

The Creative School



Open Educational Resources *Ethical Dilemmas*

Topic: Age Group:

Citizenship and Philosophy 7-11, 11-14, 14-18 years old





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The Creative School open educational resources include the following learning modules, here listed according to subject matters and age of the target students:

		7-11	Å Å ₁₁₋₁₄	14-18
	Art History		Let Them Live Again	Let Them Live Again
9	Citizenship and Philosophy	Ethical Dilemmas	Ethical Dilemmas	Ethical Dilemmas
S	Environment, Natural Sciences	Biodiversity and Visual Arts	Biodiversity and Visual Arts	
	Facilitation	Online learning through object based learning	Online learning through object based learning	Online learning through object based learning
	Geography	Urban walks	Urban walks	
	History			How did young people live?
		Photos as memories of the past	Photos as memories of the past	Photos as memories of the past
Δ	STEAM			Critical thinking on climate change
		#Empowering YouthVoices	#Empowering YouthVoices	#Empowering YouthVoices
			Hungry Algorithms	Hungry Algorithms
i,	Teachers Training	Europeana as a learning tool	Europeana as a learning tool	Europeana as a learning tool
		Practical approaches to teaching with objects	Practical approaches to teaching with objects	Practical approaches to teaching with objects

The Creative School project develops learning modules for children and schoolteachers, promoting self-directed learning, critical and visual thinking skills by using cultural heritage content made available by the partner organisations. The present output has developed a set of training materials focusing on the development of thinking skills through engagement with cultural heritage.

More and more children and young people need to develop higher level thinking skills in order to find solutions to social, emotional and economic problems, both personally and in the context of the wider world. They are encouraged to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use creative and critical thinking purposefully.

The main beneficiaries of the project include primary and secondary school teachers, who, through engaging with the project will become equipped with the skills necessary to facilitate pedagogical strategies for creativity and critical thinking. Children and young people involved as participants in the Creative School project will develop the skills required to respond to the challenges offered by the Creative School curriculum.

We hope this material will bring a new dimension to your work and inspire you to use it for fostering creative and critical thinking among young people. The selected topics have been chosen together with teachers and educators coming from Austria, Croatia, Finland, France, Ireland, Italy and the United Kingdom through focus groups and surveys.

Each material is accompanied by key learning points as well as several interesting facts or pieces of information, which are intended to be used to provoke further discussion. The most appropriate age group is also indicated.

Wherever possible we have included a short interactive activity that can be carried out with students or a series of suggested questions to ask, in order to introduce the topics of each learning module. Should you wish to explore certain topics or themes further, each material includes a link to other related ones. When available, a general list of additional educational resources related to the topics is also provided.

The material and accompanying text are designed as standalone educational aids. In this respect, the resource is intended to provide an overall framework from which you can pick and choose the issues most relevant to your activities. The module can be used <image>

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within any country any context as it deals with issues, which are cross-border and universal.

For more information about *The Creative School* project, please visit:

https://www.creative-school.eu/



Ethical Dilemmas



- listen to each other; •
- provide solid arguments; •
- find the compromise; •
- design conclusions based on critical arguments.

Instructions for teachers – how to lead a philosophical dialogue?

It is recommended that students sit in a circle while talking, so that they can see each other. The usual method of working with stories is to first listen / watching the story and then starting the discussion. The teacher / educator may also interrupt the reading of the story, engage in a dialogue and later on continue with the story. Students ask questions based on the story and choose (or the teacher can also propose) which issues are to be discussed. The teacher introduces and encourages students to ask questions with phrases like "What has impressed you? What do you want to know about the story? What is particularly interesting to you?". The discussion and the use of educational materials depend on the context and dynamics of the group.

The general principle is to start from something familiar to the students' experience, something clear to them. The dialogue continues from the concrete towards the abstract. The inductive method is visible in the issues that stimulate the discussion. It starts with: "Have you ever experienced such a thing?" or "Do you know someone with a similar problem?". In the process of clarifying the concepts, the experience of students should be taken into account, inviting them to give examples. The goal is to touch the most general questions (What's good? How should we know if something is right to do?). It is important that children themselves do the process of thinking, and that no answers are suggested.

The teacher gives his opinion only if asked to do so. If he/she notices that the discussion requires some explanation or some factual knowledge that students do not have, but which is relevant to the debate, he/she should provide it (e.g. "10% of the world owns 85% of the world's wealth"). The students who do not participate in the debate voluntarily should not be forced to say anything, but can be encouraged by posing questions ("What do you, Ann, think about Mark's opinion?", etc.).

Materials and tools:

Learning objectives:



Description of the workshops

The teacher presents the story with a dilemma: it is suggested to use "Superheroes" for children, "The Mathematics exam" for the age group 11-14, and the "Heinz's Dilemma" for the older students. However, the organisation of the workshop can be customised according to the local situation.

