



THE ART OF ETHICS BOWL

10 SKILL-BUILDING ACTIVITIES

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Introduction & User Guide For *The Art of Ethics Bowl*

Overview

These 10 lessons are designed to provide 9th through 12th grade students with engaging, collaborative, and rigorous activities that will strengthen their moral reasoning, critical thinking, and discussion skills. While each lesson focuses on ethics, this is *not* a guide on how to compete in Ethics Bowl. Instead, these lessons develop a firm foundation in the skills needed to successfully engage in dialogue and debate about ethical issues. As such, all Ethics Bowl teams will benefit from these lessons. New teams will find introductions to key principles, moral frameworks, and reasoning skills. Returning teams will find explicit practice that goes beyond case studies and into the world of applied ethics.

Learning Goals

These lessons feature learning outcomes that align with the Ethics Bowl competition rubric, along with foundational literacy skills needed to be successful in a competition setting. To keep things simple and functional, each lesson also comes with a short overview and a section titled, “How will this help in Ethics Bowl?” In short, these lessons will help your team...

- Directly answer ethical questions / prompts
- Develop clear and systematic primary presentations
- Identify central moral dimensions and ethical tensions
- Collaborate to create clear arguments
- Support positions with moral reasoning
- Thoroughly discuss moral positions
- Develop awareness of different viewpoints
- Thoughtfully consider opposing perspectives
- Create constructive and insightful commentary
- Collaborate in respectful discussions

How To Use These Lessons

These lessons have been designed with a gradual build of skill / complexity. For that reason, approaching the lessons in numerical order may be of value. However, many teams (especially returning teams) may find value in approaching lessons based on the team’s need or interest rather than numerical order. As a coach (or facilitator), the easiest way to use the lessons is to look at the “Overview” and “Lesson Facilitation” section to understand the scope and sequence of the activities within.

How to share Feedback on These Lessons

We would love to hear feedback about how these lessons went for you and your team! To reach out, please contact Christina Baulch at: baulchca@ucmail.uc.edu

This curriculum was written by Nick Kroger, in collaboration with Christina Baulch, Director of K-12 Educational Programs at the Cincinnati Ethics Center. Copyright 2026.

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Lesson 1 (Option A): Breaking The Code

Overview: (50 minute lesson)

In this activity, students will break into groups and analyze professional “Codes of Ethics.” Then, based on their experience level, they will create an ethical dilemma that reflects the principles of a chosen profession. At the end of the lesson, students will share and discuss their ideas. As an extension, teams may create their own “Code of Ethics.”

Student Learning Goals:

We will...

- Reflect on moral values principles, and intuitions
- Inquire about the perspectives and principles of others
- Create scenarios that test our moral reasoning
- Create our own “Code of Ethics” (Optional)

Materials

- [Codes of Ethics - \(student handout\)](#)
- [Lesson Slides - Breaking the Code](#)
- [Professional Ethics Example Cases - Reference Document](#)
- [Optional “Create Your Own Ethics Bowl Code” handout](#)

Preparation before the lesson:

- Print the “Codes of Ethics” handout above (Have enough for small groups of 2-3 students each)

How will this help in Ethics Bowl?

This will help your team...

- Develop clear and systematic primary presentations
- Identify central moral dimensions and ethical tensions
- Collaborate to create clear arguments

Lesson Facilitation:

1. Present Slide Show
 - a. [Slides 1-3](#): Introduce “Professional Codes of Ethics”
 - b. [Slides 4-5](#): Model 2 examples of dilemmas related to professional ethics
2. [Present slide 6](#): Group Work – Breaking the Code
 - a. Split students into groups. Let each group choose a profession.
 - b. Pass out the [“Codes of Ethics” handouts](#) to the appropriate teams.
 - c. Give students around 10–15 minutes to discuss their professional code of ethics and then create a scenario that would put the code to the test.
 - i. If students are less comfortable creating case studies (or if they are new to Ethics Bowl), you can use the [“Professional Ethics Example Cases”](#) document to stimulate student thinking.
 - d. Students should write down the scenario and be ready to share it with other small groups.
 - e. After 10-15 minutes, have small groups present their scenario to the class, and have the group debate what should be done in response to that scenario.

- i. Pay particular attention to when and where student scenarios would lead professionals to “follow” or “break” the code of ethics in the name of doing what’s right.
- 3. Lesson Extension: Crafting a “Code” for Ethics Bowlers
 - a. If time allows, move to [slide 7](#)
 - b. Pass out the [optional “Create Your Own Ethics Bowl Code” handout](#)
 - c. Have students brainstorm together about what principles and values they might focus on as they approach the year. This is a great opportunity for you, as a coach, to help them set norms, agreements, and expectations for how they will work together as a team.

