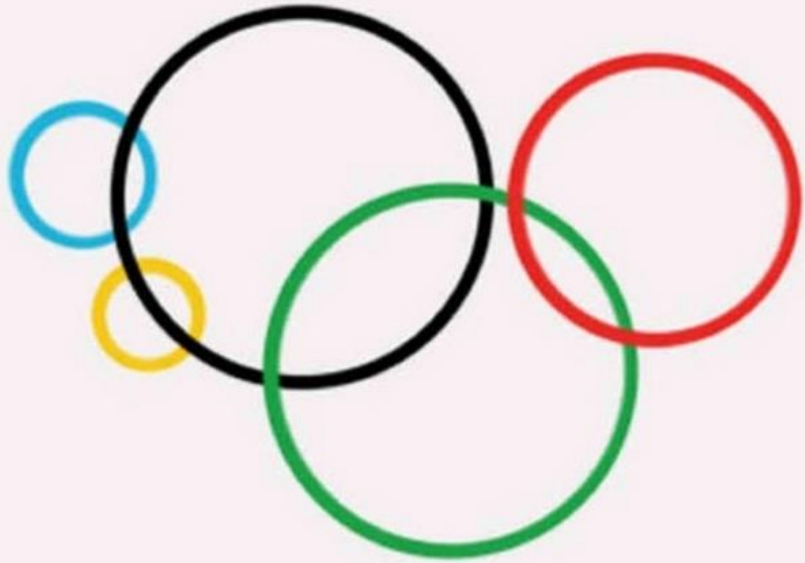


ETHICS OLYMPIAD



ETHICS OLYMPIAD PD SESSION 4

Procedures and tips for students and coaches participating in the Ethics Olympiad.

Thursday 28th May

Matthew Wills

Ethics Olympiad Manager

admin@ethicsolympiad.org



MENU

1 - Using the Ethics Olympiad as an in-class exercise.

2- Tips and Procedures for selecting students

3 - Selection and Preparation

4. Philosophy Clubs

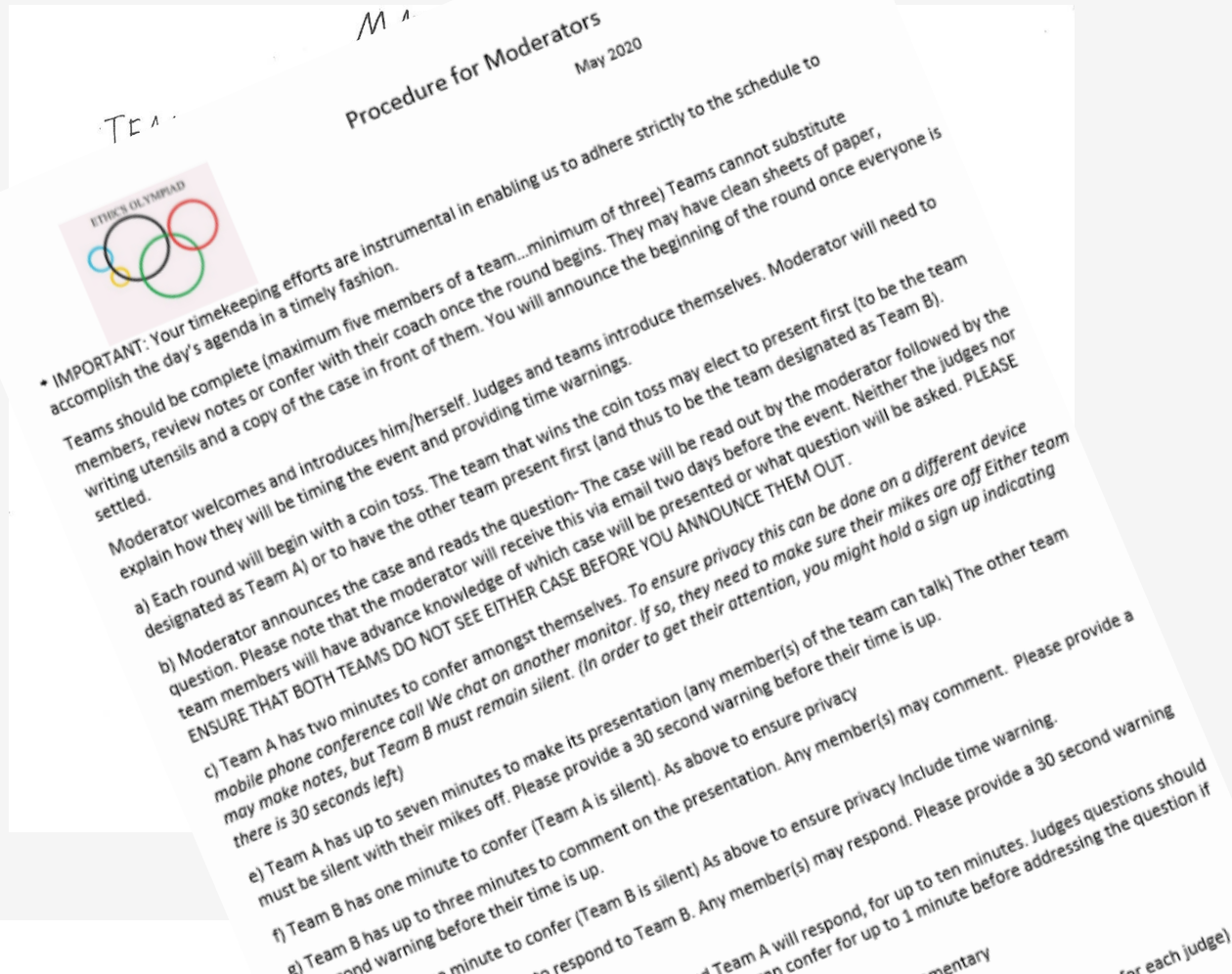
5. Results and feedback from yesterdays Online Ethics Olympiad

