



TEACHING HUMAN DIGNITY CONTEST

Successful First Round Submissions

Entry #1

Subject Area of Proposed Resource: Religion/Theology

Life/Human Dignity Issue of Proposed Resource: Poverty

Submission type: Unit/Lesson Plan

Resource Description: I have created a "Budget Project" for my High School seniors in my Advanced Morality class. The students find an advertised job for a fictitious Mary with her two children. I chose a single woman with two children because this is the most common welfare recipient in Minnesota. The students must then find an actual advertised apartment for her. There are many stipulations regarding the job and the place. This project is split into three elements. The second element has the students finding health care (online), groceries for a week based on a developed menu, daycare and a vehicle to transport all. The third element is a series of ten questions seeking to find out what they have learned about these various issues. I developed this project a while back because some of my students suggested that the poor single mothers could simply get a job at McDonald's or something like that. Once they go through this project, they realize that a fast-food salary can not even pay for daycare for the children. This leads us to a wide variety of discussions on how to help those who are poor. We discuss how to help with daycare, how to try to get Mary additional education, and what the state should do to try to keep the children out of the poverty cycle.

Entry #2

Subject Area of Proposed Resource: Mathematics

Life/Human Dignity Issue of Proposed Resource: Abortion

Submission Type: Unit/Lesson Plan

Resource Description: Underlying Questions: What is (was) China's one-child policy? Why was it instituted in the first place? Is it a morally acceptable policy from a Catholic worldview?

Brief Description: These questions and more will be addressed in this unit, which will transform a "normal" high school math unit about exponential and logarithmic functions into an exploration of the Chinese one-child policy. Ultimately, this unit will lead students to understand the horrors of the one-child policy, primarily the repulsive practice of forced abortions, while simultaneously building computational and conceptual skills related to exponential and logarithmic functions.

The resources for this unit will include the following:

- A unit description and overview with daily lesson plans
- PowerPoints to guide daily notes/discussions
- Student worksheets and homework assignments
- End of unit assessment
- Links for outside resources (i.e. videos, websites, etc.) to be used throughout the unit

References: This unit will engage students in the study of the following disciplines:

- Theology: When teaching this content to my juniors, I collaborated with the junior morality teacher.



- History/social studies: There is obvious cross-over with social studies/history, so suggestions for collaboration will be made.
- Chinese: When teaching this course at my previous school, part of the project involved interviewing our Chinese teacher to learn her perspective on the issue. (This would not be possible in all school settings, but suggestions will be made in the unit.)

Common Core Standards: CCSS.MATH.CONTENT.HSF.LE.A.2 CCSS.MATH.CONTENT.HSF.LE.A.4 CCSS.MATH.CONTENT.HSF.LE.B.5 There are other standards that will be addressed throughout this unit, but these three standards form the core objectives.

Background: This unit will be based on a project I developed for my Honors Pre-Calculus students at my previous school.

Age Appropriateness: This unit will be appropriate for advanced Algebra II classes and pre-calculus courses.

Entry #3

Subject Area of Proposed Resource: Health/Wellness

Life/Human Dignity Issue of Proposed Resource: Euthanasia/Physician Assisted Suicide

Submission Type: Unit/Lesson Plan

Resource Description: Physicians Assisted Suicide and euthanasia have been contentiously debated nationally since PAS was first legalized in Oregon in 1994. The issue was brought to national attention again with the euthanization of Terri Schivo in 2005. Increasingly states have implemented or are considering implementing end-of-life legislation that is counter to the preservation and sanctity of human life thereby contributing to what Saint John Paul II called a “culture of death”. Driving the debate are advances in life sustaining technology and medical practices that can greatly prolong life. Yet prolonging life is not the same as curing the patient of their underlying pathology. Thus many patients, especially the elderly, become “broken survivors”. Broken survivors are patients who are kept alive by medical technology but who cannot be cured of their underlying illness or condition. Many, claiming a right to “Die with Dignity”, perceive PAS and Euthanasia as an appropriate response to this dilemma. However, intentionally killing the patient denies the patient their right to die a natural death.

How can we educate our young people to be able to distinguish between killing the dying and the licit removal or withholding of life sustaining measures? Increasingly, family members are finding themselves in the role as the designated or default Health Care Proxy for voiceless, confused, or incoherent broken survivors. Today’s teenagers almost certainly will be confronted during their lives with end-of-life decisions as our knowledge, technology, and medical practices advance along with escalating costs and limited health resources and facilities.

The goal for this lesson plan is to offer young people a solid moral foundation and a clear perspective on how to safeguard the sanctity and dignity of all human life by recognizing when it is morally licit to allow for a natural death. This goal will be achieved in two parts:

- (1) Knowledge and understanding of the Church’s moral teachings and guidance with respect PAS, euthanasia, and natural death, and
- (2) Analysis and application of the Church’s moral teachings and guidance to real-world end-of-life cases.



Part 1: Knowledge and understanding of the Church's moral teachings and guidance

Reference Materials: Ethical and Religious Directives for Catholic Health Care Services (6th edition, USCCB, 2009) specifically Part 5: Issues in Care for the Seriously Ill and Dying. Particular emphasis will be placed on:

Directive 56: Defining Ordinary (proportionate) Care vs Extraordinary (disproportionate) care.

Directive 57: Forgoing extraordinary care.

Directive 58: Providing assisted nutrition and hydration

Directive 60: Defining Euthanasia

Directive 61: Pain relief for patients in the dying process.

Additional reference materials: Declaration on Euthanasia (SCDF, 1980); Preaching Points on Nutrition and Hydration (Nat'l Catholic Bioethics Center, 2008); various articles.

Part 2: Analysis and application of the Church's moral teachings and guidance to real-world end-of-life cases.

Reference Material: Front Line video Facing Death (Frontline video Nov 23, 2010).

<https://www.pbs.org/wgbh/pages/frontline/facing-death/>

Entry #4

Subject Area of Proposed Resource: Science

Life/Human Dignity Issue of Proposed Resource: Integral Ecology

Submission Type: Unit/Lesson Plan

Resource Description: My lesson plan has been designed so that students can investigate the scientific and moral aspects of climate change from a Catholic perspective. Resources include articles from The New York Times, Wired Magazine, and the National Catholic Reporter as well as videos from PBS, TED-Ed, and America Magazine. Pope Francis's "Laudato Si" is used as a primary resource. Students then create their own websites that explain how science and faith can protect our earthly home from the effects of climate change.

From a scientific perspective, students will answer the following questions in their website:

What 3 molecules are considered to be greenhouse gases?

How do these greenhouse gases enter the atmosphere?

How do these greenhouse gases contribute to climate change?

What evidence proves that climate change is caused by human activity?

How do we know that this evidence is trustworthy and reliable?

From a Catholic perspective, students will answer the following questions in their website:

According to the Catholic Church, why is climate change a moral issue?

What are 5 ecological effects that climate change has on the planet, including its land, water, air, wildlife, and plants?

What are 5 sociological effects that climate change has on humanity, including the poor, minority groups, and other countries?

Finally, students will use the United Nations' "Guide to Saving the World" to describe 10 specific actions that can help combat climate change in the local (school/home) community.