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Lesson 1 (Option B): 10 Agreements of Ethics Bowlers

Overview: (50 minute lesson)

In this lesson, Ethics Bowlers will analyze rules and principles for philosophers and apply them to short scenarios in a four-corner debate. At the end, teams will create “agreements” that will serve as a framework for how they will work together during Ethics Bowl club meetings and competitions.

Student Learning Goals:

We will...

- Analyze and discuss “rules” for philosophers and Ethics Bowl
- Reflect on (and discuss) moral values, principles, and intuitions
- Inquire about the perspectives and principles of others
- Create “agreements” that will act as guidelines for an Ethics Bowl team.

Materials

- [10 Commandments - Handout](#)
- [Lesson Slides - 10 Agreements of Ethics Bowlers](#)

Preparation before the lesson:

- Print 10 Commandments - Handout

How will this help in Ethics Bowl?

This will help your team...

- Identify central moral dimensions and ethical tensions
- Collaborate to create clear arguments
- Support positions with moral reasoning
- Thoughtfully consider opposing perspectives
- Collaborate in respectful discussions

Lesson Facilitation:

1. Break students into teams and have them read through Bertrand Russell’s “10 Commandments for Philosophers”. As students work, help clarify and paraphrase any of the rules that are more challenging. ([Slide 2](#))
 - a. Students will re-rank these commandments based on their own sense of which rules are most *useful* for Ethics Bowl.
2. As a group, discuss your top 3 and bottom 3 rules.
 - a. Compare and contrast the values across the team.
3. Then, as a group, complete a 4-corner debate activity ([slide 3](#)) Each example is loosely based on one of Russell’s 10 commandments. (This activity could be as short as 15 minutes or extended depending on how much time you want to allow for discussion after each statement)
 - a. Once students have moved to different areas of the room, allow groups to share their perspectives on each statement.
4. Near the end of the lesson, transition to the back of the handout:
 - a. Students will have space to create their own “agreements” outlining the rules and principles they will follow as an Ethics Bowl team.

- b. As a coach or club advisor of returning students, this is a great opportunity to provide feedback on areas of strength and growth based on their performance in prior Ethics Bowl matches.
- c. If you are working with mostly new students, this is an opportunity to help establish norms and procedures that will guide them as they engage in the complex conversations and debates of Ethics Bowl.

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Lesson 2: Ethical Frameworks Survey

Overview: (50 minute lesson)

In this activity, students will take a survey that will help them understand which ethical frameworks they prioritize when making decisions. Then, students will compare their results and discuss them as a team.

Student Learning Goals:

We will...

- Define and explain moral frameworks and important vocabulary
- Summarize and differentiate between moral principles
- Evaluate the strengths and limitations of moral frameworks in a case study

How will this help in Ethics Bowl?

This will help your team...

- Identify central moral dimensions and ethical tensions
- Collaborate to create clear arguments
- Support positions with moral reasoning
- Develop awareness of different viewpoints

Materials

- [Ethical Frameworks Survey](#)
 - <https://forms.gle/U5KAZrGmU3DV2PBy9>
- [Ethical Frameworks Handout - Resource for Students](#)

Preparation before lesson:

- Make a plan to email or share the survey link
- Print the "Ethical Frameworks Handout" for all students

Lesson Facilitation:

1. Open up the "[Ethical Frameworks Survey](#)" link and share it with students. For quick sharing: Try emailing the link directly to the students.
2. Have students complete the survey on their respective devices. As the coach, you can take it as well. This should take around 10 minutes, and results will be emailed to each individual.
 - a. (**Note:** The survey can be taken on phones, but results are more easily viewed on a computer.)
3. Once students get their results, pass out the "[Ethical Frameworks Handout](#)" and engage them in a group discussion centered on their scores. Some questions to consider:
 - a. What Ethical Framework was your relative "high" when it came to making these decisions? Do you agree that this framework is the most aligned with your beliefs?
 - b. What Ethical Framework was your relative "low"? Did this surprise you? Why or why not?
 - c. As a team, are there any patterns among us within the results? Did multiple people score highest in certain frameworks? Are there categories where people scored lower?
 - d. Do we have "balanced" results across the frameworks? Or are our team responses mostly weighted in a few categories?

