

**Personal Details**

**Major Influences on him**

**Teachings**

**Influences today**

- Examine the unit overview by viewing the movie clip for good and evil.
  - Examine the influence of dualistic thinking on a modern understanding of good and evil.
    - Read and discuss the table about dualism on the Resources page. (Adapted from Peter Vardy, Julie Arliss The Thinker's Guide to Evil. Page 29.)
    - Reflect on the following questions:
      - Do you believe that there are evil and /or good forces in the world? What is the problem of dualistic thinking?
      - Where does human responsibility come into play in a world of dualism?
      - What is the connection between the body and soul and good and evil?
      - How has this thinking influenced civilisations over the centuries?
      - How is the dualistic concept represented in films?
  - Complete philosophical questioning activities. (See Reflect on the following questions:
    - Do you believe that there are evil and /or good forces in the world?
    - What is the problem of dualistic thinking?
    - Where does human responsibility come into play in a world of dualism?
    - What is the connection between the body and soul and good and evil?
    - How has this thinking influenced civilisations over the centuries?
    - How is the dualistic concept represented in films? Complete philosophical questioning activities. (See Resources page)
  - Research the beliefs about good and evil in different religious traditions.
    - Choose a world religion: Christianity, Buddhism, Islam, Judaism, or Hinduism. Develop research questions about one or more of the following: leading a good life, beauty and truth, temptation and evil, Satan/Devil, underworld and the afterlife.
    - Locate and record answers to your questions and other interesting information including ways that these ideas are used in contemporary film, games or music.
    - Create a Did you know? fact that you found interesting and share it with the class. Create a Did you know? fact that you found interesting and share it with the class.
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## Topic 1.1: Making Meaning

### Core Content Area 1: Wisdom through the ages

#### Lesson 1.1.3 The Fall

In this lesson students will examine the Judeo-Christian story about the humans and their first encounter with evil.

**Teachers:** *Before you start!*

- Read the Teacher Background on Freedom.
- Familiarise yourself with Genesis Chapters 1-3.
- Decide on the length of time required for the activity.

**Students**

For students to engage with the story of The Fall complete the following activities:

1. Explore the Judeo-Christian scriptures about the existence of evil in the world.
  - Read as a class or individually, the first three chapters of the book [Genesis](#).
  - Create a word collage for each of the three chapters using the texts from the three chapters and compare the dominant words in the three charts.

2. Discuss the meaning of the word "temptation" and its effect on humans choosing between right and wrong.
3. Discuss the use of myth in sacred texts to assist with understanding mystery, i.e. that although not a literal description of what happened, the stories are full of religious truths that describe the human condition.
  - Investigate the philosophical question: How did evil enter the world according to the Judeo-Christian scriptures?
    - Conduct a mock trial to determine the relative guilt of innocence of God, Eve, Adam and the snake according to the story in the book of Genesis. They are all charged with the same thing: the fall of humanity from perfection.  
Divide the class into five groups and assign roles: Group 1: Jude and jury, Group 2: Eve, prosecution and defence, Group 3: God, prosecution and defence, Group 4: Adam, prosecution and defence, Group 5: Snake, prosecution and defence.
    - Assign tasks within the group. The judge will determine the order of the trial, the jurors will need to be familiar with the cases, i.e. chapters 1-3 Genesis. Prosecutors and Defence Lawyers will refer to chapters 1-3 of the book of Genesis as a minimum resource for evidence to support your case. See also the section from the Catechism of the Catholic Church in Useful Resources.
    - Conduct the trial according to the order called by the judge with verdicts being help until all cases are heard. During the trial, jurors share their thinking with the judge by posting comments on a white board using hand-written post-it notes, or on a One-Note page or class Blog site.
    - Reflect on the difficulties of taking a literal approach to the interpretation of scripture.
4. Conclude this lesson by reflecting on and/or praying the Lord's Prayer.

## Topic 1.2: Human freedom and responsibility

### Core Content Area 1: Wisdom through the ages

#### Lesson 1.2.1 Free Will and Determinism

In this lesson students will explore the concepts of free will and determinism with regard to levels of responsibility for one's choices.

**Teachers:** *Before you start!*

- Read the Teacher Background on freedom.

#### **Students**

For students to explore the concepts of free will, determinism and responsibility select from the following activities:

1. Explore the concepts of free will and determinism in human beings.
  - View the clip from Harry Potter about [choices](#) (3min 48secs)
  - Compare the concept of Harry's freedom to choose the idea that his destiny was already determined as suggested in the [idea of the prophecy](#). (46s)

"The one with the power to vanquish the Dark Lord approaches...Born to those who have thrice defied him, born as the seventh month dies...And the Dark Lord will mark him as his equal, but he will have power the Dark Lord knows not... And either must die at the hand of the other for neither can live while the other survives... The one with the power to vanquish the Dark Lord will be born as the seventh month dies..."(Harry Potter and the Order of the Phoenix, p841.)

- Analyse the statement from the Catechism of the Catholic Church. Freedom makes human responsible for their actions to the extent that they are voluntary. Progress in virtue, knowledge of the good, and ascesis (self-discipline) enhance the mastery of the will over its actions. (CCC1734)  
Discuss with a partner your own beliefs about how one gains 'Progress in virtue, knowledge of the good, and self-discipline'.
2. Investigate different types of determinism to explore ideas about how free humans really are.
- Form learning teams of four. Choose one type of determinism each to investigate from the following list: theological determinism, biological determinism, causal determinism, cultural determinism.
  - Share your findings to complete a table similar to the one below. Share your findings to complete a table similar to the one below.

Theological determinism	Biological determinism	Causal determinism	Cultural determinism
Source 1: Source 2:	Source 1: Source 2:	Source 1: Source 2:	Source 1: Source 2:

3. Conclude this lesson by completing a consequences web for one or more of the following statements individually and then as a class:
- If God doesn't exist then good and evil are...
  - If there is no free will then....
  - If our lives are completely undetermined then...

## Topic 1.2: Human freedom and responsibility

### Core Content Area 1: Wisdom through the ages

#### Lesson 1.2.2 Conscience

In this lesson students will explore understandings about conscience, and moral decision making.

**Teachers:** *Before you start!*

- Read the Teacher Background on conscience and moral decision making.

**Students:**

For students to explore understandings about conscience, and moral judgement select from the following activities:

1. Discuss the meaning of the terms conscience and moral judgement.
  - Read the information in Useful Resources about what conscience is and is not and about Catholic moral decision making.
  - Set up the classroom as a continuum line, placing strongly agree at one end and strongly disagree at the other. Students respond to statements about conscience and judgement by placing themselves on the continuum. Students justify their position when requested.

Feeling guilty does not mean you have acted against your conscience.

*Conscience is not infallible because our own circumstances are always historically, socially and culturally defined.*

*It is always possible to discern the right thing to do.*

*Conscription (forcing people to enlist in the military and go to war) is wrong because it forces some people to go against their conscience.*

2. Analyse moral dilemmas to develop understanding about moral judgement.
    - View the trailer for the movie My Sister's Keeper (2mins 32secs)
      - Discuss the decision that Anna made to sue her parents for the rights to her own body, in terms of the three aspects of conscience; capacity, process and judgement. (See Useful Resources)
      - Discuss the decision of the parents to genetically engineer a child to use as a source of body parts for the older daughter. What aspects of conscience are referred to in the clip? What sources of wisdom would you use to make the decision that the parents did? What values would be involved in making decision?
    - Access the Melbourne Catholic Education Ethics page and choose a dilemma to analyse.
      - Complete the table in Useful resources to justify the decision you made regarding the chosen issue.
      - Share your justification with a partner or in a small group.
      - Compare the process of making these decisions with making snap decisions. What skills would improve the probability of making good snap decisions? What skills are required to cope with the consequences of poor decisions?
  3. Examine the concept of fallibility with regard to conscience.
    - Read the article about Read the article about Juvenile crime for an insight into why some people make and continue to make poor decisions.
      - Answer the questions in Useful Resources to gain insight into the importance of forming conscience.
    - Conclude this lesson by reflecting on the benefits of being open to ongoing formation of your conscience.
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## Topic 1.2: Human freedom and responsibility

### Core Content Area 1: Wisdom through the ages

#### Lesson 1.2.3 Virtue and vice

In this lesson students will explore the concepts of virtue and vice.

**Teachers:** *Before you start!*

- Read the Teacher Background on sin and virtue.

**Students**

For students to explore the concepts of virtue and vice select from the following activities:

1. Explore the idea that no human being is all good or all bad.
  - Investigate a historical person who is considered to be evil or a very bad role model.
    - Research for a short period in this lesson to find out the main motivations for their evil acts and something good about them. Share findings with a partner.

- List as a class common motivations for evil-doing. Explore questions that may arise. For example, is it possible to commit evil actions with good intentions? Are good and evil culturally defined? Does hate always lead to evil? List as a class common motivations for evil-doing. Explore questions that may arise. For example, is it possible to commit evil actions with good intentions? Are good and evil culturally defined? Does hate always lead to evil?
2. Explore the Catholic Christian notion of sin and reconciliation.
- Examine the following definition: Sin is any action or omission that hinders, violates or breaks right relationships which support human well-being. Richard M. Gula.
    - Discuss the implications of the two verbs action and omission.
    - Classify the following as actions or omissions: spreading rumours, letting someone get into a car to drive when you know they are drunk, allowing bullying to occur on the bus, telling lies so you don't get into trouble, making false claims on your tax return.
    - Explain to a partner how each of these examples breaks right relationships which support human well-being.
  - Consider the Catholic Church's seven deadly sins: pride, envy, greed, lust, sloth, gluttony and anger. The Church teaches that these seven emotions are the motivations behind all other sins from serious and mortal sin to less serious venial sin.
    - Discuss with a partner, modern day interpretations of the sins. For example, gluttony could be the unfair distribution of resources and wealth. Are there some new motivations that are missing from the list? For example where do fear, hatred and shame fit in? Develop your understanding of the implications of the excess of these emotions by completing the activity on [Resources page](#).
  - Recognise the connection between social or institutional sin and the Catholic teaching about reconciliation.
    - Discuss the concept of social sin, those wrongdoings that are perpetrated by groups or institutions and give examples of social sin in Australia today or in the past.
    - Consider the examples of the mistreatment of Aboriginal and Torres Strait Islander people in Australia's past and re-examine your understanding of the reconciliation process. Examine the connection between sin and reconciliation at the Australian Catholic Social Justice Council [website](#). One way to do this is to create a retrieval chart for the following sections: Sin and the Need for Reconciliation, Social Structure, Personal Responsibility and Action to Repair Relationships, Mercy and Forgiveness, Saying Sorry and Renewed Relationships.
3. Explore the Catholic Church's list of seven virtues: faith, hope, love, prudence, justice, fortitude and temperance.
- Collect or create a set of images that represent each of the virtues. Share with a partner. Collect or create a set of images that represent each of the virtues. Share with a partner.
  - Conduct a school wide virtue of the day promotion, focusing on one virtue per day. Capture examples using a digital camera or mobile phone for use in a class or school liturgy.



## Topic 1.3: The Question of Suffering

### Core Content Area 1: Wisdom through the ages

#### Lesson 1.3.1. Why do bad things happen to good people?

In this lesson students will investigate the sources of human suffering.

**Teachers:** *Before you start!*

- Read the Teacher Background on Suffering. See Resources page for extra reading on this topic.
- Familiarise yourself with [Survey Monkey](#).