While "Superheroes" is introduced by a set of PowerPoint slides, that the teacher can show to the entire class, the two other stories are written on a piece of paper. The teacher gives the students a paper with the written story and each student should read a few sentences. After the students read the story twice, the teacher gives the worksheet (if any) to each participant, asking the students to fill it in in 10 minutes. When they have finished, the teacher gives the students 2 minutes to reflect about their feedback, and after start the discussion, run according to the Socratic dialogue method.

In the classroom, the Socratic method can be used as a shared dialogue about values, principles and believes between teacher and students. For example if the general question is: *"What is friendship?"* then the students would choose an example that they *"think"* is an exemplary case of friendship. Both the teacher and the students are responsible for pushing the dialogue forward through questioning. The "teacher", or facilitator of the dialogue, asks probing questions trying to expose the values and beliefs which frame and support the thoughts and statements of the students. The teacher imparts no information. The inquiry is always open-ended. The classroom has to share rules like: raise hand to contribute, let others finish their sentences, be concise, use arguments that come from your own experience.

The key aspect of Socratic dialogue is to begin from the point of amazement, perplexity, puzzlement or aporia $(\dot{\alpha}\pi o \rho(\alpha))$, which is related also to inclination for doubt and for raising objections. Many Plato's dialogues follow this type of reasoning, in them Socrates tries to put his interlocutors into a state of being puzzled about a given question (e.g. the nature of justice or virtue) and from this point on leads them with questions towards new insights and knowledge.

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Superheroes: the Story

Start the workshop by asking two students to volunteer for reading the roles of Flameman and Purplewoman in the PowerPoint presentation. Explain the students that today they will have some special guests that will talk to them about relevant topics. The teacher's role will be to facilitate the questions and answers to and from the students, as well as motivate them to explain and give their arguments on each answer.

Questions for animating the discussion

- Slide 1 5: These first slides are an introduction of the characters.
- Slide 6: When Purplewoman asks: "Kids, do you know what my superpowers are?" encourage the children to think creatively and to come up with new superpowers on their own.
- Slide 9: Their superpowers need to have some purposes. Ask them how they would use them, for what would they use them and why. Do they want that superpower just because it's cool or did they first think of a problem they wanted to solve and that's how they came up with the certain superpower.
- Slide 12: Regarding the Flameman's question: "What powers do you have in real life?" help children to think about this question by asking them "What does it mean to have power and what is a power?", and "Does the power mean that you have abilities to make changes in your life and society?". These questions will

make changes in your life and society?". These questions will relate to Purplewoman's question: "Do you have the power to make somebody happy?".

- Slide 13: Flameman's question: "Is that a power?" is an extension of the previous slide. Ask the children if this is a good example of a power or not and why. In the following slide Purplewoman gives another example of what she thinks that power is: "How about taking care of others?". Repeat the same process of asking the children if that is a power or not and why.
- Slide 14: When Flameman asks: "How do you do that?" motivate the children to think about different way of taking care of somebody. The assumption is that the children will first think about taking care of someone when a person is sick but ask them how other people take care of them not just when they are sick (for example: how do your parents, friends and teachers take care of you?).

Students should now have a clear idea of what kind of power they have in life. So stimulate them to think about various powers, which they have, in everyday life. For each power they name, check with rest of the group if they agree for that to be a power or not and why?

- Slide 15: When Flameman asks: "What are your responsibilities when you use your powers?", help the children to think about responsibility's in the same way they thought about them when they were talking about superpowers. When they name a couple of responsibilities they have towards their powers, introduce the sentence by Purplewoman in which she realizes that they still have to define responsibility.
- Slide 16: Ask the children if they know the sentence that Purplewoman is telling: "With great power, comes a great responsibility!"
- Slide 17: When Flameman asks: "Do you kids agree with Purplewoman?", ask the children why do they agree or disagree. Motivate them to explain their answer and to explore the meaning









of this sentence from a different angle: if we don't have powers, does that mean that we don't have responsibility? Also, ask them what the responsibility would be for their superpowers, which they have named before.