4. Look back through the questions as a class. The questions are randomized; however, each question is clearly aligned to test agreement with a specific ethical framework. As a team, work together to identify which questions match each framework.
 - a. Answer Key:
 - i. Consequences (1-4)
 - ii. Inner Thoughts (5-8)
 - iii. Foundational Ideals (9-12)
 - iv. Care & Relationships (13-16)
 - v. Social Agreements (17-20)
 - vi. Virtues (21-24)
5. At the end of this activity, ask students the following question:
 - a. Is it more effective to use these “ethical frameworks” in isolation? Or, is it more effective to consider all of them when approaching an ethical dilemma?
 - b. Guide students towards an approach that considers all frameworks as valuable tools for inquiry. Often, the frameworks we least consider are the ones that can reveal deeper moral dimensions to an issue.

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Lesson 3: Chalk Talk with Famous Ethical Dilemmas

Overview: (50 minute lesson)

In this activity, students will build annotation and moral reasoning skills by working through famous ethical dilemmas. Students will participate in a “chalk talk,” where they will practice written discourse. At the end, they will reflect on their thinking as a whole group.

Student Learning Goals:

We will...

- Practice discourse with “Chalk Talk” annotation strategy
- Offer commentary that directly addresses the moral dimensions of a writer’s main point
- Respond to commentary and questions with clear reasoning

How will this help in Ethics Bowl?

This will help your team...

- Directly answer an ethical question or prompt
- Develop awareness of different viewpoints
- Create constructive and insightful commentary
- Collaborate in respectful discussions

Materials

- [Ethical Dilemma Chalk Talk - Handout](#)
- [Lesson Slides - Famous Ethical Dilemmas](#)

Preparation before lesson:

- Print “Chalk Talk - Handout” (See below for grouping options)
- Review slides and handout

Lesson Facilitation:

1. Open the lesson slides.
2. Explain the purpose of “thought experiments” (Slides 2-3)
3. Show the example of “The Trolley Problem” (Slide 4) and demonstrate the chalk-talk method for breaking down a text (Slides 4-5)
 - a. Slide 5 is a small example of what this might start to look like on paper. It should feel like an ongoing written conversation each time a new person (or group) receives the paper. They should respond and connect with the comments from the previous teams.
4. Pass out “Ethical Dilemma Chalk Talk” handout. There are 6 available ethical dilemmas, so you will need to arrange students accordingly.
 - a. Option 1 (teams under 6): Print 1 copy of each dilemma and make sure each student receives a unique case to work individually.
 - b. Option 2 (teams of 10-12): Print 2 copies of each dilemma. Split students into 2 equal groups of 5-6. Make sure each student receives a unique dilemma. Both teams will rotate through all 6 options individually.

- c. Option 3 (teams greater than 12): Group students into teams. Appoint a team leader. Student groups will rotate around the room to each dilemma rather than “passing” the papers.
- 5. Students will follow the directions for their assigned dilemma and participate in a chalk talk in which all discussion takes place in writing.
- 6. After 3-4 minutes, pass the papers (or have students rotate, if choosing option 3) clockwise so each student receives a new dilemma.
- 7. Students continue annotating the text and “discussing” on paper with the person who came before them. Continue the process until students have completed all dilemmas. This activity should take around 25-30 minutes.
- 8. With the remaining time, consider discussing the 2 cases that students found most compelling. Discuss the annotations students made on the papers.
 - a. Questions for consideration:
 - i. What principles or values guided your reasoning during these experiments?
 - ii. Where do our notes show examples, evidence, and connections that connect with the central moral dilemma of the case?
 - iii. Where do our notes show signs of agreements and disagreements? Claims and counterclaims?
 - iv. How might the 6 Moral Frameworks connect with these experiments? (The final slide shows definitions and use cases for each of the 6 frameworks)
- 9. As a final extension, consider having students split into teams and debate one of the cases that resonated with them.

Lesson 4: Dissecting Questionable Reasoning

Overview: (50 minute lesson)

In this activity, students will analyze the arguments found in print and visual advertisements to identify, define, and critique logical fallacies. Rather than focusing on the Latin terms for these fallacies, students will create their own names and definitions for them and then apply their understanding by analyzing commercial advertisements and providing commentary during an Ethics Bowl round.

Student Learning Goals:

We will...

- Analyze arguments in popular advertisements and commercials
- Identify and dissect “Questionable Reasoning” (Logical Fallacies) within arguments
- Develop constructive and insightful commentary

How will this help in Ethics Bowl?

This will help your team...

