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## Lesson plan

# Genetic technology

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This lesson plan will help you use the article on pp. 5–9 of the magazine in class.

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|---------------------------------|--|
| <b>The big picture</b>          | Discuss the recent developments in genetic technology.   |
| <b>Learning objectives</b>      | <p>What? Genetic technology: key points, strengths and weaknesses.</p> <p>Why? To compare, evaluate and analyse whether genetic technology should continue to be developed and religious responses to its use.</p> <p>How? After studying this topic, students should be able to define what is meant by genetic technology. Also, they can explain its strengths and weaknesses and differing responses to its use.</p>               |
| <b>Starter activity</b>         | Create a table comparing the differences between genetic technology past and present. Students should discuss the concept of the sanctity of life in relation to genetic technology.   |
| <b>Lesson activities</b>        | <p>(a) Watch <i>Gattaca</i> and write down relevant questions raised by the film. Discuss the relevance and importance of genetic technology in twenty-first century.</p> <p>(b) A literacy-based task where students read and annotate the article and raise questions on aspects that they do not understand. Followed by discussion.</p> <p>(c) In groups or pairs students create PowerPoints/revision materials on the topic.</p> |
| <b>Plenary</b>                  | Examination question on genetic technology.  |
| <b>Homework task</b>            | Research the relevant information in the <i>Twelve Tables of Roman Law</i> and summarise each one.   |
| <b>Assessment opportunities</b> | Using the mark scheme, students should self-assess their work with feedback from the teacher.  |
| <b>Differentiation</b>          | Teachers may wish to make key points on a worksheet for dyslexic or EAL students.  |

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