#### Students

For students to investigate the sources of human suffering select from the following activities:

1. Investigate the prevalence of suffering in today's world.
    - Access the 10x10 website to determine the prevalence of suffering throughout the world today as represented in the media. 10x10 is an interactive website that shows the top one hundred news stories in the world today.
      - Categorise the data by working with a partner (examine 50 pictures each), ignoring pictures referring to the same story or those that don't involve suffering of some kind. Record the following information for each picture in an information retrieval table: location, problem, who is suffering, extent of suffering.
      - Calculate the percentage of stories about human suffering. (Number of relevant stories ÷ % because there are 100 to choose from.)
      - Discuss as a class the major causes of suffering in the world today, according firstly to the headlines, and then according to general knowledge
      - Discuss the prevalence of suffering in the media and those whose suffering is silenced.
  2. Explore Catholic teachings about suffering:
    - Discuss the following quote and identify the image of God portrayed by Catholic theologian, Catherine La Cugna. "The God who does not need nor care for the creature, or who is immune to our suffering, does not exist....The God who keeps a ledger of our sins and failings, the divine policeman, does not exist. These are all false gods....What we believe about God must match what is revealed of God in Scripture: God watches over the widow and the poor, God makes the rains fall on just and unjust alike, God welcomes the stranger and embraces the enemy."
  3. Determine and analyse the reasons people give for tragic occurrences and suffering.
    - Construct a survey using Survey Monkey asking questions related to why suffering occurs and send to thirty people you know. Try to choose people of different ages, sex, religion etc. to survey. Use interesting questions and images to gain information about what reason people give for tragic circumstances and suffering.
      - Analyse the results and create a short report to present as part of a class discussion comparing your results with your own views.
    - Alternatively, students may choose to do the following.
      - Look up the Courier Mail site for the 2011 floods and the 2019 fires.
      - Gather information on how victims as well as helpers have responded to these tragedies. Explore both positive and negative responses.
  4. Conclude this lesson by reflecting on the following: Of all the evil that causes suffering in this world, what is the one thing you would always stand up and fight against? Express your answer as a vow or a promise /commitment to the world.
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## Topic 1.3: The Question of Suffering

### Core Content Area 1: Wisdom through the ages

#### Lesson 1.3.2 A purpose for suffering?

In this lesson students will examine the views about the purpose of suffering presented by different religious traditions.

**Teachers:** *Before you start!*

- Familiarise yourself with De Bono's [Six hat thinking](#) process.

#### Students

For students to examine the views of suffering presented by different religious traditions select from the following activities:

1. Consider the following question: Is there a higher purpose or something to be gained individually or as humans generally from the experience of suffering?
  - Examine the suffering involved for a terminally ill patient in light of the definition given below:  
*Voluntary active euthanasia is a situation where a person suffering an incurable illness is assisted to die by another person. It is illegal in most countries including Australia and is condemned by the Catholic religion and most religions as wrong because it is wrong to kill oneself or another human being. Consider the following scenario as an example of a situation where a person might ask to be assisted to die:*  
*A 23 year old married Australian man with a pregnant wife has been given 1-12 months to live. He has inoperable pancreatic cancer and is in excruciating pain unless heavily medicated. He drifts in and out from full alertness and responsiveness to being unconscious.*
    - List all of the people who are potentially suffering in this situation, ranking the list from suffering the most to suffering the least. Reflect on the relative ease or difficulty of this task.
    - Create a table to record the potential gains and losses for each person on the list if a doctor carries out the patient's request to terminate his life?
    - Examine the [Buddhist perspective](#): What disadvantages could arise for the person requesting to be killed and for the killer? What advantages might be gained by the patient if he continues to live?
    - Examine the general [Christian perspective](#) about euthanasia. Discuss with a partner what you think it means to say that the process of dying is spiritually important. (View the final scene from [Tuesdays with Morrie](#) to assist with understanding.)
  - Reflect on the following text from the New Testament in the Christian Bible:  
  
*"Not only so, but we also rejoice in our sufferings, because we know that suffering produces perseverance; perseverance, character; and character, hope. And hope does not disappoint us, because God has poured out his love into our hearts by the Holy Spirit, whom he has given us."*  
*(Romans 5:3-5)*
    - How much do you agree with this text?
    - Hypothesise what the world would be like if all suffering ceased today. Divide into 6 groups and use either Hypothesise what the world would be like if all suffering ceased today. Divide into 6 groups and use either [De Bono's six hat thinking](#) to address the issue, or a range of different perspectives, E.g. economy, medical, religious, environmental, legal, artistic.

## Topic 1.3: The Question of Suffering

### Core Content Area 1: Wisdom through the ages

#### Lesson 1.3.3 Dealing with suffering

In this lesson students will explore effectual and ineffectual ways of dealing with suffering.

**Teachers:** *Before you start!*

- Consider using cartoons as a starter to this lesson. See Resources page for ideas.

#### **Students**

For students to explore effectual and ineffectual ways of dealing with suffering complete the following activity:

1. Investigate the prevalence of suffering in today's world. Explore effective and ineffective ways of dealing with suffering.
  - List individually, or as a class, the major causes/ instances of suffering of individuals, groups, races, nations and the natural environment in the world today, eg loneliness, poverty, disease etc
  - b. Choose one area of suffering that concerns or bothers you and research and analyse the various methods both effective and ineffective that have been tried to alleviate that suffering. Some examples to explore are given here: Choose one area of suffering that concerns or bothers you and research and analyse the various methods both effective and ineffective that have been tried to alleviate that suffering. Some examples to explore are given here:

Protesting, Drugs/Alcohol, Euthanasia, Palliative Care, Meditation and Prayer, War/Peace, Ignoring it, Social Justice/ Aid organisations such as Caritas, Government Policy, Murder /Suicide, Border Protection, Carbon Emission Reduction Schemes, Alcoholics/Gamblers Anonymous, Volunteer work etc.

- Record your research from above in a table with headings: Problem, Causes, Solution, Evaluation of the Effectiveness of the Solution. Record your research from above in a table with headings: Problem, Causes, Solution, Evaluation of the Effectiveness of the Solution.
- Present your findings using an appropriate medium, for example Powerpoint, small group discussion, case study etc. Include in your presentation the pros and cons of the various solutions and your judgement about most effective ways of dealing with the suffering from your point of view.
- Critique each other's judgements in an open forum or discussion.
- Conclude this lesson with a reflection and response to the following: What if there was more kindness and compassion in the world?

How effective is ignoring a problem as a solution to the suffering of ourselves or others?

#### **Deepening Understanding: Social Conscience**

In this lesson students will explore the nature, and expression of social conscience.

**Teachers:** *Before you start!*

- Read the Teacher Background on social sin.
- Familiarise yourself with [Catholic Social Teaching](#).

#### **Students**

For students to deepen understanding about social conscience select from the following activities:

1. Investigate current situations that are hot topics for discussion in order to explore the nature of the Australian social conscience.
  - Search online newspapers such as the Courier Mail (Letters to the editor, blogs), social networks and social media sites such as YouTube to determine issues that are generating a significant response.
    - Categorise these events according to race issues, corruption issues, immigration issues, environmental issues, reproductive and genetic issues, sexuality issues, sporting issues and so on.
    - Determine the values and beliefs that appear to underpin responses.
    - Report findings about the issues and associated values to contribute to a class discussion about the nature of the Australian social conscience.
    - What are the major experiences and values that have and continue to inform an Australian social conscience? (For example: geography, origins, spirituality.)
2. Explore the various ways Australians have expressed their collective indignation and outrage about events throughout history.
  - List events that have caused a reaction from Australian society in the last 100 years.
    - Research the [Australian War Memorial Website](#) on the Vietnam war (1962-1975). Create a class timeline by dividing into 6 teams, with each team responsible for recording the events for two years of the war.
    - View the clip [Forever Hold Your Peace](#). What is the clip about? What events in the timeline could have sparked this response? What is the significance of a 17/18 year-old speaking out about the issues surrounding this war? What questions did it raise for you?
    - Reflect on the importance of public expressions of the Australian social conscience. Could you see yourself speaking at a protest rally? Why? Why not? What would it take to move you to join a protest rally today?
  - Critique the following hypothetical situation: The Australian government changes the law and introduces conscription again as it was in 1964 to force people to join the military and serve in an overseas conflict.
    - Predict the consequences and the reaction from the public.
    - Create a Twitter style response of 140 characters or less to the Prime Minister expressing your opinion.

### Extending Knowledge: *Stories of despair and hope*

In this lesson students will explore the concept of genocide within the context of Cambodia during the years of Khmer Rouge (1975-1979).

**Teachers:** *Before you start!*

**NOTE TO TEACHERS:** When teaching about genocide in Cambodia during the years 1975-1979 it is important to keep in mind the following principles:

- Teach for a positive view and understanding of Cambodia and its people, separate from the story of Khmer Rouge (1975-1979). The identity of the country is not synonymous with the terrible story of this period in their history.
- Use the rule of three: teach about times before the Khmer Rouge (the rich culture of the country), during the Khmer Rouge (1975-1979) and after the Khmer Rouge (the emergence of a developing country in the South East Asian region).
- Try to use primary sources where possible (photographs, film footage, testimony).
- Avoid relying on an emotional, in your face approach to genocide generally and the story of Cambodia in particular.
- Move from facts to faces, numbers to names.
- Teach for empathic understanding, encouraging students to consider who they are and how they are developing as individuals within the human family. We are all capable of perpetuating good and evil.

If you can devote additional time to studying genocide, then show the film *The Killing Fields*, available from most video stores. Alternatively, encourage students to watch it in their own time. Do not show this film in isolation from the activities below.

## Students

For students to explore the concept of genocide in Cambodia select from the following activities:

1. Explore the website, [Genocide Watch](http://www.genocidewatch.org), to clarify understandings of what constitutes genocide and how it is defined in international law. The crime of genocide had two important dimensions: intent and action. Write a short description of the eight (8) stages of genocide [based on the work of Gregory Stanton \(www.genocidewatch.org\)](http://www.genocidewatch.org)
2. Explore the historical background about Cambodia provided in the website, [Justice for Cambodians](http://www.theodora.com/wfbcurrent/cambodia/index.html). It will be necessary to use maps to understand the geographic location of Cambodia. The following site provides biographical information about Cambodia including maps: [www.theodora.com/wfbcurrent/cambodia/index.html](http://www.theodora.com/wfbcurrent/cambodia/index.html). The Lonely Planet provides a simple [map of Cambodia](http://www.lonelyplanet.com/cambodia) as well. Create a timeline using the online web tool [Timetoast](http://www.timetoast.com).
3. Access a variety of blogs created by contemporary travellers to Cambodia. The following blogs provide insights about their experiences and reflections. How has the evil of the Khmer Rouge years impacted on their understandings and experiences of travelling in Cambodia? What hopeful signs about life for Cambodians do they note in their blogs? In what sense might every visit to Cambodia be more like a pilgrimage than a tourism journey?
  - [Half a Year in Cambodia](http://www.halfayearincambodia.com) (Norwegian traveller's blog)
  - [175 days Around the World: Cambodia](http://www.175daysaroundtheworld.com)
  - [Killing Fields of Cambodia](http://www.killingfieldsblog.com) (Travel Blog)
  - [Bishop Harold's Cambodia Blog](http://www.bishopharoldscambodia.com).
4. Access the testimonies in the website [Soul Survivors](http://www.soulsurvivors.com). What do their testimonies say of the capacity of the human spirit to withstand great suffering?
5. View the movie, The Killing Fields, and complete a film review focussing on the extent to which the film has captured the facts, as you understand them. Use [wikiHow](http://www.wikihow.com) to check what you need to include in a film review.

## Topic 2.1: What Sustains the Human Spirit?

### Core Content Area 2: The Human Spirit in Times of Chaos

#### Lesson 2.1.1 "I can Remember, Life was Good"

In this lesson students will examine what life was like for European and Australian Jews prior to the Holocaust. They will explore the social, cultural and religious life of European Judaism as a precursor to understanding the Holocaust.

#### Teachers: *Before You Start*

- Read the Teacher Background about the Holocaust and why it should have a place in the Religious Education curriculum of Catholic schools.
- Consult the resource list. ResourceLink has a range of additional print resources (books and posters) relating to life for Jewish children and young adults before the Holocaust. See Resources page for a list of these.
- Teacher Background on the Holocaust

## Students

For students to examine what life was like for European and Australian Jews prior to the Holocaust select from the following activities:

1. What do we know about the Holocaust?

Read the following quote by Ian Kershaw: "The road to Auschwitz was built by hate but paved with indifference." (See [Holocaust/Shoah](http://www.holocaust-shoah.com).) Discuss what the quote means.

Using [KWL Chart](#), complete the three columns individually, then in pairs and in groups of four discuss what I still have not learnt and would like to learn. From the discussion, write down three things that you would like to follow-up and learn about further.

Compare and contrast life for Jews living in Australia prior to 1933 and Jews living in Europe in the period to 1933. The [NSW Jewish Board of Deputies website](#) provides a map and brief descriptions of pre-holocaust life. Use the map to identify how long Jewish communities existed in Europe prior to the Nazi's rise to power. Construct a mind map describing what life was like for European Jews prior to the Holocaust.

