

“Everyone Else Does It!” Ethics Project

This lesson on ethics is intended to provide a practical examination of ethics as it applies to students in their last years of high school moving on into careers. After discussing and recording the fundamentals of ethics as a class, the students are given an Ethical Dilemma scenario. They role-play the situation in their own group, and record their progress towards an ethical outcome using the steps and questions provided. The scenario and solution are replayed for the class, involving all of the students in the discussion.

Objective

- Students will create relationships between their ethical decision-making, their values, their growth as a person, and the ethics of society.

Materials

Teacher Materials Provided

- Lesson Plan
- Outcomes/Products Assessments and Standards Matrix – identifies lesson outcomes, standards addressed, and ways to measure learning; includes brief descriptions of corresponding student activities
- Ethics, Values and Morals overhead master – for use during the lesson’s opening discussion on the definition of ethics, values and morals
- Ethical Dilemmas list – thirteen possible scenarios for students to discuss in groups; use as a handout “as is” or edit the list to suit the course

Student Materials Provided

- Business Ethics -- The Foundation of Effective Leadership reading exercise – a short reading exercise for students to complete in small groups, from the SBA-Online Women’s Business Center Business Management Ethics website
- Top Ten Questions You Should Ask Yourself When Making An Ethical Decision discussion guide – for small group discussion of an ethical dilemma (Hopper, 1998)
- Ethical Dilemmas list – thirteen example scenarios for students to discuss in groups
- Ethical Dilemmas Record Sheet exercise – with questions for students to answer during their small group discussion of an ethical dilemma; may be either completed individually or completed as a group on large chart paper

Student Supplies Needed

- Chart paper
- Markers

Special Resources Needed

- Current event and/or illustrative story examples of ethical dilemmas

Activity Time:

One Period Model: (55 minutes)

- Brainstorming and discussion - 25 minutes
- Ethical Dilemma discussions without role-playing in small groups – 20 minutes
- Wrap up discussion – 10 minutes

Two Block Periods Model: (120 minutes)

- Brainstorming and discussion - 25 minutes
- Ethical Dilemma discussions in small groups- 25 minutes
- Role-playing for the class with Ethical Dilemma discussions - 1hour
- Wrap up discussion – 10 minutes

NOTE: The length of this project is an estimated minimum time need for completion that may easily be expanded upon. The length of time will naturally increase as the teacher expands upon the project, as it is adapted to meet classroom and curriculum goals.

How To Play

1. Through an open discussion with the students, define ethics. Write the examples, ideas and definition on the board. Use the Ethics, Values and Morals overhead to help spark the discussion. Include the ideas of values, beliefs, morals, principles, and the concept of right and wrong. Guide the discussion to include current events, ethical stories and cultural practices. Matters of faith will have to be accepted at face value, but left outside of this discussion.
 - What is a working definition of ethics?
 - Are ethics and morals the same things?
 - How do ethics and morals influence personal and community values?
 - Are there some fundamental ethical principals that transcend all people?

Student Activities

1. In small groups, have the students define three general ethical principles and create a diagram/drawing that outlines why the chosen principles have universal qualities.
2. Direct student groups to “jigsaw” the short reading exercise, Business Ethics - The Foundation of Effective Leadership. Instruct each student to read a short passage silently and then explain the key points of that passage to their group. Assign a group role (recorder, gatekeeper, moderator) to each student and discuss the entire reading. Explain?
3. Make a two-column chart. On the left side list five ethical business behaviors based on the reading. On the right side, compare and contrast the students’ own ethical practices. List whether the students agree or disagree with the ethical

behavior standards they read about and state why. Consider the following questions in the discussion.