6. Hosting and Ethics Olympiad at your school

7. Resources

USING AN ETHICS OLYMPIAD INTERNALLY AT YOUR SCHOOL

IN A CLASSROOM OR @ A PHILOSOPHY CLUB



1. Select ethical cases and set a date or time.
2. Either ask for volunteers or select 10 students. Provide them with the cases beforehand.
3. Invite a colleague in to be the judge (or ask the other students to be judges)
4. Access the moderator's guidelines and scoresheets online.
5. Set up the room
6. Run through the Moderators Guideline

TIPS FOR SELECTING STUDENTS TO REPRESENT YOUR SCHOOL



PHILOSOPHY CLUB

LUNCH TIME TODAY



POSSIBLE TERM PROGRAM LEADING UP TO AN OLYMPIAD

Program

Week One- Is it OK to punch a Nazi?

Week Two- COI -A Grave Dilemma

Week Three- Student Presentation on Bodily Identity
Integrity Disorder COI

Week Four- Guest Speaker

Week Five- Old Fashioned Grandparents COI

Week Six- Forced Chemotherapy COI

Week Seven- The sacking of Israel Follau by Rugby
Australia

Week Eight- Student Presentation on How can I be so
mean to myself?

Week Nine- Trial Olympiad

Week Ten - Pizza and Planning

PHILOSOPHICAL COMMUNITY OF INQUIRY





SOCRATIC SOLUTIONS AUSTRALASIA

COMMUNITY OF INQUIRY

WHAT IS IT?

A Community of Inquiry is a group of students who use a framework for dialogue helping them engage with their own philosophical questions. A Community of Inquiry approach (sometimes called a Philosophy for Children or P4C approach) aims to encourage learners to think critically, collaboratively, caringly, and creatively. Constructive dialogue (as opposed to chatting) involves:

- sharing views,
- deep listening,
- clarifying concepts,
- examining reasons,
- identifying intuitions,
- suggesting alternatives,
- testing intuitions and considering criticisms.

A community of Inquiry gives young people the opportunity to engage with some of the most puzzling and intriguing questions. Importantly it also develops essential thinking and communication skills whilst making these skills explicit to learners in order that they might learn more effectively. It has been proven to improve student's academic results in a range of subject areas.

- No of participants; 5-30
- Age: Suitable for any age
- Preparation time: 10 minutes
- Delivery time 10 min-1 hour
- Materials: One source of stimulus e.g article, story, music, video

FIND OUT MORE

- 'Philosophy for Children' by Matthew Lipman
- Visit the Socratic Solutions Australasia website www.socraticolutionsaustralasia.com

How do

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Games

Eye Contact Shuffle

This is a game to promote collaboration and positive non-verbal group interaction. (It also gets everyone to shush and sit next to someone new). In silence members of the group look around the circle. When they catch the gaze of another person they have to swap seats. The group has to maintain focus for as many swaps as possible. Make it harder by asking the person to say 'yes' when they receive your eye contact. You start walking towards them but they can't move until someone else has said 'yes' to them.

