

The Ethical Pledge: Making a Choice

(Year 6 - Ages 11-12):

Lesson 6 of 9

Lesson Overview

Lesson Title:	The Ethical Pledge: Making a Choice
Year Level:	Year 6 (Ages 11-12)
Lesson Duration:	60 minutes
Key Focus Areas:	Ethical Decision-Making, Opt-in Consent Systems, Personal Commitment (Pledge), Communication, and Civic Responsibility.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HP6P07</u>: Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully.• <u>AC9HS6K07</u>: Explain the key roles and responsibilities of key institutions and processes in Australia's democracy and legal system (linked to understanding systems of decision-making/pledges).• <u>AC9E6LY02</u>: Use interaction skills... to explore and build on ideas, share points of view, and listen to and respond to the views of others (linked to debating choice systems).

Learning Intentions

- Understand that different societies use different, fair systems for making big decisions (Opt-in vs. Opt-out).
- Investigate why Australia uses an "Opt-in" (active choice) system for organ and tissue donation.
- Define a "pledge" as a serious, active, and ethical commitment to a set of values.
- Recognise that the most crucial step in the Hero's Pledge is sharing it with family (the reason why 8/10 families say yes when they know the wish).

Success Criteria

- Explain the difference between an "Opt-in" and an "Opt-out" system using a simple example.
- Identify that Australia requires an active choice to become a donor (the Opt-in Pledge).
- Articulate one reason why sharing their pledge with family is essential to ensuring their wish is honoured.
- Create a personal pledge that reflects their values and plan one action to share that pledge.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A: The Pledge Hook	Introduction, defining Pledge (ethical commitment), and setting up the Metaphor.
20 minutes	Part B: The Community Choice	Interactive Activity: Exploring the Opt-in vs. Opt-out systems in a safe, non-threatening classroom context.
15 minutes	Part C: The Australian System	Connecting the Opt-in choice to the Hero's Pledge and the critical importance of the Master Key (L5 Review).
15 minutes	Part D: My Ethical Pledge	Worksheet Activity: Students define their personal Pledge and reflect on the necessity of communication.

Part A: The Pledge Hook (10 minutes)

Step 1. Review and Introduction

- Say: "We know the conversation is the Master Key (L5). Today, we ask: What is the Choice that conversation is about? We define it as the Hero's Pledge—a serious, ethical commitment."

Step 2. Defining a Pledge

- Ask students: "What is an important pledge you know (e.g., the school oath, the Olympic oath)? What makes it serious?" (It's a promise to live by certain values.)
- Say: "The donor decision is the ultimate act of pledging your kindness to the community."

Part B: The Community Choice (20 minutes)

Step 1. Scenario 1: Opt-in (Active Choice)

- Display the "Opt-in" poster. Read the scenario card (e.g., Joining the Kindness Club requires signing the YES list). Ask students to take the active step (e.g., standing up to 'sign up'). Tally the results.

Step 2. Scenario 2: Opt-out (Active Removal)

- Display the "Opt-out" poster. Read the scenario (e.g., Everyone is in the club unless they sign the NO list). Ask students to take the active step to leave. Tally the results.



Step 3. Class Discussion

- Compare the two systems. Ask: "Were both fair? Why did the numbers change?"
- Guide them: Both are fair consent methods, but one requires action to join, and one requires action to leave.

Part C: The Australian System (15 minutes)

Step 1. The Australian Pledge

- Say: "When it comes to the Hero's Pledge in Australia, our country uses the Opt-in system. What does that mean?" (It means you must actively choose to be a donor; it's not automatic.)

Step 2. The Master Key Link (Worksheet Activity 3)

- Say: "The fact that our system is Opt-in is the final proof for the Master Key (L5). Why?" (Because the family needs certainty for the choice you actively made.) Students complete the analysis in Activity 3, linking the Opt-in system to the critical need for communication.

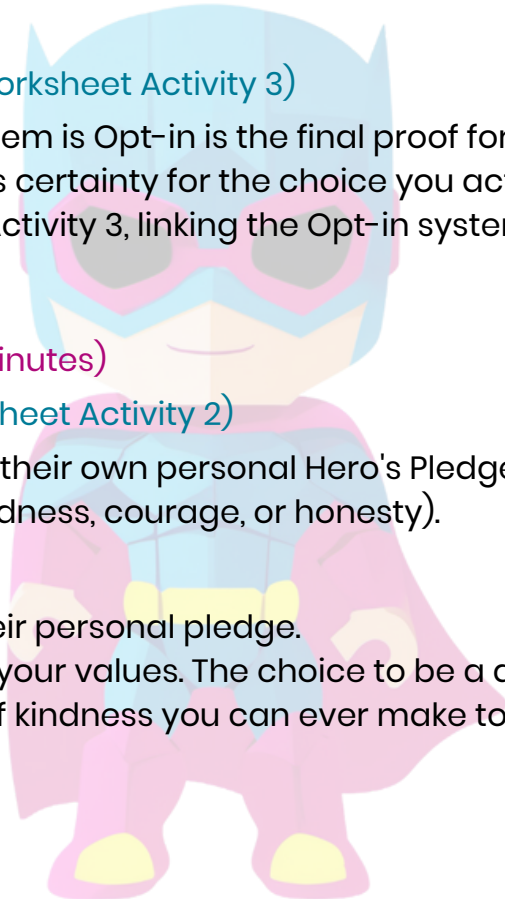
Part D: My Ethical Pledge (15 minutes)

Step 1. Personal Pledge (Worksheet Activity 2)

- Students reflect and write their own personal Hero's Pledge in the scroll template. (Focus on personal values like kindness, courage, or honesty).

Step 2. Final Reflection

- Ask volunteers to share their personal pledge.
- Say: "Your pledge is about your values. The choice to be a donor is one of the most powerful, active pledges of kindness you can ever make to the world."



Differentiated Learning

- Extension:
 - Challenge students to write a short paragraph explaining the ethical reasoning behind why they personally prefer the Opt-in system for a complex decision like donation.
- Learning Support:
 - Work with a small group, focusing on the vocabulary. Use drawings or simple sentence completion to define "Opt-in" and "Opt-out" on the worksheet.

Teacher Reflection

- Did the activity successfully make the concept of consent systems clear and engaging? Did students grasp the link between active choice (Opt-in) and the Master Key (communication)?

Assessment

- Worksheet (Activity 1): Assess the explanation of the difference between Opt-in and Opt-out.
- Worksheet (Activity 3): Assess the explanation of why sharing an Opt-in Pledge is critical for the family.

Additional Notes:

This lesson concludes the second major curriculum block (L5-L6: Communication and Ethical Choice). It is an adaptation of a complex civics topic, designed to empower Year 6 students with the understanding that the Australian donation system requires a responsible, active, and personal choice (The Ethical Pledge). The language must remain focused on civics, ethical choices, and communication skills, not on medical details.

