

Creating
Community
through
Critical
Conversations

CANADIAN
HIGH SCHOOL

ethics bowl

A Guide for Educators



Manitoba Education and Training Cataloguing in Publication Data

Canadian high school ethics bowl : creating community through critical conversations : a guide for educators

Includes bibliographical references.

This resource is available in print and electronic formats.

ISBN: 978-0-7711-7743-9 (print)

ISBN: 978-0-7711-7744-6 (pdf)

1. Ethics—Study and teaching (Secondary)—Manitoba.
 2. Ethics—Study and teaching (Secondary)—Canada.
 3. Ethics—Study and teaching (Secondary)—Activity programs.
 4. Moral education (Secondary)—Study and teaching—Manitoba.
 5. Moral education (Secondary)—Study and teaching—Canada.
- I. Manitoba. Manitoba Education and Training.
II. Manitoba. Manitoba Association for Rights and Liberties.
370.1140971

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Manitoba Education and Training
Winnipeg, Manitoba, Canada

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This resource is available at www.ethicsbowl.ca and on the Manitoba Education and Training website at www.edu.gov.mb.ca/k12/cur/socstud/index.html.

Disponible en français.

Available in alternate formats upon request.

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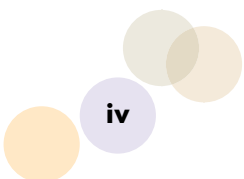
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Acknowledgements

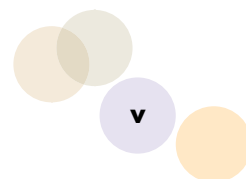
The Manitoba Association for Rights and Liberties and Manitoba Education and Training gratefully acknowledge the contributions of the University of Manitoba and the Université de Saint-Boniface and of the following individuals in the development of the *Canadian High School Ethics Bowl: Creating Community through Critical Conversations: A Guide for Educators*.

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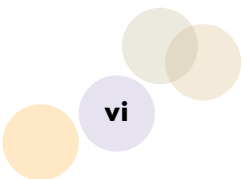
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The Canadian High School Ethics Bowl Steering Committee also gratefully acknowledges the pioneering work of the National High School Ethics Bowl (U.S.) at the Parr Center for Ethics at the University of North Carolina at Chapel Hill (NHSEB) for providing the general format for the High School Ethics Bowl. More information about the NHSEB can be found at nhseb.unc.edu.





Introduction to the Ethics Bowl

What is an Ethics Bowl?

An Ethics Bowl is both a collaborative and competitive event, where teams of students analyze and discuss ethical dilemmas. They imagine, criticize, and compare bold strategies, and may even amend their original positions when faced with convincing arguments. Students have opportunities to pose and respond to probing questions, which results in a deepening awareness of the stakes and principles that animate the discussion.

Teams from public schools are eligible to participate, and each school team comprises five students from Grades 9 to 12. In advance of the Ethics Bowl, schools receive cases that focus on current ethical issues—social, political, economic, scientific, cultural, or beyond. Students research and develop the cases, and arrive at the Ethics Bowl prepared to present their ideas and to listen to other perspectives. All teams participate in a round-robin style competition. In each round, two teams discuss two cases, and winning teams proceed to the semi-final and final competitions.

Students are evaluated on the following skills:

- communication
- use of relevant information
- critical thinking
- original thinking
- intellectual improvisation
- collaboration

What is the difference between an Ethics Bowl and a debate?

An Ethics Bowl looks the same as a debate from a distance: teams of serious, prepared students take turns talking and trying to outperform another team. Ethics Bowls and debates both have distinctive structures and processes, including a formal judging process. Each contest brings together two teams of students to engage in discourse around a selected topic or issue. The key difference is that a debate focuses on skilled opposition, while the Ethics Bowl encourages dialogue and collaboration.

In a debate, students demonstrate their argumentative skills. In an Ethics Bowl, they use argumentative skills to get at the heart of the matter, as they actually see it. Participants are judged on their demonstration of relevant knowledge, articulacy, respectful collaboration, originality, intellectual improvisation, and critical thinking.

Where a debate asks students to use skills of argumentation to rigorously defend an assigned position, the Ethics Bowl asks them to engage in dialogue to learn from one another about what they actually think is worth defending. They are not just trying to do it well in the Ethics Bowl. They are trying to get it right, even if that means correcting and amending their positions as the conversation develops.

In debate, teams take positions either in support of, or in opposition to a given resolution, and their goal is to “win the argument.” There are no grey areas in a debate, and the team that presents the strongest arguments is judged to have “won.” In contrast, the starting point for an Ethics Bowl is not a resolution, but an ethically rich, open-ended issue or topic with multiple perspectives and possibilities.

Rather than take a simple “for or against” stance, each Ethics Bowl team is expected to acknowledge conflicting perspectives on the issue. Teams propose a position on how to deal with the ethical conflict considered, rather than merely taking a preferred side. During an Ethics Bowl, teams have opportunities to support and challenge each other’s thinking and perceptions. They are expected to pose questions that deepen the conversation and expand one another’s awareness of the ethical stakes and principles that animate the discussion. An overarching goal of an Ethics Bowl is to provide an arena for students to share ideas and teach each other—bringing their own experiences and insights to bear on the conversation. When this works, students can show off how well they can learn from the interaction, and skillfully integrate this learning into their final positions.

Key Words to Describe an Ethics Bowl

An Ethics Bowl presents the opportunity for students to develop competencies in the following areas:

- mutual respect
- open-mindedness
- meaningful dialogue
- critical conversation
- active listening
- using evidence
- challenging assumptions
- thinking, rethinking
- courage
- flexibility, adaptability
- risk assessment
- synthesizing new information
- intellectual improvisation
- political, cultural awareness
- original thinking

About Us

Land Acknowledgement

The Canadian High School Ethics Bowl was founded and is organized on the traditional territory of the Anishinaabeg, Cree, Oji-Cree, Dakota, Dene, and Métis peoples. The primary events, including the national competition, are located on Treaty 1 Territory as well as the birthplace and homeland of the Métis Nation. The work of the Canadian High School Ethics Bowl extends across the homeland of First Nations, Métis, and Inuit peoples, and is present on the territory of all the Numbered Treaties, as well as unceded land throughout what we now call Canada. We recognize the colonization endured by Indigenous Peoples, and we are committed to working in partnership with Indigenous communities toward justice, equity, and reconciliation.

Organizers of the Canadian High School Ethics Bowl

A collective of organizations and individuals who believe in the power of students working in collaboration on the most ethical challenges our society is facing organizes the Canadian High School Ethics Bowl (CHSEB). We believe strongly in this initiative's ability to empower students and shape their identity as community members who are able and inspired to contribute to a society where everyone can thrive. Further information is available at www.ethicsbowl.ca.

After Manitoba schools participated over two years in the American High School Ethics Bowl at the University of North Carolina Parr Center for Ethics, organizations and individuals decided to organize the Canadian High School Ethics Bowl. Led by the Manitoba Association for Rights and Liberties as the secretariat, the CHSEB team has endeavoured to create a uniquely Canadian event open to high school students across the country.

Our organizational partners are

- Manitoba Association for Rights and Liberties (secretariat)
- Manitoba Education and Training
- University of Manitoba Centre for Professional and Applied Ethics
- Université de Saint-Boniface
- under the patronage of the Canadian Commission for UNESCO

Manitoba Association for Rights and Liberties

Formed in 1978, the Manitoba Association for Rights and Liberties is a non-profit, non-governmental, human rights and civil liberties organization. MARL envisions a world where people's diversity is valued, liberties are respected, and rights are lived. MARL takes action for social justice, human rights, and civil liberties through education and advocacy. MARL educates and creates awareness for rights and liberties, building engaged communities and empowering citizens to improve our society.

