

## Family Secrets

### *Family Secrets Part 3: A Difficult Choice* Quick Guide for Sample Lesson Sequence

#### Overview

PBL Part 3	Class #	Check Off	Time	Strategy / Activity Name
A Difficult Choice	5			Assess Prior Knowledge • Half Sheet of 2 Definitions and Reports
				Rank Ordering Ethical Principles, "Top 3" Values, with "real life" student examples
				Bioethical Dilemma Word Splash Posters
	6			Script Reading: Part 3
				Quick Team Brainstorm
				Intro to Ethical Decision-Making Process (EDMP)
				Whole Class work: EDMP Steps 1-3
				Team work: EDMP Steps 4-6
	7			Individual work: EDMP Steps 7-8
				Topical Barometer #2 (with only 2 choices)
				Barometers "conversation" and conclusions
				<u>Either</u> : Discussion of Topical Barometers and/or Step 8 decisions and rationale <u>Or</u> : Practice gel loading

#### You will need

##### **For Each Student:**

- Student folders from Parts 1 and 2
- 1 Post-It Note
- 1 copy per student of
  - *Assessing Prior Knowledge* (see Part 3: Appendix B)
  - *Family Secrets Part 3: A Difficult Choice* script
  - *Ethical Principles and Values Charts* (see Part 3: Appendix C)
  - *Ethical Decision-Making Process Model Worksheet*

##### **Per Team:**

- Team Facts and Questions charts from Parts 1 and 2
- 1 poster and marker per team for Ethical Dilemma Word Splash poster

##### **Per Class:**

- Three highlighted copies of Part 3 script, one per reader: Narrator, Jenny, Dad
- 1 old "Topical Barometer" from Part 1
- 1 new, modified "Topical Barometer" for Part 3

## **Family Secrets**

### **Class 5**

- Students complete *Assessing Prior Knowledge* sheet (Part 3: Appendix B)
- Discuss ethical principles using *Ethical Principles Chart* (Part 3: Appendix C)
- Teams complete example column, then individuals rank order 4 major Ethical Principles
- Discuss ethical values using *Ethical Values Chart* (Part 3: Appendix C)
- Individuals rank order three most important (“top 3”) Values
- Discuss definition and give examples of Ethical Dilemmas; stress the “competing value systems”
- Teams complete *Bioethical Dilemma Word Splash Poster* (Part 3: Appendix D) as another form of assessing prior knowledge, this time about examples of ethical dilemmas and concepts associated with them.

### **Class 6**

- Class reads Part 3 script. Assign readers: Narrator, Jenny and Dad.
- Teams do a quick brainstorm of new Fact and Questions from the reading.
- Whole class discusses and completes Steps 1-3 of Ethical Decision-Making Process (answers should all be the same).
- Teams work to complete Steps 4-6 of the Ethical Decision-Making Process (answers will vary among teams)

### **Class 7**

- Individuals complete Steps 7 and 8 on *Ethical Decision-Making Process Model Worksheet*
- Collect *Ethical Decision-Making Process Model Worksheet*
- Class completes new, modified Post-It “Topical Barometer,” this time with only 2 choices: definitely yes, or definitely no.
- Students compare the Part 2 and Part 3 “Topical Barometers.
- Optional: Students who changed their position explain why they changed.
- Optional: Volunteers read their position statements to the class—include both pro and con statements
- Optional: students practice gel loading

Optional homework: Look at the Dolan Learning Center website <http://www.ygyh.org/hd/whatisit.htm> or the DNAi website <http://www.dnai.org>