## 2. Children's and Young Adults' Experiences of Life Before the Holocaust

Use the following resources to gain an insight into the richness of life and hardships of life for young Jews living in Europe prior to the Holocaust:

- [Clara's War](#), which is a video testimony of Clara Kramer's life prior to the Holocaust. After viewing the film, recall memories Clara shared that give an insight into the turmoil she was experiencing as the Nazi's rise to power began to impact on her family.
- Explore the photo story, [Jewish Kids Before the Holocaust](#), and watch the [YouTube video](#), The Vibrancy of Life in Lodz before the Holocaust. Categorise and label the images under broad headings: Cultural Life, School Life, Religious Life, Family Life, Sport and Leisure, Holidays, Work, Community Life.
- Examine the [Kindertransport](#) which resulted in over 10 000 children being able to flee Germany to the United Kingdom prior to World War Two. The [US Holocaust Memorial Museum](#) website provides information and analysis on the Kindertransport; the site also includes a number of personal testimonies from people who risked their lives in rescuing children, and from survivors who were saved by them. Share interesting information and insights with the class
- What conclusions can you draw about life for Jews in Europe just prior to the Nazi rise to power? Conclude these activities by reflecting on the question, "What sustains the human spirit in times of chaos?" Summarise your thinking by using a Think Pad Strategy to record a word, a symbol, a metaphor and an example using information gathered from the activities.

## 3. Religious Life in a Jewish Community

Investigate the religious life of the Jewish [Munkács Community](#) before the Holocaust. List the significant features of religious observance and practice that made this community unique.

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## Topic 2.1: What Sustains the Human Spirit?

### Core Content Area 2: The Human Spirit in Times of Chaos

#### Lesson 2.1.2 "Then they started burning our books"

In this lesson students will examine how the rich diversity of Jewish life in Europe was threatened by a growing tide of anti-Semitism fuelled by the rise of the Nazis in Germany. Students are challenged to consider how the persecution of Jews and others was a process of "evil by small steps".



## Teachers: *Before You Start*

- Review the Teacher Background information on the incremental process used by Nazis in the persecution of Jews. (Teacher Background: Part One) and (Teacher Background: Part Two) to ensure you have an accurate foundational understanding prior to engaging students with these activities.

## Students

For students to examine how the rich diversity of Jewish life in Europe was threatened by a growing tide of anti-Semitism select from the following activities:

### 1. Voices of the Past

Investigate what life was like for Jews in Europe prior to the Holocaust and following the advent of the Nazi Party in Germany during the 1930s. The British Library provides excellent online resources.

- Access and read the [background information](#) in order to gain some insight into the concept of "evil in small steps", the gradual process of discrimination and elimination of European Jewry. Investigate three news reports taken from German newspapers between 1935-1937 using the Website: [History Learning Site](#) and complete a retrieval chart using three headings: Crime, Person/s Accused, and Punishment.
- Form small learning teams with each team allocated an [audio testimony](#). Each testimony is provided by a Holocaust survivor who describes what life was like living under a growing cloud of uncertainty during the 1930s in Europe. Follow the audio transcript using the [printed transcripts](#) as well.
- Students use the Jigsaw Strategy (Combined Learning Strategies) to share and record information from the nine audio testimonies, possibly using the following guiding questions:

Who is the person and where did they live? What was their early life like? Describe it. How did life change? What words are used to describe their feelings and emotions as life changed?

### 2. Burning Books

View the film footage of the [Night of Burning Books](#) on YouTube. On May 10, 1933, in front of the Berlin Opera, propaganda minister Joseph Goebbels presided over the notorious book burning. The Hitler regime had drawn up lists of scholars and writers unacceptable to the New Order. Among them were Albert Einstein and Sigmund Freud. These authors were deemed to have created works that were decadent, materialistic, and representative of "moral decline" or "cultural Bolshevism." Follow the film using the [English translation](#) of the Goebbels speech. Imagine you are an Australian watching this event on [Newsreel at the Movie Theatre](#). Write a Letter to the Editor in response.

Consider the quote by Heinrich Heine made in 1821, "Where they have burned books, they will end in burning human beings".

- In what way was the quote by Heinrich Heine prophetic for the Jews of Europe?
  - How is censorship often used as a precursor to more serious forms of vilification and victimisation? Research examples.
  - Identify contemporary examples where the "evil in small steps" has created conditions whereby people suffer.
  - Consider a time when you may have contributed to an unjust outcome for another person. In what ways might your actions be said to contribute to "evil in small steps"?
-

## Topic 2.1: What Sustains the Human Spirit?

### Core Content Area 2: The Human Spirit in Times of Chaos

#### Lesson 2.1.3 "That is when the suffering began"

In this lesson students will examine Kristallnacht, the night of broken glass, which is often depicted as a tipping point in the persecution of Jews in Germany. Students examine themes of silence in the presence of evil, xenophobia and the importance of symbolism to all religious and social groups.

#### Teachers: *Before You Start*

1. Review the Teacher Background on Kristallnacht.
2. You may choose to print and laminate the images and accompanying information for activity 1(a) below. It will ensure the group activity works more effectively.

#### Students

For students to examine why Kristallnacht, the night of broken glass, is often depicted as a tipping point in the persecution of Jews in Germany, select from the following activities:

1. Kristallnacht, the Fire that Ignited the Holocaust

Investigate the significance of "the night of broken glass", which took place on November 9 and 10, 1938 as part of series of pogroms against the Jews using the [Jewish Virtual Library](#) by the Nazis.

- With a partner examine the [Images of the Kristallnacht](#), which can be laminated into posters for future use. Record your responses to a selection of images based on the question, What do you see? Share your responses with other students.
  - Explore the contribution of [William Cooper](#), who together with other members of the Australian Aboriginal League, led a protest march against the mistreatment of Jews in Germany following Kristallnacht in 1938. Create an educational poster about Cooper's contribution.
2. Significance of Kristallnacht
    - Explore the visual overview for the online teaching unit, [It Came from Within](#) and examine the significance of Kristallnacht from the perspective of three themes:
      - Remaining silent in the face of violence
      - Examine the role of bystanders; those who stood silent in the face of evil. Contribute your findings, thoughts and impressions within a class discussion.
    - Prejudice and Xenophobia

Explore how the Nazis used Kristallnacht to isolate and persecute a minority population across the towns and villages of Germany. Draw parallels with the persecution of minority populations in Australia and beyond.

- Symbolism

Every individual, ethnic or religious community, group of friends, or even social club, values certain symbols as important and meaningful. A variety of Jewish artefacts are available for loan to schools through [Resource Link](#).

- How did the Kristallnacht pogrom contribute to the destruction of Jewish symbols such as Torah scrolls, prayer books, and synagogues? Why did the Nazis focus on the destruction of these symbols?
- Bring objects from home that have meaning in your life and indicate to others who you are. Explain how the loss of these objects would affect your identity.



### 3. Ritualising Kristallnacht

Explore and modify a [remembrance ceremony entitled Shattered and Broken](#) related to Kristallnacht, based on the four step process commonly used in Christian rituals: [Gather, Listen, Respond, Go](#). Parents and/or community members might be invited to attend the ceremony.

## Topic 2.2: Holocaust Case Studies

### Core Content Area 2: The Human Spirit in Times of Chaos

#### Lesson 2.2.1 Rescuers

In this lesson students will explore the concepts of rescuers and victims as they relate to the Holocaust.

**Teachers:** *Before You Start*

- Skim read the Teacher Background on Bystanders and Rescuers in relation to the Holocaust.

#### Students

For students to explore the concepts of rescuers and victims, select from the following activities:

1. Victims and Rescuers
  - Use the discussion questions below in considering the quote by Albert Einstein, "The world is too dangerous to live in – not because of the people who do evil, but because of the people who sit and let it happen." Where and when do people stand by and allow evil acts to occur? What does it mean to rescue someone? How do we know when to act? Why do people not act when they could?
  - Compare this quote to the one offered by Edmund Burke, All that is necessary for the triumph of evil is that good men do nothing. What is the common meaning shared by both quotes? How is each quote distinctive in its view of the world?
  - Form groups to explore the concepts of bystander, witness, perpetrator, collaborator and victim using a [Fayer Concept Model](#). Share and discuss.
2. Irena Sendler – Rescuer

Access a range of online resources to analyse whether Irena Sendler (Sendlerowa) deserves the title of [Righteous Among the Nations](#). How might Irena Sendler's faith, as a Polish Catholic, have influenced her compulsion to act?

3. Catholic Heroes of the Holocaust
  - Examine the lives of [10 Catholic heroes of the Holocaust](#) and identify their main contribution. Reference [gospel values](#) by identifying and justifying which values each person most uniquely espoused.
  - Alternatively, nominate who you think is the most deserving candidate and after undertaking further research on their life, use the [criteria for nomination](#) of a Righteous Among the Nations to justify your choice. Additional print resources on this topic are available through Resource Link.
  - Portraits of Rescuers
    - Psychologists have studied a large range of people who acted as rescuers to Jewish people during the Nazi persecution. They have identified six characteristics common to many rescuers. These characteristics were:
      - Independence or self-reliance. The rescuers were willing to act in accordance with their personal beliefs, regardless of how these convictions were viewed by others;
      - a long history of doing good deeds or standing up for the helpless and those in need;

- a tendency to see aid to Jews in a matter-of-fact, unassuming way, as neither heroic nor extraordinary;
- an unplanned, unpremeditated beginning of Jewish rescue that happened gradually or suddenly, even impulsively;
- a way of looking at Jews that defined them, not as Jews, but as people, totally dependent on the protection of others.
- Use the criteria listed above to guide your own research into the lives of any one of the “rescuers” listed below. Present your findings in a short oral report.
  1. Varian Fry (United States)
  2. Raoul Wallenberg (Sweden)
  3. Jan Karski (Poland)
  4. Sempo Sugihara (Japan)
  5. Oskar Schindler (Czechoslovakia)
  6. Aristide de Sousa Mendes (Portugal).

## Topic 2.2: Holocaust Case Studies

### Core Content Area 2: The Human Spirit in Times of Chaos

#### Lesson 2.2.2 Witnesses and bystanders

In this lesson students will be challenged to consider the human dimension of evil within the specific context of the mass murder of Jews during the Holocaust. Students will consider times when they are called to act in the name of goodness.

**Teachers:** *Before You Start*

- Read the website article about [bystanders, perpetrators/collaborators and rescuers](#) provided.

#### Students

For students to investigate the concept of witnesses and bystanders select from the following activities:

##### 1. Refugee Blues

- Read the poem by W.H. Auden written in 1939 entitled Refugee Blues. The poem was written half a year before the outbreak of World War II. However, the reader can pinpoint the three major protagonists whose paths will cross tragically in the course of the war.
- Complete the following sentences:
  - The victims are the...
  - The perpetrators are the...
  - The bystanders are the...
  - What particular factors led an individual to be defined as belonging to this or that group?
  - Of the three groups, which was the largest? What is the connection between your answer and the term „The Silent Majority“?
  - What possible relationships could have developed between the victims and the bystanders?
  - Auden presents different situations in which prohibitions against the victims multiply and effectively turn them into refugees. Identify and list some of these prohibitions. What does it mean to have these things?
  - The poet uses some startling images in the poem. Look at the following examples and comment on their effectiveness: blossoming passports; officially dead; fish swimming as if they were free; a building with a thousand floors.

- View the painting by Felix Nussbaum, entitled [Refugee](#) painted in 1939. How do the two resources (poem and painting) connect? How does your viewing of each resource enhance your understanding of the plight of Jewish refugees prior to the outbreak of World War II?
  - The Australian Government's position in taking Jewish refugees from 1933 was less than generous. Investigate the role of Australia in the [Evian Conference of 1938](#) where Australia's representative declared, It will no doubt be appreciated also that, as we have no real racial problems, we are not desirous of importing one. What responsibility did Australia have to accept Jewish refugees from Europe? On what basis were some accepted? How can this be understood in the context of the refugee issues currently challenging this country?
2. Facing History: The Catholic Church and the Holocaust

If you were to visit the [Yad Vashem Holocaust Museum](#) you would find affixed to two photographs of Pius XII the following inscription:

"In 1933, when he was Secretary of the Vatican State, he was active in obtaining a Concordat with the German regime to preserve the Church's rights in Germany, even if this meant recognizing the Nazi racist regime. When he was elected Pope in 1939, he shelved a letter against racism and anti-Semitism that his predecessor had prepared. Even when reports about the murder of Jews reached the Vatican, the Pope did not protest either verbally or in writing. In December 1942, he abstained from signing the Allied declaration condemning the extermination of the Jews. When Jews were deported from Rome to Auschwitz, the Pope did not intervene. The Pope maintained his neutral position throughout the war, with the exception of appeals to the rulers of Hungary and Slovakia towards its end. His silence and the absence of guidelines obliged Churchmen throughout Europe to decide on their own how to react."

a. Investigate the conflicting views regarding the role of Pope Pius XII and the Vatican in the persecution of Jews. To what extent might this statement be true? To what extent might the Pope and Vatican officials have helped Jews escape the persecution of the Nazis?