- Why it is important to use ethical behavior?
 - Why would someone want to be ethical in his or her own life or at work?
 - What steps should you follow to make ethical decisions? Are these realistic guidelines for students to follow?
 - Are these realistic guidelines for adults to follow?
 - Would these guides make a difference for your decision-making?
4. Based on the reading and discussion in steps 3 and 4, have students write their own personal code of ethics from their young adult point of view. A personal code of ethics is an individual's guide to making ethical decisions, and should include 5-7 principles. Each point should be based on a sound ethical principle or practice.
 5. Distribute an Ethical Dilemmas list and the Top Ten Questions You Should Ask Yourself When Making An Ethical Decision discussion guide to the each group. Through a random method of your choice, assign one dilemma to each group. The students are to role-play or discuss the situation in as much detail as time will allow. The group must come to a consensus about an ethical course of action to their dilemma. Instruct the students to use the Top Ten Questions... discussion guide. The students are to record their process as much as their solution. Stress the need to find an ethical foundation for their decision-making. Direct students to answer the questions in the Ethical Dilemmas Record Sheet exercise to record the group process.
 6. Once the group has come to a consensus about an ethical course of action in response to their dilemma, they need to prepare a written explanation and defense of their chosen course of action with an ethically sound argument.
 7. After all the groups have come to their solution and/or the time is up, have each group present their ethical defense to the class and discuss the ethical values of the decision.
 8. Teacher should close the lesson by addressing the students:
You have read and discussed in class the subject of ethics and how it may apply to a business or to a career. You have considered how some of these principles affect your daily life. To find out more about ethics and how they may affect you and apply to the business world around you, enroll in a business class at your high school or take a class at your local community college.
 9. Additional Teacher Comments:
We have just completed a project that has provided a little exposure to the world of finance and business. Why did we do this? Because most adults work in the business environment and the most popular college major is business. This project

was designed to expose you to business topics and concepts in preparation for your future. There are many advantages to further exploring finance and business now while in high school. Here are some of them:

- To find out if you like the subject before committing to a career path.
- To gain skills to get a part-time or summer job.
- To prepare for a career after high school or to put yourself through college.
- To strengthen your college applications.
- To begin earning college credits while in high school.

Options

- Brainstorm careers that interest the students and discuss the related business ethical issues.
- Review the headlines on any given day. Find examples of ethical problems that are reflected in the news. Have the students reflect on how they would respond using an ethical decision making process. Consider how public and peer pressure affects the actual decision making process.

Helpful Files

This site contains the [Top Ten Questions You Should Ask Yourself When Making An Ethical Decision](http://www.mtsu.edu/~u101irm/ethicques.html) discussion guide – for small group discussion of an ethical dilemma (Hopper, 1998)

<http://www.mtsu.edu/~u101irm/ethicques.html>

Ethics Toolkit for Managers –The Business Management archive is an exceptional overview of applied business ethics

<http://www.managementhelp.org/ethics/ethics.htm>

SBA-Online Women’s Business Center Business Management Ethics- Online resource for the discussion of business ethics

<http://www.onlinewbc.gov/Docs/manage/ethics.html>

Ethics Introduction – Excerpt from Carter McNamara, PhD. on business ethics

<http://www.mapnp.org/library/ethics/ethxgde.htm>

For more information please visit: FAB.SierraCollege.edu

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Ethics, Values and Morals
“Everyone Else Does It!” Ethics Project
Overhead Master

ethics . . .

. . . is the study of values, of how we ought to live.

. . . denotes systematic, rational reflection upon a particular behavior.

values . . .

. . . are defined as standards or ideals which serve as guides or standards by which we live and make decisions.

morals . . .

. . . practical applications of ethical principles.

. . . modes of conduct.

Business Ethics - The Foundation of Effective Leadership

“Everyone Else Does It!” Ethics Project

Reading Exercise – Page 1

Business ethics are a hot topic these days. With everything from insider trading to employee theft on the rise, it is no wonder that businesses are beginning to focus on the impact of ethical leadership. But along with this new focus comes a lot of "gray area." Many times, managers are forced to decide on issues where there are arguments on both sides - a problem that makes ethical decision-making very difficult.

Let's look at an example:

Sally started her consulting business a year ago and has been doing very well. About a month ago, she decided she needed to hire someone to help her since she was getting busier and busier. After interviewing several candidates, she decided to hire the best one of the group, Mary. She called Mary on Monday to tell her she had gotten the job. They both agreed that she would start the following Monday and that Mary could come in and fill out all of the hiring paperwork at that time.

On Tuesday, of the same week, a friend of Sally's called her to say that she had found the perfect person for Sally. Sally explained that she had already hired someone, but the friend insisted. "Just meet this girl. Who knows, maybe you might want to hire her in the future!" Rather reluctantly, Sally consented. "Alright, if she can come in tomorrow, I'll meet with her, but that's all." "Oh, I'm so glad. I just know you're going to like her!" Sally's friend exclaimed.