Manitoba Education and Training

The Kindergarten to Grade 12 division of the provincial government Department of Education and Training provides students in Manitoba with relevant, engaging, and high quality educational opportunities that prepare them for lifelong learning and citizenship in a democratic, socially just, and sustainable society. The priority areas for Kindergarten to Grade 12 are as follows:

- high levels of achievement
- equity and inclusion
- citizenship, sustainability, and well-being
- public engagement

University of Manitoba Centre for Professional and Applied Ethics

The Centre for Professional and Applied Ethics is a research centre at the University of Manitoba. The Centre promotes research and discussion on a wide range of ethical, social, political, and legal issues. The Centre frequently sponsors public talks and forums on topics of interest to academics, students, and the public. The Centre does not promote any particular perspective or set of views. Instead, it tries to encourage free and open debate.

Université de Saint-Boniface

Established in 1818, Université de Saint-Boniface is the first educational institution in Western Canada. Université de Saint-Boniface now attracts local, national, and international students due to the quality of its technical and professional French programs. The university is also the centre for the celebration and expansion of the French language through their innovative community relationships.

Canadian Commission for UNESCO

The Canadian Commission for UNESCO serves as a bridge between Canadians and the vital work of UNESCO—the United Nations Educational, Scientific and Cultural Organization. By promoting UNESCO values, priorities, and programs in Canada, and by bringing the voices of Canadian experts to the international stage, the Commission contributes to a peaceful, equitable, and sustainable future that leaves no one behind.

Testimonials and Endorsements

Student Feedback

The Ethics Bowl has had a great impact on participating students, and on their school communities:

“Discussing ethics is discussing the future of the world.”

– H.

“It really makes you see things from a different perspective.”

– K.

“The cure to ignorance is discussion.”

– T.

“You will walk away a different person.”

– N.

“I’ve learned how to approach social issues through education rather than anger.”

– S.

“Now I’m going to look at all the different sides of a subject and what people it could affect.”

– B.

“I definitely want to share my lessons I’ve learned with people around the world.”

– V.

“It helped me be more open-minded and a more well-rounded citizen.”

– K.

Teacher Feedback

Participating teachers have observed that student discussions are deeper and more meaningful as a result of participation in an Ethics Bowl. Many report that other teachers in their schools have been inspired to integrate critical thinking and collaboration skills into their classes, creating a school-wide approach to discussing challenging ethical issues.


“The Ethics Bowl is an excellent opportunity for students to think critically about the issues facing society in a collaborative setting. It brings together so many different skills, such as teamwork, literacy, analysis, and communication, that are essential for success in the twenty-first century.”

– Kara

“The Ethics Bowl has become part of our school culture. . . . We have more and more students involved each year. . . . Other teachers in our school use ethics as a teaching tool in their classrooms now.”


– Caroline

Endorsements



“The Canadian Philosophical Association (ACP-CPA) heartily endorses the creation of a National High School Ethics Bowl. As advocates for reasoned discourse and careful thinking, we see encouraging high school students to engage with questions of ethical significance in a collaborative, constructive manner as an important and beneficial part of creating a public attuned to the philosophical dimensions of life. In working to create such a public, we believe that the National High School Ethics Bowl will simultaneously promote many of the virtues central to democratic citizenship.”

June 27, 2017, Samantha Brennan, President, Canadian Philosophical Association




“Through collaborative analysis, students participating in an Ethics Bowl gain a better understanding of ethical questions they encounter. The ethical cases they are asked to analyze are exemplars of issues relevant to their daily classroom experiences and mirror national and international ethical issues.

“Manitoba supports the idea of a Canadian High School Ethics Bowl to take students beyond the polarization of issues to a deeper and broader understanding of the dimensions of current topics that make the headlines each day. It will build citizens who are knowledgeable and able to communicate a rich understanding of their role as citizens to maintain a democratic and socially just society.


“Students in schools from across Canada can improve their global competencies of critical thinking, communication, creativity, collaboration, and citizenship by participating in the Canadian High School Ethics Bowl.”

January 17, 2018, Darryl Gervais, Director, Instruction, Curriculum and Assessment Branch, Manitoba Education and Training



“The Manitoba Provincial Health Ethics Network and its council are pleased to endorse the High School Ethics Bowl. The aims of collaborating, research, critical thinking, active listening, and public speaking are increasingly important and this type of event has the potential to support important educational objectives for schools at all levels. This type of approach to problem solving you describe will serve students well throughout their lives in whatever role or field they end up working.”


February 6, 2017, Jennifer Dunsford, RN, MN; Co-Chair, Manitoba Provincial Health Ethics Network



“While the same rigour of empirical inquiry and investigation is expected, as exists in traditional public debate, there is one important distinction to the overall strategy taken by students during the Ethics Bowl: through their collaborative inquiry, students are meaningfully engaged in an intrinsic and fundamentally important understanding of how both the individual and collective dimensions of situated context and lived experience do influence and shape public dialogue with their peers on the issues and challenges raised. This moves beyond mere ‘facts’ to a more critical appreciation and iteration of each dilemma.

“From my vantage point, our students’ abilities to circumnavigate this valuable confluence of the many ‘objective’ and ‘subjective’ realities that inform each ethical question provides them with a foundational basis for renewed and strengthened public dialogue. It is my firm belief that our students’ abilities to achieve mutual understanding of, and co-defined solutions or outcomes to, these important questions, is a valuable method for ensuring that the public school system’s twin objectives of preparing students to assume their rightful roles as citizens and as social contributors will be fully achieved by the time they graduate.”


July 20, 2017, Josh Watt, Executive Director, Manitoba School Boards Association



“On behalf of the more than 15 000 members of the Manitoba Teachers’ Society, we are very pleased to lend our support to both the Manitoba High School Ethics Bowl and the creation of a National High School Ethics Bowl. We see these events as amazing opportunities to support the growth and development of our youth in areas of collaboration, critical thinking, and active listening.

“It is as a result of opportunities like this that students develop the confidence and skills that ensure future leaders who are open minded, respectful, and receptive to new ideas.”

April 6, 2017, Norm Gould, President, Manitoba Teachers’ Society




“By encouraging dialogue among high school students, we believe the Canadian High School Ethics Bowl will enable them to develop an open-minded spirit to build on what they have in common and transform their differences into a source of value.

“The Bowl constitutes education for global citizenship and promotes understanding of the challenges facing humankind. It fosters a spirit of coexistence, informed by an awareness that actions that profit one group of people might have a negative impact or be perceived as a threat by others.


“Gaining confidence in their capabilities through participation in the Bowl the students will develop the skills to actively participate, as engaged citizens, in solving the problems facing society and the world.”

Tony Meers, General Director, Soka Gakkai International Association of Canada



“The Ethics Bowl is unique in its commitment to promoting free and open debate on topics of vital importance. MARL does not promote any particular point of view, but rather encourages students to reflect on their own views, and to learn how to discuss those views with others. Students are exposed to a method of public discussion that breaks free from the rancor and partisanship that characterizes much of our current political discourse, and in doing so they are given an alternative model of engaged citizenship. I fully anticipate that many of them will carry those schools forward into their lives and careers.”