- Thoroughly discuss moral positions
- Thoughtfully consider opposing perspectives
- Create constructive and insightful commentary
- Collaborate in respectful discussions

Materials

- [Questionable Reasoning in Print Advertising - Handout](#)
- [Questionable Reasoning in Ethics Bowl - Handout](#)
- [Answer Key for Questionable Reasoning in Ethics Bowl](#)
- [Lesson 4 Slides with Commercial Advertisements](#)
- [Ethics Bowl Match Scoring Criteria](#)

Preparation before lesson:

- Print both handouts listed above

Lesson Facilitation:

1. Warm-up:
 - a. Pass out the “[Questionable Reasoning in Print Advertising](#)” Handout
 - i. Review the print advertisement as a whole group (5 minutes)
 - ii. Focus on the questions printed at the bottom of the advertisement.
2. Open “[Lesson 4 Slides](#)” and select some commercials to watch and analyze as a group. There are 6 advertisements, and each one provides a different example of *questionable reasoning* (logical fallacies) which are listed below. Choose how many you show based on time constraints and student interest (10-15 minutes)
 - i. [Taco Bell Ad - The Questionable Reasoning of “Everyone Likes This”](#)
 - ii. [DirecTV Ad - The Questionable Reasoning of the “Slippery Slope” or “Snowball Effect”](#)
 - iii. [Chevrolet Ad - The Questionable Reasoning of “Don’t think, just feel”](#)
 - iv. [SimpliSafe Ad - The Questionable Reasoning of “Fear Tactics”](#)
 - v. [Ro Ad - The Questionable Reasoning of “Fake Expertise”](#)
 - vi. [Old Spice Ad - The Questionable Reasoning of “Either/Or” thinking \(and Stereotyping\)](#)
3. Pass out [Questionable Reasoning in Ethics Bowl](#) Handout

- a. Split students into teams. Have them read the case “Forget Me Not” and the mock case presentation from a 2023 Regional Ethics Bowl Competition.
 - b. Students should identify, annotate, and explain any questionable reasoning they see in the team’s presentation (10-15 minutes)
 - i. NOTE: See the [“Answer Key” in the materials section](#) for support and guidance
 - c. After, teams should prepare constructive commentary and questions to present to the team in order to help deepen their argument. (Think of this like a mock round of commentary for students. You can have them present it verbally, or have them write it).
4. [Debrief as a whole class by reviewing the Ethics Bowl Rubric](#) and scoring the commentary that students were able to provide.

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Lesson 5: To Publish Or Not to Publish? Team-Based Case File

Overview: (50 minute lesson)

In this activity, students will work in teams to analyze a case file about a high school editorial team that must decide whether to publish a contentious article. Teams will synthesize evidence from the case and present a verbal argument about whether or not the newspaper should publish the article in question. There is a 1-hour version and a 2+ hour version of this lesson depending on time.

Student Learning Goals:

We will...

- Write clear claims with systematic support through moral reasoning and evidence
- Write arguments that engage with moral perspectives
- Listen to other arguments and offer commentary in response

How will this help in Ethics Bowl?

This will help your team...

- Directly answer an ethical question / prompt
- Develop clear and systematic primary presentations
- Identify central moral dimensions and ethical tensions
- Collaborate to create clear arguments
- Develop awareness of different viewpoints
- Thoughtfully consider opposing perspectives

Materials

- [To Publish or Not To Publish? Case File \(1-Hour Version\)](#)
- [To Publish or Not To Publish? Case File \(2+ Hour Version\)](#)

Preparation before lesson:

- Print enough case files for groups

Lesson Facilitation:

1. Based on your time constraints with your students, select one the versions of the case files from above. The "1 Hour Version" has fewer sources, so you can have students read, analyze, and debate in a 1 hour session. However, the "2+ Hour Version" adds more sources and complexity. If you choose this option, you may want to have students read and analyze the case during the first session and then present their arguments at the next session.
2. Once you've chosen your option, pass out the "To Publish or Not to Publish?" Case file
3. Read the overview and answer any big questions about the goal of the activity.
4. Split students into groups and give them a time limit for each of the following components of the activity (based on a 50 minute time period):
 - a. Individual reading and annotation (10-15 minutes)
 - b. Team discussion, analysis, and argument creation (15-20 minutes)
 - c. Team 1 presentation (5 minutes)
 - d. Team 2 Commentary (~3 minutes)

- e. Team 2 presentation (5 minutes)
- f. Team 1 commentary (~3 minutes)

Modifications / Extensions:

- Teams needing more support:
 - Annotate the first source as a whole group and agree on annotation symbols that help track stakeholder perspectives, morally relevant evidence, and moral frameworks. Then, debrief and discuss annotations before moving on to argument creation.
 - Assign a “presentation template” for teams to fill in. It might contain the following:
 - Summary of general moral issue:
 - Important stakeholders we have considered:
 - Our position on this moral issue:
 - Our reasoning to support our position:
 - Other positions on this issue (and rebuttal):
 - Conclusion:
- Extension ideas:
 - Have teams write a formal argument on paper that they will present.
 - Have teams draft a formal “email” or correspondence with one of the stakeholders, explaining their decision and justification. (For example: Teams draft a letter to the principal, Mrs. Donnelly, or the coach)

Lesson 6: Counter the Comments: Engaging with Alternate Perspectives

Overview: (50 minute lesson)

In this activity, students will explore strategies for engaging with alternate perspectives. They'll practice using the "comments section" as a method of thinking about different perspectives, and they'll practice engaging with these ideas beyond a simple "counterclaim".