And Sally did like her. She liked her a lot. Sally had met with Julie on Wednesday morning. She was everything that Sally had been looking for and more. In terms of experience, Julie far surpassed any of the candidates Sally had previously interviewed, including Mary. On top of that, she was willing to bring in clients of her own that would only increase business. All in all, Sally knew this was a win-win situation. But what about Mary? She had already given her word to Mary that she could start work on Monday.

And yet she only had the resources to hire one person at this point. Clearly, the best business decision was to hire Julie. But what about the ethical decision? If her business did poorly or Mary couldn't provide enough support, the business would suffer. As a result, her family would suffer. Money was already tight, what with two boys in college. And yet she knew Mary also had a family she was supporting. Plus, she had been so enthusiastic about starting to work.

Obviously, Sally had a problem - an ethical problem. Should she hire Mary (whom she'd already given her word) or Julie (who was obviously the best person for the job)? Questions like these touch on our deepest values. Depending on whom you would ask, you would get strong arguments for both decisions. This is what we mean when we talk about "gray area." So what is the answer?

According to Kenneth Blanchard and Norman Vincent Peale, authors of **The Power of Ethical Management**, there are three questions you should ask yourself whenever you are faced with an ethical dilemma:

1. **Is it legal?** In other words, will you be violating any criminal laws, civil laws or company policies by engaging in this activity?
2. **Is it balanced?** Is it fair to all parties concerned both in the short-term as well as the long-term? Is this a win-win situation for those directly as well as indirectly involved?
3. **Is it right?** Most of us know the difference between right and wrong, but when push comes to shove, how does this decision make you feel about yourself? Are you proud of yourself for making this decision? Would you like others to know you made the decision you did?

Most of the time, when dealing with "gray decisions," just one of these questions is not enough. But by taking the time to reflect on all three, you will often times find that the answer becomes very clear.

Business Ethics - The Foundation of Effective Leadership

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Reading Exercise - Page 2

Developing Your Company's Ethics Policy

There are definite advantages to owning your own business when you want to establish an ethics policy. You see, ethics come from the top. Without setting an example at the top, it is often difficult, if not impossible, to convince your employees that they too should be ethical in their business dealings. A well-defined ethics policy along with an outline of related standards of conduct provides the framework for ethical, moral behavior within your company.

What is the benefit to developing such a policy, you may be wondering. The benefit is higher employee morale and commitment, which in most cases leads to higher profits. But higher profits should not be your motivating factor in defining your ethics policy.

An ethics policy should look at the bigger picture of how we relate to society as a whole and what our responsibility is to the greater good. Of course, in these days of downsizing and increasing change, some may argue that these ideals are unrealistic. However, it is important to note that most of the opponents of good ethics are focusing on short-term versus long-term results. Many organizations that have participated in the downsizing mania are beginning to realize that they have traded long-term employee morale and productivity for short-term profit margins.

The bottom line is "what goes around, comes around." If you treat your employees with disrespect and distrust, chances are they will do the same toward you.

When you are developing your ethics policy, you must decide what it is you want your company to stand for, put it in writing, and enforce it. According to Blanchard and Peale, you can base your policy on five fundamental principles:

1. **Purpose.** A purpose combines both your vision as well as the values you would like to see upheld in your business. It comes from the top and outlines specifically what is considered acceptable as well as unacceptable in terms of conduct in your business.
2. **Pride.** Pride builds dignity and self-respect. If employees are proud of where they work and what they are doing, they are much more apt to act in an ethical manner.
3. **Patience.** Since you must focus on long-term versus short-term results, you must develop a certain degree of patience. Without it, you will become too frustrated and will be more tempted to choose unethical alternatives.
4. **Persistence.** Persistence means standing by your word. It means being committed. If you are not committed to the ethics you have outlined, then they become worthless. Stand by your word.
5. **Perspective.** In a world where there is never enough time to do everything we need or want to do, it is often difficult to maintain perspective. However, stopping and reflecting on where your business is headed, why you are headed that way, and how you are going to get there allows you to make the best decisions both in the short-term as well as the long-term.

A company policy is a reflection of the values deemed important to the business. As you develop your ethics policy, focus on what you would like the world to be like, not on what others tell you it is.

