



Bioethical Education and Attitude Guidance for Living Environment

EDUCATIONAL MATERIALS



Erasmus+

EDUCATIONAL MATERIALS

Authors: Bruno Ćurko and Marija Kragić

Cover photo: Pixabay

Acknowledgements

We would like to thank all students, teachers, educators, researchers, and all others that have participated in the project and that have, with their ideas, feedback, and encouragement contributed to the development of this document.

Copyright

Materials can be used according to the:

Creative Commons License Non-Commercial Share Alike



Disclaimer

This project has been funded with support from the European Commission, Erasmus+ programme and Croatian national agency for Erasmus+ *Agencija za mobilnost i programe Europske unije*. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union



1. HOW TO USE EDUCATIONAL MATERIALS

In your hands you're holding the result of the second intellectual output of the project BEAGLE – Bioethical Education and Attitude Guidance for Living Environment. Project gathers partners from Croatia, Slovenia, Italy, and Greece, under the umbrella of Erasmus+ platform, with a common goal of promoting bioethical education, developing critical thinking, and overall changing of attitude towards better understanding of our environment.



In this document, you will find the division of educational materials according to age groups of children and young people, and according to the educational methods used in materials. All materials are described in detail "step by step" and created in a way to promote interactive discussion and critical thinking among young people on bioethical topics.



The materials have an indicated age group of children, duration and number of participants, and are designed as independent educational aids with specific methodological guidelines. **This does not mean that you have to strictly stick to what is written, but you can adapt the materials, activities and offered questions to the needs and possibilities of the group.**