## Topic 2.2: Holocaust Case Studies

### Core Content Area 2: The Human Spirit in Times of Chaos

#### Lesson 2.2.3 Perpetrators

In this lesson students will explore a unique document called The Auschwitz Album which is the only surviving visual evidence of the process of mass murder at Auschwitz-Birkenau Death Camp.

#### Teachers: *Before You Start*

1. Become familiar with the content and purpose of using the [Auschwitz Album](#) with your students.
2. This page contains the first of two lessons, which should be taught in sequence. The first lesson may need to be taught over a number of sessions. The second lesson appears in the next section (2.3.1).
3. Show the linked video first which provides important background for both teachers and students.
4. It is highly recommended you access the Auschwitz Album Curriculum for High Schools (print resource) available through [ResourceLink](#) to supplement the online resources.

#### Students

For students to learn about the process of mass murder at Auschwitz undertake the following activities in sequence:

1. Introduction to Auschwitz-Birkenau: View the [introductory video](#), which explains the contents of the Auschwitz Album.
2. Lesson One, The Lili Jacob Family

- Brainstorm the kinds of photos you would usually find in a family photo album. List these in a class retrieval chart.
- What is a stranger likely to learn from such an album?
- Lili Jacob was born in 1926 in a then small Czechoslovakian town named Bilke. Read the information about [Lili Jacob and her family](#) and undertake additional online research to create a summary of the material gathered. For example, a concept map, retrieval chart or flow chart.
- On the last day of Passover 1944, the Jews of the small town of Bilke in the Carpathian Mountains, under the rule of Hungary, were ordered to gather in the synagogue's courtyard. Lili Jacob and her family were sent with the others to the overcrowded Berehovo Ghetto, where approximately 10 000 Jews from Berehovo and nearby towns and villages were gathered. Several days later, four rail transports of men, women and children left the ghetto, arriving at Auschwitz-Birkenau on the morning of May 26. On one of these transports were Lili and her family. In the Auschwitz Album we find photos of Lili, her young brothers, her grandmother and grandfather on their arrival at the ramp of Auschwitz-Birkenau. These photos were not taken on a family vacation or during a holiday. Two SS photographers in the Auschwitz-Birkenau camp took them. Scan the photos in the [Auschwitz Album](#) to answer the following questions:
  - Why were these photos taken and how did they reach our hands?
  - What happened to Lili and her family upon arrival at the camp, once the train doors were opened?
  - What information can we gather from these photos? Can this information be considered historical?
  - What photos from the Holocaust are you familiar with? Who took them? Can a photograph be an objective source of knowledge?
- Compare the images in the Auschwitz Album with another famous collection of photos taken by [Karl Höcker](#), the SS officer assigned to Auschwitz-Birkenau. View a [short documentary film](#) about this album and then view the [photographs](#) he took. How was life different for those living outside the fence to those inside the fence? What do you think was the motive of the photographers of each album? How were their concerns and world view the same?
- What happened to the majority of European Jews during the early 1940's? Create a 50 word response.

How was the camera used during the Nazi period? Access the information on Photographs as Historical Documents in order to answer this question. What moral dilemmas do the use of photos like those in the Auschwitz Album raise, given what we know about who took the images?

## Topic 2.3: Liberating the Human Spirit

### Core Content Area 2: The human spirit in times of chaos

#### Lesson 2.3.1 Through the open gates

In this lesson students will continue to explore a unique document called The Auschwitz Album which is the only surviving visual evidence of the process of mass murder at Auschwitz-Birkenau Death Camp. The focus is on the perspective of the subjects of the photographs, the victims.

**Teachers:** *Before you start!*

- Ensure you have taught the first lesson on the Auschwitz Album (Lesson 2.2.3)
- Familiarise yourself with Genesis Chapters 1-3.
- It is highly recommended you access the Auschwitz Album Curriculum for High Schools (print resource) available through ResourceLink to supplement the online resources.

#### Students

For students to learn about life for the victims inside Auschwitz select from the following activities:

1. Four Stages at Auschwitz-Birkenau: Explore the photos of the [Auschwitz Album](#) to identify the four stages: arrival, selection, transformation into a prisoner (for the minority of Jewish arrivals) and the way to the gas chambers (for the vast majority of Jews).

## 2. Moving from Facts to Faces

- Now explore three photos in detail. Each photo includes members of Lili Jacob's family or close friends from her village. They are:
  - [Photo 22](#) Lili's grandparents (Lili's grandparents are the first two elderly people seated in front of the carriage on the left)
  - [Photo 1](#) family friend and her grandson (The tall lady to the left of the image wearing a star of David and holding the hand of a small boy wearing a cap)
  - [Lili Jacob's twin brothers.](#)
  - It is important to remember that the victims usually didn't realise that they were being taken to their deaths, and their whole experience must be told from that prism. Describe the suffering that the people depicted in these photographs may have been experiencing. What does each image tell you about the people depicted? What does each image tell you about the photographer? What does each image tell you about the nature of good and evil?
- Last letters and notes documenting the thoughts and feelings of the Jews en route to the death camps are another important primary source. Read the [last letters of Hannah-Helene Goldberg](#). What do the letters tell you about Hannah's spirit of generosity? What might have been Hannah's motives in writing these letters? How might they have helped her surviving family members? How might they have contributed to their grief.
- Personal testimonies of those who were deported to the camps and survived are another valuable primary source. Listen to the following survivor testimonies available through YouTube:
  - [Twin sisters who survived Auschwitz describe arriving at the camp](#)
  - [Survivors tell of the selection process used on arrival in Auschwitz](#)
  - [Testimonies from Auschwitz Sonderkommando survivors.](#)

(This is a longer video – 24 minutes in length. The [Sonderkommando](#) were Jewish prisoners who were commanded by the Nazis to process the dead bodies following the death of Jews in the gas chambers.)

- Form discussion circles to consider the following questions after viewing these videos:
  - What are the conditions described in these testimonies?
  - What are the smells and sounds?
  - How did these survivors nurture their spirit during these times of great suffering?
  - What happens to the concept of time in these testimonies? How is it described?
  - What knowledge did the survivors have of what was going on/likely to happen to them?

### Concluding Thoughts

How was good and evil defined through the lives and experiences of both the perpetrators and the victims in these images, video testimonies and last letters?

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## Topic 2.3: Liberating the Human Spirit

### Core Content Area 2: The human spirit in times of chaos

#### Lesson 2.3.2 "Whose son are you, young man?"

In this lesson students will consider what it means to be liberated and to "return to life". They reflect on the good and evil experienced by the survivors of the Holocaust and the lessons their stories have for us today.

**Teachers:** *Before you start!*

- Read the Teacher Background on Liberation provided.

#### Students

For students to consider what it means to be liberated select from the following activities:

1. Choosing Life
  - Consider the following quote taken from [Our Living Legacy](#).
    - “We, the last vestiges of European Jewry emerged from the camps, the forests, and the death marches. We were ragged, bitter and orphaned, without friend or relative, without a home. We were secretly wondering in our hearts if after the ghettos, transports, and Auschwitz would we still be capable of rekindling a spark of life within us? Could we ever work again? Love again? Would we dare begin a family again? No, we didn’t turn into wild animals, hungering only for vengeance. This is a testament to the principles we possess as a people imbued of enduring faith in both man and Providence. We chose life. We chose to rebuild our lives, to fight for the establishment of the State of Israel, and we chose to contribute to society in Israel and in a host of other countries.”
  - The quote above is from a longer charter called [Our Living Legacy](#). Read the charter noting the final sentence, “What is hateful to you, do not do to your fellow human being!” Locate other [moral imperatives from a variety of faith traditions](#). In Christianity, for example, this sentiment is most commonly known as the “Golden Rule”. There are similar ethics of reciprocity across a number of World religions. Develop a list and share similarities and differences with a partner.
  - What does it mean to “choose life”? This is a deceptively simple question but what does it involve? Consider the physical, emotional, spiritual, intellectual and cultural challenges a survivor might need to confront. Use the Liberation Photos [site one](#) and [two](#) to write a short reflection, poem, prayer or artwork on the question: What does it mean to choose life?
2. Liberation
  - Students examine primary resources including testimonies and photographs relating to liberation and survival. They think about the meaning of liberation after the Holocaust: the saga of liberation was not a happy ending to a sad story, but a tragedy in and of itself. Students also gain insight into how Jews who had survived tried to put the pieces of their broken lives back together, and the difficulties they encountered in doing so.
3. Finding Peace
  - View the short film entitled [Porcelain Unicorn](#), which won the 2011 winner of the Phillips Tell It Your Way Competition. How does the film show how an early experience in a time of great chaos can inspire goodness later in life? How does the symbolism of the unicorn relate to the story of the Holocaust? What other stories can you find of heroic deeds and acts of reconciliation related to the Holocaust?

## Topic 2.3: Liberating the Human Spirit

### Core Content Area 2: The human spirit in times of chaos

#### Lesson 2.3.3 Moving forward in hope

In this lesson students will reflect on the lessons of the Holocaust for humanity through the arts, prayer, ritual and literature. They are challenged to examine their personal concepts of good and evil and the implications for daily decision-making.

**Teachers:** *Before you start!*

1. This lesson contains a range of self-directed options students can choose to explore.
2. This lesson will be enhanced by accessing the excellent print resource, Yesterdays and then Tomorrows: Holocaust Anthology of Testimonies and Readings, which appears on the [Resources](#) page.

#### Students

For students to reflect on the lessons of the Holocaust for humanity, click on any one of the images below and complete the associated activity:



## Flickers of Light



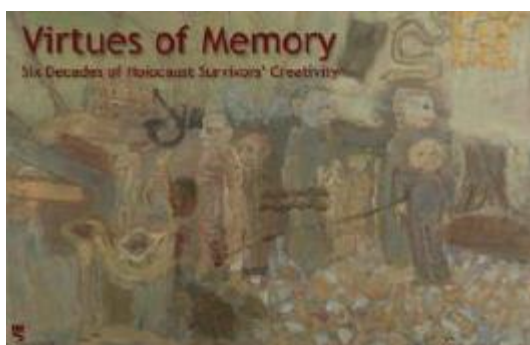
It was possible to disrupt what appeared to be an omnipotent reign of terror: all that was necessary was to will it. A gesture, a motion of compassion, a spark of humanity sufficed. Which of the six stories most closely resonated with you? Why? What does the story of that chosen person teach you about the essential ingredients of truth, beauty and good even in times of great chaos and evil?

## Besa: A Code of Honour. Muslim Albanians who rescued Jews during the Holocaust



Explore the stories of the [six Albanian Muslims](#) who rescued Jews during the Holocaust . To what extent do you think good experiences such as the rescue of Jews by the Albanian Muslims represent chance events that serve a purpose in the larger plan of life? Justify your response in light of the stories. How did the life experiences of each rescuer influence their capacity and will to save Jews during the war?