April 16, 2018, Neil McArthur, Director, Centre for Professional and Applied Ethics, University of Manitoba



“The Manitoba High School Ethics Bowl teaches and embodies qualities essential to business, government, and community success. Respectful, evidence-driven collaboration isn’t just the best path for advancing shared prosperity in our communities, it’s the only path.

“The skills the Ethics Bowl invites attendees to develop are what turn young people into catalytic leaders. The Winnipeg Chamber of Commerce couldn’t be more enthusiastic about this initiative and its potential to drive transformation in our city.”

April 26, 2017, Loren Remillard, President CEO, Winnipeg Chamber of Commerce



How to Organize an Ethics Bowl

Steps

Step 1: Set up the organizing committee.

Committee members should be selected from organizations that have a vested interest in education, and in philosophical and ethical thinking. Members might be selected from, but not limited to, the following: provincial department of education, local school division consultants' groups, university faculties of philosophy or education, provincial teachers' association, organizations that promote human rights, retired teachers, university students, health professionals, law societies, and parent advisory groups.

The focus of the committee will be the promotion of the Ethics Bowl in public high schools, training of the teams, finding judges and moderators, and organizing the regional Ethics Bowl.

Step 2: Find support.

Ideally, a minimum of six public high schools teams should take part in an Ethics Bowl. For school divisions with fewer than six high schools, or those in large geographic regions, Ethics Bowls may take place with fewer numbers of schools, or divisions can find innovative solutions such as online participation (e.g., via Skype).

For purposes of the pilot year, and as the Canadian Ethics Bowl committee works toward a formal national structure, provinces and territories may send more than one team to the 2019 pilot national Ethics Bowl. The future goal of the Canadian Ethics Bowl committee is the participation of one team (the regional finalists) from each province and territory in the Canadian High School Ethics Bowl.

To find schools to participate, approach school division superintendents and consultants, teachers, and school administrators, as well as other personal contacts, and then provide them with the promotional materials posted on the Canadian High School Ethics Bowl website.

In order to keep costs at a minimum and to increase engagement, establish relationships with an organization that will provide meeting rooms for team and teacher training and the regional Ethics Bowl at no cost. Provincial departments of education or a school division are good options for locations for training sessions. Although the regional Ethics Bowl may also be held in those settings, a university setting will provide an opportunity for students to experience the university campus, and will further legitimize the regional Ethics Bowl.

Step 3: Register teams.

An Ethics Bowl is a public high school event. Teams have five members with two alternates. Alternates may participate in an Ethics Bowl if a team member is unavailable. Team members may be selected from Grades 9 to 12 in the school registering the team.

It may be necessary to charge a registration fee for the regional Ethics Bowl to offset costs for trophies, food, and gifts for judges and moderators.

All regional teams must register online at the Canadian High School Ethics Bowl website at ethicsbowl.ca by the end of October. Fill out the registration form and submit it with registration fee as outlined on the website.

Step 4: Prepare teams.

In mid-October, host a training session for teachers and students. Refer to the website for information on preparing students and teachers.

All ethics cases will be provided by the Canadian High School Ethics Bowl committee, and distributed the day of your training session.

Step 5: Prepare judges and moderators.

For every two teams registered to participate, **three judges** and **one moderator** are needed. Judges and moderators may be former or current teachers from non-competing schools, university students, teacher candidates, or representatives of professional groups and individuals with a vested interest in ethics. Judges do not need to be experts in ethics. Teachers from competing schools and parents of team members cannot be judges or moderators.

Judges and moderators need to prepare for their role by reviewing the provided ethical cases, scoring criteria, moderator's script, and score sheet. Judges should draft potential questions for each case, which they will ask of teams during the questions round. Judges and moderators should each provide a very short biography for the regional Ethics Bowl program.

If need be, host a training session to familiarize judges and moderators with the logistics of the Ethics Bowl and to answer their questions.

Step 6: Host a regional Ethics Bowl.

- Arrange for a large gathering room to start the Ethics Bowl, and enough rooms to accommodate each set of two teams, as well as the judges, moderators, and guests.

- ❑ Teams should be placed at the front of the room, angled toward each other and facing the audience. The moderator is placed between the teams. Judges should be placed at the front of the audience, facing the teams. (See page 18 for illustration.)
- ❑ Prior to the event, organize the Ethics Bowl schedule so that each team is guaranteed three matches, followed by the semi-finals and finals.
- ❑ If videotaping or taking pictures, make sure that all participants have signed media release forms.
- ❑ Invite guests, such as school division superintendents, school trustees, faculty of education professors, school administrators, and potential sponsors, to attend.
- ❑ Order trophies for first and second place.
- ❑ Order food for lunch and nutrition breaks. Determine whether there are any food allergies, and encourage students to bring their own water bottles.
- ❑ Organize the program so that it includes the following:
 - agenda for the day
 - names and short bios of the judges and moderators
 - names of the team members
 - schedule of matches with the presiding judges, moderators, and room allocation
- ❑ Provide teachers with parking information and the schedule prior to the Ethics Bowl.
- ❑ Volunteers will be needed to set up the allocated rooms, help with breaks and lunch, and direct teams to their next match.
- ❑ At the end, distribute evaluation forms to all participants (e.g., students, teachers, judges) to solicit feedback.

Timeline

1. In the spring, send an information package to the provincial Department of Education, school division, school administrators, and teachers, explaining the value of participating in an Ethics Bowl. Direct contact with teachers and students is often very effective.
2. At the end of August, send a registration package to the schools.
3. At the end of September, send a reminder about the upcoming team and teacher preparation.
4. In mid-October, host the team and teacher training. See team and teacher preparation section for assistance. (This takes a full day.)
5. At the end of October, host a two-hour training session for judges and moderators.
6. Before the end of February, host a regional Ethics Bowl. December is a good time for this, prior to the winter holiday and before January final exams.

7. Send the name of the winning team plus all the final scores of all the teams to the Canadian High School Ethics Bowl contact.
8. At the beginning of February, all teams representing their regions will receive copies of the ethical cases to be used in the Canadian High School Ethics Bowl.
9. The regional winning team will prepare for the nationals, which will be held in April at the University of Manitoba and the Canadian Museum for Human Rights in Winnipeg.

Rules and Procedures of an Ethics Bowl

Team Composition

1. A team consists of three to seven members, with a maximum of two alternates.
2. Team members may be selected from Grades 9 to 12 within the same high school.
3. Team alternates may be placed onto the team roster due to an absence of a regular team member. Changes may be made during a competition but only between rounds, not during a match. If a team member is absent during a round, the teacher leader will alert the organizing committee, and provide the name of the alternate, prior to the match.

Judges and Moderators

1. Judges and moderators cannot be family members or staff from the same school as a registered team.
2. Judges may be selected from the community (e.g., university students, retired or practising teachers, representatives from not-for-profit or for-profit organizations, or any other appropriate group or organization).
3. Judges do not need to be ethics experts, but must be willing to study selected ethical cases prior to the Ethics Bowl. They should be open-minded and prepared to take part in a judges' training session prior to the Ethics Bowl.
4. Judges may not converse with each other during a match, with the exceptions of during the questioning period and when filling out the team feedback forms. Judges may not discuss how they will be personally scoring the teams.
5. During the question period, judges are encouraged to ask open-ended questions that encourage critical reflection on issues raised during the match.
6. Judges are discouraged from speaking to team members during breaks.

