

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.