

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Science	Cognitive Skill Level - Analysis	Correlation to Science Framework - 03.02/03.05	Lesson Number - 09
<p>Activity Title - A Body Dilemma</p> <p>Goal/Objective</p> <p>To interpret a science related article and present the information to the class in written or oral form.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>With the many health problems that are facing the world today, it is no wonder that in recent years there have been cases of people/organizations selling body parts. Does this sound like an awful business? Well, it has become a very profitable business. The underlying feeling is that yes it is profitable, but is it ethical or right?</p> <p>Activity</p> <p>Students will be provided handout(s). The students will read the handouts to obtain information on the subject. Due to the readability level, you may wish to first highlight the main ideas of the articles. Divide the class into small groups of 4-6. Have each group discuss the reading material and make a list of the pros and cons of the topic. Have each group share their lists with the class. Discuss how personal value systems often impact science and research.</p> <p>Debriefing/Evaluation Activity</p> <p>Discuss with students that more and more people are living longer lives. Also, more premature babies are now surviving, even if they are born two to three months early. With the impact of scientific advancements, discuss with students how the selling/buying of body parts could affect their own lives. Discuss the fact that even though they might not be affected at this time, there might be a time when one or all will be affected by such a scientific.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout - Newspaper Articles from the <u>Chicago Tribune</u> • Handout - Article from the World Wide Web • Chart paper and markers 	
		<p>Extension Activity</p> <p>Have each student write his/her own opinion paper on the subject of buying/selling body parts. Have the student use information gained in class or additional research to support his/her view. Discuss the need for persuasive writing in the world of scientific research.</p>	
<p>Real-Life Connection</p> <p><i>Ask:</i> How many of you know or have heard of someone who is in need of a transplant? Does this knowledge change your opinion of selling body parts? Provide a real-life scenario for students and have them respond. An example would be if one's spouse needed a liver transplant in order to live. What would you be willing to do?</p>		<p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Highlight major concepts in articles. • Read aloud articles for have articles recorded so students can listen to them being read. • Provide a graphic organizer of the pros and cons of the topic. 	

GED 2002 Teachers' Handbook of Lesson Plans - Script

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<p>Activity Title - A Body Dilemma</p> <p>Introduction</p> <p><i>Ask:</i> How many of you would ever buy a heart – eyes – kidney? Discuss. Why would someone want to or have to buy a body organ? Discussion should give answers such as to save someone's life, keep them healthy, or even contribute to personal appearance.</p> <p>Main Activity</p> <p><i>Say:</i> Today we will be reading and obtaining information about the buying/selling of body parts. I want you to read this article and see what information you and your group can find in it. Try to decide the rights and wrongs of the each side and put that information on a chart to present to the class. Break into three groups and have each group make a list of the pros and cons on the subject.</p> <p>Closure/Conclusion</p> <p><i>Ask:</i> If your son or daughter had a life threatening disease and a kidney transplant was the only thing that could save his/her life, would you buy that kidney for him/her? Explain your reasoning.</p> <p>Follow-Up Lessons/Activities</p> <p>Have the class conduct a debate where each student will present his/her own position on the buying/selling of body parts.</p>			