Match Rules

1. Team members are not allowed to be in possession of downloading devices or written notes during a match.
2. The moderator controls the room and is expected to adhere to the timeline, as outlined in the Steps in a Round and in the Moderator's Script.
3. Prior to the start of a match, team members are expected to shake hands.
4. When a team is presenting, everyone else in the room must remain silent.
5. Teacher leaders must not coach their team members during a match.
6. All procedural questions must be directed to the moderator.
7. During a match, team members may pass messages amongst themselves on the paper provided.
8. At the beginning of each new match, team members will introduce themselves to the judges.
9. Prior to presenting, teams must declare who will be speaking on the case. More than one member may speak during a match.
10. During the question round, team members may ask judges to repeat a question or ask for clarification. Team members are encouraged to quietly discuss potential responses to judges' questions amongst themselves, and to elect one team member to respond to the question.
11. The Ethics Bowl will use a round-robin schedule to determine which teams move on to the semi-finals and finals.
12. The judges' feedback forms for each team will be given to the teams' teacher leaders.
13. At the end of a match, team members are once again expected to shake hands.
14. The moderator will declare the winner but not reveal scores.
15. Match wins are not based on the number scores assigned by the individual judges, but on the number of judges who give a win to a team. If the event of a tie, the number score will be the tiebreaker.

Overview of an Ethics Bowl

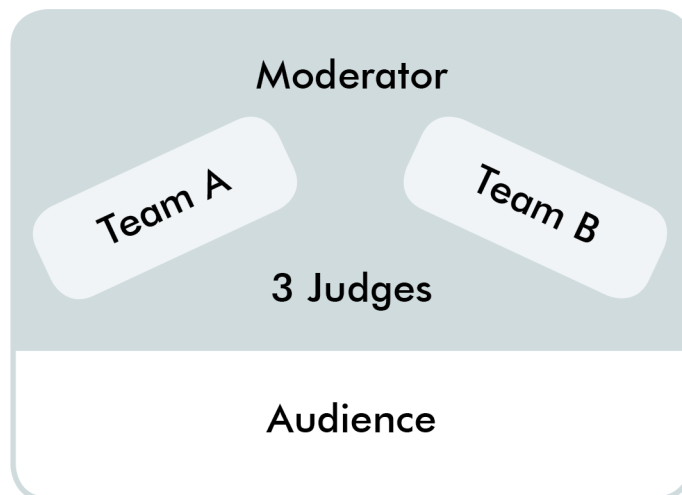
What to Expect during the Day

An Ethics Bowl has three competitive components:

1. round robin, involving all teams
2. semi-finals, with four highest scoring teams
3. final round to determine the winning team

What happens in a round?

The room is set up as illustrated below. A **moderator** conducts the proceedings, poses a question related to cases the students have researched, and keeps track of time. Three **judges** evaluate team performances. (The audience does not participate.)



Steps in a Round

Each round involves **two cases**, and each team takes the “lead” on one case. The following steps show Team A as the lead on the first case:

Case #1

1. **Moderator** flips a coin, winning team chooses to lead or pass on Case #1. Moderator poses question for Case #1.
2. **Team A** has 2 minutes to confer; 5 minutes to present position on Case #1.
3. **Team B** has 1 minute to confer; 3 minutes to respond/ask questions.
4. **Team A** has 1 minute to confer; 3 minutes to respond to Team B.
5. **Judges** have 10 minutes to question Team A. (See Sample Questions.)
6. **Judges** score both teams for Case #1 and write feedback for both teams.
7. **Moderator** poses question for Case #2.
8. **Team B** has 2 minutes to confer; 5 minutes to present position on Case #2.
9. **Team A** has 1 minute to confer; 3 minutes to respond/ask questions.
10. **Team A** has 1 minute to confer; 3 minutes to respond to Team B.
11. **Judges** have 10 minutes to question Team B. (See Sample Questions.)
12. **Judges** score both teams for Case #2 and write feedback for both teams.



How to Select and Prepare an Ethics Bowl Team

How to Select an Ethics Bowl Team

A team has a maximum of five students, and two alternates, from Grades 9 to 12. The alternates may be used as substitutes if a team member is unable to participate.

There are different ways of selecting team members. Here are a few strategies:

- Encourage teachers in the school to submit names.
- Organize a mini-competition based on an ethical dilemma, which may be judged by teachers. This approach increases the visibility of the Ethics Bowl throughout the school.
- Invite all the students in the school and have the students self-select.
- Teacher leaders might approach social justice-minded students and encourage their participation.

It is preferable that the composition of the school team be multi-grade. This will increase the sustainability and development of the Ethics Bowl over time. Throughout the training, team alternates need to be fully engaged in the process.

How to Prepare an Ethics Bowl Team

Week 1: Team members individually select the five cases they are most interested in researching. They then research the five cases and prepare pertinent ideas, including determining their own position and other perspectives, for the next meeting.

Week 2: Share the highlights of the research on the cases, and select two cases for the following week. Make it clear that all team members will continue researching the cases.

Week 3: Go over the protocol of how a match is run. Based on the two cases selected in Week 2, run a mock match.

Week 4 until the Ethics Bowl: Repeat until all the cases have been done. Bring in teacher judges to ask questions and provide feedback.

One Week Prior to Regional Ethics Bowl: Hold a practice Ethics Bowl in the school, with staff and other students as an audience. Staff may serve as judges.

Help students understand the difference between a debate and an Ethics Bowl. In a debate, a team defends a fixed position against attack and points out problems in the opponents' view. The Ethics Bowl, conversely, encourages students to collaborate, and to acknowledge and work constructively with the ideas and perspectives raised in discussion. The Ethics Bowl uses a dialectic approach.

Dialectic Approach

1. Thesis—initial position proposed
2. Antithesis—opposing perspectives considered to refine or critique position
3. Synthesis—new position developed, making good use of the best points in conversation

As the Ethics Bowl approaches, the team should meet frequently enough that everyone on the team (including the alternates) is familiar with each of the cases.

During a match, team members need to be aware of the tone of their voices, use respectful language, actively listen, and take notes. They also need to explore, respect, and acknowledge opposing and conflicting views in their presentation, but ultimately, present a unified voice on the ethical question or topic at hand.

It is critically important for students to understand that a team **does not** lose points during a match if they receive new information from the opposing team and change their point of view.

Finally, teams should focus their attention on the opposing team during presentations, and not make their case to the judges. The only time teams should focus on the judges is during the judges' question period.

Working with Students to Improve Ethical Discussion Skills

When working with students to improve ethical discussion skills, consider the following:

- Encourage students to help one another (both those on their team and those on the opposing team) to consider multiple points of view. This requires examining how different groups in society may be affected by their proposals, or how they may think and feel about their merits, given potentially different cultural or political assumptions.
- Synthesizing a discussion well does not require compromising or creating a view that all students would necessarily accept. (This could be impossible.) Working toward agreement with sincerity often means accepting when new obstacles to agreement are found, or when deeper divisions in viewpoints are uncovered. The leading team is responsible for taking stock of what the conversation has shown and yielded: that could be information about agreement or what has been learned about the disagreement.
- Collaboration does not mean that everything that is said has to be treated as equally valuable or relevant. Students are encouraged to be critical and thoughtful about what is truly important to the conversation. A team should be able to share that reasoning in their discussion, by saying why they feel a point matters a lot, or doesn't, to what they feel most confident proposing in the end.

Sample Cases

The following sample cases from the 2017 Ethics Bowl can be used when preparing an Ethics Bowl team. New cases will be provided for each Ethics Bowl.

