

<b>Date: Sept. 19 &amp; 26, 2018</b> <b>Grade Level: 10<sup>th</sup></b>	<b>GHS Seminar</b>
<b>Recommended Sequence</b>	<b>Seminar Meeting</b> Note: This is a two-part Seminar (Sept. 19 <sup>th</sup> & 26 <sup>th</sup> – if needed)
<b>Objective(s) / Learning Target(s):</b>	<ol style="list-style-type: none"> <li>1. Students will understand the relationship between personal qualities, education, training and the world of work.</li> <li>2. Students will identify steps which can be used to resolve ethical issues related to school or work situations.</li> </ol>
<b>Materials Needed:</b>	Scenarios, Dilemmas, & Situations (see below) <b>Handout 3 – Ethical Decision Making Process</b>
<b>Suggested Process:</b>	<ol style="list-style-type: none"> <li>1. Ask students to share any pieces of good news they might have since the last time your Seminar met (could be school-related, extracurricular, personal, etc.)</li> </ol> <p><u>ACTIVITY:</u></p> <ol style="list-style-type: none"> <li>1. Ask students what they think “ethical” means? You can list some of the key words they use on the board.</li> <li>2. Once they have done this, start a T-Chart on the board: On one side, have them list examples of ethical behavior, on the other side have them list examples of unethical behavior (they can focus on the school setting or life outside of school if they want). Examples might be . . .             <ul style="list-style-type: none"> <li>• Do your own work unless otherwise directed by teacher</li> <li>• Complete each daily homework assignment with a focus on what is to be learned</li> <li>• Refrain from acts of academic dishonesty</li> <li>• Do not take credit for work done by anyone else</li> <li>• Cheating, plagiarism</li> </ul> </li> <li>3. Divide students into 4 groups. Then project one of the scenarios (below) so that the students can read it (if you want to read it aloud, go crazy).</li> <li>4. Have students discuss the scenario in their group and decide which practices are ethical and unethical. The discussion questions for each scenario are below it:</li> <li>5. Have each group report out to the entire group the results of their discussion.             <ul style="list-style-type: none"> <li>• Do the groups differ or are they similar in their reasoning?</li> <li>• Why do they think the way they do?</li> <li>• Let them disagree, argue, and make good claims about their reasoning – this is good discussion fodder!</li> </ul> </li> <li>6. Continue with the next few scenarios until you are finished.</li> <li>7. Lastly, take them through Handout #3</li> </ol>
<b>Discussion Questions:</b>	<ol style="list-style-type: none"> <li>1. Why is it difficult to know what to do in situations related to making ethical decisions?</li> <li>2. What are the obstacles to “doing the right thing?”</li> <li>3. How factors help you make the right decision?</li> </ol>

## **Scenarios, Dilemmas, & Situations**

**#1) Julia's best friend has turned against her and is now organizing the other girls to exclude and isolate her. She has no idea why this would happen. What can Julia do?**

- What do you think she should do now?
- Why do you think the “other girls” didn’t stick up for her?
- Has this sort of thing ever happened to you or to someone you know?
- Have you ever been in her position?
- How do you think this situation would be different if the case involved boys instead of girls?
- Why do you think people pick on others, and why do others join in?
- What do you do when you see or hear someone in your class making fun of someone? Do you join in? Speak up for the person? Say nothing? Why do you think you react that way?
- Have you ever felt that a good friend turned his or her back on you? What happened and what did it feel like?

**#2) Mary started finding notes in her locker and in her backpack that were really upsetting. The notes were unsigned and mean. They said things like: “ You act like a slut” and “You’re a ho.” In the last few months she had started accepting invitations to parties. She had also fooled around with a couple of senior guys. She had a feeling that the notes were from some of the high school girls. What should Mary do?**

- What do you think she should do?
- Would you do the same thing?
- What do you think would happen to someone in our school who was in her situation? (I.e. would she get backlash for hooking up with older guys? Would people gossip about her?)
- How does gossip play a role in your school, in your community?
- Have you ever been in a situation similar to Mary’s? How was it resolved?
- Why do you think people gossip? Have you ever gossiped about someone? Why do you think you did?

**#3) Mark cringes every time he hears his friends use words like "retarded" or "gay" in a derogatory manner. Should he object when it happens, or should he let it pass so people won't think he's weird?**

- What's the big deal here? Is he making too much out of nothing?
- Have you ever felt uncomfortable when you've heard one of these words used?
- Have you ever used one of these words? Have you thought about how using it might hurt the feelings of others?
- Can you think of a time when you or someone you know corrected another person after he or she used a word that like "retarded" or "gay"? What happened? Is it something you or they might do again, do you think?
- How do little actions to make things right affect bigger actions? Can a small act of good make a bigger difference? How?

**#4) Noah sees the same dude torment this one kid every day at lunch and nobody does anything about it. Should Noah speak up and risk being labeled "narc," or should he ignore it and mind his own business?**

- What would you do if you were in Noah's shoes? Have you ever been there? Do you regret or are you proud of your decision now?
- Have you ever been told on by someone because you were doing something wrong? What was your immediate reaction? What do you remember about how you felt about your behavior at the time?
- How does the idea of "intention" play into whether or not to tell on someone?
- Have you ever told on someone just to watch them get into trouble, or to add to the drama? What did it feel like? How is that choice different from telling on someone in order to put a halt to something you think is bad?
- Do you think the code of silence around telling on someone changes as one gets older?

# **The Ethical Decision Making Process (At A Glance)**

## **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?