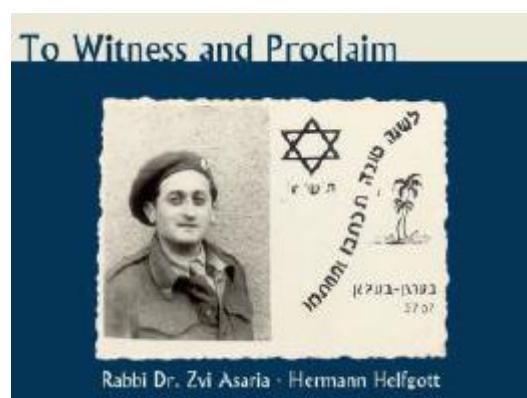
## Virtues of Memory: Six Decades of Holocaust Survivors' Creativity



Explore the art and artists' biographies in this [online art installation](#). What elements or themes are common to all of the art depicted in this online gallery? How does each piece try to address the concept of the "burden of memory"? Which artworks resonate most closely with your learning about the Holocaust? Why? Artists have

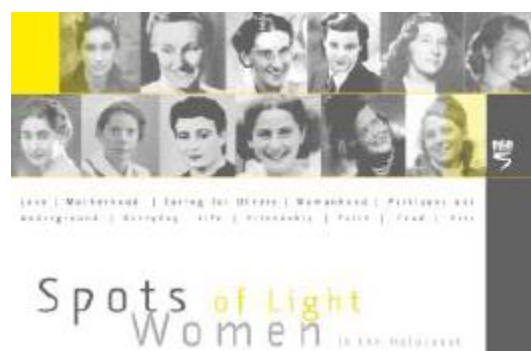
always tried to depict the human body as an expression of human existence. Why is that an important feature of the art depicted here?

To Witness and Proclaim



Explore the story of [Rabbi Dr. Zvi Asaria-Hermann Helfgott](#) who survived the German prisoner-of-war camps and served as spiritual leader in both the camps and at Bergen-Belsen following its liberation. This website is rich in testimony, primary source documents and images. In what ways does his story show how religion has helped people in times of chaos? Give examples. How did he use religious symbols as a way of helping other survivors "return to life" following their liberation?

Spots of Light: Women in the Holocaust



Explore this website which records what it was like for [women during the Holocaust](#). Focus on the stories of [Dita Kurschner](#) and [Livia Koralek](#). What are their memories of their religious life during the Holocaust? How did their faith assist them to make meaning of the chaos? How do their testimonies help you to make meaning of the Holocaust?

### Deepening Understanding: *Let us Remember*

In this lesson students explore a range of interest-based topics associated with the Holocaust.

**Teachers:** *Before you start!*

This section contains a wide range of work units and activities based on topics associated with the Holocaust.

### Students

For students to explore interest-based topics associated with the Holocaust select from the following activities:



## History of Antisemitism



The roots of anti-Semitism; prejudice against the Jews; go back to ancient times. Throughout history, the seeds of misunderstanding can be traced to the position of the Jews as a minority religious group. This unit of work contains excellent background information, teaching and learning activities and worksheets.

## Hitler's Rise to Power



In the century and a half before 1933, the people of Germany created more enduring literature and music, more profound theology and philosophy, and more advanced science and scholarship than did the people of any other country in the world and yet it was in this country that Nazism developed. This unit of work contains excellent background information, teaching and learning activities and worksheets.

## Pre-War Nazi Germany



Seizure of power gave the Nazis enormous control over every aspect of German life. The Nazis could use the machinery of government; the police, courts, schools, newspapers and radio; to implement their racist beliefs. Jews, who made up less than one per cent of the total population in 1933, were the principal target of this attack. This unit of work contains excellent background information, teaching and learning activities and worksheets.

## The Holocaust



The term Holocaust comes from a Greek word that means "burnt whole" or "consumed by fire". Between 1939 and 1945, nearly six million Jews died in the Holocaust along with five million non-Jews. These were not

accidental deaths or casualties of war but planned mass executions. Along with these eleven million human beings, a way of life, an entire European Jewish culture rich in traditions, vanished as well. This unit of work contains excellent background information, teaching and learning activities and worksheets.

### Resistance



When the horrors of the Holocaust were revealed, many people wondered how it was possible for the Nazis to kill so many people without meeting overwhelming resistance. This unit of work contains excellent background information, teaching and learning activities and worksheets.

### Bystanders, Perpetrators and Rescuers



For the most part, the nations of the world offered little assistance to the victims of the Holocaust. German plans for the annihilation of the Jews could not have succeeded without the active cooperation of non-Germans in occupied Europe. A long tradition of anti-Semitism aided the Nazis in their efforts. This unit of work contains excellent background information, teaching and learning activities and worksheets.

### **Extending Knowledge: *The Power of the Press***

In this lesson students will explore the connections between the media, truth, democracy and freedom.

#### **Teachers: *Before you start!***

- Familiarise yourself with each of the investigations on the media from the Australian Government Department of Education, Employment and Workplace Relations website.
- Choose the activities that suit your students to explore media.

#### **Students**

For students to explore the connections between the media, truth, democracy and freedom, select from the following activities:

1. Explore the importance of trust and truth in the media.
  - Access the [website](#) and complete the activities.
    - Predict the consequences of relying on only the news to determine an accurate view of the world.
2. Examine the nature of censorship and its relation to truth, good and evil.
  - Access the [website](#) regarding China and censorship and complete the activities.
3. Explore the limits of the freedom of speech in the media.
  - Access the [website](#) regarding cartoons printed in the media in 2005.
  - Investigate the controversies surrounding [WikiLeaks](#) or other whistle blowing organisations.
    - Explore some of the consequences of the actions of these organisations.

- Discuss the power of these groups to do good vs the power to do evil.
- Read the quote from *Quadragesimo Anno* (The Fortieth Year) and Article 19 of the Declaration of Human rights given below and answer the following question:

*Just freedom of action must ... be left both to individual citizens and to families, yet only on condition that the common good be preserved and wrong to any individual be abolished. The function of the rulers of the State is to watch over the community and its parts; but in protecting private individuals in their rights, chief consideration ought to be given to the weak and the poor. Fortieth Year, #25*

Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

- Does a right to freedom of speech mean that the media (or anyone) should report everything to the public?
4. Conclude this lesson by reflecting on the power of the media to expose, exploit and express elements of good and evil in a society.

## Topic 3.1: The Examined Life

### Core Content Area 3: Recognition and response

#### Lesson 3.1.1 Values and beliefs

In this lesson students will identify and reflect on personal values and beliefs about goodness, truth, evil and beauty and influences on these values and beliefs.

**Teachers:** *Before you start!*

- Re-familiarise yourself with the Teacher Background on sin and virtue.

#### Students

For students to identify and reflect on personal values and beliefs about goodness, truth, beauty and evil and influences on these values and beliefs, select from the following activities:

1. Explore ideas about what it means to be good.
  - Identify views about the qualities of good friends and friendships.
  - List the qualities of a good friend on a piece of paper. On the instructions of the teacher, screw the paper up and throw it in a random direction in the classroom. Read any that land near you or share with a partner.
  - Construct a class list of the qualities of a good friend by reading the lists.
  - Reflect on the class list making a mental note of the qualities you have.
  - Construct a business card for yourself offering your services as a good friend. Use a [free online business card maker](#). (See Resources page for tips.)
2. Investigate the ways media and advertising influence ideas about goodness, truth and beauty.
  - Use a 'Hot potato' strategy" (see below) to investigate what students already know and understand about the intention and impact of advertising, pop culture and cinema aimed at their age group.
    - Divide the class into six groups. Using six large sheets of paper, write one of the following focus questions on each sheet as a heading, and hand out one sheet to each group.

- What messages do young people receive in advertising, pop culture and cinema about how they should or shouldn't behave?
- What messages do young people receive in advertising, pop culture and cinema about how they should or shouldn't look?
- What messages do young people receive in advertising, pop culture and cinema about what they should or shouldn't have?
- How do advertisers target young people? What sorts of images of young men and women dominate our TV screens and magazines?
- What are the sources of the advertising that targets young people in Australia?
- Each group elects a recorder for its responses to the question and is given two minutes to record its responses.
- At the end of the time the sheet is passed to the next group, which records ideas that have not yet been suggested. No repeats are allowed. The cycle continues until all six groups have responded to all six questions.
- At the end of the cycle, each group shares with the class the listed responses to the last topic it has considered.
- Analyse the responses and identify common themes or messages. Identify any conflicts between your own values and the themes identified, and compare the common themes with the list from the [Catholic Church's seven deadly sins and the Heavenly virtues](#). Discuss as a class: what if everyone accepted what was expected by the media as necessary.
- How do you know what is true beauty? Discuss with a partner or with the class.
- Conclude this lesson by discussing the difference between needs and wants. What are the potential negative effects of allowing the wants in your life to become needs?

## Topic 3.1: The Examined Life

### Core Content Area 3: Recognition and response

#### Lesson 3.1.2 What's happening around me?

In this lesson students will explore goodness, evil, truth and beauty in their own lives.

**Teachers:** *Before you start!*

- Familiarise yourself with the web 2.0 tools suggested in this unit. See Resources page for extra information.

#### **Students**

For students to explore goodness, evil, truth and beauty in their own lives select from the following activities:

1. Prepare to engage in meaningful reflection and dialogue about what is happening around you.
  - Complete a short meditation or breathing exercise to clear your mind and open your heart and mind to what is true, good and beautiful in your life. (Several meditative practices are described in the Spirituality and Ritual Unit in Lesson 2.2.1 Silence, Stillness and Simplicity.)
2. Explore the areas of goodness, truth, beauty and evil in your life.
  - Create a mind map either on paper or digitally using a mind mapping tool such as [Bubbl.us](#) to record your thoughts and questions about the areas in your life where you recognise truth beauty, evil and goodness. An example is given in Useful Resources.
    - Consider the content of your mind map and answer the following questions: Where did the knowledge mostly come from to choose the examples in your mind map of good, evil, truth and beauty? For example: TV, parents, religion, friends, past experiences, school. In what ways have you intentionally pursued an orientation towards goodness, truth, beauty and evil in your life? Was it easier to give examples for one particular component? If so, why do you think this was the case?

- Select one area, goodness, truth, beauty or evil to explore further. Select one area, goodness, truth, beauty or evil to explore further.
  - Create a collage of images using [Glogster](#) or similar. Use Google images or Flickr as a resource for images. (Refine your search in Google images at the left by subject area.)
- 3. Demonstrate your ability to recognise goodness, truth, beauty and evil in your life.
  - Create cartoons to present scenarios that identify and tell stories about goodness, truth, beauty and evil in your life.
    - Draw your comics or create them digitally using [Make Beliefs Comix](#).
    - Justify your choices of scenarios to a partner.

## Topic 3.1: The Examined Life

### Core Content Area 3: Recognition and response

#### Lesson 3.1.3 Suffering

In this lesson students will explore personal understandings, attitudes and beliefs about suffering and responding to suffering.

**Teachers:** *Before you start!*

Re-familiarise yourself with the Teacher Background about suffering.

#### Students

For students to explore goodness, evil, truth and beauty in their own lives select from the following activities:

1. Examine ways that suffering has been depicted by artists.
  - Examine the artwork called [The Suffering](#) by Czech artist Jan Zrzavy painted in 1916 and answer the following questions: What do you see? Comment on the artist's use of colour, shape, light and dark. What aspects of suffering are depicted in the painting? What was happening in the world in 1916? Who might the artist be referring to as The Suffering?
  - Examine [White Crucifixion](#) by Belarusian artist Marc Chagall painted in 1938 and answer the following questions: What do you see? What aspects of suffering are depicted in the painting? What is surprising about the painting? Describe your reaction to the painting.
  - Locate contemporary works of art and/or music that express an element of suffering. Share with a small group justifying your selection.
  - Comment on the capacity for the arts to give expression to strong emotions such as suffering.
2. Explore your own experiences of suffering in your life so far.
  - Reflect on a time in your life when you experienced or witnessed significant suffering. Examples might include: illness of yourself, friend, relative or pet, mourning the loss of a friend, relative or pet, bullying, loneliness, depression etc.
    - Recall the emotions felt or shown through the time of suffering.
    - Compare these emotions with those described in the [Kübler Ross cycle of grief](#). These [stages of grief](#) were identified in patients or relatives of patients who had been diagnosed with a terminal illness. They are not necessarily a sequence and not all people pass through all stages. Answer the following questions: When might acceptance be an inappropriate emotion as a response to suffering? Discuss with a partner. How is hope different to denial? What are effective strategies that could move a person through the stages of suffering? Discuss as a class. What advice would you give to yourself now if you had to face that suffering again?
3. Critique the line in the audio clip of Yoda from the movie Star Wars.
  - Research instances locally, nationally and internationally, where this path to the Dark Side has occurred. Report your findings in a manner of your choice.

## Topic 3.2: Action and Inaction

### Core Content Area 3: Recognition and response

#### Lesson 3.2.1 Why should I do anything?

In this lesson students will explore their own reasons and capacity to recognise and respond to good and evil.

