

Lara (16) is pregnant

Developers: Doris Elster, Sarah Schulze, Kevin Siewertsen, Christine Bethke, Lena Sonnefeld

Institute: The Leibniz Institute of Science Education, University Kiel

Country: Germany

Subject: Biology

Grade level: 15-16 graders

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

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

Assessment criteria

The Task assessment should be based on group work and presentation of the group posters, the quality of oral participation at the dilemma discussion (according the “Konstanz method”), the clarity and coherence of the written story (“Letter to Lara”). All phases of the project have to be assessed by taking all products (posters, letters) and processes (group work, dilemma discussion) into consideration.

1. Group work (the two editorial sub-groups) and presentation of group work (group poster) can be based on the following criteria (Table 1):

Table 1

Criteria for assessment	excellent	good	fair	poor
Student contributes to the group work				
Student works collaboratively with the others				
Student make an effort on learn				
Student finishes the work on scheduled time				
Students contributes to the presentation				
In the poster the core elements of the given texts are summarised carefully.				
The poster includes student´s own ideas.				
The poster is designed carefully (according rules of poster design)				

2. The assessment of the dilemma discussion follows the Georg Lind's method of KMDD (Konstanz moral dilemma discussion) and can be based on the following criteria (Table 2):

Table 2

Criteria for assessment	excellent	good	fair	poor
Student gets fact straight.				
Student perceives the moral dilemma.				
Students distinguish between the qualities of an argument (normative argument - descriptive argument).				
Student contributes actively to the dilemma discussion.				
Student carefully listens to the opponent's arguments.				
Student can make himself/herself heard.				
Student presents the reasons for his / her opinions succinctly.				
Student learns to appreciate a public debate on "real" (moral) issues.				
Student appreciates a good argument even when given by an opponent.				
Student reflects his / her own opinion and verbalizes his / her thinking.				
Student votes in the public and becomes aware of his / her own moral and democratic learning.				

3. The assessment of the written texts ("Letters to Lara") can be based on the following criteria:

Table 3

Criteria for assessment	excellent	good	fair	poor
Student perceives the moral dilemma of Lara.				
Student can develop his / her ideas clearly.				
Students distinguish between the qualities of an argument (normative argument - descriptive argument).				
The written text includes own ideas and statements.				
Student uses scientific words correctly.				
The written text includes no orthographic mistakes.				
The written text presents good organization and follows a coherent line.				