

DANIELS FUND
ETHICS INITIATIVE
High School Program

Bringing Ethics into the Classroom

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What Would You Do?

Imagine you've been studying nonstop for your midterm tomorrow. You're still having problems understanding the material, so you stop by your teacher's room during lunch to ask her a question. She isn't at her desk, but you spot the answer key to the test sticking out of a pile of books. You don't know what to do. If you look at the answer key, you'll be sure to get an A—and if you can copy it down, you'll be able to help your friends get As, too.

But is that the right thing to do?



Session Goals

- Introduce you to MBA Research and the Daniels Fund
- Identify the eight ethical principles
- Discuss ethics in the workplace
- Explain how ethics can be taught?
- Share ethics resources for the classroom

DANIELS FUND ETHICS INITIATIVE

High School Program

- Delivers principle-based ethics education
- Reinforces the value of ethical business and personal conduct
- Our work: Ethical Leadership Course Guides, revised existing course guides to include ethics, end-of-course exams for the Ethical Leadership Course, ASK Fundamentals of Ethics certification and micro-credentials, video resources for classroom use, ethics competitive event with Colorado FBLA, and student workbook to support FBLA and DECA community service chapter projects.
- Our current and upcoming work involve developing resources for the middle school level, receiving feedback from our newly developed postsecondary course on ethics, working with several CTSOs, and more.



Mr. Bill Daniels

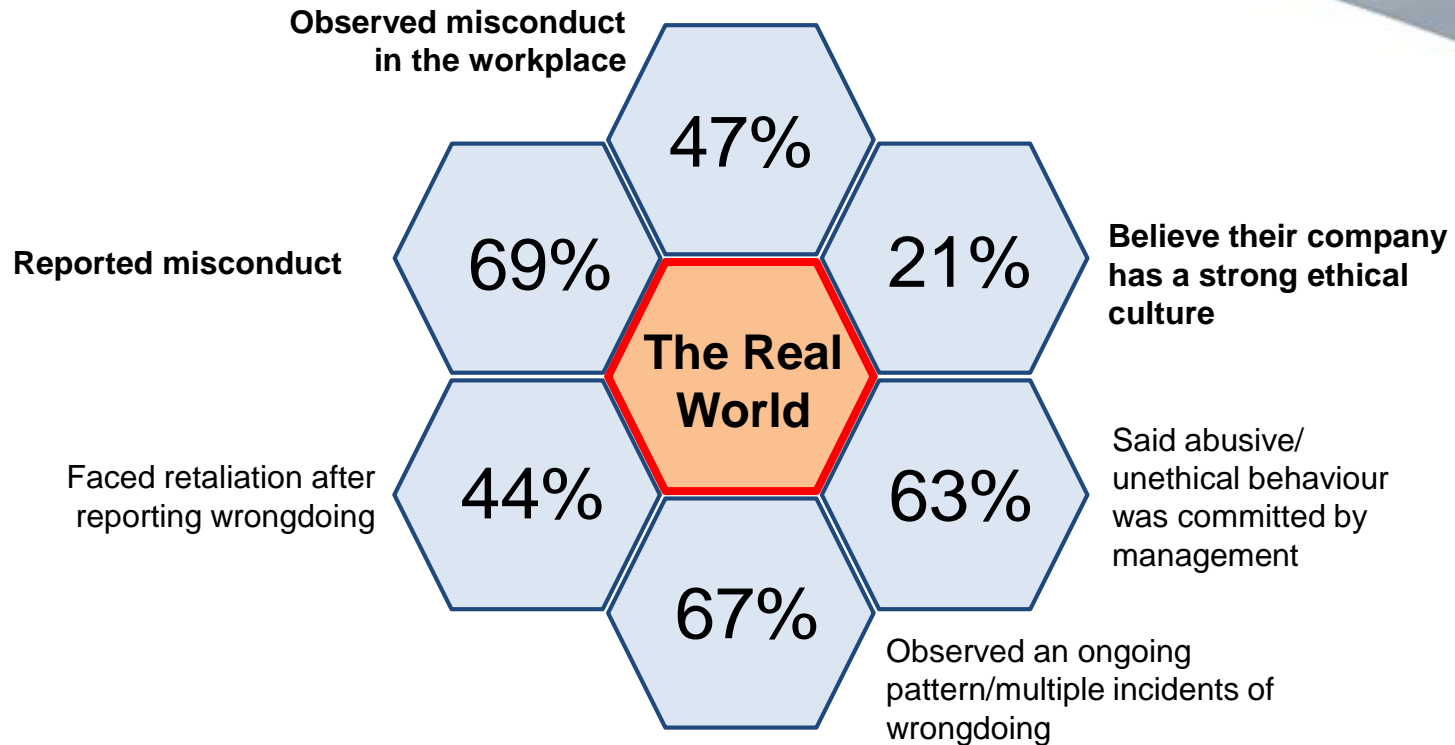
DANIELS FUND
ETHICS INITIATIVE
High School Program