**Teachers:** *Before You Start!*

- Consider inviting a member of the helping profession to speak to the class about why they chose to enter their profession, their experiences and why they continue in it today.

#### Students

For students to explore their reasons and capacity to recognise and respond to good and evil select from the following activities:

1. Explore the general attitudes of the class regarding reasons for acting when you recognise unfairness or injustice.
2. Use the continuum strategy to determine attitudes to various scenarios of good and evil. Justify positions on the continuum as requested. Examples are given in [Resources page](#).
  - Discuss issues that arise from the justification. For example: issues of personal safety, level of capability and responsibility.
  - Investigate the call for compassion and action in the Christian tradition
    - Form learning teams of four and read the scripture passage provided. (See Resources page for a list).
    - Use the Ten Word strategy ([Resources page](#)) to summarise the key message contained in the scripture.
    - Share the statements and discuss the key message for Christians.
    - Examine the [key themes](#) of Catholic Social teaching.
    - Discern which teaching is applicable to the following instances of good and evil in the world:
      - A strong and effective Anti-bullying policy in a school or workplace
      - Clean up Australia Day
      - Joining a union that fights fairly for the rights of workers
      - Donating to Caritas and other Aid Agencies that help communities to help themselves
      - Subscribing to websites that promote racial hatred disguised as humour or social commentary
      - Volunteer work
      - Voting for a government that has policies that are oppressive towards certain groups of people.
    - Explore various beliefs about the consequences of a "good" life for believers in various faith traditions.
  - Research a world religion to explore its teachings about the ways to live a good life and its ultimate reward.
    - Choose from Christianity, Buddhism, Hinduism, Judaism or Islam.
    - Develop inquiry questions about the path to the afterlife and record in a research table.
    - Share findings with a group or the class by completing the following sentence: (Insert name of religion, eg Muslims) believe that if you.....in your life, you will.....
    - Explore various secular groups acting for good and guarding against evil.
  - Explore the content of the [United Nations Declaration of human rights](#), signed on the 10th December 1948.
    - Skim read the document and create a word cloud with sifting capabilities to create a poster that represents the key message of the Declaration of Human Rights.
    - Compare the key messages of the Declaration to the themes of Catholic Social Teaching.



- Invite a local police officer, ambulance officer, nurse or member of the military as a guest speaker to present to the class about why they chose their career.
  - Conclude this lesson by reflecting on the following what if statement: What if no one acted to combat evil in the world...
- 

## Topic 3.2: Action and Inaction 1967

### Core Content Area 3: Recognition and response

#### Lesson 3.2.2 Being counter cultural

In this lesson students will explore relationships between conscience responsibility and peer pressure.

**Teachers:** *Before You Start!*

- Re-familiarise yourself with the Teacher Background about conscience, freedom and responsibility.

#### Students

For students to explore the relationships between conscience, responsibility and peer pressure select from the following activities:

1. Explore attitudes to “dobbing” or “telling” held by members of the class.
2. Discuss with a partner, the factors that influence a person's decision to tell someone when they have witnessed or experienced some kind of wrongdoing: bullying in the school, abuse by an adult etc.
  - List the pros and cons of telling and not telling.
    - Identify the influences of conscience, personal responsibility, peer pressure and cultural expectation in your answers.
    - Share responses and discuss as a class.
  - Discuss what it takes to act in a way that is counter cultural.
  - Brainstorm the meaning of the word courage. List synonyms (words that mean) for courage and write five sentences using courage and the other words. For example: It takes courage to...
  - Share your poster with a partner identifying common thoughts or ideas.
  - Consider promoting courage as virtue of the week in your class or school.
3. Research recent instances of “whistle blowing” as examples of being counter cultural to reveal wrongdoing.
  - Research the 2011 news reports regarding alleged occasions of abuse in the [Australian Defence Force](#).
    - Identify the methods used to keep the reports of abuse a secret as reported by the ABC. For example: threats of violence, further abuse, loss of job/privileges, emotional blackmail etc.
    - Critique the structures that support a “culture of silence”. English philosopher Edmund Burke said: The only thing necessary for the triumph of evil is for good men to do nothing. Using your understanding gained throughout this unit, analyse the various factors that might have contributed to a culture of silence in the case of the ADF. Discuss.
      - What were some of the positive outcomes of “blowing the whistle” in this case?
      - Compare the issues associated with this case with other situations where fraud or corruption has been exposed.
      - Identify similarities and differences in the underlying values of the perpetrators. Discuss.

- Conclude this lesson by completing a consequences chart for at least one of the following:
  - If everybody cheated on their taxes then....
  - If everybody picked on one kid then....
  - If everybody dropped rubbish on the ground then....
  - If everybody wasted their time at school then...
  - If everybody keeps silent then...

## Topic 3.2: Action and Inaction

### Core Content Area 3: Recognition and response

#### Lesson 3.2.3 The power of one

In this lesson students will investigate instances of significant change resulting from the ideas or actions of one person.

**Teachers:** *Before You Start!*

1. Explore opportunities for students to interview local volunteers to gather information about people's motivations for doing good in the world.

#### Students

For students to select from the following activities:

1. Analyse the concept of the power of one person to bring about change.
2. Listen and view the Nickelback song and video clip [If Everyone Cared](#) to introduce the concept of activism.
  - Analyse the examples of action given in the video clip. List the similarities and differences between them. Describe the capacity of each individual in the examples to act. For example, what resources did they have available to inspire others to join, to act, to support, to withstand hardship etc.
  - Reflect on the possible consequences of inaction in these cases.
  - Explore the actions of Australians that have led to change in many lives.
  - Read the biographies of [Australian Local Heroes](#).
  - Choose one story to analyse more closely and complete the following:
    - Identify the elements of truth, beauty, goodness and evil/suffering in the story.
    - Describe the values that seemed to underpin the person's decision to act. Describe the values that seemed to underpin the person's decision to act.
3. Research examples of people (volunteers) in your local school, parish, community or state who have taken or are taking action to make the world a better place for the elderly, poor, lonely, homeless, the sick, people affected by disaster, foster children, the environment etc.
  - Interview someone in your community that you believe is making or has made a real difference.
  - Request permission to conduct a telephone or face-to-face interview with that person.
  - Develop 5-10 interview questions that will gather information from the person about what they did/do, why they do it etc.
  - Conduct the interview. (Thank the interviewee for their time.)
  - Analyse the information received and construct a small report for the class or your teacher.
4. Consider [nominating your local hero](#) for an Australian of the Year award.



## Topic 3.3: In Pursuit of Full Humanity

### Core Content Area 3: Recognition and response

#### Lesson 3.3.1 Pursuing Truth, Beauty, Goodness and Peace

In this lesson students will investigate and reflect on what makes us fully human.

**Teachers:** *Before you start!*

1. If intending to use activity one, listen to the podcast prior to the lesson. (20 min)

#### Students

For students to investigate and reflect on what makes us fully human select from the following activities:

1. Explore the notion of what it means to be fully human.
  - Reflect on two philosophical ideas about what makes us human: rationality (Plato) or love (Jesus) Reflect on two philosophical ideas about what makes us human: rationality (Plato) or love (Jesus)
    - Listen to the [ABC's Philosopher's Zone podcast](#) regarding the evil of the Daleks from the science fiction series Dr Who for a comparison between rationality and love as the motivation to lead a moral life. (See [Useful Resources](#) for more information about ABC podcasts.)
    - List the human characteristics of the Daleks (either missing or present) that contribute to the perceived evil of the Daleks.
    - Discuss the way that cultural context, fear and evil have been connected in the Dalek characterisation over the past five decades.
    - Critique the comparison given in the podcast between rationality (Socrates/Plato) and love/compassion (Jesus) as the basis of human morality. Are the two mutually exclusive? Conclude this activity by stating your opinion about the relationship and relative importance of rationality, knowledge, love and compassion for morality and the fullness of humanity.
2. Explore ideas about what is truth.
  - List as many synonyms as possible for the word "truth". Use this list to assist you to answer the following questions: Who do you consider are the speakers of truth in society today? Why are scammers able to be successful? What does it mean to be true to yourself? What are the consequences when you are not true to yourself? How do you know when something is true? What is meant by the verses from the Gospel of John 8:31-33 ... and the truth will set you free?
  - Read the following reflection about how to discern what is true.
    - "Accept truth in all its guises, but be less intimidated by the teachings of those experts who claim scientific objectivity without acknowledging their own limits, their own hidden judgments, and their own biases, particularly when their truth touches questions of health, meaning, morality, and happiness. A good researcher admits elements of research, is humble about the truth... Next, recognize that expertise is a wide charism that issues forth from many circles. There are experts in science, but there are also experts in goodness, in love, in friendship, in kindness, in fidelity, in hope, in peace-making, in courage, in prayer, in honesty, in chastity, in aesthetics, in practical sanity, and in humour. When you are looking for stars by which to guide your life scan the heavens widely. Don't lock -in on one narrow corner. There are many stars, each with its own particular expertise in giving off light." [Ron Rolheiser, 2010](#)
  - Identify one idea from this passage about the discernment of truth that is useful to you

## Topic 3.3: In pursuit of Full Humanity

### Core Content Area 3: Recognition and response

#### Lesson 3.3.2 Seeking and Granting Forgiveness and Starting Again

In this lesson students will explore the best and the worst of humanity and the importance of forgiveness and compassion.

**Teachers:** *Before you start!*

1. Consider setting up a Stixy board for the class to post their advice for activity one.

#### Students

For students to explore the best of humanity and the importance of compassion select from the following activities:

1. Investigate the call to compassion from religion in the pursuit of full humanity.
  - Choose a world religion and investigate its teaching about compassion, mercy and forgiveness.
    - Design inquiry questions to determine teachings about compassion, mercy and forgiveness.
    - Research answers to questions and record appropriately.
    - Analyse findings and create a piece of advice for the world according to the religion researched.
    - Post to the class Stixy board or share appropriately.
  - Examine the Christian story of the Prodigal Son in the Gospel of [Luke 15:11-32](#).
    - Read the text individually or as a class whilst viewing Rembrandt's painting [The Return of the Prodigal Son](#).
    - Complete the Story Probe strategy (Useful Resources) to gain an insight into the story. iii Reflect on how you feel about the characters in the story. Where is the compassion present in the story? Where is it lacking?
    - Write two alternative endings for the story. The first ending should be about what happens next if both the brothers have changed. The second ending should reflect what might happen if neither brother has changed.
  - Analyse [Portia's speech](#) about mercy from Shakespeare's Merchant of Venice.
    - List three characteristics of mercy as described by Portia in the speech
    - How are God, justice, mercy and the fullness of humanity linked in the speech?
2. Explore the triumphs of humanity. In what ways is humanity shaping a future of goodness?
  - Determine the top three triumphs in an allocated area of human endeavour.
    - Form learning teams of four and research inventions/ideas/discoveries/practices/ creations in your allocated area that have shaped the goodness and reflected the compassion of humanity. Areas include spiritual, health, political, social, art, science, environment, literature, cinema, music and dance.
    - Share your research with the group and determine the group's top three achievements with a short justification based on how much the achievement has reflected compassion and contributed to the good of humanity. Select a group spokesperson to share the group's selections and justifications with the class.
    - Reflect individually on your hopes for achievements in the area you have been researching. Share ideas in your group. Generate a group statement that begins with: In the spirit of compassion, in the area of... we hope that...

## Topic 3.3: In pursuit of Full Humanity

### Core Content Area 3: Recognition and response

#### Lesson 3.3.3 What is a good life?

In this lesson students will reflect on what they have learnt about living a good life.

**Teachers:** *Before you start!*

- Create a suitable atmosphere for a reflective practice.

#### Students

For students to summarise what they believe to be a good life, complete the following activity:

1. Reflect on what you have learnt so far in your life, from parents, friends and relatives, teachers, religion, philosophy and past experience as well as what you have learnt from this course about good and evil, including wisdom about what it means to live a good life and reach full potential as a human being.
  - Consider what you would like your life to be like in ten years' time.
    - Reflecting on where you are now and responding to the question: what is a good life? set yourself a life goal for each of the following eight areas: education, employment, health/fitness, spiritual life, relationships, adventures, contribution to community and assets. Your goals should reflect your knowledge about good and evil.
    - Compare your goals with a partner respectfully and justify how your goals represent your knowledge about how to live a good life.

#### Deepening Understanding: Social Networking

In this lesson students will explore the potential of social networking media for the promotion of good and or evil in society.

