

LESSON PLAN

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Lesson Plan

Lesson Title: Intro to Ethics	Date: February 5, 2024	
Grade Level: 12	Subject/Strand: Philosophy/Ethics	
Topic: Ethics	Length of Period: 75 minutes	
Lesson Plan Description -- What do I want the learners to know and/or be able to do? What are the big ideas/enduring understandings for the lesson/unit? Indicate using 1-2 sentences.		
Learners should be able to identify the different categories of ethics and the major branches of moral theories. They should be able to apply the theories to different situations and justify their actions.		
STEP 1: CURRICULUM CONNECTIONS		
Ontario Curriculum Overall Expectations (numbers from documents and details)	Ontario Curriculum Specific Expectations Numbers from documents and details -- a realistic number of expectations (1 or 2), connect to assessment.	
D1. Understanding Ethics: demonstrate an understanding of the main questions in ethics, and of the positions of major philosophers and schools of philosophy with respect to some of these questions	D1.1 demonstrate an understanding (e.g., in class discussions, debates, presentations, written work) of some of the main questions in ethics	
Learning Goals Discuss with learners: <i>What will I be learning today?</i> Clearly identify what learners are expected to know and be able to do.	Success Criteria Discuss with learners: <i>How will I demonstrate what I have learned?</i> Teacher/learner identify 'look fors' in language that learners can readily understand.	
We are learning ... <ul style="list-style-type: none"> Summarize and explain the major areas in ethics Explain the different moral theories Defend views using moral theories 	I can ... <ul style="list-style-type: none"> List the 3 categories of moral philosophy Explain the 4 major types of moral theories Use the theories in class to defend my opinion 	
STEP 2: ASSESSMENT		
Indicate purpose of the assessment : <input checked="" type="checkbox"/> FOR <input type="checkbox"/> AS <input type="checkbox"/> OF		
Indicate Achievement Chart categories being assessed <input type="checkbox"/> Knowledge and Understanding <input type="checkbox"/> Thinking <input checked="" type="checkbox"/> Application <input checked="" type="checkbox"/> Communication		
Indicate Learning Skills/Work Habits: <input type="checkbox"/> responsibility, <input type="checkbox"/> organization, <input type="checkbox"/> independent work, <input checked="" type="checkbox"/> collaboration, <input type="checkbox"/> initiative, <input type="checkbox"/> self-regulation		
Indicate Assessment Mode: Oral – trolley problem discussion	Indicate Assessment Strategy : Oral - All learners should be able to defend their team's "track" and make a	Indicate Assessment Tool: Oral – participation (informal)

	final decision using moral theories	
STEP 3: CONSIDERATIONS FOR PLANNING		
Prior Learning: What prior experiences, knowledge and skills do the learners bring with them to this learning experience? Basic debate rules, a moral compass		
IEP program implications: Accommodations, Modifications -- To be completed for Placements 2, 3 and 4 Students can also write a paper justifying their trolley problem response if they are uncomfortable with debate, or can create moral dilemmas for others to debate on.		
Differentiation -- How will I differentiate the instruction to ensure the inclusion of all learners? (Choose 1 or 2 areas in Year 1)		
Product – oral or written options available Environment – pre-established rules for debate, and discussion will be in small groups to avoid overwhelming opinions		
Resources and Materials & Technology Integration -- Slides Lesson plan Trial By Trolley game cards		
Three Part Lesson		
Indicate Instructional Strategy -- lecture style, small group		
Minds on: Motivational Hook/engagement /Introduction (approximately 10-20%) How will I engage the learners (motivational strategy, hook, activation of learners prior knowledge, activities, procedures, compelling problem)?		
Discussion of Calvin and Hobbes comic	Prompting Questions and Possible Learner Responses: Has anyone seen this comic before? What is this comic trying to say? Do you agree with Calvin (the child) or Hobbes (the tiger)?	
Action: During /Working on it (approximately 60%) How will I provide practice of new concepts, and have them demonstrate new learning?		
<ul style="list-style-type: none">Lecture style presentation<ul style="list-style-type: none">Students should be able to give examples from daily life to apply each of these theoriesTrolley problem game<ul style="list-style-type: none">As a class, we will go through two variations of the trolley problem before students can play the game amongst themselves	Prompting Questions and Possible Responses: What is an example where you could apply this theory in your daily life? <ul style="list-style-type: none">Virtue – can we trust someone to always make the right choice even if we don’t understand why?Rights – what are some basic human rights that we agree with? Should there be more or less? Does it make old choices right or wrong because our rights evolve?Deontology – why do you think people agree with deontological theories? Is this applicable today? Can you think of a scenario where this theory makes sense?Utilitarianism – what are some problems with this?	
Consolidation & Connection (Reflect and Connect) (approximately 10 - 20%) How will I bring all the important ideas from the learning experiences together for/with learners? How will I check for understanding?		

Discussion of the trolley problem game	Prompting Questions: Why did you pick what you did? Is there a particular theory you adhere to? Is there a time you would change your opinion?
Extension Activities -- What will learners do when work is completed? What will learners do if they finish early?	
They can continue playing the game or work on their cumulative assignment on bioethics	
Next Steps -- Where will this lesson lead to next?	
Applied ethics – bioethics	