Top Ten Questions You Should Ask Yourself When Making an Ethical Decision

“Everyone Else Does It!” Ethics Project

Discussion Guide

10. Could the decision become habit forming?

If so, don't do it.

9. Is it legal?

If it isn't, don't do it.

8. Is it safe?

If it isn't, don't do it.

7. Is it the right thing to do?

If it isn't, don't do it.

6. Will this stand the test of public scrutiny?

If it won't, don't do it.

5. If something terrible were to happen, could I defend my actions?

If you can't, don't do it.

4. Is it just, balanced, and fair?

If it isn't, don't do it.

3. How will it make me feel about myself?

If it's lousy, don't do it.

2. Does this choice lead to the greatest good for the greatest number?

If it doesn't, don't do it.

And the #1 question you should ask yourself when making an ethical decision:

1. Would I do this in front of my mother?

If you wouldn't, don't do it.

Ethical Dilemmas

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Student Handout – Page 1

1. In your computer applications class, there are several students who gather together to discuss the latest computer games. You play a couple of the games that are discussed, so you can occasionally add to the conversation. You would like to fit in more to their group, but you don't have all the games. You can get copies of the games from one of the students who burns copies for a small price. Do you get into the group by paying a small price for the pirated software?
2. Your busy schedule has kept you from really working on that science research paper. It is due in two days, and you have only a rough outline of what you are going to say. You need this paper to be good, to keep your sports and activities schedule from suffering. You need more supporting research. There is a web site that has “ready to use” research papers. In fact, you have found one that would work for your paper. Your science teacher is very busy with school business and doesn't always check the reports against online copies. Do you use the online copy to fit your schedule, or do you make room in your schedule to write it yourself?
3. As part of a student technician team, you work with teachers and students to keep the technology running. Because you are still a technician in-training, you can't always fix the problem or supply the answers. As a result, you see a different side of the teachers. Some of them can be rude and demanding when it comes to fixing technology that they rely on for their lessons, and others can be really nice. In your conversations with your friends at school, do you share all this “tasty gossip,” or do you hold back when other students talk about teachers?
4. You have an opportunity for an internship at a respected business in the community. Part of your qualifications comes from a senior project that you worked on with several other students. Through the interview process, you discover that you are given credit for a key section of the project that really impressed the company. In fact, another member of your senior team, with little input from you, did that section. How do you proceed?
5. You are a valuable member of the student store staff. You handle many of the cash box transactions, moving the daily cash between the store and the office, where it is held overnight. You remember that you needed to have cash to reserve your spot on the senior trip today, and your wallet is empty. You have the money at home, but forgot to pick it up this morning. You can't ask your friends because they don't carry that much cash, and no one is at your house to bring it over. You know how the money is moved around through the student store, and could “borrow” the money from the cash box until tomorrow, and nobody would probably know. How do you proceed?
6. You have been struggling in your Economics class. The content does not come easily, so you have put in countless hours to understand and do the assignments. There is another student who breezes through the assignments, getting high marks for the work he turns in. You know for a fact that he has used his college-aged cousin to do some of the assignments for him. You don't know how many assignments were turned in this way, but you are certain that he, in fact, did not do all the work. Your frustration increases over the last assignment that you worked overtime on, but did poorly. Of course, this other student scored well on the same assignment. You could drop the teacher an anonymous note about the implied cheating on the part of this other student. It might get the teacher to slow down a little, and help you in the long run. What do you do?

Ethical Dilemmas

“Everyone Else Does It!” Ethics Project

Student Handout - Page 2

Ethical Dilemmas in Business (adapted from Carter MacNamara, PhD)