Sample Case 1

Freedom of Speech or Protection against Hate Speech?

In the past few years, many radical speakers on both the far left and the far right have been prevented from speaking on university campuses due to protests from opposing viewpoints. For example, Ann Coulter (author of *In Trump We Trust*) was initially banned from speaking at University of California, Berkeley, which was ironically the stronghold of the Free Speech Movement that took place in the 1960s. The reason for the ban was stated as “active security threats,” although many far-right supporters of Ms. Coulter suggest it was an infringement of her right to free speech (BBC News). Protesters often cite hate speech as their rationale for preventing people who speak hateful rhetoric from entering their campus. This was the case for students at Middlebury College who peacefully protested social scientist Charles Murray by standing up during his speech with signs reading: “Your message is hatred, we cannot tolerate it” (CBC). Should campuses be a haven for free speech regardless of what is said? Or are campuses meant to be a haven for students who feel threatened by speakers’ hateful speech? What are we losing if we do not allow dissenting voices to meet?

References

- BBC. “Berkeley reverses decision to ban Ann Coulter from speaking.” *BBC News* 22 Apr. 2017. www.bbc.com/news/world-us-canada-39657088. (18 Sept. 2017).
- CBC. “Why a campus protest has the right and left calling for more civilized discourse.” *The Current*. 20 Mar. 2017. www.cbc.ca/radio/thecurrent/the-current-for-march-20-2017-1.4032269/why-a-campus-protest-has-the-right-and-left-calling-for-more-civilized-discourse-1.4032535 (18 Sept. 2017).

Sample Case 2

Cultural Appropriation

The development of global trade over the last millennia has also led to the development of cultural exchange on a global scale. As goods were exchanged on the market, cultures were exchanged between traders who originated predominately in Europe, and those who originated from these colonized lands. Today, this cultural exchange continues to exist; however, some argue that due to the power relationship that continues to persist between the colonized and the colonizer, one should be careful not to mistake someone's culture as a trendy or exotic look. One example of such appropriation is when non-Black people sport dreadlocks, a hairstyle that is culturally significant to Black people and Black history (Conversation Africa). Another example of this involves author Joseph Boyden, who often writes about Indigenous cultures in his fiction (Associated Press). Some Indigenous people have contested whether Boyden's claims to be a member of an Indigenous community are accurate. Many Indigenous authors who believe Boyden is non-Indigenous are offended by Boyden's work and see it as a continuation of the history of Indigenous Peoples that has been recorded primarily by colonizers (CBC). Where is the line between cultural appreciation and cultural appropriation? Do members of racial or cultural groups have rights to their culture that others do not? What does it take to be a member of a group?

References

- Associated Press. "Joseph Boyden: writers should be 'careful' on 'somebody else's turf.'" *CBC News* 5 Mar. 2017. www.cbc.ca/news/entertainment/boyden-careful-turf-1.4010679 (18 Sept. 2017).
- CBC. "An emotional Jesse Wente on the 'remarkable arrogance' of an appropriation prize." *CBC News* May 15, 2017. www.cbc.ca/news/canada/toronto/jesse-wente-appropriation-prize-1.4115293 (18 Sept. 2017).
- Conversation Africa. "Cultural Appropriation: When 'Borrowing' Becomes Exploitation." *HuffPost* June 21, 2016. www.huffingtonpost.com/the-conversation-africa/cultural-appropriation-when-borrowing-becomes-exploitation-10585184.html (18 Sept. 2017).

Sample Case 3

Global Refugee Crisis

Due to the recent conflicts in Syria, and natural disasters in Haiti, among others, we have entered a global refugee crisis. Countries in the global north have been bombarded by refugees who arrive en masse in seek of asylum from war or natural disaster. Many people in the global north have shown discontent towards these incoming asylum-seekers, fearing that their countries cannot handle this influx, or that these refugees will burden their local economies. In Canada, others call these views xenophobic, and openly welcome refugees (Macdonell), claiming that Canada is “arguably a nation not just of immigrants, but of refugees” (Kilian). Initially Justin Trudeau’s openness to refugees was widely supported across the country, but as more and more refugees arrive at Canada’s doorstep, more Canadians are concerned with how we will support them. Canadians are in a difficult position—should we allow more refugees despite the burden they will place on our current residents? How will Canadians develop the support system needed to integrate refugees into Canadian society? More broadly, for whom are we responsible? If we do not accept them, are we morally culpable for the consequences they will face in their home countries?

References

- Kilian, Crawford. “Refugees: Ready or Not, Here They Come.” *The Tyee* 23 Feb. 2017. <https://thetyee.ca/Opinion/2017/02/23/Refugees-Here-They-Come/> (18 Sept. 2017).
- Macdonell, Beth. “Surge of refugee claimants in Manitoba border town prompts temporary shelter.” *CTV News: Winnipeg* 6 Feb. 2017. <http://winnipeg.ctvnews.ca/surge-of-refugee-claimants-in-manitoba-border-town-prompts-temporary-shelter-1.3273216> (18 Sept. 2017).

Sample Case 4

Police at Pride

Pride Parades are held all over the world in communities where LGBTQ2A+ individuals feel safe expressing and celebrating their identities, which were historically oppressed. Recently, many parade organizers have requested an absence of police, or at a bare minimum, an absence of police in uniform due to the historical accounts of police-executed abuse towards LGBTQ2A+ individuals (Canadian Press). Many police and their supporters are offended at the request, stating that Pride Parades started in the pursuit of inclusion, and that Pride organizers should not exclude any group of people. Others feel unsafe in the presence of police officers and do not wish for police to participate. Should police officers be allowed to march in the Pride Parade in uniform?

Reference

Canadian Press. "Pride Winnipeg says police officers welcome at parade, but not in uniform." *Metronews.ca*. 26 May 2017. www.metronews.ca/news/winnipeg/2017/05/26/pride-winnipeg-says-police-officers-welcome-at-parade-but-not-in-uniform.html (18 Sept. 2017).

Sample Case 5

Ban on Junk Food

Obesity is one of the largest health concerns amongst Canadians. Many Canadians suffer from obesity-related illness. Thus, many elementary schools have placed bans on junk food to encourage and create healthy eating habits in their students from a young age (CTV). Some parents and community members are upset by this, as they believe these restrictions infringe on their free choice and ability to raise their children as they see fit. Others oppose these decisions stating that healthy foods are too expensive, and that these bans discriminate against low-income families who may not be able to afford to feed their children healthy foods (Paperny). On a larger scale, Health Canada recently proposed restrictions on advertisements for unhealthy food that are geared towards children (Gaviola). Do parents have ultimate authority over decisions involving their children, whether or not their decisions are healthy? Are these organizations overstepping their boundaries by enforcing such rules?

References

- CTV. "Toronto school bans junk food from students' lunch bags." *CTV News* 16 Oct. 2013. www.ctvnews.ca/canada/toronto-school-bans-junk-food-from-students-lunch-bags-1.1500394# (18 Sept. 2017).
- Gaviola, Anne. "Food fight: Health Canada, advertisers argue over protecting kids from junk food ads." *CBC News* 27 Aug. 2017. www.cbc.ca/news/business/health-canada-junk-food-advertising-1.4251950 (18 Sept. 2017).
- Paperny, Anna Mehler. "Going hungry: Why millions of Canadians can't afford healthy food." *Global News* 25 Mar. 2015. Last updated 1 June 2015. <http://globalnews.ca/news/1903255/going-hungry-why-millions-of-canadians-cant-afford-healthy-food/> (18 Sept. 2017).