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Ethical Principles

- Integrity
- Trust
- Accountability
- Transparency
- Fairness
- Respect
- Rule of Law
- Viability

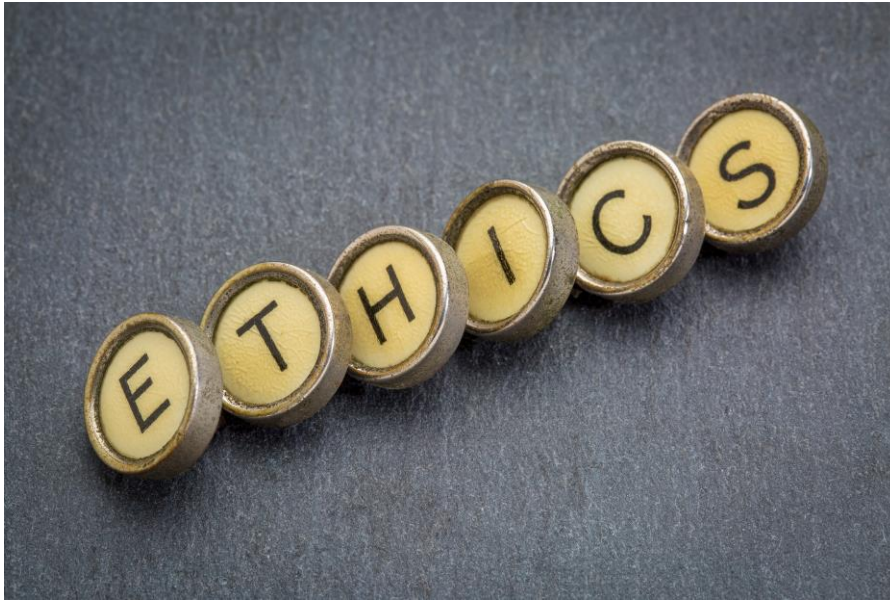


Source: Ethics & Compliance Initiative. *The State of Ethics & Compliance in the Workplace: March 2018.*

Can Ethics Be Taught?

Yes and Yes
BECAUSE YES IS MORE FUN THAN NO.

How To Teach?

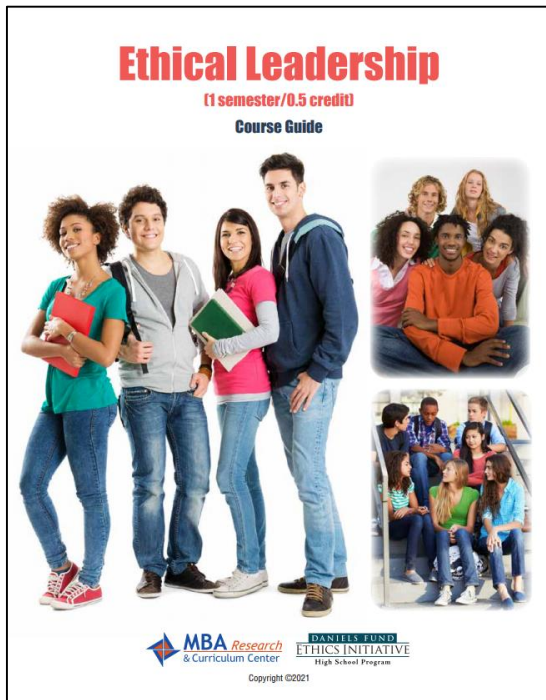


- Case Studies
- Videos
- Podcasts
- Simulations
- Projects

Free Ethics Resources

- Ethical Leadership Course Guides
- 72 Learning Activity Packages (LAPs)
- Ethics Boot Camp Resource
- Ethics Book and Movie List for High School Students
- Free access to the Fundamentals of Ethics A*S*K Certification Exam

Ethical Leadership Course Guide



- One- and Two-Semester Course Guides
- Course Narrative – Overview of the Course
- Course Description and Learning Outcomes
- Recommended Sequence of Instruction
- Planning Guide Sheets for Lesson Planning
- Service Learning Project
- Ethical Leadership Exam

Introduction to *Ethical Leadership* (1 semester/0.5 credit)

A review of top news stories from 2015:

- Volkswagen’s CEO resigns following the discovery of illegal software in VW’s American cars allowing them to falsely pass emissions tests.
- Turing Pharmaceuticals CEO raises the price of a life-saving pill from \$18 to \$750 per pill, making him one of the most hated CEOs worldwide.
- More than two dozen current and former FIFA (International Federation of Association Football) officials, including (then) FIFA President Sepp Blatter, are accused of deep-rooted corruption, including schemes involving bribes and kickbacks.