7. A customer (or client) asked for a product (or service) from us today. After telling him our price, he said he couldn't afford it. I know he could get it cheaper from a competitor. Should I tell him about the competitor, or let him go without getting what he needs? What should I do?
8. Our company prides itself on its merit-based pay system. One of my employees has done a tremendous job all year, so he deserves strong recognition. However, he's already paid at the top of the salary range for his job grade and our company has too many people in the grade above him, so we can't promote him. What should I do?
9. Our company prides itself on hiring minorities. One Asian candidate fully fits the job requirements for our open position. However, we're concerned that our customers won't understand his limited command of the English language. What should I do?
10. My top software designer suddenly refused to use our e-mail system. He explained to me that, as a Christian, he could not use a product built by a company that provided benefits to the partners of homosexual employees. He'd basically cut himself off from our team, creating a major obstacle to our product development. What should I do?
11. My boss told me that one of my employees is among several others to be laid off soon, and that I'm not to tell my employee yet or he might tell the whole organization which would soon be in an uproar. Meanwhile, I heard from my employee that he plans to buy braces for his daughter and a new carpet for his house. What should I do?
12. My computer operator told me he'd noticed several personal letters printed from a computer that I was responsible to manage. While we had no specific policies then against personal use of company facilities, I was concerned. I approached the letter writer to discuss the situation. She told me she'd written the letters on her own time to practice using our word processor. What should I do?
13. A fellow employee told me that he plans to quit the company in two months and start a new job that has been guaranteed to him. Meanwhile, my boss told me that he wasn't going to give me a new opportunity in our company because he was going to give it to my fellow employee now. What should I do?
14. A friend at my workplace asks to use my computer terminal while I'm away from my desk. He works in the programming group – why can't he use his own computer? Does he want to enter some data or program that he doesn't want his terminal ID to be associated with? How should I proceed?
15. I receive a certain weekly report that is necessary for me to do my particular job. It is marked “Company Confidential”. I was called away from my desk while I was working with the report and I left it lying out. When I came back, I found a co-worker looking at the report and making notes from its contents. Why is she doing this? How should I proceed?

Ethical Dilemmas Record Sheet

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Student Exercise

Part I: Answer each question as completely as possible as you discuss the Ethical Dilemma solution with your team.

1. What are the facts?
2. Identify and define the ethical problem.
3. Who are the stake-makers in the decision?
4. What values are at stake in the decision?
- 5a. What options do you see are available to resolve this dilemma?
- 5b. Which options are the most compelling? Why?
- 6a. How would you resolve the dilemma?
- 6b. What values did you rely on to make your decision?
7. What consequences (if any) do you see your decision has on the others involved?
8. Could you personally live with this decision? If not, re-examine your answers to questions 5, 6, and 7, and examine other options to your dilemma!

Part II - Follow-up Questions: Now that you have had a chance to discuss your responses to Part I with your classmates, consider the following questions:

1. Have your answers to #6 changed? Why or why not? Is there anything you would like to change or add?
If so, list those changes below.
2. List one value that you feel was reinforced by this dilemma:
3. List one value that you feel you gained from this discussion:

Outcomes/Products, Assessments and Standards Matrix

“Everyone Else Does It” Ethics Project

Learning Outcome/Products	Assessments	Level of Bloom’s Taxonomy	Standards Addressed
<p>Create a prioritized list of three general ethical principles that are universal in application through brainstorming and small group work.</p>	<p>Brainstorm/define general broad, universal ethical principals through a guided discussion in small groups. Have the groups define three key principles and create a diagram/drawing that outlines why the chosen principles have universal qualities.</p>	<p>Knowledge Comprehension</p>	<p>Language Arts 9/10 Reading 1.0 Listening 1.7 Language Arts 11/12 Reading 1.0 Business Core 1.1 Business Communications</p> <p>1.1.2 Effectiveness 1.1.3 Ethics 1.1.4 Methods of Communication 1.1.5 Nonverbal Communications 1.1.6 Oral Communications</p>
<p>Create a personal code of ethical behavior for teenagers after discussing personal experiences and selected readings in a small group setting.</p>	<ul style="list-style-type: none"> • Have each student read silently a short section from <u>Business Ethics - The Foundation of Effective Leadership</u> a reading on ethical business behaviors. Students will explain their passage to the group. • Compare and contrast the readings with the student’s own personal ethical practices. Create a two column chart that lists the ethical business practices in one column, and whether or not the students agree or disagree with the practice and why. • Have each student write up a personal code of ethics (5-7 items) from a young adult’s perspective. 	<p>Knowledge</p> <p>Analysis</p> <p>Synthesis</p>	<p>Language Arts 9/10 Writing 2.2, 2.3 Economics 12.1.1 Economic Concepts Need for Choices 12.2.8 Elements of Market Economy 12.4.2 Elements of Labor Market Business Core 1.1 Business Communications 1.1.3 Ethics 1.1.5 Nonverbal Communications 1.2 Business Environment 1.2.1 Business Ethics 1.5 Employability Skills 1.5.2 Conflict Resolution 1.5.6 Teamwork 1.5.8 Work Ethics 1.6 Information Technologies 1.6.8 Societal Issues and Ethics 1.7 Leadership Development 1.7.3 Leadership Ethics 1.7.5 Personal Qualities</p>