- Slide 18: Flameman starts the slide by asking a question: "What do you think 'responsibility' means?". Help the children to define a responsibility by using examples they have brought into the discussion before.
- Slide 19: In this slide, you can help the children to find a difference between responsibility and obligation. The task (or duty) to write a homework is that obligation or responsibility and the action will you do it or not is that an obligation or responsibility. Motivate the children to give some more examples on their own. Analyse each example as a group.
- Slide 20: When Purplewoman asks: "What are your responsibilities in everyday life?" see if the children will name the same responsibilities they have named for their powers or if they add some new ones. Investigate with them if there is a difference between responsibilities that we have towards our powers and responsibilities we have towards our duties like our homework.
- Slide 21: Flameman's question: "Are you responsible towards your talents, skills and actions?" can be upgrade on previous talk about powers and responsibility. If you take an assumption that certain talent represent a power, then you are responsible to nurture that talent or not and why. If that talent, action or skill makes you happy then are you responsible for your own happiness. In addition, if you have a certain talent like drawing but you don't have any interest of practicing, do you have a right to ignore it and do something else instead?
- Slide 22: Regarding Flameman's question: what's the difference between being responsible for yourself and for others?", ask them which one is harder and also, if it is hard or easy to be irresponsible for others and why.
- Slide 23-27: Flameman's question: "Is there a difference between responsibilities that we carry at our own choice, and responsibilities we are entrusted by society?" can be referred to previous slide 23. Also, you can explore Purplewoman's question: "Is being responsible something we can choose?"



by asking if the responsibility is something with what we are born with or that's something that we learn in life. Every time we do something responsible or irresponsible, have we made a choise?

- Slide 25: Explore the consequences of responsible and irresponsible actions with the help of Superheroes questions. As well as different scenarios of how would our life look like if we didn't have any responsibility. Ask the children to give examples of irresponsibility.
- Slide 27: After superheroes questions in this slide, ask them to name easy and hard responsibilities. Make them reflect what makes responsibility hard or easy?
- Slide 28: When Flameman asks: "So are you responsible or irresponsible persons?", ask the children to think about the examples they gave during the workshops (some of them will be from their own life) to help them answer this question.
- Slide 29 36: In these slides the children are given a homework. They need to make a short comic book on responsibility on their everyday powers or superpowers (which ever they choose) but the main theme is responsibility.



Mathematics exam: the Story



Tomorrow, Charles will have the mathematics exam. It's an extremely hard exam. He has spent the entire afternoon practicing for it. He solved probably more than one hundred equations. Just when he stops practicing for a few minutes, Peter and George call him on his mobile phone, begging him to go out and play basketball with them. Astonished by their call, he replies: "No". They are also taking the exam tomorrow, so Charles is wondering why are they are going to play basketball instead? Peter is excellent in mathematics, but nevertheless he should practice solving the equations. On the other hand, George is a different story: his knowledge in Mathematics is not his strongest trait. After dinner and a short conversation with parents and sister, Charles runs into his room and continues to practice. He even falls asleep with a book in his hands.

In the morning Charles does not care much about other subjects. He stays focused on math. Luckily, math was at second school hour. Mrs Napier, the math teacher, slightly indifferent, passes the exams while she keeps walking around the classroom and watching over students so that they cannot cheat. "It is not so hard" – thinks Charles. He notices that George, behind him, is squirming on his chair. But he does not care about George. When he is half way through with the exam, he notices that Peter has already finished the exam and that he is carelessly reading some book. Finally also Charles finishes the exam. He does not want to turn over the exam yet because he wants to check everything one more time. At that moment, George asks him to slightly lean on the right side. Without thinking, Charles bends to the right while still checking the exam for the last time. George takes the opportunity and copies the answers from Charles. He copies just everything and immediately turns over the exam to teacher. Charles is still checking the exam. He finds a mistake in the fifth task and corrects it in a rush. Finally, he is the last to return the exam.

Very quickly, Charles forgets about the exam and carries on with his everyday obligations. The next day, at math's class, the teacher is checking and marking the exams. Peter - A, Jenny - A, John - A, George - A, Charles - B... Charles - B! – echoes in Charles's ears. "Well, that exercise that I revised, was actually correct! That is not fair."- Charles repeats quietly to himself.

Questions for animating the discussion

You can start asking "Did some kind of unfairness happened in this short story about Charles and mathematics exam?" and then continue: "Raise your hand if you think that unfairness happened in this story." If all students raise their hands, pick one student who needs to explain what kind of unfairness happened and why that is unfair. If there are students who think that unfairness did not happened in the story, workshop leader should ask them for counterarguments to statements of students who said that unfairness did happen. Discussion about the question goes on until consensus is reached. After the first discussion the workshop leader asks the second question: "Is it unfair that George got better mark then Charles in mathematics exam?" The second question is followed by



the same procedure as the first one. With raising hands students confirm or negate the answer.



The teacher picks up one student who needs to argument his/her reply. One last time, if there are students who think that no unfairness occurred in the story, the teacher should ask them to provide counterarguments to those who said that unfairness did happen. Discussion about the question goes on until consensus is reached. After the second discussion, the teacher can ask the third question: *"Is it unjust that Peter got a better mark then Charles in Mathematics exam?"* Use the same methodology used for the first two questions. Here it is important to discuss the fact that Peter has a natural talent for mathematics and Charles does not. The teacher needs to make students reflect about the following questions: *"Is nature fair? Do we all have talents? Can all people be talented at everything?"* These questions create a discussion about gradation of fairness. *"Is there a difference between injustice in nature and when people behave unfairly (legit reason for bad situations)?"*. The teacher must not give students the answers, just orchestrate the discussion and highlight arguments.



