NATIONAL HIGH SCHOOL ETHICS BOWL

Regional Case Pairings and Questions (2025-2026)

ABOUT THIS DOCUMENT

The cases in this year's Regional Case Set were compiled for affiliated Regional Competitions during the 2025-2026 National High School Ethics Bowl season. Authored by a diverse group of community members, cases have been edited for content, clarity, and pedagogical focus by an Editorial Board composed of NHSEB's Executive Committee and Case Advisory Committee. More information on NHSEB personnel is available at **nhseb.org/people**.

That same editorial process has been extended to the assembly of case pairings below as well as the pedagogical design of our recommended competition questions, as well as their selection for each round of NHSEB-affiliated Regional Competitions. Organizers are highly encouraged to use this document as a resource, and to adopt these recommendations as Moderator Questions for their competitions. While questions ultimately used at a competition are at the discretion of the Organizer, discussion questions initially included with the case set *should not* be used as competition questions in NHSEB qualifying events.

ROUND 1

A. **The Cyborg Games**:
As technology blurs the line between human ability and artificial enhancement, how should we decide which advantages belong inside fair competition?

B. **Paving the Way**:
What principles should guide our efforts to make natural spaces accessible to the public, when doing so impacts the plants and animals that live there?

ROUND 2

A. **No Hugging Zone**:
In what ways, if any, does a person's incarceration and considerations of safety, efficiency, and the purpose of punishment alter the respect owed to their personal wishes and basic social needs—such as meaningful contact and connection with others?

B. **Public Record, Private Lives**:
While lots of sensitive information is technically public, how should we distinguish between a right to know and a duty to respect privacy in determining what information should be publicly accessible?

ROUND 3

A. **Healthy Profits**:
If GLP-1 drugs influence the kinds of food that people crave, what moral responsibilities should corporations, or the regulations that control them, consider when designing new products?

B. **Too Young to Rent a Car**: Given that age and brain development may impact a person's decision making ability, how should evolving knowledge about brain development inform the sentencing of young offenders to ensure legal decisions are fair?

ROUND 4

    A. **A Pound of Flesh**:
    If society offers incarcerated people the chance to trade bodily autonomy for reduced punishment, what principles could help us determine whether such a choice is genuinely autonomous or exploitative?

    B. **Fido as Feed**: If using the bodies of some animals for food is seen as wrong but others acceptable, what could make that difference morally defensible?

SEMI-FINAL ROUND

    A. **Pulled to Protect**:
    When parents and the state disagree about what promotes a child's best interests, whose authority should prevail, and on what grounds?

    B. **Whose Germline is it Anyway**:
    Given the fast paced advances in genetic engineering, how do we determine what kinds of research and intervention involving human subjects are morally acceptable?

CHAMPIONSHIP ROUND

    A. **Mission: Admission**
    Given that many colleges use service projects as evidence for good character, what moral considerations should students take into account when deciding what projects they engage in and how they present those projects to colleges?

    B. **Grade Expectations**:
    Given the potential for AI tools to both benefit and disrupt education, what should its use and the relationship between teacher and student look like?

OPTIONAL: ALTERNATE PAIRING 1

    A. **Calling Dr. Alexa**:
    What are the morally relevant differences between a human and an AI when both could provide aid to a person in need?

    B. **Dead Men DO Tell Tales**:
    What are the morally relevant differences between using AI to create representations of the dead in educational settings, like museums, and using AI in courtrooms?