

Lesson S-1

Time Required: 30 minutes

Principles:

Students will understand the relationship between personal qualities, education, training and the world of work.

Objectives (Students will...):

Identify steps which can be used to resolve ethical issues related to school or work situations.

Goals:

Students will identify ethical issues related to school and apply steps to good ethical decisions

Activity Statements:

Students will analyze school scenarios and decide on ethical practices for each.

Materials:

Handout 1 – List of ethical and unethical practices.

Handout 2 – Scenarios with unethical school situations

Handout 3 – Ethical decision making process

Procedures:

1. Distribute Handout 1 – Review the list of ethical and unethical practices
2. Distribute Handout 2 - Divide students into 3 groups and assign each group one of the scenarios.
3. Have students discuss the scenario in their group and decide which practices are ethical and unethical.
4. Have each group report out to the entire group the results of their discussion.
5. Distribute Handout 3 – Review the decision making process. List ethical ways to handle each of the scenarios.

Discussion:

Why is it difficult to know what to do in situations related to making ethical decisions? What are the obstacles to “doing the right thing?”

How factors help you make the right decision?

Additional Resources:

<http://www.goodcharacter.com/NFS/SchoolToWork.html>

<http://www.goodcharacter.com/dilemma/archive.html> - Additional dilemmas

<http://www.scu.edu/ethics/practicing/focusareas/education/>

<http://www.scu.edu/ethics/practicing/decision/>

<http://www.globalethics.org/resources/dilemmas.htm>

S-1 Handout 1 – List of ethical and unethical practices.

Ethical Behavior in School

The Principles of Ethics:

- Honesty
- Golden Rule
- Responsibility
- Compassion
- Perseverance
- Respectfulness
- Cooperation
- Civic Duty
- Courage

Ethical Practices

- Do your own work unless otherwise directed by teacher
- Complete each daily homework assignment with a focus on what is to be learned Refrain from acts of academic dishonesty
- Do not take credit for work done by anyone else
- Refuse to aid any form of academic dishonesty
- Read, understand, and abide by your school’s academic honesty policy.

Unethical Practices:

Cheating: the use of notes, documents or answers during tests, or the copying of one student’s completed assignments or answers by another; allowing another to do the same; or having access to information such as formulas or calculations, notes etc., except where expressly allowed. Giving or receiving limited help in trouble-shooting a part of an assignment is not normally considered cheating. However, allowing another student to write any part of an assignment, copying another’s file or assignment, and excessive collaboration on assignments, are all considered cheating (unless specifically approved otherwise). The student providing such assistance is considered to be cheating as well. Never allow another student to look at your assignment nor to borrow your electronic file. It is also considered cheating for a student to have access to unauthorized information designed to assist during a test. Having access to an answer or related information in whatever form, whether or not it is used, is considered cheating.

Plagiarism: the use of another’s words, ideas, or creative productions without assigning credit to the original source. To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is stealing something intangible rather than an object. Obviously, it is not necessary to state the source of well-known or easily-verifiable facts, but students are expected to acknowledge the sources of ideas and expressions they use in their written work, whether those expressions are quoted directly or paraphrased. To provide adequate documentation is not only an indication of academic honesty, but also a courtesy which enables the reader to consult your sources with ease. Failure to do so constitutes plagiarism. It is also considered plagiarism and/or cheating if a student submits a paper written in whole or in part by someone other than himself or herself, or copies the answer or answers of another student in any test, examination or take-home assignment.

S-1 Handout 2 – Scenarios with unethical school situations

#1: Archer is facing a thorny, but common, ethical dilemma: should he lie to his parents in order to receive a reward he's not entitled to, or tell them the truth and give up the reward? _____

#2: Three of David's classmates have created an offensive website that attacks students and teachers. The principal wants to know who did it and David is the only one who knows. Should he lie to the principal or betray his classmates? _____

#3: Erin's chemistry teacher made a huge mistake on Erin's final grade. A mistake that was very much in Erin's favor. Should Erin point out the mistake to her teacher, or accept her good fortune quietly and gratefully? _____

S-1 Handout 3 – Ethical decision making process

The Ethical Decision Making Model at a Glance

1. Identify the problem.
2. Refer to Code of Ethics.
3. Determine the nature and dimensions of the dilemma.
4. Generate potential courses of action.
5. Consider the potential consequences of all options, choose a course of action.
6. Evaluate the selected course of action.
7. Implement the course of action.

Framework for Ethical Decision Making

Recognize an Ethical Issue

1. Is there something wrong personally, interpersonally, or socially? Could the conflict, the situation, or the decision be damaging to people or to the community?
2. Does the issue go beyond legal or institutional concerns? What does it do to people, who have dignity, rights, and hopes for a better life together?

Get the Facts

3. What are the relevant facts of the case? What facts are unknown?
4. What individuals and groups have an important stake in the outcome? Do some have a greater stake because they have a special need or because we have special obligations to them?
5. What are the options for acting? Have all the relevant persons and groups been consulted? If you showed your list of options to someone you respect, what would that person say?

Evaluate Alternative Actions from Various Ethical Perspectives

6. Which option will produce the most good and do the least harm?
7. Even if not everyone gets all they want, will everyone's rights and dignity still be respected?
8. Which option is fair to all stakeholders?
9. Which option would help all participate more fully in the life we share as a family, community, society?
10. Would you want to become the sort of person who acts this way (e.g., a person of courage or compassion)?

Make a Decision and Test It

11. Considering all these perspectives, which of the options is the right or best thing to do?
12. If you told someone you respect why you chose this option, what would that person say? If you had to explain your decision on television, would you be comfortable doing so?

Act, Then Reflect on the Decision Later

13. Implement your decision. How did it turn out for all concerned? If you had it to do over again, what would you do differently?