1. **Lesson Plan Title:**
   
   LIFELINE: Bioethics and Humans

2. **Subject Area:**
   
   Living Environment

3. **Topic(s):**
   
   Bioethics

4. **Suggested Grade Level:**
   
   11th

5. **Standards Used and Source:**
   
   **Source:** NYS Living Environment Core Curriculum  
   **Standard(s) Used:** 1.2c

6. **Size of class:**
   
   20-24

7. **Please List Supplies Used and the number of each (1 per line):**
   
   slide show/ power point
8. Do any of these supplies need to be ordered in advance?

No

9. Which ones? (1 per line)

10. Post the lesson text or link here, or upload the lesson or extra materials in the next section:

LIFELINE: Bioethics and Humans

Clark Brean, Lebanon Union H. S., Lebanon, Or.

OVERVIEW: It is often difficult to present materials on abortion and the right-to-life issues without seeming to be espousing a specific view point or ethical belief system. In this activity, it is the students that must deal with the issue and construct their own limitations by defining the "human" condition.

OBJECTIVE(s):

Students will be able to:
1. Define and explain each of the conditions discussed in the exercise.
2. Arrange these conditions in a logical sequence from most to least damaging.
3. Evaluate the "humanity" of each condition and decide where, if anywhere, abortion should be allowed and/or mandated.
4. To model the democratic decision-making process to students in a real and meaningful way.

REFERENCES:


ACTIVITIES AND PROCEDURES:

1. The instructor selects 18 - 20 genetic conditions that run the entire gambit of the human condition, form terminal human tissue that threatens the life of the mother to OK but not desired sex of the child. Ex: For my presentation, I include information on the following conditions: Acephaly, Club foot, Cri-du-chat syndrome, Down's syndrome, Edward's syndrome, Encephalocele, Huntington's corea, Hydatidiform mole, Hydrocephalus, Muscular dystrophy, Phenylketonuria, Polydactyly, Pyloric stenosis, Sirenomelia, Spina bifida cystica, spina bifida occulta, Tay Sach's disease, Testicular feminization and Wrong
sex but OK.

2. A slide is produced to demonstrate the major characteristics of each of the conditions. Informational material for each condition is also generated by the teacher. Ex: For my presentation, I include information on the following areas: Survivability of the child, age at which the child is affected, effect of the condition on both mental and physical processes and abilities, prognosis for curing and/or helping the affected individual, and cost of maintaining and/or helping the individual.

3. The instructor also generate a worksheet that simply lists the conditions to be presented, in alphabetical order, with plenty of space following each condition for the student to take notes in.

4. Each slide is shown, the information is delivered, and students are allowed to ask questions and clarify material.

5. At the end of the slide presentation, the students must: a. Rank the conditions from most to least serious. b. Draw a line where they personally would ask for an abortion, if anywhere. c. Draw a line where they personally would allow society to abort a fetus, if anywhere.

6. Students are then put in groups of 3 - 6 and must: a. Reach agreement on ranking the conditions from most to least serious. b. Reach agreement on where society should allow abortion to occur, if anywhere. c. Reach agreement on where society should demand abortion, if anywhere. d. Pick a spokesperson for their group.

7. The spokespeople are then separated from their groups, and without consultation, must complete steps in 6 a through c. They are the elected officials and are now making the law of the land. Allow 10 - 15 minutes.

8. During this time, the instructor will discuss feelings, reactions, difficulties students had with the decision-making process, etc.

9. Have the "law-makers" return and present their list and cut-off points to the class.

10. Survey the class and see how comfortable the class is with the decision they reached. Can they all live within these dictates? What will they do if they cannot?

11. Upload the file(s) here (gif,jpg,doc,xls,ppt)

12. Contact Information

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