Sample Case 6

Mandatory Voting

Two of the most significant problems in Canadian elections are low voter turnout and voter apathy. In recent elections, only about 60 percent of eligible voters cast a ballot in the election (Adams and Flumian). This is a significant drop from the past where voter turnout averaged around 70 percent, and means that only 60 percent of Canadians are making decisions that affect all Canadians. One of the causes of this low turnout is voter apathy, where voters are disinterested in the state of political affairs and do not see a reason to vote. A solution proposed by some is mandatory voting, where all eligible citizens are required to cast a ballot or face fines. Proponents of mandatory voting claim that “[Canadian] democracy depends upon the active participation of its citizens, and, while voting is only one element of political engagement, it remains the very foundation of our democracy” (Harb 4). Those who oppose mandatory voting claim that it goes against a citizen’s freedom not to vote, and that they choose not to vote because they are dissatisfied with the available options, or with the system itself. Others do not feel as though they are informed enough about politics to decide which candidate to vote for, which perhaps indicates a failure from our education system rather than a failure of individual voters. Should we force uninformed citizens to vote? Does mandatory voting go against an individual’s right to choose not to participate? Do voter apathy and low voter turnout indicate a larger problem with our political system?

References

- Adams, Michael, and Maryantonett Flumian. “Many Canadians aren’t voting. Have they stopped caring about democracy?” *Globe and Mail* 26 Jan. 2015. Last updated 25 Mar. 2017. <https://beta.theglobeandmail.com/globe-debate/the-young-are-quitting-politics-and-thats-a-danger-to-our-democracy/article22633913/> (18 Sept. 2017).
- Harb, Mac. “The Case for Mandatory Voting in Canada.” *Canadian Parliamentary Review*. Summer 2005: 4–6. www.revparl.ca/28/2/28n2_05e_Harb.pdf (18 Sept. 2017).

Sample Case 7

Use of Drones in War

Throughout history, the advancement of technology has often followed the need for weapons in times of war. The recent development of unmanned aerial vehicles, better known as drones, to attack members of ISIS and AL-Qaeda in the Middle East is no exception to this. Proponents claim that drones are “far more precise than other weapons systems,” cause less collateral damage, and do not put soldiers in danger as they are operated from a distance (Mockaitis). Others say that they make it too easy to kill, as the soldier operating the drone is removed from the human aspects involved in the killing. They also say that they cause more civilian casualties than governments will admit, which in turn fuels anti-western sentiments in the Middle East and contributes to terrorism. Is war more justified if costs are reduced? How can we ensure that civilians are not injured by drones? Are operators less morally responsible for killing if they are operating a drone, an indirect weapon?

Reference

Mockaitis, Tom. “Drones and the Ethics of War.” *HuffPost* 12 Jan. 2016. Last updated 12 Jan. 2017. www.huffingtonpost.com/tom-mockaitis/drones-and-the-ethics-of_b_8961510.html (18 Sept. 2017).

Sample Case 8

End to School Detentions

Due to their youth, students often arrive late or are absent from class, hand in an assignment late, get in arguments with fellow students, and commit countless other infractions. The timeless response to these behaviours has been to assign the student a trip to detention, where the student will stay for an extended period, as determined by the teacher. Recently students, parents, teachers, and administrators alike have openly opposed this practice, saying that it is archaic and does not create a disincentive for poor behaviour. They argue that often students who are sentenced to detention are treated as though they are “guilty until proven innocent” (Johnson). Those who support this practice say that part of school is learning about rules, and learning the self-control necessary to follow them. More recently some have opposed this style of learning, stating that children with learning disabilities like ADHD have a harder time following these rules. Should detentions or suspensions be meted out regardless of individual circumstances? Would individual treatment appear as injustice?

Reference

Johnson, LouAnne. “Down With Detention!” *Education Week*. 30 Nov. 2004.
www.edweek.org/ew/articles/2004/12/01/14johnson.h24.html (18 Sept. 2017).

Sample Case 9

Welfare Limitations

The welfare system became an essential piece of the modern western state in the middle of the nineteenth century. The welfare state is “founded upon the principles of progressive taxation and universal welfare” (Bell). Under this system, “the community as a whole provides for the other, and those in need receive this provision as of right,” meaning that those who have a little more share with those who have a little less. However, this system counters the fundamental aspects of “the American [Canadian] Dream”: work hard and attain the freedom to do what you want with your income. Many people oppose the welfare system, claiming that it promotes freeloaders, people who don’t work because they receive what they need from the system. Does the welfare system promote freeloaders? Are there limits to the care we provide for those in need? Does it create a state of helplessness or undeserved entitlement for some? Or are we responsible for the most vulnerable in society?

Reference

Bell, David. “Welfare state expresses an ideal of the good society.” *The Guardian*. 3 Nov. 2010. <https://www.theguardian.com/society/joepublic/2010/nov/03/welfare-state-ideal-good-society> (18 Sept. 2017).

Sample Case 10

Artificial Intelligence

Technology has been improving human life for the entirety of human existence. As our society gets more advanced, we are approaching a critical point in our development of technology, the development of artificial intelligence. For most of human existence, the factor that separated us from the rest of the animal kingdom was our superior intellect. Current researchers are engineering artificial intelligence that matches our own intellect, challenging human superiority. Many people fear that once we create these advanced forms of artificial intelligence, we will be unable to stop them from continuing to advance themselves, and possibly overriding our mortal domination (Dowd). Others suggest that these robots simply make life easier, and are simply a continuation of technological improvements of human life. Is there a risk to the development of artificial intelligence? Should there be limits to the development or do limits stifle advancements?

Reference

Dowd, Maureen. "Elon Musk's Billion-Dollar Crusade to Stop the A.I. Apocalypse." *Vanity Fair*. 26 Mar. 2017. www.vanityfair.com/news/2017/03/elon-musk-billion-dollar-crusade-to-stop-ai-space-x (18 Sept. 2017).



Appendices

Appendix A: Judges' Orientation

Judges' Role

- Review ethics cases prior to the Ethics Bowl.
- Understand how an Ethics Bowl is different from a debate. (See Introduction.)
- Be familiar with evaluation criteria. (See below.)
- For each round:
 1. Complete scoring sheets for Team A and Team B.
 2. Ask probing questions of Team A at designated time. (See Sample Questions below.)
 3. Complete written feedback to each team, including observations and advice.

Note: During a round, judges should only converse with each other during the question period and while writing feedback. Judges should not converse with students about any of the cases between rounds.

Evaluation Criteria

Does Team A (as lead team)

- focus on what is ethically important about the case and related issues?
- address the complexities of the issue?
- articulate why the issue is polarizing? why it may be difficult to find agreement?
- identify alternate perspectives that animate the issue?
- demonstrate flexibility and adaptability in their thinking?
- weigh possibilities and take a stance on the issue(s)?
- use evidence and research to support their position?
- demonstrate active listening?
- after hearing ideas raised by Team B, just reiterate their original position, or synthesize new ideas to reach clarity and deep understanding?
- demonstrate respect for Team B and the judges?
- answer the question posed by the moderator?

Does Team B (as responding team)

- demonstrate active listening?
- show respect for Team A?