Student Learning Goals:

We will...

- Practice analyzing alternative perspectives about a moral issue
- Define and utilize counterargument strategies such as: concession, rebuttal, refutation, qualification, and synthesis

How will this help in Ethics Bowl?

This will help your team...

- Support positions with moral reasoning
- Thoroughly discuss moral positions
- Thoughtfully consider opposing perspectives
- Create constructive and insightful commentary

Materials

- [Lesson Slides - Counter the Comments](#)
- [Counter the Comments - Student Handout](#)
- [Fido as Feed - NHSEB Case](#) (optional)

Preparation before lesson:

- Print enough handouts for students

Lesson Facilitation:

1. Open the "Lesson Slides" and display it for students.
2. Pass out the "Counter the Comments" student handout (This document is a summary of the slides with key resources needed for the group practice later on)
3. Review slides 1-3 with students.
 - a. New teams: focus heavily on the rubric language presented in slides 2-3 so students can become familiar with how they are graded by judges
 - b. Returning teams: ask team members where they've fallen short with counterarguments before? What strategies have worked? Which haven't?
4. Review slides 5-7 with students
 - a. This hypothetical "school walkout post" is also on their handout.
 - b. Focus on guiding students to identify the "moral values / frameworks" that the commenters on this post might care about on slide 7. There aren't necessarily "right" answers here—but we can make inferences. Example: *"Stephen P seems to care about the moral value of honesty above all else because he isn't interested in hiding the consequences of civil disobedience from students. Just like adults might have consequences for leaving work, students might have to face that too. He seems to focus on this value in his comment."*

5. Review slides 8-10 with students
 - a. Slides 8-9 list engagement strategies, which are also printed in the student handouts.
 - b. Slide 10 focuses on a quick, informal practice for students to try and use some of the engagement strategies with the student protest case.
6. Review page 3 of the student handout marked "Group Practice". Make sure students read through the original post and the comments.
 - a. (Optional: You may wish to print copies of the "Fido as Feed" case study for students, which focuses on this very same issue)
7. Provide time for students to draft their response to this post using at least 1 of the engagement strategies from this lesson. Here's an example:
 - a. *"While there are many who will disagree, this type of donation for deceased pets should be possible. A lot of people seem to think pets are like family, but aren't there some important differences? For example, a family member might care for us when we are unable to care for ourselves. We can't say the same about our pets. If we are sick, they cannot physically care for us. On the other hand, human family members would have an obligation to care for us."* (Qualifying a claim)
 - b. *"These donations aren't truly helping zoo animals. One commenter on this post mentioned 'saving an animal's life' with the pets that are donated. Looking at this closer, this seems to have some flaws. Are animals in zoos currently starving? It seems like that is not the case for most zoos. They may be fed with a diet that isn't quite what they would eat in the wild, but it certainly isn't starving them. The idea that pet donations would save a life seems inaccurate here."* (Refuting a claim)
8. Have students share their positions and clarify any questions they have about these engagement strategies.
9. If you want to dive deeper into the original post, it appeared on Good Morning Britain's Facebook. Here is a link to the post: <https://www.facebook.com/share/p/189Paa7le7/>

Optional Extension Activity:

1. Have students pull out their phones and open their social media apps. Have them scroll for around 3-5 minutes until they find an ethical concern or issue.
2. Once each student has found a post that may contain an ethical issue, have them read through the comments section to identify different positions about the issue.
3. Have each student summarize the post they found and the different positions they saw in the comments. Then, open the discussion up to the group about how to *engage* those different positions.

Overview: (50 minute lesson)

In this activity, students have 2 options to work through a moral issue by either focusing on stakeholder analysis and moral culpability, or focusing on applying moral frameworks to a case study. As a tool for debate, both options utilize student-created “tier lists” to generate discussion.

Student Learning Goals:

We will...

- Create tier lists to rank culpability or framework application
- Analyze the central moral dimensions of an ethical issue
- Discuss different priorities and perspectives when approaching stakeholders and moral frameworks

How will this help in Ethics Bowl?

This will help your team...