**Teachers:** *Before you start!*

1. Familiarise yourself with school policy regarding the use of social networking media during school time.
2. Familiarise yourself with [Survey Monkey](#).

#### Students

For students to deepen understanding about good and evil in social networking select from the following activities:

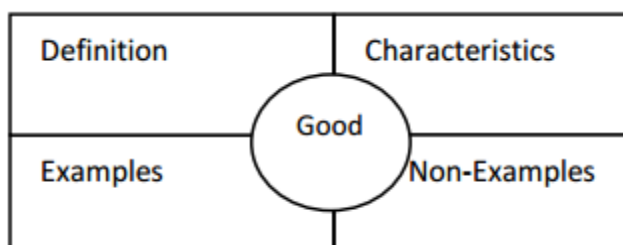
1. Explore the question: How do social networking sites serve and detract from the dignity of the human person?
  - Scan the article topics at the [ABC News Pros and Cons of Social Networking](#).
  - Use the half class debate strategy (described below) to debate and discuss the following topic: Social networking sites should not be banned in school. Use the half class debate strategy (described below) to debate and discuss the following topic: Social networking sites should not be banned in schools.. Use the half class debate strategy (described below) to debate and discuss the following topic: Social networking sites should not be banned in school. Use the half class debate strategy (described below) to debate and discuss the following topic: Social networking sites should not be banned in schools.

- Brainstorm and record ideas about both sides of the topic.
  - Divide the class in half assigning the positive and negative sides.
  - Each half breaks into three subgroups and works on evidence for one argument. Each group nominates one person to be speaker for their group.
  - Conduct the debate. Affirmative side speaks first followed by negative. Rebuttal is included in each argument and can be supplied by the other members of the group.
  - Reflect on the outcome of the debate by answering the question posed at the beginning of this activity. Reflect on the outcome of the debate by answering the question posed at the beginning of this activity.
2. Address the problem of bullying over the internet in your school.
- Identify the target group in your school where bullying is an issue.
    - Create a survey in [Survey Monkey](#) to determine the level of internet bullying experienced by the target group.
    - Survey the target group and analyse the results.
  - Develop a set of guidelines for using the internet: Ten do's and don'ts.
  - Develop a campaign against bullying in the school promoting the dignity of the human person.

## Useful Resources

- [Core Content Area 1: Wisdom through the ages](#)
- [Core Content Area 2: The human spirit in times of chaos](#)
- [Core Content Area 3: Recognition and response](#)

### Lesson 1.1.1 Frayer Concept Model



### Lesson 1.1.2

#### Good and Evil - Wisdom through the ages

A history of thought about dualism and good and evil (Adapted and summarised from Peter Vardy and Julie Arliss (2003) *The Thinkers Guide to Evil*, Alresford: John Hunt Publishing)

Cosmic dualism	Human dualism	Zoroastrian dualism (1500BCE)	Plato and Dualism (400BCE)	Gnostic dualism (early Christian times)	Dualism in the movies today
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There are two separate substances or forces in the universe. Light and dark represent the forces of good and evil. They are constantly in battle and one is not stronger than the other. Neither side wins or loses, and the universe and this planet are the battlegrounds.	Humans are made of two substances or principle: body and soul. Ancient Greek philosophers Socrates and Plato believed that the soul was the real self and it survived death.	Zoroastrianism is an old religion with dualism at its centre (founded before Buddhism, Christianity and Islam). There are two forces of good and evil. Humans can choose between these forces. On death the soul separates from the body, but at the time of judgment a person experiences bodily resurrection and judgement. Decisions made in this life affect the judgement	Plato considered that there is matter and non-matter. The god or Demiurge created the earth from matter and it is therefore necessarily imperfect. Matter is the source of all evil. In the case of humans, the body is made of matter and the soul is not. The body is created out of pre-existent chaotic matter and can persuade the soul, which inhabits the body, towards evil. Evil is built into the structure of the universe because it was made out of chaotic matter.	Gnostics believed in a very remote and unknowable high god. An angel of wisdom, Sophia, gave birth to a lower god, an inferior god unaware of the existence of the higher god. Jesus came to bring secret knowledge to a select few who would be saved and the rest would be dominated by evil and would perish. Gnostic dualism was a dualism between the spiritual and the physical and between knowledge and ignorance.	Seen today in films such as Star Wars. A single spiritual force running through the universe which has two sides, good and evil. In Harry Potter there is a constant battle between good and evil, similarly in Lord of the Rings. Evil can take over a person to the point where they are no longer recognisably human (beyond the point of no return). The power of good is also present and individuals can choose to work for the forces of good.
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Dualism has never been accepted by Judaism, Christianity or Islam because these religions do not believe that humans are controlled by the forces of good and evil. Humans have the God given freedom to choose. The choices can be good or evil. What is the problem of dualistic thinking? How has this thinking influenced civilisation over the centuries?

Philosophical Questioning Techniques are used to engage students in deep thinking. In general students sit in a circle and the rules are set: no speaking while another is speaking, actively listen to the speaker, no comments on what has been said unless it is to ask for clarification. The teacher does not usually give their opinion. A question is asked. If the question requires a yes/no response, a continuum line is drawn across the centre of the circle with Yes at one end and No at the other. Each student places a marker on the line and they then take it in turns to justify their position. If after listening to all of the others they have changed their mind, they can move their marker, again with justification or clarification.

### Lesson 1.1.3

For the activity in lesson 1.1.3, a teacher could set up a sticky-board, One-note page or use some other strategy to add some reading for the jurors and the judge as documents or web links. The jurors could post during the trial to share their ideas about the guilt or innocence of each defendant.

#### I. Freedom and Responsibility from the Catechism of the Catholic Church

1731 Freedom is the power, rooted in reason and will, to act or not to act, to do this or that, and so to perform deliberate actions on one's own responsibility. By free will one shapes one's own life. Human freedom is a force for growth and maturity in truth and goodness; it attains its perfection when directed toward God, our beatitude.

1732 As long as freedom has not bound itself definitively to its ultimate good which is God, there is the possibility of choosing between good and evil, and thus of growing in perfection or of failing and sinning. This freedom characterizes properly human acts. It is the basis of praise or blame, merit or reproach.

1733 The more one does what is good, the freer one becomes. There is no true freedom except in the service of what is good and just. The choice to disobey and do evil is an abuse of freedom and leads to "the slavery of sin." 28

1734 Freedom makes man responsible for his acts to the extent that they are voluntary. Progress in virtue, knowledge of the good, and asceticism enhance the mastery of the will over its acts.

1735 Imputability and responsibility for an action can be diminished or even nullified by ignorance, inadvertence, duress, fear, habit, inordinate attachments, and other psychological or social factors.

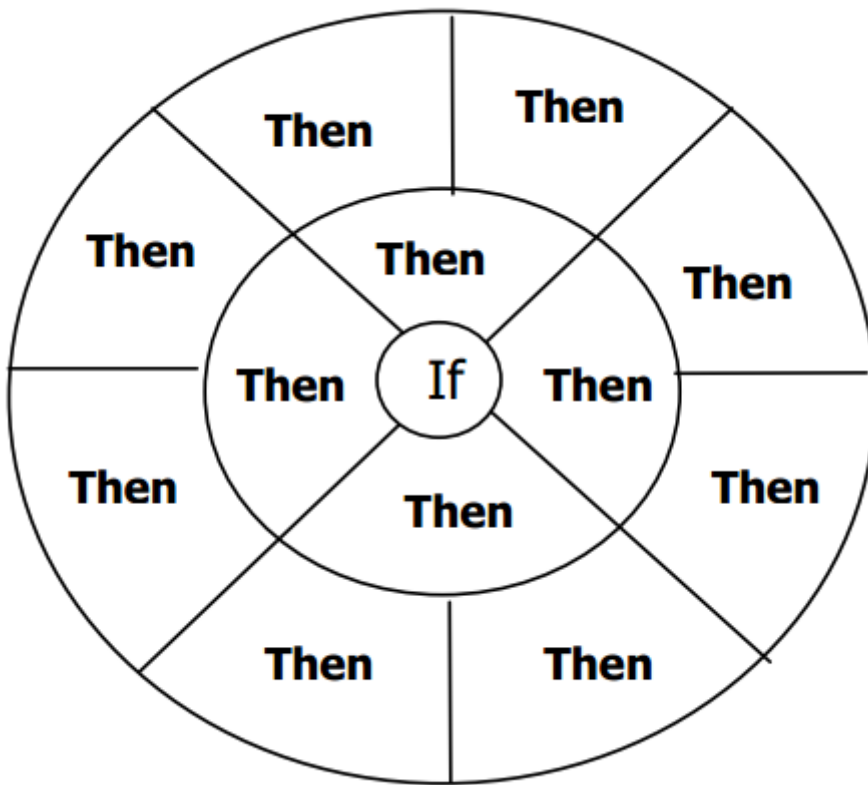
1736 Every act directly willed is imputable to its author:

Thus the Lord asked Eve after the sin in the garden: "What is this that you have done?"<sup>29</sup> He asked Cain the same question.<sup>30</sup> The prophet Nathan questioned David in the same way after he committed adultery with the wife of Uriah and had him murdered.<sup>31</sup> An action can be indirectly voluntary when it results from negligence regarding something one should have known or done: for example, an accident arising from ignorance of traffic laws.

1737 An effect can be tolerated without being willed by its agent: for instance, a mother's exhaustion from tending her sick child. A bad effect is not imputable if it was not willed either as an end or as a means of an action, eg a death a person incurs in aiding someone in danger. For a bad effect to be imputable it must be foreseeable, and the agent must have the possibility of avoiding it, as in the case of manslaughter caused by a drunken driver.

1738 Freedom is exercised in relationships between human beings. Every human person, created in the image of God, has the natural right to be recognized as a free and responsible being. All owe to each other this duty of respect. The right to the exercise of freedom, especially in moral and religious matters, is an inalienable requirement of the dignity of the human person. This right must be recognized and protected by civil authority within the limits of the common good and public order.

**Consequences Web** is a type of graphic organiser. It assists students to analyse the likely or observable consequences of an action. The web can contain any number of circles.



### Lesson 1.2.2

#### Conscience

##### What conscience is NOT:

Conscience is not a feeling, whether good or bad. One can feel guilty about a whole range of things which have nothing to do with conscience. Similarly, the fact that one does not feel guilty about an issue does not make it right. It is also not making up one's mind by oneself about what ought be done. Conscience is not infallible because our own circumstances are always historically, socially and culturally defined. Decisions of conscience are necessarily fallible and subject to correction and change.

##### What conscience IS:

Only when one decides to do, or not to do, something, is one acting out of conscience. But, as noted above, we can never know ourselves completely and so decisions of conscience are necessarily incomplete and partial. Conscience is the act of moral judgement. (Thomas Aquinas). Conscience is what summons us to love good and avoid evil. (Vatican II)

There are three levels of Conscience:

1. Capacity: an innate sense of the fundamental characteristic of being human which makes it possible to know and do good.
2. Process: searching for what is right through accurate perception and analysis, making use of sources of moral wisdom wherever they may be found.
3. Judgement: of what I must do in the situation based on my personal perception and grasp of values.

Ultimately conscience is the whole person's commitment to values and the judgement one must make in light of that commitment to apply those values.

### Justifying a position

<b>Problem:</b>
<b>Pros/Cons</b>
<b>Decision</b>
<b>Justification</b>

### Catholic Moral Decision Making

The greatest assistance for one's conscience is the gift of discernment. It presupposes the following qualities

- Knowledge of moral principles
- Experience and the ability to profit from it
- An ability to learn from others
- An ability to make rational inferences
- Inventiveness and creativity, vision and foresight
- An ability to see and weigh circumstances
- An ability to anticipate and weigh circumstances
  - An ability to anticipate obstacles and plan to surmount them
  - An ability to decide in the light of the preceding.