- understand Team A's position, or ask for clarification?
- acknowledge perspectives raised by Team A, which they support?
- use evidence and research to support their position?
- challenge Team A's assumptions? correct factual errors or misperceptions?
- simply agree with, or argue with Team A? or, present new perspectives to help take the dialogue to a deeper level?
- simply restate what they understood Team A to mean? or, ask probing questions that help Team A expand their thinking?
- help Team A strengthen or change their position?

Judges' Question Period

- Judges should confer with each other before asking questions of the students.
- Judges *should not* put students on the spot, ask students to defend positions, or use leading questions to impose their own beliefs on students.
- Questions should
 - be reflective and probing
 - prompt deeper or expanded thinking
 - be open-ended, require the application of new knowledge, or help to surface underlying assumptions, implications, or issues not yet articulated

Sample Questions

- Can you clarify what you meant when you said _____?
- Team B raised the idea that _____. Can you explore this idea more deeply?
- Who in society would be most affected by a change in how we handle this issue in Canada today?
- The issues in this case focus on the micro level. Can you address the macro/big picture perspectives? (or vice versa)
- How can we soften or mitigate problems that might arise?
- How might your position on this issue affect _____? (e.g., name a particular group of people; the environment; other countries)
- Do you foresee any implications of your position that have not yet been raised in this conversation?
- What in society or history makes this a relevant issue for us, here and now?
- How might _____? What if _____? Tell me more about _____.

Judges' Scoring Rubric and Judges' Score Sheet

Ethics Bowl Scoring Rubric

Part 1: Presenting Team's Initial Presentation (15 points total)

a. Did the presentation clearly and systematically address the moderator's question?

- 5 = Comprehensive presentation. Clearly and systematically addresses important issues and demonstrates excellent understanding of moderator's question. Takes a clear position and articulates reasons for point of view, including relevant and corroborating evidence.
- 4 = Reasonably comprehensive and systematic presentation. Addresses and develops most issues relevant to the question. Provides some degree of rationale and corroborating evidence for position.
- 3 = Minimal awareness of issues surrounding moderator's question and unclear position. Limited corroborating evidence for position. Many important issues are missed entirely.
- 2 = Underdeveloped presentation. Little attention paid to moderator's question. Serious problems with logic of position.
- 1 = Presentation is confusing. No understanding of important issues. Does not address or answer moderator's question.

b. Were the central ethical and moral dimensions of the case clearly and thoroughly discussed?

- 5 = Demonstrate thorough understanding of the ethical and moral dimensions of the case. Also explores socio-cultural values surrounding related issues. Explicit and rational reasoning is evident.
- 4 = Ethical and moral dimensions of the case are identified. Demonstrates good understanding of related issues. Rationale and corroborating evidence for position are also presented.
- 3 = Adequate understanding of ethical and moral dimensions of the case. Underdeveloped discussion.
- 2 = Minimal understanding of issues related to the case. Inadequate discussion of ethical and moral dimensions.
- 1 = Little or no understanding of ethical and moral dimensions of the case.

c. Did the presentation indicate awareness and thoughtful consideration of different and conflicting viewpoints?

- 5 = Insightful awareness, analysis, and discussion of different viewpoints, including conflicting viewpoints.
 - 4 = Good awareness of different viewpoints. Good analysis and discussion of differing perspectives on the issue.
 - 3 = Very basic awareness and underdeveloped discussion of different viewpoints. Does not fully address opposing viewpoints.
 - 2 = Minimal awareness or consideration of different viewpoints. Little understanding of the complexities of the issue.
 - 1 = Does not address different viewpoints or complexities of the issue.
-

Ethics Bowl Scoring Rubric

Part 2: Responding Team's Commentary on Opposing Team's Initial Presentation (10 points)

To what extent has the responding team addressed and engaged with the position of the presenting team?

- 10 = Especially insightful response. Demonstrates active listening, as well as a spirit of respectful challenge. Takes intellectual risks to create new ways of thinking. Asks probing questions and provides ample evidence for positions taken.
- 9 = Solid response. Demonstrates strong listening skills, addresses most of the issues, and poses insightful questions. Challenges opposing team's position by exploring alternative viewpoints. Provides good evidence for positions taken.
- 7-8 = Good response. Demonstrates good listening skills and understanding of issues. Makes some attempt to challenge and examine opposing team's point of view, using some evidence. Asks good questions.
- 5-6 = Adequate response. Some important points made, but few insights. Some demonstration of active listening. Few, if any, questions posed.
- 3-4 = Inadequate response. Mostly argues for own viewpoint. Minimal attempt to explore different perspectives. No questions posed.
- 1-2 = Does not address or engage with the ideas presented by opposing team. Argues only for own viewpoint.

Part 3: Presenting Team's Response to Opposing Team's Commentary (10 points)

How did the presenting team respond to the opposing team's commentary?

- 10 = Excellent, insightful response. Open to, and synthesizes, new ideas presented by opposing team to take original position to another level.
- 8-9 = Very good response. Acknowledges and addresses key points raised by opposing team. Demonstrates some flexibility of thinking and openness to new ideas and ways of thinking.
- 6-7 = Good response. Demonstrates understanding of ideas presented by other team, but incorporates few, if any, new points of view that would take original position to a new level.
- 4-5 = Response seriously lacking. Team mostly restates original position, with little or no consideration of issues raised by opposing team.
- 1-3 = Inadequate response. Restates position; ignores commentary from opposing team.

Ethics Bowl Scoring Rubric

Part 4: Presenting Team's Response to Judges' Questions (20 points)

How did the presenting team respond to the judges' questions?

- 20 = Exceptional response. Evidence of deep reflection and expanded thinking.
- 17–19 = Solid response. Thoughtfully addresses key points raised by judges. Demonstrates reflective analysis.
- 13–16 = Good response to judges' questions. Demonstrates understanding of issues raised.
- 9–12 = Mostly restates original position. Addresses some issues raised by judges' questions.
- 5–8 = Minimal understanding of issues raised by judges' questions.
- 1–4 = No understanding of, and/or minimal response to, issues raised by judges' questions.

Did the teams engage in respectful dialogue? (5 Points per Team)

- 5 = Respectfully engages all parties in an exceptionally open and productive discussion.
- 4 = Respectfully engages with other team's arguments and ideas.
- 3 = Respectful of other team's argument, with marginal engagement.
- 2 = Dismissive of other team's presentation and position.
- 1 = Combative and dismissive of other team's position.

High School Ethics Bowl Judges' Score Sheet

Judge's Name

Match No.

Case #1

Team A

1. Presentation (Criteria Part 1)	Score
a. Did the team's presentation answer the moderator's question in a clear and coherent manner? (1 to 5)	
b. Was the team able to discuss the moral and ethical dynamics of the case? (1 to 5)	
c. Did the team demonstrate the capacity and awareness of competing viewpoints, including those of the opposing team? (1 to 5)	
Total a, b, c	/15
2. Response to Feedback from Team B (Criteria Part 3)	/10
3. Response to Judges' Questions (Criteria Part 4)	/20
Total 1, 2, 3	/45
End of Team A Session	
Team A Commentary on Team B on Case #2 (Criteria Part 2)	/10
Team A Respectful Dialogue	/5
Grand Total	/60

Judge's Comments

High School Ethics Bowl Judges' Score Sheet

● Case #2

● Team B

1. Presentation (Criteria Part 1)	Score
a. Did the team's presentation answer the moderator's question in a clear and coherent manner? (1 to 5)	
b. Was the team able to discuss the moral and ethical dynamics of the case? (1 to 5)	
c. Did the team demonstrate the capacity and awareness of competing viewpoints, including those of the opposing team? (1 to 5)	
Total a, b, c	/15
2. Commentary to Feedback from Team A (Criteria Part 3)	/10
3. Response to Judges' Questions (Criteria Part 4)	/20
Total 1, 2, 3	/45
End of Team B Session	
Team B Commentary on Team A on Case #1 (Criteria Part 2)	/10
Team B Respectful Dialogue	/5
Grand Total	/60

Judge's Comments

Regional High School Ethics Bowl **Judges' Team Feedback**

Team

Match No. 1 2 3

The team's strong points include the following:

The team could improve in the following areas:

Thank you for being part of the Manitoba High School Ethics Bowl!