- Identify central moral dimensions and ethical tensions
- Collaborate to create clear arguments
- Thoroughly discuss moral positions
- Thoughtfully consider opposing perspectives
- Collaborate in respectful discussions

Materials

- [Option A: Culpability Tier List - Overview and Model](#)
- [Option B: Moral Framework Tier List - Overview and Model](#)
- [Option B: Calling Dr. Alexa - \(NHSEB Regional Case\)](#)

Preparation before lesson:

- Choose “Option A” or “Option B” and print your materials from above.

Lesson Facilitation:

1. As a general introduction to tier lists, you might consider showing students the website tiermaker.com and finding an engaging topic to debate as a team.
 - a. Suggestion: Keep the topic general and accessible (Fast food, sports teams, Disney/Pixar, etc). Here’s a link to a Pixar ranking template you can have the team fill out: <https://tiermaker.com/create/fhft-3705>
 - b. Don’t spend too long on this—just enough time to teach the concept of “tier lists”.
2. After your general introduction, choose your pathway for this lesson:
 - a. [Option A: Culpability Tier list - Overview and Model](#)
 - i. Pass out “Option A” handouts to each student.
 - ii. Review the overview and model on the front of the handout.
 - iii. Select a general local or global moral issue to analyze (for example: refugee crises, climate change, global conflict, modern-day slavery, domestic violence, mental health crises, underperforming schools, gentrification, gun violence, school shootings, euthanasia, the death penalty, racial discrimination, gender/sexuality discrimination, etc).
 - iv. Have students complete a stakeholder list first. Depending on your students this may take around 5 minutes.

- v. Pause the group and compare stakeholder lists before moving on to the ranking. It is recommended that everyone reaches agreement on the relevant stakeholders. Some students may need to add (or remove) certain stakeholders depending on the group's consensus.
- vi. Have students individually rank the culpability of the stakeholders on the tier list. (3-5 minutes)
- vii. **If you have 6+ students:**
 - 1. Break them into 2 teams. Each team should come up with their own ranking. (5 minutes)
 - 2. Have each team present on their ranking (5 minutes)
 - 3. Compare and contrast their rankings and reasoning of both teams.
 - 4. Work as a whole group to find consensus for a final ranking order. As a teacher, pay close attention to drawing out the reasoning of the students as they differentiate between stakeholders.
- viii. **If you have 5 (or fewer) students:**
 - 1. Compare and contrast individual rankings out loud and seek consensus for a final ranking as a whole group. As a teacher, pay close attention to drawing out the reasoning of the students as they differentiate between stakeholders.

b. [OPTION B: Moral Framework Tier List - Overview and Model](#)

- i. Pass out "Option B" handouts to each student.
- ii. Review information about "tier lists" and "moral frameworks" on page 1.
- iii. Flip to page 2 of the handout and have students read "Calling Dr. Alexa"
- iv. Review the Example "Tier List" next to the case and discuss where students agree and disagree with this ranking. Have students write down their own ranking.
- v. Flip to page 3 of the student handout. Have students select a case from nhseb.org/case-library. Allow time for students to read the case.
- vi. If you have 6+ students:
 - 1. Break into teams for students to fill out the "Case notes" section
 - 2. Pause the group and compare their notes. Clarify differences and seek consensus for the "central moral issue" at stake.
 - 3. Have teams complete the "Frameworks Tier List"
 - 4. Bring the teams back together and compare/contrast the 2 team rankings and seek consensus for a final ranking as a whole group. Draw out the reasoning of the students as they differentiate between frameworks.
- vii. If you have 5 (or fewer) students:
 - 1. Fill out the case notes section together.
 - 2. Have individual students complete the "Framework Tier List"

3. Compare and contrast rankings out loud and seek consensus for a final ranking as a whole group. Draw out the reasoning of the students as they differentiate between frameworks.

Overview: (50 minute lesson)

In this lesson, students will practice moral and ethical reasoning by analyzing speculative scenarios involving technology and science fiction. Students will participate in a whole-group debate and then transition into small groups for writing “opening statements” for an argument.

Student Learning Goals:

We will...

- Practice moral reasoning and dialogue through debate
- Reflect on the ethics (and bio-ethics) of technology, healthcare, and our own autonomy and freedom
- Articulate and explore how moral values and principles help guide decision making

Materials

- [Student Handout - “Brave New Choices”](#)

Preparation before lesson:

- Print student handout

How will this help in Ethics Bowl?

This will help your team...

- Directly answer ethical question / prompt
- Develop clear and systematic primary presentations
- Identify central moral dimensions and ethical tensions
- Support positions with moral reasoning
- Thoughtfully consider opposing perspectives

Lesson Facilitation:

NOTE: This lesson is designed to be a moving debate throughout the classroom. If space or abilities levels are different in your context, you could modify it to be a “voting system” with a show of hands or a tally system on the board.