**Report challenges juvenile offender assumptions. ([Article ABC News.](#)) Answer the following questions.**

1. What did Dr Weatherburn say were the reasons younger offenders were more likely to reoffend?
2. What did Darren Ryan say that supported Dr Weatherburn's reasons?
3. What do you think the article suggests about the importance of the family in forming the conscience and good decision making?
4. If a family is "dysfunctional" where else might a person gain wisdom to form their conscience and learn about right from wrong?
5. How is it that some adults overcome horrendous childhood experiences and backgrounds or have committed an evil act and are transformed to do good and help others to do good? For example, Nelson Mandela, Rubin Carter(Hurricane)
6. What do you think the following saying means? *It takes a village to raise a child.*



## Lesson 1.2.3

Use words or drawings to complete the following

Seven Deadly Sins	How it affects me	How it affects others and the world
Pride is excessive belief in one's own abilities		
Envy is the desire for others' traits, status, abilities, or situation		
Gluttony is an inordinate desire to consume more than that which one requires		
Lust is an inordinate craving for the pleasures of the body		
Anger may be described as inordinate and uncontrolled feelings of hatred and fury		
Greed is the desire for material wealth or gain		
Slothfulness is the avoidance of physical or spiritual work		

## Lesson 1.3.1

[Survey Monkey](#) is a free online survey tool that allows you to design your own surveys in a range of formats. It is free to register and requires an email address.

### Extra Reading on the topic of Suffering and Evil

- Ronald Rolheiser, [OMI The Problem of Suffering and Evil](#)
- Ronald Rolheiser, OMI God and Violence

## Lesson 1.3.3

### Cartoon Resources

[Michael Leunig](#): featured cartoons change at this site, but Leunig's themes of hope, despair, love/hate and political satire provide a stimulus for discussion about humanity.

[Inkcinct](#): free cartoons for use in education. Often useful for social and political themes.

## Lesson 2.1.1

The following print resources are available through ResourceLink. Each contains teaching and learning materials related to Jewish life prior to the Holocaust. Click on each image for a review and synopsis.



## Lesson 2.1.3

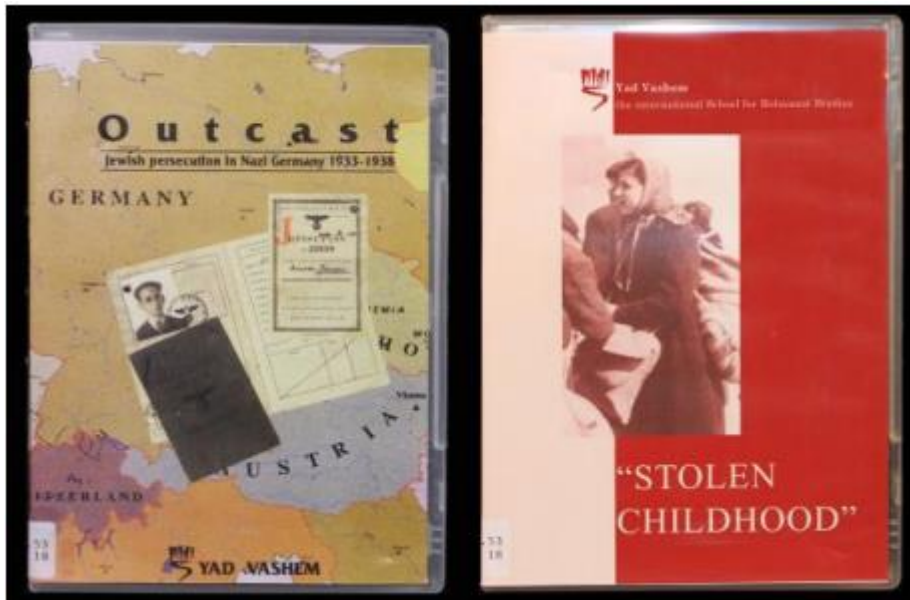
**Resources related to remaining silent in the face of violence; persecution and xenophobia; and symbolism.**

[A resource produced by Yad Vashem](#) designed for teaching about Kristallnacht. Includes an overview, photos and and links to video testimonies of survivors who witnessed Kristallnacht.

A complete lesson plan for remembering the holocaust and combating xenophobia produced by Yad Vashem. It includes classroom activities and discussion questions.

But the Story Didn't End That Way, an educational unit on the Kristallnacht pogrom and the persecution of German Jewry. Despite their patriotism and contribution to their country, German Jews were targeted for persecution from the beginning of Nazi rule in 1933. State laws stripped them of all civil rights and means of employment. The Kristallnacht pogrom of 1938 – 'the night of broken glass' – marked the apex of the pre-war persecution of German Jewry.

The following print resources are available through ResourceLink. Each contains teaching and learning materials related to Jewish life prior to the Holocaust. Click on each image for a review and synopsis.



### Lesson 2.2.1

The following online resources will support an analysis of the life of Irena Sendler. The Yad Vashem website provides an explanation and list of FAQs about what is meant by [Righteous Among the Nations](#).

- [The life and contribution of Irena Sendler](#) is provided as a printable information sheet
- [Website of resources dedicated to Irena Sendler and other "Good Samaritans"](#)
- [Local theatre production about Irena Sendler \(YouTube\)](#)
- [Catholic News Agency](#) video on the life of Irena Sendler
- [Google Timeline](#) for Irena Sendler.

Additional print resources are available on the following associated topics. Click on the image for a short synopsis. All resources are available through ResourceLink.



All images contained in this unit are used with permission from the Educational Resources of Yad Vashem Holocaust Remembrance Authority.

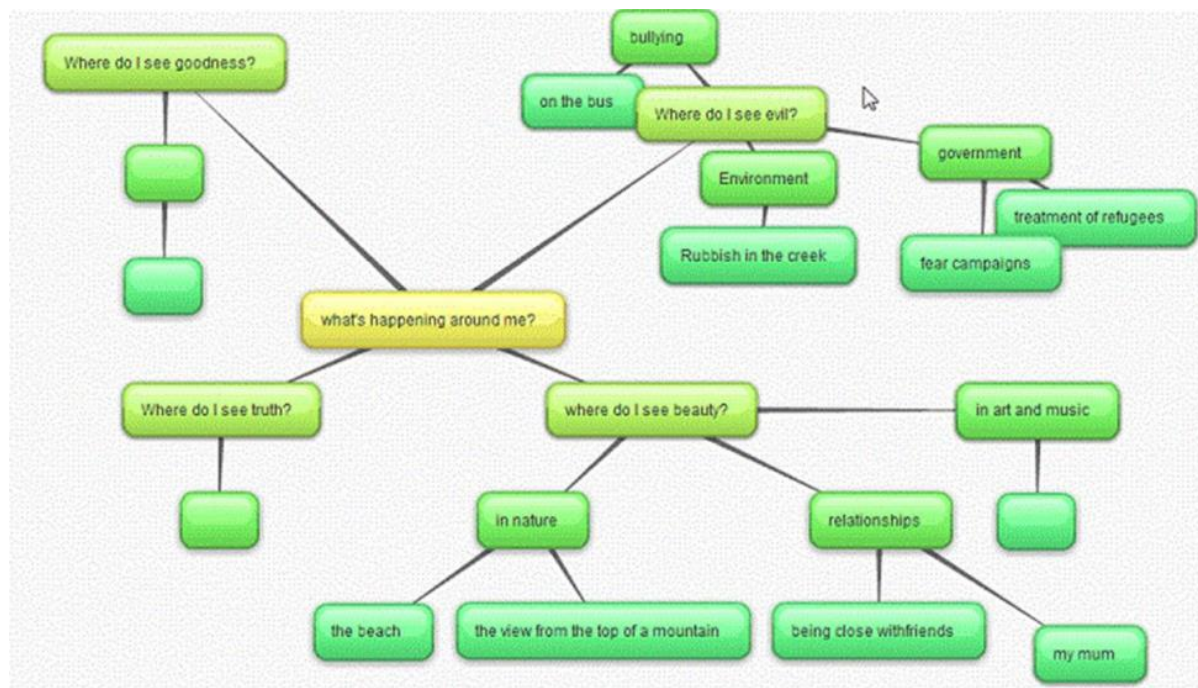
### Lesson 3.1.1

[Business Card Land](#) is a free online business card maker that allows limited design of printable cards. Choose from the free designs, add the text into the multiple address lines (instead of addresses) and print your cards.

## Lesson 3.1.2

[Bubbl.us](https://bubbl.us) is a mind mapping tool that helps learners to think about and explore ideas and questions about a topic. It is a useful tool for brainstorming and developing framing questions for an investigation. It requires an email and password to register but is free to use and you can save and print your work.

Example:



Glogster for teachers allows you to give access to up to fifty students for free to create posters, share work etc. For a full tutorial see [here](#).

### SWOT analysis

A SWOT analysis is an activity designed to assist learners to critique or evaluate activities or ideas. SWOT is an acronym for strengths, weaknesses, opportunities and threats.

### Make Beliefs Comix

Create digital cartoons with this easy to use free cartooning tool. Choose from a variety of characters, manipulate their expressions and add dialogue or thought bubbles to complete your toon. If the class doesn't have access to the internet, there is a library of [printable cartoons](#) that allow you to print comics and add the dialogue the presented scenario and written into the speech bubbles.

## Lesson 3.1.3

Elizabeth Kübler Ross [Cycle of Grief](#). Access this website for more information about the cycle of grief.



## Lesson 3.2.1

### Scenarios for continuum strategy

Students place themselves along the continuum line from *definitely act* to *definitely wouldn't act*, with *unsure* in the middle.

- Little sister/brother is pushed over in the playground by another child same age and size.
- Dog wandering around on the street obviously starving and uncared for.
- You become aware that a number of people in your community are living in their cars or on the street.
- Government decides to continue detaining young refugee children in detention facilities.
- You discover your parents are claiming thousands of dollars fraudulently through Centrelink.
- Friends are planning a party with no parental supervision. Someone has put a public invitation out on Facebook.
- You live next door to an elderly lady and you haven't seen her for a few days.
- A friend confides in you about an incidence of sexual abuse.
- A person in your class is constantly the target of bullying. You are with a group of friends one of whom trips the person deliberately as they walk past.

### Scripture Examples

Passages can be accessed online at [Bible Gateway.com](http://BibleGateway.com)

- Separating the sheep from the goats - Matthew 25: 31-42
- Good Samaritan - Luke 10:25-37
- Beatitudes - Matthew 5: 1-11
- Salt of the earth - Matthew 5:13-16
- Colossians 3: 1-15 1
- Thessalonians 5:12-19.

## Lesson 3.2.1

### Ten Word Strategy

A Ten Word Strategy encourages students in small learning teams to collaboratively synthesise meanings of paragraphs or sections of texts. Students read or view a paragraph or section of static print text or dynamic text, eg multimodal/multimedia texts, and jointly construct a ten word meaning for that paragraph or section. This strategy relies on the students' capacity to make meaning, collaborate, interpret and synthesise texts.



Process for the Ten Word Strategy: Clarify with the students that the purpose of this strategy is to develop students' capacity to make meaning and interpret text in learning teams. Students read or view a paragraph or section of static or dynamic text. In learning teams, students discuss the meaning of the paragraph or section. Each team member should provide a meaning.

The learning team then negotiates a ten-word meaning for the paragraph or section. One student should record the meaning. All students should be involved in creating the ten-word meaning. No more than ten words can be used for each meaning.

## Lesson 3.2.2

### Word clouds

Many word cloud applications are making their way to the internet. See [ResourceLink](#) for a detailed analysis of current word cloud makers in 2011.

[Tagul](#) requires an email registration and a password but has features that Wordle doesn't have. Up to 18 clouds can be saved to a private web space. Clouds can be made into different shapes and the words can be sifted, removed and put back according to your instructions.

## Lesson 3.3.1

[ABC Philosopher's Zone](#) is a useful resource for philosophical questions. As well as looking at the world of philosophy, the Philosopher's Zone also looks at the world through philosophy. Today fundamental and perplexing issues - risk assessment, bio-technology, our relations with animals, relations between cultures, the question whether a society can be open, tolerant and, at the same time, secure and the Zone looks at what philosophical analysis can contribute to our understanding of these issues.

## Lesson 3.3.2

### Story Probe Strategy

Story Probe is a strategy that provides students with a guided process to unravel the deeper meaning behind a text. When students examine a number of contextual clues to a text they often discover insights into the purpose and meaning of the text. The following worksheet can assist students to probe deeper into a text.

Questions	Responses
Who are the main characters in this text?	
What event/story came before this text?	
Are there any repeated words or phrases? What are they	
What is the setting of the story?	
What was happening at the time?	
What are the main symbols or images used in this story?	
What are your thoughts and feelings as you read the story?	



What do you think the author is like?	
Is there any message they are trying to get across in this story?	
What are some key words or phrases you like in this story?	