Collaborative Counting (Or One To Ten)

In a circle facing each other to begin with (but with backs to one another as the group becomes more tightly knit), participants must slowly count to ten. One person contributes a number at any one time. If two people speak at the same time the group must start again. After the process the group can be asked to reflect on what worked and what didn't. Make it harder by introducing new rules e.g. no-one can say the same number twice when you restart the game; try with just boys then just girls to see who can get further; no-one can say more than one number during one game.

Who Started That?

Someone is 'it' and briefly leaves the room. In a circle the rest of the group appoint a leader. When 'it' rejoins the group the leader starts a series of subtle actions one after the other (e.g. swaying, twitching or chewing.) Everyone in the circle begins to imitate it. The person in the middle has to work out who started the action with three goes. If they succeed the leader becomes 'it' and goes outside. If 'it' fails, they go outside again and a new leader is chosen. Make it harder by having two leaders.

One, Two, Three

The group pair off. Each pair has to count to three, alternating each time. i.e. Person A: "One"; Person B "Two"; Person A: "Three"; Person B "One"; Person A "Two" etc. As the counting speeds up the activity requires more and more concentration. If one pair is particularly fast, ask the rest of the group to watch them. Make it harder by replacing one or all of the numbers with an action or sound like a clap, a jump or a whoop.

Philosophy Fruit salad

Sitting on chairs in a circle, swap places in response to various philosophical propositions. E.g. Swap places if... "You think that you are a brain, if you think the universe is infinite, if you think capital punishment is right, if you think words have fixed meanings..." This game familiarises students with philosophical subject matter and promotes questioning.

Speed Dating

In response to some stimulus, pairs comprised of person A and person B compose philosophical questions. They begin to discuss their question but when three minutes are up, the B's must rotate right, swapping partners and questions. The A's might explain where they got to with their last partner while the B's bring additional considerations to the conversation, some of which might be influenced by their previous conversations. This game gives students an opportunity explore an issue focussing on depth (if you're in the inner circle thinking about one question) and breadth (if you're in the outer circle thinking about many questions)

GAMES TO FOCUS



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PHILOSOPHY CLUB

Create a logo for your club

Hosted by the Challenge Programme, the
Philosophy, Values and Religion Dept & the
Gifted and Talented Dept.

Led by Senior Students leadership group.





COMBINED PHILOSOPHY CLUB
MEETING ST HILDA'S AGS AND
HALE SCHOOL PERTH

TIPS FOR STUDENTS



Tips for students preparing for the Ethics Olympiad

The Task of the Ethics Olympiad

Your task is to analyze, research, and create five/seven-minute presentations for the cases by supporting and evaluating positions regarding moral value and principles, obligations and duties, rights, etc. You also need to prepare responses to teams and judges in a manner that respects the other team and promotes a collaborative climate.

What skills are required? Critical thinking, moral reasoning, creative problem-solving, close reading, collaboration and team building, public speaking, active listening, time management.

What is needed to prepare effectively? Interest in ethical issues; willingness to think past first responses and “kneejerk reactions” regarding ethical issues; willingness to collaborate, to accept criticism and objections from others; open-mindedness to different positions, opinions, and points of view; tenacity and patience with complex and difficult subjects; humility; compassion; and empathy. You should also be comfortable with not “winning”.

Strategies for Preparing for the Ethics Olympiad

Preparing for the Ethics Bowl requires teams to analyze, research, and create presentations on the cases chosen for the event. How can we approach these cases and put together positions?

- **A consistent method:** Systematically go through the cases by applying a consistent method for analysis, research, and constructing presentations. Because of likely time constraints that teams may face when preparing for the Ethics Olympiad, having a consistent method can ensure clearly defined expectations, deadlines, and outputs from members of a team.
- **Scheduling dates, agendas, and expectations for team meeting:** Along with a method for analysis, research, and constructing presentations, we recommend filling out a calendar for determining which meeting dates will cover which cases and a tentative schedule for those meetings.
- **Create tangible outputs that are organized and accessible:** It is essential that teams document their progress as they work through the cases. The collection of work can be helpful for teams to remind them of their positions and to have something that can later be built upon when revisiting cases. Teams should gather their work in a binder, online database, or other repository that is easily organized and accessible to each member. We offer worksheets that mirror the steps of our method to help assist this process.

