Discussion / Argument - Ethical Issues

|  |
| --- |
| **AOLE:** Languages, Literacy and CommunicationHealth and Wellbeing  |
| **4 Purposes:** * **Ethical, informed citizens, who**
* engage with contemporary issues based upon their knowledge and values
* show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world
 |
| WM: L, L and C:Expressing ourselves through languages is the key to communication | DL: * I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience.
* I can respond to others’ points of view, seeking clarity, structuring arguments, summarising and explaining what I have heard, read or seen
* I can interact with others, talking and writing about my thoughts, feelings and opinions showing empathy and respect.
 |
| H and WBOur decision-making impacts on the quality of our lives and the lives of others  | * I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.
* I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.
 |
| LO: Discussing ethical issues  |

|  |  |
| --- | --- |
| Introduction:  | * Show the video clip ‘my orangutang in my bedroom'
* Discussion: What's happening in the clip ? What's the message ? How does the orangutang feel ? What's happening to the orangutang's habitat ?
* Discuss the word "ethical" - what are the pupils' ideas of ethics ? Do they understand the word ?
 |
| Main Body:  | The task is to read a few different statements and the pupils will have to decide whether they agree or not. Organise the pupils into groups of 4 / 5.Create 4 posters and label them : * Strongly agree
* Agree
* Disagree
* Strongly disagree

Put the posters in the corners of theclassroom and after you've read out the statement, the pupils should go to stand in the corner which represents their answer. One pupil from every group will report back on their responses to the rest of the class. **Statements for discussion: (Ideas)** * Human beings have a responsibility to care for the animals of the world and defend them from extinction.
* It's alright to catch animals and use them in scientific research
* Keeping animals and confining them to zoos is alright in order to defend the species

You could discuss any questions which are of interest to the class - follow the children's lead and see where the conversation leads you. Introduce a big question to the pupils : Is it ok to collect flowers/ stones/ plants because they aren't animals ? The children could make a mind map of their ideas/different answers. You could encourage the children to think what are the advantages/disadvantages deriving from the question. Give them time to discuss in their groups and come to conclusions. You could get one from each group to change places so that the pupils hear different ideas/opinions and then come back to the group to discuss what they have heard.  |
| Extension:  | * You could use the DeBono Thinking Hats to help organise the conversation/ give different opinions that the pupils can think about as they consider the statements
 |
| Plenary:  | * Groups to report on their final conclusions to the rest of the class. You could encourage other groups to ask questions so that a natural discussion develops between the pupils.
 |
| Resources:  | [Hysbyseb Iceland: cadwraeth; mae orangutan yn fy ystafell wely.](https://youtu.be/oA10-oZi4Xc)  |