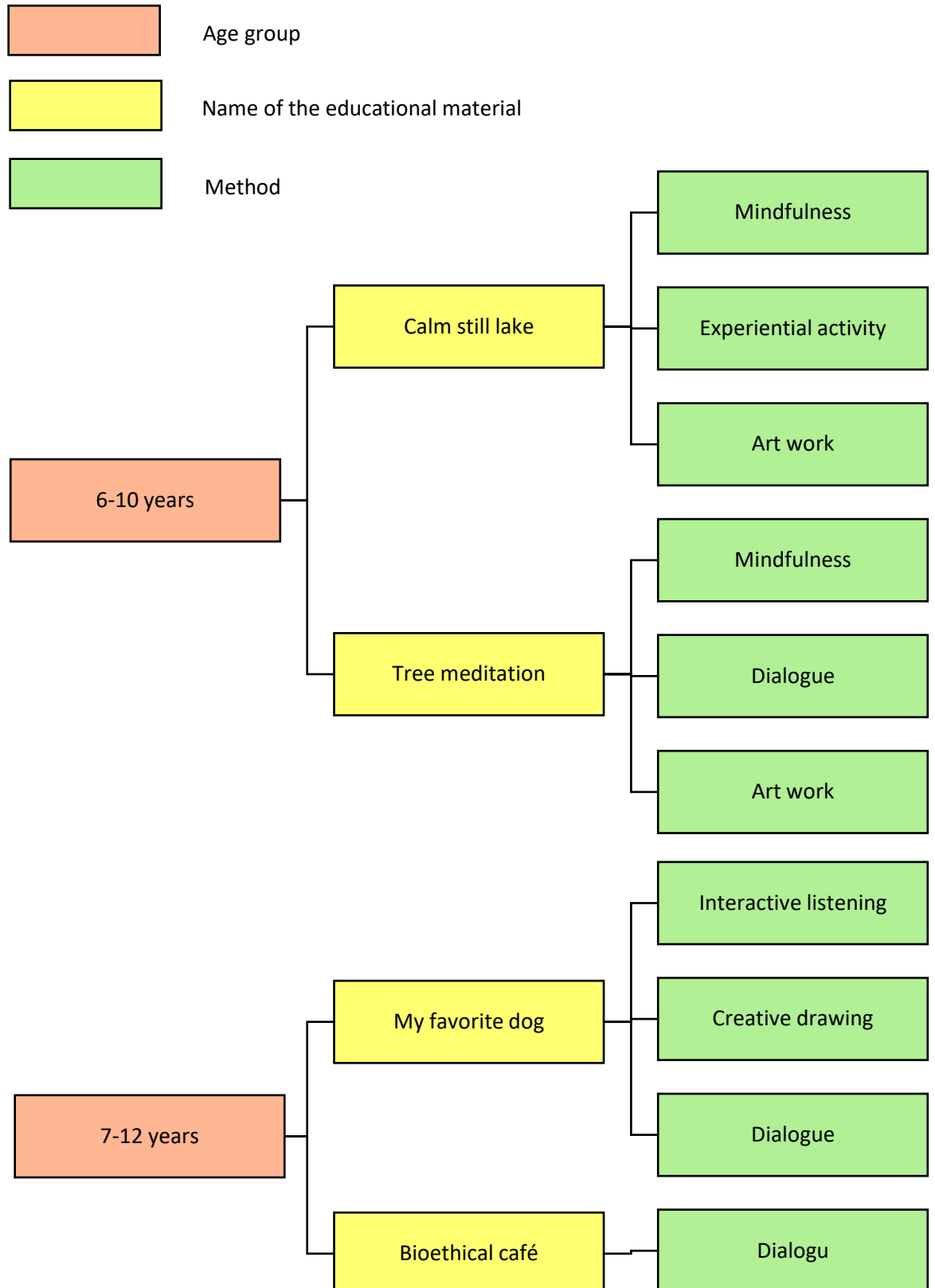


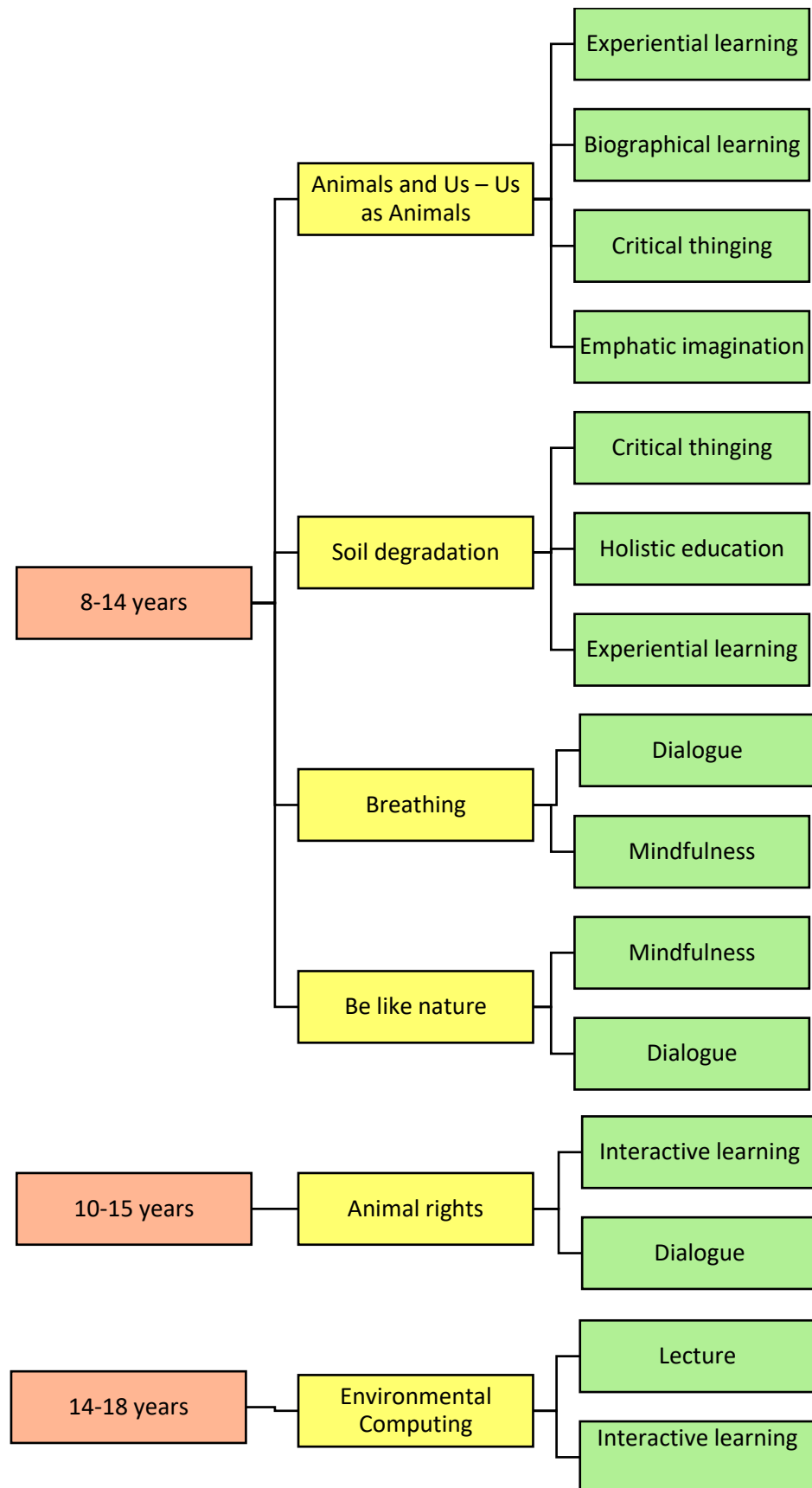
The materials can be used in different educational circumstances and contexts as well as in different national curricula because they deal with issues that have no boundaries, but are universal.