- o Alternate “roles and responsibilities” between members of teams so all members can build their skills together and share the burden of the workload;

- o Connect with other teams from the same school or other schools in your suburb, city, state, or region;
- o Connect with a university philosophy department to see if graduate or undergraduate students can help assist with coaching;

- o Familiarize team members with introductory ethics literature.¹

A Method for Analyzing Cases and Creating Presentations

Step 1: Close reading and answering the study questions

One of the most important skills for the Ethics Bowl is close reading to determine what is at stake, which details are important, what assumptions are implied, and what the description of the case studies omits.

Each case for the Ethics Olympiad comes with some study questions. You should use the study questions as a way of guiding your analysis of the case. When approaching cases, it is also important to document your “ethical intuitions” by putting down your initial reactions without worrying too much at this stage about offering support and to analyze the study questions themselves. Both strategies will be useful towards framing the important moral dimensions of the case as your team continues analysis.

o THINGS TO CONSIDER:

- o **Initial reactions, “ethical intuitions”:** It’s important to get your initial response down when dealing with complex ethical situations. We can call these initial reactions your “ethical intuitions,” which should be articulated as a first step in analyzing these cases. It’s helpful to do so in order to have something personal to organize your thoughts about the case. The case will become more complex the more you inquire into it, and you should be ready to revise your initial reactions.

- o Keeping tabs on intuitions can also help you to identify personal biases and hidden presuppositions or dispositions that might unduly determine your ethical position.

- o **The role of widely-shared intuitions.** Personal intuitions regarding what is good and bad, right and wrong, etc. may also reflect more commonly shared moral beliefs that span political, cultural, and historical differences. By identifying which intuitions happen to be widely-shared, teams will also be highlighting some of the more salient moral dimensions of the case that will most likely be brought up at the Ethics Olympiad and therefore should be considered. Utilizing which intuitions map on to commonly shared moral beliefs, and those that do not, to anchor and morally frame further analysis of the case can help strengthen teams presentations and help teams prepare to respond to other teams and judges’ questions.

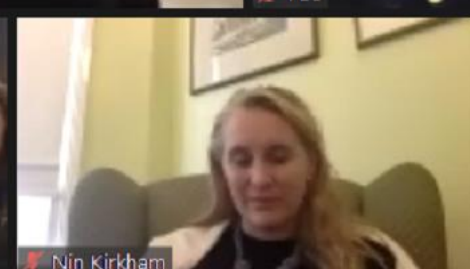
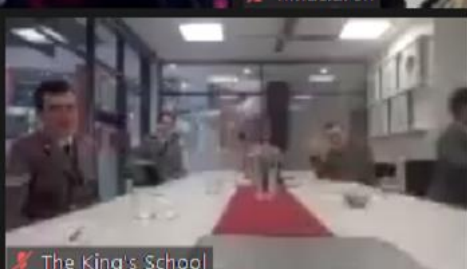
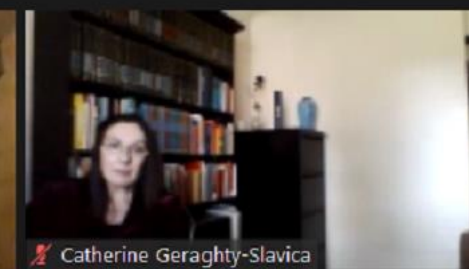
¹ 1 Matt Deaton’s Ethics in a Nutshell is a good starting point. <https://nhseb.unc.edu/files/2013/10/Ethics-in-a-Nutshell-an-Intro-for-Ethics-Bowl-Participants.pdf>



