

The Art of Ethics Bowl

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.