N A -	athematics around the Markeheat			
IVI	athematics exam: the worksheet			
Think carefully and answer the questions:				
1.	Did some kind of unfairness happen in this story about Charles and mathematics exam?			
De	scribe shortly - What is unfair in the story?			
2.	Is it unjust that George got better mark then Charles in mathematics exam?			
Fvn	Lin your answer shortly			
гур				
3.	What is more unjust: That George got better mark then Charles or that Peter got better mark			
Exp	lain your answer shortly.			
4.	George cheated, there is no doubt about it. Is cheating "correct"? Why? Explain your answer shortly.			
	5			
5.	Can we claim that something what is correct is also just?			
6.	What is fairness? Describe in two sentences.			
2.				

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was expensive to make, but the druggist was charging ten times the cost of the drug. He paid \$200 for the radium and charged \$2,000 for a small dose of it. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only collect about \$1,000 which was half of the price the druggist was charging. He told the druggist that his wife was dying and asked him for a discount or let him pay later. But the druggist replied: "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate, broke into the man's laboratory and stole the drug for his wife.

A woman was dying of cancer. There was only one drug that the doctors thought might save her life. It was a form of radium that a druggist in the same town had recently discovered. The drug

https://en.wikipedia.org/wiki/Heinz dilemma

Preparation of the workshop

Divide the class into three groups, one group consisting of three members (Jury) and the other two (group A, group B) having the same or roughly the same number of members (no more than 5 members in each group). Present them with a story of a case of an ethical dilemma, which is openended in a sense that it allows two different sorts of action (e.g. person A in a story either should help or not help person B).

Questions for animating the discussion

Before you start the discussion, tell the students that they have to listen carefully to each other and not to interrupt the person that speaks meaning that they should respect that person. Next, explain the rules of the game. Group A will have the task to argue for a given statement (e.g. Person A is morally obliged to help person B.), while group B should provide arguments against it. The third group, the Jury, must listen carefully to both sides and then agree a conclusion, highlighting key arguments behind their decision. Both groups have initially 5-10 minutes of time to come up and explicate as many arguments as possible. Next, begin with

group A; ideally each member of a group states one argument. If there are more arguments than members, repeat the order of succession or just ask if anybody would still like to add something. Both members of group B and Jury must listen carefully to everything that gets presented. Then, it is group B's turn to present their arguments and counter arguments. After they finish group A has some time to respond, and after that group B may conclude. The Jury is given the task to accept a judgment given the arguments that were stated by both groups. They have 5 minutes to decide together and prepare the justification. They announce it at the end.

This is a great activity to train argumentation and critical thinking, but also to teach students to be patient and attentive to others. They are also put in a position to argue for a statement that is not necessarily what they would judge or prefer. They also learn to work together and reach a compromise in case they are members of the Jury.

Heinz's Dilemma: the Story









Suggestions for further activities

Did you know?

- When authors were creating a Wolverines character, he was to be named after a rodent. Wolverine was originally the Badger who was supposed to battle with the Hulk.
- "Life doesn't give us purpose, we give life purpose" (The Flash).
- "Beneath this mask there is an idea. And ideas are bulletproof" (V For Vendetta).
- "The door is more than it appears. It separates who you are from who you can be" (Franklin Richards , Fantastic Four).
- "The virtue of justice consists in moderation, as regulated by wisdom" (Aristotle).
- In ancient Greece, some trials had as many as 500 jurors who had volunteered to judge a case.
- "Respect for ourselves guides our morals; respect for others guides our manners" (Laurence Sterne).
- "I speak to everyone in the same way, whether he is the garbage man or the president of the university" (Albert Einstein).
- "Everyone should be respected as an individual, but no one idolized" (Albert Einstein).
- "The world isn't fair, Calvin."
- "I know Dad, but why isn't it ever unfair in my favour?" Bill Watterson, The Essential Calvin and Hobbes: A Calvin and Hobbes Treasury

Ideas for additional tasks

Make a classroom comic book about ethical values. Make a story about responsibilities, or justice, as a group. Built the characters and a scenario. Make a draft for each comic panel. After that the students can take a pose of the character in the panel. Take a picture by mobile phone. Do the same thing for each panel. Print the pictures add a text to them and arrange the picture panels in a story. You can display your group comic book in the classroom or in exhibition place in the school.

Run an inquiry within the Europeana.eu repository, looking for books and digital contents connected to the theme of "ethical dilemmas". Identify one book presenting and commenting how moral dilemmas have been tackled in films. Find one of these movies and watch it with your classroom.