In small groups, role-play ethical dilemmas that require the students to make a difficult ethical decision. Come to consensus regarding the outcome of the dilemma and write up an ethical defense of that decision.

- Students are given an ethically challenging situation to discuss and role-play in small groups. [Ethical Dilemmas list](#) and [Top Ten Questions You Should Ask Yourself When Making An Ethical Decision](#) discussion guide provided. Students answer questions provided on the [Ethical Dilemmas Record Sheet](#) as they decide upon a course of action. Come to a consensus within the group about their chosen course of action. In a written response from the group, defend the chosen course of actions with an ethically sound argument.
- Present the ethical defense to the class and discuss the ethical value of the decision.

Application Synthesis

Evaluation

Language Arts 9/10

Writing 2.3e, 2.4b
Writing Strategies 1.3
Listening 1.1, 1.7

Business Core

1.1 Business Communication
1.1.3 Ethics
1.1.4 Methods of Communication
1.1.5 Nonverbal Communication
1.1.6 Oral Communication
1.2 Business Environment
1.2.1 Business Ethics
1.5 Employability Skills
1.5.2 Conflict Resolution
1.5.6 Teamwork
1.6 Information Technologies
1.6.8 Societal Issues and Ethics
1.7 Leadership Development
1.7.3 Leadership Ethics
1.7.5 Personal Qualities

Ethics Project Rubric

“Everyone Else Does It!” Ethics Project

Student: _____

CATEGORY	4	3	2	1	Total Points
Required Elements	The assignment includes all the required elements with additional elements added to include more information than required.	All required elements are included on the assignment.	Most of the required elements are included in the assignment.	Many of the required elements are missing from the assignment.	
Attractiveness	Design, layout organization and neatness meet all the requirements with excellent portrayal of project and work is visually pleasing.	Design, layout and neatness are attractive.	Project is messy and unattractive.	Project lacks organization, attractiveness, neatness and lacks focus.	
Time Management	Student is focused, stays on task and manages class time well.	Student’s focus is somewhat limited; time is not always used effectively.	Student lacks focus during class time and is easily distracted.	Student not focused on project, does not use class time effectively.	
Listens to Other Presentations	Student is focused and listens actively to other presentations and participates in discussion.	Student listens but is not actively engaged in the presentation, has limited participation in discussion.	Student’s attention wanders, is not fully focused on presentation, is easily distracted, does not participate in discussion.	Student’s behavior is distracting to presenter and class, does not contribute to discussion.	
Speaks Clearly	Student is articulate, audible, pronounces all words correctly, and uses proper grammar.	Student is articulate and audible, but makes minor errors in grammar or in pronunciation.	Student may not always be articulate and/or audible and has errors in grammar and pronunciation.	Student unable to speak clearly and uses poor grammar.	
Posture and EyeContact	Student establishes eye contact, stands up straight, and demonstrates confidence.	Student establishes eye contact frequently, has good posture, and demonstrates some confidence.	Student has limited eye contact, poise and confidence.	Student has little or no eye contact, posture shows a lack of confidence and poise.	
Total Points					
Comments:					

Lesson Plan

“Everyone Else Does It!” Ethics Project

A. Introduction:

Address Students:

You have been offered a part-time job at the ice cream shop. You are delighted and accept the job. The next day you receive a call from a local accounting firm offering you a part-time job. The pay is the same as the job at the ice cream shop, but the hours would be better at the accounting firm. More importantly, you want to be an accountant and think that you would receive practical experience working at the accounting office; plus, it would look good on your college application. What do you do? Is there an ethical dilemma here? What is it?

Knowing what the right thing to do is not the same as doing the right thing. Ethical dilemmas flood the daily headlines. Do you have a code of ethics that will guide you in your decision-making process and keep you out of the headlines?