Appendix B: Moderator's Instructions and Script

In an envelope will be the following:

- moderator's script
- 14 copies (one for each team member, judge, and moderator) of each case and question
- three judges' score sheets
- three criteria rubric forms
- a coin
- scrap paper
- two judges' feedback forms

The moderator needs to bring his or her own stopwatch or smartphone app.

Distribute the score sheets and rubric forms to the judges. Make sure that the judges have had time to write their names on the score sheets. Do not distribute the cases or questions. Teams should have shaken hands prior to the start of the match.

1. Welcome everyone. Start off with the following acknowledgement:

We would like to acknowledge that we are located on the original lands of the [insert appropriate Indigenous Peoples for your location—for example, in Winnipeg, "Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene Peoples, and on the homeland of the Métis Nation"]. We recognize the colonization endured by Indigenous Peoples, and we are committed to working in partnership with Indigenous communities toward justice, equity, and reconciliation.

Introduce the schools involved in the match and yourself, and ask the judges to introduce themselves.

2. Welcome the schools and ask each team to introduce themselves.

3. State the rules:

Teams can only consult with their own teammates. No one from the audience including the coaches can communicate verbally or nonverbally. The audience must remain quiet throughout the match when it is not their turn to speak. Judges can only consult with each other at the end when deciding which question will be asked and when filling out the feedback form for the teachers. Students can use the scrap paper to communicate amongst themselves and for note taking.

4. Turn to the team to your left and ask the following: *Heads or tails?* The team calls, and you flip the coin.

The coin is [heads/tails]. The winning team decides if they want to present first or have the other team present first.

The team will make its choice—either to present first or to allow the other team to present the first case. Turn to the team that will present first.

If the winning chooses not to go first, they will go first in the second half of the round.

5. *Okay, _____ [name of high school], you will present first and are known as **Team A**. Judges, please note this on your score sheet that _____ [name of high school] is **Team A**, and _____ [name of high school] is **Team B**.*
6. *At this point, distribute a copy of the case/question to the judges and face down to the teams. We are ready to begin! The case is # _____ [read the case]. The question is _____ [read case question].*
7. *Team A, you now have **up to two minutes** to confer before beginning your presentation. Either team may take notes, but Team A is the only team allowed to speak during this time.*
Give Team A two minutes to confer.
8. *Team A now has **five minutes** to make its presentation. Any member of the team may speak, one at a time. Team A, I will give you reminders when there are **three minutes** and **one minute remaining**.*
Give Team A five minutes for its presentation, giving them the time reminders. If teams use up all of their time, tell them that time is up, but allow them to finish the last sentence.
9. *Judges, please mark your scores for Team A's presentation.*
Wait a few moments for the judges to mark their score sheet.
10. *Team B, you now have **one minute** to confer. Either team may take notes, but Team B is the only team allowed to speak during this time.*
Give Team B one minute to confer.
11. *Team B, you now have **up to three minutes** to comment on Team A's presentation. Any member of your team may speak, one at a time. Team B, I will indicate when you have **one minute remaining**.*
Give Team B up to three minutes for its commentary, giving them a one minute reminder.
12. *Judges, please write down your scores for Team B's commentary.*
Wait a few moments for the judges to mark their score sheets.
13. *Team A, you now have **one minute** to confer. Team A is the only team allowed to speak during this time.*
Give Team A one minute to confer.

14. Team A has **three minutes** to respond to Team B's commentary. Any member of your team may speak, one at a time. Team A, I will indicate when you have **one minute remaining**.

Give Team A three minutes for its response, giving them the reminder.

15. Thank you. Judges, please write down your score for Team A's response.

Wait a few moments for the judges to mark their score sheets.

16. Now the judges will have an opportunity to ask Team A questions. The question and answer session may be up to 10 minutes long. Each judge may ask one question and one brief follow-up question. I will let you know when there are **two minutes remaining** in the Q & A.

Judges, would you like 30 seconds to confer or are you ready to ask questions now?

If they need to confer, give them 30 seconds or so.

Okay, judges, you may begin.

Judges will ask questions, and Team A will answer for up to 10 minutes. You may need to remind the judges to keep their questions as brief as possible.

17. Thank you. Judges, please score Team A's responses to your questions. I will collect the used paper while you finish your scoring and comments.

Part 1 of Round Finished

18. Judges are you ready to begin Part 2 with Team B?

Pass out the case and question to each judge and each team.

19. I will now read the case and question for Team B. The case is # _____, [read title of the case]. The question is _____ [read case question].

20. Team B, you now have up to **two minutes** to confer with each other before beginning your presentation. Either team may take notes, but Team B is the only team allowed to speak during this time.

Give Team B two minutes to confer.

21. Team B now has **five minutes** to make its presentation. Any member of the team may speak, one at a time. Team B, I will give you reminders when there are **three minutes** and **one minute remaining**.

Give Team B five minutes for its presentation, giving them the time reminders. If teams use up all of their time, tell them that time is up, but allow them to finish the sentence.

22. Judges, please mark your scores for Team B's presentation.

Wait a few moments for the judges to mark their score sheets.

23. Team A, you now have **one minute** to confer. Either team may take notes, but Team A is the only team allowed to speak during this time.
Give Team A one minute to confer.
24. Team A, you now have up to **three minutes** to comment on Team B's presentation. Any member of your team may speak, one at a time. Team A, I will indicate when you have **one minute remaining**.
Give Team A up to three minutes for its commentary, giving them a one-minute reminder.
25. Judges, please write down your scores for Team A's commentary.
Wait a few moments for the judges to mark their score sheets.
26. Team B, you now have **one minute** to confer. Team B is the only team allowed to speak during this time.
Give Team B one minute to confer.
27. Team B has **three minutes** to respond to Team A's commentary. Any member of your team may speak, one at a time. Team B, I will indicate when you have **one minute remaining**.
Give Team B three minutes for its response, giving them a one-minute reminder.
28. Thank you. Judges, please write down your score for Team B's response.
Wait a few moments for the judges to mark their score sheets.
29. Now the judges will have an opportunity to ask Team B questions. The question and answer session may be up to 10 minutes long. Each judge may ask one question and one brief follow-up question. I will let you know when there are **two minutes remaining** in the Q & A.
Judges, would you like 30 seconds to confer or are you ready to ask questions now?
Judges will ask questions, and Team B will answer for up to 10 minutes. You may need to remind the judges to keep their questions as brief as possible.
30. Thank you. Judges, please score Team B's responses to your questions, finish up your score sheets, and complete the feedback form for the teachers.
31. Thank you to both teams for a great round. Teams can now shake hands. The scores will be given after the third round.
Judges will you please use this time to write your final score and vote for the winning team on your tally sheet.
Pick up all material, place in an envelope, and give to a committee member.



Who to Contact

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