1. Hand out the “Brave New Choices” handout to students. Read the directions together and answer any clarifying questions about the debate process before beginning.
2. Read “Round 1” and allow students to divide up based on their vote (you can vote too).
3. Read the bullet-point reflection questions at the bottom and engage students in identifying their moral reasoning and values about what helped them make their decision.
 - a. NOTE: If you end up with a unanimous decision, where all students appear to vote the same, it can be worthwhile to challenge students by introducing viewpoints / values that differ from the majority position.
 - b. Be sure to ask if anyone wants to switch sides based on the reasoning that people have shared. Sometimes you will have this occur, other times, students may not be swayed.
4. Read “Round 2” and allow students to vote.
 - a. Read the bullet-point reflection questions. Allow students to debate. See if anyone will switch sides.
5. Read “Round 3” and allow students to vote.

- a. Read the bullet-point reflection questions. Allow students to debate. See if anyone will switch sides.
6. When finished, sit back down with students and debrief the debate. Answer any lingering questions, and then move on to the final portion: "Haraway on Trial"
7. Divide students into 2 groups and have them prepare opening statements about the ethics of Haraway Technologies' new creations.
8. Allow students to present their opening arguments and provide time for them to give commentary to one another.
 - a. **NOTE:** Depending on time, you may choose to run this like a small "round" of Ethics Bowl with abbreviated timers. Consider using the same "Team A" and "Team B" structure, so your team continues to have time for practice.

The Art of Ethics Bowl

Lesson 9: Writing An Ethics Bowl Case

Overview: (50 minute lesson)

In this lesson students will practice analyzing the general format and template of an Ethics Bowl Case. Then, they will begin writing their own Ethics Bowl Case in an effort to submit it to the NHSEB's "Case Writing Competition" which is usually open for submissions in the spring.

Student Learning Goals:

We will...

- Identify elements and structure of an Ethics Bowl Case
- Brainstorm and identify topics for potential Ethics Bowl Cases
- Present a case through a balanced approach, acknowledging multiple positions on a topic.

Materials

- ["I'm Afraid" - Elements of Writing an Ethics Bowl Case](#)
 - (color copies, if possible)
- [Writing an Ethics Bowl Case - Planning Document](#)
 - (color copies, if possible)
- [Case Writing Guidelines from NHSEB](#)

NOTE: Students will need access to devices for this lesson.
Phones will work, but computers would be preferable.

Preparation before lesson:

- Print all materials from above (enough for each student)
- [Read about the NHSEB case submission contest here.](#)
Know enough to be familiar with the rules and guidelines for your students.

How will this help in Ethics Bowl?

This will help your team...

- Identify central moral dimensions and ethical tensions
- Develop awareness of different viewpoints
- Create constructive and insightful commentary
- Collaborate in respectful discussions

Lesson Facilitation:

1. Introduce the ["Case Writing Contest" from the NHSEB website](#). Give students a chance to ask questions about the contest, and emphasize the prizes / publication opportunities for the winning cases.
2. Ask students: If you got to write a case, what would it be about? What issue, current event, or topic would you write about?
 - a. **NOTE:** You might encourage them to think about the issues that "adults seem to miss". For example, the previous case "Tears of the Koroks" focused on the ethics of a particular videogame. While the topic was niche, the larger dilemma was universal. [Here is a link to the case.](#)
3. Discuss a few options with students. Then, have students research the [NHSEB Case Library \(nhseb.org/case-library\)](#) to see if there are any cases related to the topic they might be

interested in. At a minimum, have each student pick at least 1 case from the library that seems interesting to them.

4. Instead of talking with students about the “content” of the case, ask them to share about the “structure” of the case. Here are some general questions worth discussing and comparing between cases:
 - a. How many paragraphs is your case?
 - b. Is there a clear “introduction paragraph” in your case? What specific content does it address?
 - c. What transition words or phrases does your case use at the beginning / end of each paragraph?
 - d. Is your case “based on research”?
 - e. Does your case have “footnotes” with linked articles? If so, how many?
 - f. How many different “positions” or “perspectives” does your case discuss? 2? 3? More?
 - g. What discussion questions does your case have? Are there any similarities / differences in the types of questions for each case?
5. Draw out as much student-generated conversation as possible about what they notice and identify within the structure of the cases, then pass out copies of [“I’m Afraid” - Elements of Writing an Ethics Bowl Case](#) to students. Walk through the labeled annotations in this case. Draw connections between this document and student conversations.
6. Pass out the [“Writing an Ethics Bowl Case - Planning Document”](#) handout and review page 1.
7. Then, give students the [“Case Writing Guidelines from NHSEB”](#) handout, and review the specifications they will need to include in their case.
8. Finally, encourage students to brainstorm, research, and outline their own potential topics for a case using the “Planning Document” you provided for them. This could be “team based” or individual. The primary goal should be to sketch out an outline, so that they can begin drafting an example for submission in the future.
9. If students opt to pursue this case writing contest, you’ll want to schedule follow up meetings for further work and revisions. For this 50 minute session, it’s likely that students will only get to the brainstorming phase. So, with that in mind, be sure to set a schedule as needed for students to meet the case submission contest deadline.