OR the teacher reads a headline of the local newspaper that entails an ethical question or situation, shares this with the students and asks what the ethical dilemma is here. Ask students: What would you do?

B. Body:

Teacher Activities

Through an open discussion with the students, define ethics. Write the examples, ideas and definition on the board. Use the Ethics, Values and Morals overhead to help spark the discussion. Include the ideas of values, beliefs, morals, principles, and the concept of right and wrong. Guide the discussion to include current events, ethical stories and cultural practices. Matters of faith will have to be accepted at face value, but left outside of this discussion.

- What is a working definition of ethics?
- Are ethics and morals the same things?
- How do ethics and morals influence personal and community values?
- Are there some fundamental ethical principals that transcend all people?

Student Activities

1. In small groups, have the students define three general ethical principles and create a diagram/drawing that outlines why the chosen principles have universal qualities.
2. Direct student groups to “jigsaw” the short reading exercise, Business Ethics - The Foundation of Effective Leadership. Instruct each student to read a short passage silently and then explain the key points of that passage to their group. Assign a group role (recorder, gatekeeper, moderator) to each student and discuss the entire reading. Explain?

3. Make a two-column chart. On the left side list five ethical business behaviors based on the reading. On the right side, compare and contrast the students' own ethical practices. List whether the students agree or disagree with the ethical behavior standards they read about and state why. Consider the following questions in the discussion.
 - Why it is important to use ethical behavior?
 - Why would someone want to be ethical in his or her own life or at work?
 - What steps should you follow to make ethical decisions? Are these realistic guidelines for students to follow?
 - Are these realistic guidelines for adults to follow?
 - Would these guides make a difference for your decision-making?
4. Based on the reading and discussion in steps 3 and 4, have students write their own personal code of ethics from their young adult point of view. A personal code of ethics is an individual's guide to making ethical decisions, and should include 5-7 principles. Each point should be based on a sound ethical principle or practice.
5. Distribute an Ethical Dilemmas list and the Top Ten Questions You Should Ask Yourself When Making An Ethical Decision discussion guide to the each group. Through a random method of your choice, assign one dilemma to each group. The students are to role-play or discuss the situation in as much detail as time will allow. The group must come to a consensus about an ethical course of action to their dilemma. Instruct the students to use the Top Ten Questions... discussion guide. The students are to record their process as much as their solution. Stress the need to find an ethical foundation for their decision-making. Direct students to answer the questions in the Ethical Dilemmas Record Sheet exercise to record the group process.
6. Once the group has come to a consensus about an ethical course of action in response to their dilemma, they need to prepare a written explanation and defense of their chosen course of action with an ethically sound argument.
7. After all the groups have come to their solution and/or the time is up, have each group present their ethical defense to the class and discuss the ethical values of the decision.

C. Closure:

Address Students:

You have read and discussed in class the subject of ethics and how it may apply to a business or to a career. You have considered how some of these principles affect your daily life. To find out more about ethics and how they may affect you and apply to the business world around you, enroll in a business class at your high school or take a class at your local community college.

Additional Teacher Comments:

We have just completed a project that has provided a little exposure to the world of finance and business. Why did we do this? Because most adults work in the business environment and the most popular college major is business. This project was designed to expose you to business topics and concepts in preparation for your future. There are many advantages to further exploring finance and business now while in high school. Here are some of them:

- To find out if you like the subject before committing to a career path.
- To gain skills to get a part-time or summer job.
- To prepare for a career after high school or to put yourself through college.
- To strengthen your college applications.
- To begin earning college credits while in high school.

Here's how you may explore more about finance and business:

- Develop an educational plan with your counselor.
- Make the most of block or trimester scheduling and take business electives.
- Participate in ROP classes and/or internships.
- Take required classes in summer school to allow for more electives during the school year.
- Join business-related clubs or activities on campus.
- Investigate opportunities in your community, such as Junior Achievement, Scouting, or volunteer work.
- Attend community college night or summer classes.

D. Optional: Follow-up Activities

- Brainstorm careers that interest the students and discuss the related business ethical issues.
- Review the headlines on any given day. Find examples of ethical problems that are reflected in the news. Have the students reflect on how they would respond using an ethical decision making process. Consider how public and peer pressure affects the actual decision making process.