



User Guide

playing god? in the classroom is an educational resource designed to accompany the *playing god?* podcast, for use by instructors to introduce bioethics concepts and facilitate discussions of ethics among high school and above students. The *playing god? in the classroom* resources are free and available for non-commercial uses.

For project updates, including deeper dives into the bioethics stories, additional teaching tips, and news about upcoming Season Two, subscribe to the *playing god? in the classroom* newsletter at:

bioethics.jhu.edu/lesson-plans

About the Lesson Plans

playing god? In the classroom provides teachers with a series of free lesson plans to support bioethics education at the high school level and above. Each stand-alone module uses an episode of the Johns Hopkins Berman Institute of Bioethics award-winning podcast, *playing god?*, as a foundation for student exploration of complex ethics questions generated by the scientific and medical advances. Lesson plans were developed at the Johns Hopkins Berman Institute of Bioethics in consultation with an expert advisory board of experienced educators.

Each lesson plan incorporates the stories told in the Podcast to prompt students to recognize the societal impacts of science and technology, and to deliberate and form solutions to tough ethical challenges. The stories serve as unique case studies, covering themes ranging from patient autonomy to drug pricing, and aims to foster empathy, critical thinking, effective communication, and other crucial skills.

Each lesson plan is independent of the others. Teachers can choose to use any or all of them. They are each structured as follows:

- **Summary:** Provides an overview of the episode/case study and its themes. Includes a sample class agenda.
- **Vocabulary:** Introduces the episode's key terms and their definitions.
- **Discussion Guide:** Includes assessment questions to evaluate student comprehension and discussion questions to prompt meaningful engagement and reasoning.
- **Sample Activities:** Suggests simulations, debates, and research and writing activities for student groups of various sizes designed to provide them with practice developing and articulating informed viewpoints, and working together toward ethically acceptable solutions to identified challenges.
- **Careers Mentioned:** Provides a list of the careers of the professionals featured in the episode to prompt student exploration of relevant career pathways.
- **Additional Resources:** Provides links and references to additional readings about lesson-related topics, which are freely accessible for use, except as noted.

For High School Educators

Each lesson plan has been designed to meet certain Common Core English Language Arts (ELA) Writing Standards (www.thecorestandards.org) and to be compatible with Next-Generation Science Standards (NGSS)-based curricula (www.nextgenscience.org).

What is Bioethics?

Bioethics is a field of scholarship that identifies, studies, and responds to ethical questions in medicine, public health, biomedical research, scientific advancements and the development and use of new technologies. Bioethics questions often involve overlapping concerns from diverse fields of study including life sciences, biotechnology, public health, medicine, public policy, law, philosophy and theology.

Season One of *playing god?* addresses bioethics issues related to advances in medical technologies in the past half-century, including ventilators, organ transplants, stem cell science, and more. Those developments have undoubtedly saved and improved many lives. However, while they may solve scientific and medical problems, they introduce ethical challenges: just because we can do something - does it mean we should? And who gets to make those kinds of decisions?

Learning bioethics complements high school students' understanding of the "nature of science" (NGSS Appendix H):

- Not all questions can be answered by science.
- Science and technology may raise ethical issues for which science, by itself, does not provide answers and solutions.
- Science knowledge indicates what can happen in natural systems- not what should happen. The latter involves ethics, values, and human decisions about the use of knowledge.
- Many decisions are not made using science alone, but rely on social and cultural contexts to resolve issues.

Using the Lesson Plans

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