

Teaching –learning module compiled by the PARSEL consortium  
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Popularity and Relevance of Science Education for scientific Literacy



## Lara (16) is pregnant

A grade 9-10 science (biology) module



### Abstract:

Lara is 16 years old and unintentionally in the 9<sup>th</sup> week of pregnancy. She does not know if she should have the child or not. She is not quite sure about the consequences according to each decision. Therefore she is addressing herself to the editorial staff of the BRAVO magazine.....

This series of lesson a semi-real dilemma is used to stimulate moral-cognitive processes in the students. Therefore we use KMDD (“Konstanzer Moral Dilemma Discussion” by Georg Lind) as a theoretical frame. This method has given merits for effective moral and democratic learning.

Sections included		
1.	<a href="#">Student activities</a> (for the students)	Describes Lara´s dilemma in more detail; includes tasks the students should perform and materials for group work.
2.	<a href="#">Teaching guide</a>	Suggests a teaching approach to perform dilemma discussion
3.	<a href="#">Assessment</a>	Gives suggested formative assessment criteria
4.	<a href="#">Teacher notes</a>	States the script of a dilemma discussion and gives advice for didactic, documentation and reflection.

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**Institution:** Leibniz Institute for Science Education  
**Country:** Germany



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**Overall Objectives/Competencies:** The students are expected to:

- \* perceive and understand a moral dilemma;
- \* distinguish normative and descriptive arguments;
- \* become aware of a diversity of perceptions of a dilemma;
- \* experience the opportunity of voting independently (of friends and authorities);
- \* learn to value peers and reasons as a source of support;
- \* learn to appreciate a public debate on “real” (moral) issues in a bioethical context;
- \* learn (deepened) some aspects of sexual educations such as developing of embryo and foetus, abortion (methods), hormones;
- \* learn about social issues in connection with unborn life,
- \* become aware of the own moral and democratic learning;
- \* decide, with justification, in a moral dilemma situation.

**Curriculum content:** Life sciences, sexual education, decision making and moral judgement in a semi-real dilemma situation.

**Kind of activity:** Group work, discussion about a dilemma situation, story writing

**Anticipated time:** 6 lessons of 45 minutes each (blocked as a project)

**Prior Learning:** anatomy and physiology of human sexual organs, female cycles

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This unique teaching-learning material is intended to guide the teacher towards promoting students' scientific literacy by recognising learning in 4 domains – intellectual development, the process and nature of science, personal development and social development.

Its uniqueness extends to an approach to science lessons which is designed to be popular and relevant. For this the approach is intentionally from society to science and attempts to specifically meet student learning needs.

This uniqueness is specifically exhibited by:

1. a society related and issue-based title (supported in the student guide by a scenario);
2. student-centred emphasis on scientific problem solving, encompassing the learning of a range of educational and scientific goals;
3. including socio-scientific decision making to relate the science acquired to societal needs for responsible citizenship.

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