Feedback from yesterdays ONLINE ETHICS OYMPIAD

HEAT 1 (9am WAST 10.30 am CST, 11am EST, 1pm NZT)				HEAT 2 (11am WAST, 12,30pm SA, 1pm EST, 3pm NZT)			
ROOM	SCHOOLS	JUDGES	MODERATOR	ROOM	SCHOOLS	JUDGES	Moderators
1	St Peters Girls School SA	Dr Chantelle Saville (NZ)	Sue Paff (NSW)	5	Queenwood NSW	Dr Nin Kirkham WA	Kyle Gibson (NZ)
1	The Kings School NSW	Dr Matt Deaton (Tennessee)		5	Churchie QLD	Dr Matt Deaton Tennessee	
2	Narrabundah College ACT	Grant Smith (QLD), Helen McLaren (SA)	Wendy Scott (VIC)	6	The Kings School NSW	Dr David Macarthur (NSW)	Guy Vandell (WA)
2	Santa Sabina College NSW	Catherine Geraghty -Slavica (ACT)		6	Albany Senior High School NZ	Catherine Geraghty -Slavica ACT	
3	Presbyterian Ladies College VIC	Kathryn Fraser (NSW)	Archie Stapleton (Canada)	7	Santa Sabina College NSW	Dr Rosalind Walsh NSW	Theo Stapleton (China)
3	Churchie Qld	Dr Jennifer Duke-Yonge (NSW)		7	St Peters Girls School SA	Dr Jennifer Duke-Yonge NSW	
4	Albany Senior High School NZ	Rachael Ouwejan (NZ)	Tim Nailer (SA)	8	Narrabundah College ACT	Dr James Phillips NSW	Tim Nailor/Wendy Scott?
4	Queenwood NSW	Dr James Phillips (NSW)		8	Presbyterian Ladies College VIC	Dr Chantelle Saville NZ	

Eth-letes must leave their cameras on during both heats.



THANKYOU TO OUR MODERATORS

- Guy Varndell Perth
- Wendy Scott Melbourne
- Archie Stapleton Vancouver
- Kyle Gibson Christchurch
- Theo Stapleton Beijing
- Tim Nailer Adelaide
- Sue Paff Coffs Harbor





COACHES, SCHOOL JUDGES AND ETHLETES

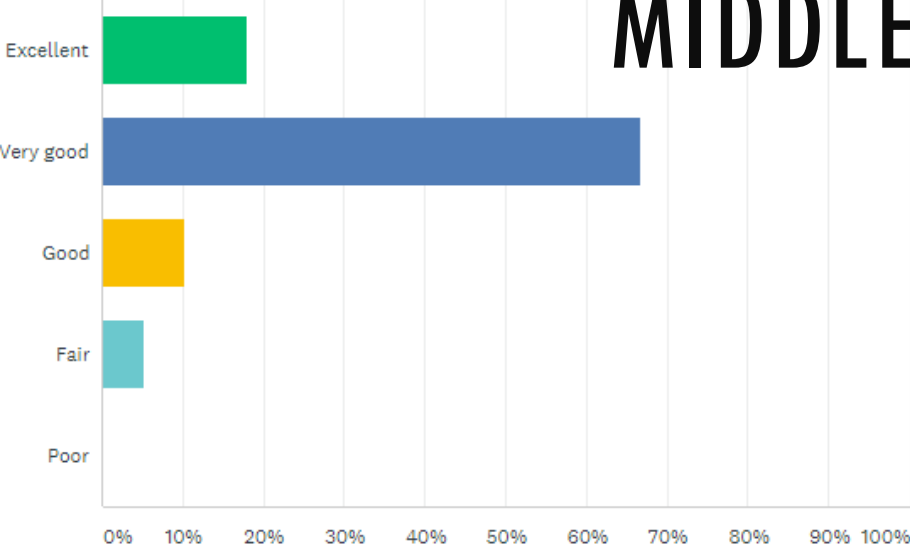
Queenwood	Dr Rosalind Walsh (Queenwood) 11 Olivia Loukas 11 Rebecca Wilcox 11 Aileen Park 11 Eve Koh 11 Taylor Heiniger
Presbyterian Ladies College	Christine Shanahan 11 Vaishnavi Muddam 12 Britney Pham 11 Ruth Roberts 12 Natasha Tian 11 Tharushi Walisinghe
The Kings School	Kathryn Fraser 12 Tom Cornelius 12 Matthew Kearney 12 Daniel Gu 11 Callum Robinson 11 Ryan Turner
Churchie	Grant Smith 10 Harry Rae 10 Manny Samios 10 Kevin Wang 10 Matthew Bond 10 Dash Young

Narrabundah College	Chloe Diggins 11 Sasha Blackman 11 Aedan McCarthy 11 Matthew Wade 11 Shannon Lanza 11 Kalea Mastuki
Santa Sabina College	Andrew Costantino 11 Rachel Frecker 11 Sophia Juarez 11 Catherine Ryan 11 Sarah George 11 Naomi Ghosen
Albany Senior High School	Rachael Ouwejan 13 Atharva Arankelle 13 Elliot Lowe 13 Lorcan Herbert 13 Nadia Lee 13 Jess Darnley
St Peters Girls School	Becca Burton-Howard Helen Maclaren 11 Holly Wallman-Craddock 11 Sara Peak 10 Emily Teague 12 Srishti Shama 11 Emily Loh



Overall, how would you rate the event?

