

# Subject Spotlight Lesson Plan

<b>Title of Session</b>	<b>Subject Spotlight: Medicine – Medical Ethics and the Law</b>
<b>Description:</b>	This workshop explores the topic of medical ethics and law. We will work through the case of Charlie Gard and his parent’s legal battle. It explores the themes of quality of life, best interest and child consent. The purpose of the workshop is to ignite discussion and get young people thinking. It explores keys ethical concepts in medicine and creates a platform for thought and debate.

<b>Duration of session:</b>	~35 mins	<b>Target Audience:</b>	Y10/11/12/13
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<b>Regional Progression Framework - Learning Outcomes:</b>
LO1 - Awareness of HE and the different opportunities available. Be able to challenge any myths relating to HE.
LO2 - Identify the link between GCSE attainment and progression opportunities and how these can support life or career goals
LO5 - Learner knows how to research different routes into HE and how to make an application
<b>Gatsby Benchmarks:</b>
7. Encounters with Further and Higher Education - All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

**Please note: It is important for the teacher to be aware of the case of Charlie Gard so as to recognise any students who may find the workshop challenging. The workshop has been designed and delivered respectfully but acknowledges that it is a difficult discussion.**

Timings:	Activity/Task/Information:	Instructions for teacher:	Resources needed:
0.00 – 2.28	What is Medical Ethics and Law?		
2.28 – 7.27	The Charlie Gard Case: <ul style="list-style-type: none"> <li>• What does quality of life mean?</li> </ul>	Pause video at 5.08. Ask students to think about what quality of life is. The students should take a couple of minutes to discuss in pairs. The teacher can facilitate a short feedback of answers. Pause video at 6.27 for students to discuss whether Charlie has quality of life.	
7.27 – 11.00	The Charlie Gard Case: <ul style="list-style-type: none"> <li>• What does best interest mean?</li> </ul>	Pause video at 9.39. Ask students to think about what best interest means. The students should take a couple of minutes to discuss in pairs. The teacher can facilitate a short feedback of answers. Pause video at 10.43. for students to discuss how they think the doctors came to this decision.	
11.00 – 13.32	The Charlie Gard Case: <ul style="list-style-type: none"> <li>• Legal Fight</li> <li>• Parents and doctors – who decides?</li> </ul>	Pause video at 13.32. The students should consider the role of parents and doctors in making decisions for children. Students should discuss in pairs and the teacher can facilitate a short discussion if felt appropriate.	
13.32 – 19.05	<ul style="list-style-type: none"> <li>• The Law</li> <li>• Media Attention</li> <li>• Continued legal fight</li> </ul>	Pause video at 16.35. The students should sit in pairs or ideally in small groups. They should be given 5 minutes to discuss the questions. The teacher should pause the recording when indicated. It would be beneficial if it could be highlighted again at this point that there are no right or wrong decisions and that this is to facilitate positive discussion.	
19.05 - end	<ul style="list-style-type: none"> <li>• Take home points</li> </ul>	Teacher to share resources listed below with students who would like to find out more about this case or about studying Medicine.	

**Overview of all resources:**

Resources to share with students:

For more info about the Charlie Gard case:

<https://www.bbc.co.uk/news/health-40554462>

Medicine and Allied Subjects guide:

<https://www.ucas.com/explore/subjects/medicine-and-allied-subjects>

Guide to studying Medicine:

<https://www.thecompleteuniversityguide.co.uk/subject-guide/medicine>

What can I do with a Medicine degree:

<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/medicine>
