

## ETHICAL DILEMMAS TEACHER GUIDE

### “BLIND MEN AND THE ELEPHANT “

Open class with poem “Blind Men and the Elephant” (pg 89). Use this as a link to class discussion. Each stakeholder has a different point of view.

### CLASS DISCUSSION OF THE GLOBAL ISSUE OF IVORY TRADE.

This portion may have two different formats:

1. Each group of stakeholder presents their policy and defend their point of view.
2. Jigsaw the groups into four groups of eight different stakeholders. Have each group create, as a consensus, a policy on the issue of international ivory trade.

### HOW ARE DIFFICULT ISSUES DECIDED?

1. Choose one or more of the dilemmas (see *Ethical Dilemmas* sheet, pg. 93). Read the dilemmas to the class or give them a copy.
2. Construct a list of stakeholders from the *Stakeholders* sheet (pg 91)
3. On the overhead place the outline of the decision-making model rubric (see *Ethics Rubric* sheet, pg 92). Have students copy the rubric into their notebooks.
4. With the class, discuss and fill out the rubric.  
*Please note that when you get to the column of what should you do, each student may have a different answer based on their value system.*

### WOULD THE POLICY BE VIEWED DIFFERENTLY BY THE DIFFERENT STAKEHOLDERS?

Given the assumption you have 8 lab groups and you have identified at least 8 stakeholders, assign each group a stakeholder. Have each group work through the decision making model for their stakeholder using the question: “What should the policy be regarding the trade of ivory (to ban or not to ban – that is the question!)”

### REFLECTION QUESTIONS

Have students reflect on the following:

1. Should we be working internationally to conserve a species?
2. How can Biotechnology be used to conserve a species?
3. What is your stake in this issue? What can you do?
4. What else do you want or need to know?
5. What burning questions do you still have?

End class with Quotes and Poems “What do I care” (pg 90).