We hope that these educational materials will encourage you to be creative and give you a dimension in working and teaching bioethical topics in a simple, creative and fun way.

2. DIVISION OF EDUCATIONAL MATERIALS





Bioethical café

Note: This workshop can be done with wide range of age groups. Make sure that bioethical topic, number of participants, time and level of discussion are adopted to the group age.

Age range: 7-12 years old

Time: 60-90 minutes

Group: 10-15 participants

Materials and tools: Black or white Board, several sheets of paper, markers.

Educational methods: Socratic dialogue, philosophical dialogue.

Key learning points:


- Encourage participants to:
 - think about their relationship with nature
 - understand nature and processes in the nature
 - re-establish their connection with the nature
 - think critically

Introduction:

The first Socratic café was organized in Paris in 1992, by Marc Sautet (1947-1998), professor of philosophy at the Paris Institute of Political Science (French Institut d'études politiques de Paris). This workshop is adapted version of philosophical café for bioethical education.

Step by step - how to do it?

- If you are working with children, make sure that they are comfortable and relaxed.
- They can sit however they want, but they need to be aware of your (facilitator's) presence in every moment.
- Facilitator starts the workshop by presenting himself and gets to know participants/children.
- Facilitator presents the rules of participation in the workshop to children:

- 
- If you want to say something, you need to raise your hand.
 - You need to listen to others very carefully, because it is very important to follow the discussion.
 - Think about the topic of discussion and express your opinion.


 - Facilitator explains agenda of workshop:
 - Participants need to propose five to ten topics for discussion. Every topic related to the nature is welcome. If you work with small children (7-12) you propose first few topics. For example, you can propose:
 - Wolves – good or bad animals?
 - Should animals be in ZOO?
 - Should people have pets?
 - Do we like ugly animals?

 - When facilitator proposes a few topics ask children what topic they want to discuss about. Encourage children to propose topics. If they propose a topic that is not connected with bioethics, explain to them why this topic is not connected with bioethics.
 - Every proposed topic needs to be written on the board.
 - Every proposed topic needs to be explained with one or two sentences.
 - Children vote for one topic.
 - Start discussion about the topic with most votes.

 - Start the discussion with the explanation of the topic by the author of the said topic. Try to find something interesting in the explanation and ask a question about it. For example: Do you think wolves are good or bad animals? Then encourage children to answer. Through children's responses the facilitator asks the following question. For example: What do you think about common opinion that wolves are bad animals? Or: Why wolves are bad in every fairy tale or fable?

 - Every new question needs to be connected with the answers in discussion. (Questions can for example go in this direction: Are wolves bad for people or are people bad for wolves? Who determines goodness or badness of the wolf? Who makes more damage? People to wolves or wolves to people? Why? etc.)

 - Having final and precise definition is not the main purpose of the workshop! The aim is to encourage participants/children to think about nature and their relationship with it.

- 
- After 45 minutes of discussion, facilitator is to end the discussion. If you work with adults discussion can go on for up to 2 hours.
 - Take 5 more minutes for meta-discussion, ask children how do they feel about the workshop, did they learn something etc.

Tips for facilitator written by Reich (2003) for Socratic method, can be well used in this workshop:

- Look for a suitable space and create a welcoming environment
- Learn participants names and have the participants learn each other's names
- Explain the ground rules
- Ask questions and be comfortable with silence. Silence is productive. If nobody replies, re-phrase your question after a while.
- Create what Reich calls “productive discomfort”. Do not remove discomfort immediately because this is how independent learning feels like. Allow participants to gain comfort with ambiguity.
- Welcome new differences
- Do not reject “crazy ideas” since they can offer a new perspective but discourage ideas that are an attempts to escape engagement.
- Above all else, use follow-up questions to clarify points in the answer to a previous question
- As facilitator be open to learn something new.

Additional materials

- <https://philopractice.org/web/ways-of-thinking-in-philosophical-practice/item/185-7-opening-philosophical-cafes-with-a-talk>
- <http://www.socratescafe.com/>
- <https://enfieldphilosophycafe.com/about/>
- <https://www.uregina.ca/arts/philosophy-classics/cafe.html>
- <http://swanseaphilosophycafe.weebly.com/>