Overview: (50 minute lesson)

In this lesson, students will brainstorm and discuss a civic action project that aligns with a specific ethical dilemma in their community, school, city, or state. Students will brainstorm potential needs in their community, use ethical frameworks to analyze the situation, and plan a civic action or response to the issue. They will then work together to carry out that plan in an effort to create change.

Student Learning Goals:

We will...

- Investigate, analyze, and identify a key issue in our community, school, city, or state worth addressing
- Plan an appropriate action to address a civic issue
- Create a timeline and action plan to carry out civic action

How will this help in Ethics Bowl?

This will help your team...

- Develop clear and systematic primary presentations
- Identify central moral dimensions and ethical tensions
- Support positions with moral reasoning
- Develop awareness of different viewpoints
- Thoughtfully consider opposing perspectives

Materials:

- [News Article on Student Protests on Book Bans](#)
- [Ethics-in-Action Planning Document](#)

Preparation before lesson:

- Print the "News Article" for students
- Print the "Ethics-in-Action" Planning Document

Lesson Facilitation:

1. Allow students 7-10 minutes to read the news article about student protests on book bans.
2. Discuss reactions, questions, or connections to the article:
 - a. What surprised you about this article?
 - b. What stuck with you?
 - c. Are there any similar issues in our schools or communities?
 - d. Has anyone in our school or community taken action like these students?
 - e. How effective was their civic action? What else needs to be done in their community?
 - f. Are there any issues in our community worth addressing? What needs to be done?
3. After students talk a bit about issues in their own community worth addressing, transition to the ["Ethics-in-Action" planning document](#) and reinforce that they have a chance to take action as a student organization that is dedicated to ethics.
4. Depending on your time and meeting schedule, choose one of the following:
 - a. **ONE SESSION (Step 1 - Brainstorming only)**
 - i. If your students have limited time and/or capacity, complete step 1 of this organizer with them. It may take the rest of your meeting to brainstorm their answers to this list.

- ii. Students can complete this in groups or individually. Support them as they approach a community issue and offer support and guidance where you see fit.
- iii. At the end of the meeting, have each student share about the issue they believe needs to be changed in their community. Allow the team to brainstorm actions that might help that individual or group carry out their change.
- iv. If students want to pursue their civic action, steps 2-4 are designed to help.

b. MULTIPLE SESSIONS (Steps 1, 2, 3, and 4)

- i. If you have time, consistency, and passion from your team to do more than just “discuss ethics,” then you might want to set this as a capstone where students get to plan and carry out an action project over the course of a few weeks. Here’s an example timeline:
- ii. Week 1: Complete step 1 with students
 1. Discuss issues that students have raised and either move forward with individual action projects or group action projects depending on student interest / need.
- iii. Week 2: Complete steps 2 and 3 with students
 1. Plan the actions that your individual students or groups will take.
 2. This will take time and help you plan the rest of your timeline on step 3. Organize the timeline with deadlines so that students are accountable, and so you have an idea of how to support them along the way.
- iv. Week 3: Complete step 4
 1. Step 4 is open-ended because your students may come up with differing civic actions. Essentially, this would be a “workshop and revision” day. For example, if they were writing a letter to their school board, this would be a great time for them to get feedback from you and their team members about what can be modified before their action takes place.
- v. Reflections: Complete step 5
 1. If your students plan and carry out their action, make sure to meet up after and reflect on their experience: What went well? What was difficult? What could be done in the future? What outcome was achieved? Are there follow-up actions that can be done?

OTHER RESOURCES:

Below are some resources that might be useful if you are interested in making the “Ethics-in-Action” project a bigger part of your Ethics Bowl team. These resources offer more in-depth procedures for carrying out “civic” actions, but essentially, they are focused on the same goals:

- [Democratic Knowledge Project - Student Led Civics Project](#)
- [Facing History & Ourselves - 10 Questions for Young Changemakers Lesson](#) (NOTE: This is similar to the first resources, but it focuses a bit more on “past, present, and future” activism and civic action. Might be appealing to history teachers or students with a passion for history!)