



EduTrend Contents

P4C · KINDNESS AND CARE · HIGH SCHOOL

The Ethics of Care

Should we care more for those close to us, or treat everyone the same?

Ages 15–18

Level: Advanced

60 minutes

Circle and pairs · up to 30

Activity 05

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 05 · AT A GLANCE

The Ethics of Care

Students explore two views. Impartial ethics says everyone counts equally, so we should not favour our own. Care ethics, developed by thinkers such as Carol Gilligan and Nel Noddings, says moral life starts from caring relationships. Teams test both on dilemmas: helping a sibling revise versus tutoring a stranger who needs it more, or spending time with a lonely grandparent versus volunteering widely.

Learning outcomes

By the end of the session students can:

- explain care ethics and impartiality;
- apply both to dilemmas;
- evaluate strengths and weaknesses;
- reach a reasoned view.

KEY WORDS

care ethics · impartiality · relationship · partiality · duty · compassion

CURRICULUM LINKS

Philosophy and RE: ethical theories. Health and social care: caring roles. PSHE: relationships.

1**STIMULUS**

Share something to think about

2**THINK**

Quiet thinking time

3**QUESTION**

Create and choose a question

4**ENQUIRE**

Reason together

5**BUILD**

Agree, disagree, add

6**REFLECT**

Last words

Materials (per class)

- Dilemma cards
- View summary sheet
- Question and thinking-move cards
- Worksheets 1, 2 and 3

Before the session

- Read the stimulus and note possible concepts.
- Prepare question and thinking-move cards.
- Set out a circle so everyone can see each other.
- Print the worksheets.

SAFETY

Everyone may pass. Discuss ideas, not people, and use the story or invented examples rather than personal situations.

ACTIVITY 05 · SESSION PLAN

Step by step

Stay neutral: ask for reasons, examples and counter-examples rather than giving your own view.

Time	What happens	Say or ask
0–10 min Stimulus	Introduce the two views and the dilemma cards.	<i>"What did you notice?"</i>
10–22 min Questions	Students create questions in pairs and vote on one.	<i>"Which question is most interesting to talk about?"</i>
22–52 min Enquiry	Enquire into the chosen question, building on each other's ideas.	<i>"Should we care more for those close to us?"</i>
52–60 min Last words	Each person says one last thought or passes.	<i>"Has your thinking changed?"</i>

CHALLENGE CARD (print or copy onto the board)

Argue for how much partiality is acceptable, using both views and an objection.

ACTIVITY 05 · FACILITATOR NOTES

The philosophy in brief

Carol Gilligan's *In a Different Voice* (1982) and Nel Noddings's *Caring* (1984) helped develop care ethics.

Impartial theories hold that everyone's interests count equally; critics say this ignores the value of relationships.

Common ideas to listen for

- "Care ethics is just being nice." It is a theory of moral life.
- "Impartiality means not caring." It means counting everyone fairly.
- "Family always comes first." Ask when and why.

Adapting the activity

Support

Use one dilemma.

Stretch

Find a case where both views agree and one where they conflict.

WORKSHEET 1

Our questions

Name: _____

Class: _____ Date: _____

Write questions the stimulus makes you wonder about.

Our questions

Question	Who asked	Votes

WORKSHEET 2

Two views

Apply.

Two views

Dilemma	Care ethics says	Impartial ethics says

WORKSHEET 3

Last words

Before and after.

Is caring a feeling, an action or both? Before the enquiry I thought... Now I think... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Asks a philosophical question	Gives reasons and examples	Listens and builds on others

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

The Ethics of Care is a sample activity from the EduTrend Contents P4C Kindness and Care programme (high school, level: advanced). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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