Answered: 39 Skipped: 0



ANSWER CHOICES	RESPONSES	
▼ Excellent	17.95%	7
▼ Very good	66.67%	26
▼ Good	10.26%	4
▼ Fair	5.13%	2
▼ Poor	0.00%	0
TOTAL	39	

FEEDBACK FROM LAST YEARS MIDDLE SCHOOL ETHICS OLYMPIAD

FEEDBACK FROM LAST YEARS MIDDLE SCHOOL ETHICS OLYMPIAD



What did you like about the event?

Selected: 33

I liked that I got to have a discussion and philosophise with different people, and I liked that everyone on a team always got to speak when it was the team's turn.

I really enjoyed being able to be a part of this event as it was great to communicate different points of view and extend my personal opinions and brain whilst having fun communication with different school students around the same age as me and seeing what they thought of the topics.

This event was highly enjoyable and very interesting topics were given which helped me think more deeply about issues in this world. Also, I really enjoyed meeting new people and it was a great opportunity.

Getting to talk to other people who shared common interests and wanted to extend their knowledge too.

working together as a team to collaborate our opinions

I loved how it was so casual, we could just talk about whatever came to mind on a certain topic and it was with people who shared a love of philosophy.

- it was a great experience and was lots of fun - the amount of information that was given prior to the event was great

It was exciting and fun

That is challenged students, allowed for extension in an unthreatening way. That is also called for students to work collaboratively.

The friendly nature of our competitors

Ethics Olympiad for Middle school students -Feedback



Ethics Olympiad for Middle school students -Feedback



FEEDBACK FROM LAST YEARS MIDDLE SCHOOL ETHICS OLYMPIAD



What did you dislike about the event?

Selected: 26
Nothing.

Nothing really

One thing I disliked about the event was that it was very long. Other than that, everything else was pretty great!

Everything was really good but it did go for a while.

I disliked the fact that it was always focused on the first question that we had received with the cases, as next year there could be cheaters, as they would know to explicitly study that question.

Lots of questions weren't really related to ethics (can you stop being friends with someone).

I thought that many of the cases could have been more advanced, as well as many of the questions themselves, they just seemed to lack depth.

Some treated this event as a debate, rather than an ethical and philosophical discussion.

I didnt like the part when I missed out on most of the competition because there was too many people in my team.

I disliked that we didn't get the chance to speak about all of the topics.

I felt that there wasn't really any that I disliked about this event. Everything was well planned out which made for an enjoyable experience.

Ethics Olympiad for Middle school students -Feedback

🔍 (0)



2020

MIDDLESCHOOL ETHICS OLYMPIAD

CASES PACKAGE 13

Welcome to the cases for the 2020 Middle School Ethics Olympiad. The Ethics Olympiad is a collaborative event which encourages students to analyse and discuss real-life, interesting, ethical issues. An Ethics Olympiad differs from debate in that students are not assigned opposing views; rather, they defend whatever position they believe is right and succeed by showing that they have thought more carefully, deeply, and perceptively the cases in question. Experience shows that this type of event encourages and helps students develop ethical awareness, critical thinking skills, civil discourse, civic engagement, and an appreciation for diverse points of view.

Thanks again for supporting this initiative. Please feel free to email us if you have any queries at; admin@ethicsolympiad.org

Teachers are encouraged to familiarise the students with these stimuli and then select 5 (or 10) students to represent their school. There are eight cases below. Students are encouraged to familiarise themselves with all the cases in their preparation for the Ethics Olympiad.

See resource kit for guidelines.

Case 1 – Extra! Extra! Don’t Read About It!

Case 2 “There Must Be No Deserters” COVID-19 and the Ethics of Mass Quarantine.

Case 3 - Companionship or Commodification?

Case 4 – Belief vs. Action

Case 5 – Flying High

Case 6 – Democracy by Lot

Case 7 – Repatriation of Foreign Fighters/Participants (FFPs)

Case 8 – Campus No-Platforming

"The Ethics Olympiad was incredible and definitely a life changing experience. It really opened my eyes to the ethical possibilities and also allowed me to hear and respect other peoples positions on the case topics." (Brisbane student)



St Andrews Students at the Christchurch Ethics Olympiad in May.



2020 Middle School Ethics Olympiad



St Georges High School at the Sydney Olympiad

"When first going into this Olympiad I had no idea what to expect, and I was super nervous- but I am so glad I did it. It was run wonderfully and was really interesting. All of the people I met were super kind. I really enjoyed being able to share our views and discuss relevant ethical issues. Thank you!" (Hobart Student)

The importance of developing an ethical understanding remains high on the agenda of educators. The Ethics Olympiad has a proven track record of providing teachers and students with a creative vehicle for developing skills in communication, critical thinking and respectful discourse while dealing with contentious ethical issues.

Schools are invited to send one or two teams of five students to participate in the event.

During the day all students will be involved in a series of three Ethics Olympiad heats where they will be scored according to set criteria which rewards, clear, concise, respectful discourse around interesting ethical cases. At the end of the day two teams will face off for the Gold and Silver Medals. A Bronze Medal will also be awarded to the third placed team.



Dates: November 2020

- Hobart - Wednesday 4th November
- Canberra - Friday 6th November
- Perth - Monday 8th November
- Gold Coast - Wednesday 11th November
- Brisbane - Friday 13th November
- Townsville - Saturday 14th November
- Auckland - Wednesday 18th November
- Wellington - Thursday 19th November
- Christchurch - Friday 20th November
- Sydney - Monday 23rd November
- Sydney - Tuesday 24th November - FULL
- Melbourne - Wednesday 25th November
- Adelaide - Friday 27th November

*Please note that due to the cancellation of the May Olympiad many schools transferred their registration to this Olympiad.
*Places will be limited so book in early

[CLICK HERE TO REGISTER YOUR SCHOOL](#)

Eligible Year levels

In Australia we invite teachers of students Years 7-9 to participate. In NZ we invite intermediate school students to participate (Years 7-9) Please note that schools can change their team members right up to the date of the event but students must currently be in Yrs 7-9.

Program for the Day:

- Starts 9 am - 9.15 am - Preparation
- 9.15-10.30 am - Heat One
- 10.30 am -11.45 am - Heat Two
- 11.45 Morning tea- Debrief
- 12-1.15 - Heat Three
- 1.15 pm - 1.45 Lunch (Scores to scorer)
- 1.45-3pm- Gold Medal Finals
- 3 pm - Awards Farewells and photos.
- Finish 3.15

Prior to the event

Schools can register online, and any school can participate. We are accepting teams five students from Years 7-9. Once registered we will send you the cases. The registration fee is \$38-\$45 per student (\$190-\$225 per team). The entrance fee is smaller for member schools and there is no cost for supervising teachers as at least one teacher from each school will act as a judge. There is also a reduced rate for early bird bookings. Please note there are a limited number of teams that can participate.

[Click here if you would like to host an Ethics Olympiad at your school.](#)

Format, Rules & Scoring

The heats use the same format as the Ethics Bowl and the Ethics Olympiad. The main difference is that all groups will be running simultaneously in the same space. There will be a round robin format with different schools participating against each other. There will be a central timing system and teachers will judge school groups, apart from their own school. Scores will be private on the day, but we will email the final scores to each participating school after the event.

The finalists will be announced at the end of the day before a play-off to determine the gold medal winning schools. University philosophy lecturers and ethicists would judge the final event in the afternoon.

Coaches Training Kit- This kit will be provided to schools once you have registered. Included



FINISH- RESOURCES

zoom

China/Australia Friendly Ethics Olympiad/Ethics ... - Shared screen with speaker view

QUESTION: What kinds of medical decisions, if any, should minors be permitted to make for themselves?

00 : 00 : 00

00 : 03 : 58

00 : 02 : 00

00 : 00 : 00

Match Format

Team A

Team B

Part 1

Part 2

Professional Development
5/3/2020
Matthew Wills

Please turn your camera on
and leave your microphone off

Philosophy Club