Based on the events of 2015, some people might see a contradiction in terms. Admittedly, many top executives behaving unethically and/or condoning the inappropriate media’s focus on these scandals, some people might

In reality, ethical leaders exist everywhere, in all walks of life. When crises occur, come to the rescue of others, even when it doesn’t benefit them personally.

These individuals weren’t born with ethical leadership; perhaps at home, in a place of worship, or even at school, they were “taught,” although perhaps not in the traditional sense. Leadership is being provided with opportunities to learn about ethics and skills firsthand.

Toward that end, the *Ethical Leadership* course provides authentic (yet simulated) cases and scenarios to help students before being faced with similar situations in real life.

Goals

The broad goals of the *Ethical Leadership* (1 semester/0.5 credit) course are to accomplish the following:

- Stimulate student interest in ethical leadership
- Increase student awareness of ethical principles
- Facilitate student skill development in recognizing and addressing ethical dilemmas
- Encourage creative thought, problem solving, and ethical decision-making
- Foster continued growth in and use of ethical decision-making and leadership skills at school, at home, in the workplace, and in the community
- Enable students to develop personal and interpersonal skills
- Assist students with enhancing their teamwork skills
- Stimulate reflection on processes, performance, and outcomes
- Reinforce academic skills in such areas as communication, reading, and writing

Credit

0.5 unit

Prerequisites

There are no prerequisites for enrollment in *Ethical Leadership* (1 semester/0.5 credit).

Student Characteristics

Ethical Leadership (1 semester/0.5 credit) is targeted at students who are 14 to 16 years old, including those who are members of special populations (e.g., individuals with disabilities; individuals from economically disadvantaged families; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or have aged out of, foster care; youth with a parent who is an active member of the military). Students in the course represent a cross section of the student body in terms of gender, race, and ethnicity and have an interest in becoming ethical leaders.

Course Narrative

- Introduction to the course
- Goals
- Credit
- Prerequisites
- Student Characteristics

Course Description and Learning Outcomes

Course Description & Learning Outcomes

Page 2-2

Course Description

Ethical Leadership (1 semester/0.5 credit) is a principles-based ethics course introducing students to key leadership and ethical knowledge and skills, including integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability. Throughout the course, students apply ethical principles to contemporary, real-world situations that teens and young adults often encounter in school, at home, with friends, and in entry-level job positions. They examine the concept of ethical leadership and strengthen their leadership and ethical decision-making skills through the planning, implementation, and evaluation of a class service-learning project.

Instructional Area: Business Law (BL)

Performance Element: Acquire foundational knowledge of business laws and regulations to understand their nature and scope.

Performance Indicator: BL:163 Comply with the spirit and intent of laws and regulations (CS)

LAP-BL-163

Objectives:

- a. Define the following terms: laws, regulations, spirit of the law, and letter of the law.
- b. Explain functions of law (e.g., social control, dispute resolution, social change).
- c. Discuss the levels of U.S. law (i.e., federal, state, local).
- d. Describe types of law (e.g., common, civil, criminal, administrative).
- e. Explain the difference between the letter of the law and the spirit of the law.
- f. Discuss possible consequences of failing to comply with the spirit and intent of laws and regulations.
- g. Demonstrate methods for complying with the spirit and intent of laws and regulations.

- Course description
- Standards
 - Instructional Area
 - Performance Element
 - Performance Indicator
 - Objectives

Sequence of Instruction

- Identifies the recommended sequence of instruction
- Broken down by performance indicators and how many days
- Determines the number of days to spend on each performance indicator
 - Based on a 45-50 minute class per day
 - Need to convert number of days if different class time.

Sequence of Instruction		Page 3-2
Understanding Leadership		
What is leadership?	EI:009 Explain the concept of leadership (CS) LAP-EI-909 (pp. 4-2—4-3)	3 days
How do leaders relate to others?	EI:001 Describe the nature of emotional intelligence (PQ) LAP-EI-001 (pp. 4-4—4-5)	2 days
Do you possess leadership abilities?	EI:002 Assess personal strengths and weaknesses (PQ) LAP-EI-017 (pp. 4-6—4-7)	2 days
Understanding Ethics		
What is ethics?	EI:123 Describe the nature of ethics (CS) LAP-EI-123 (pp. 4-8—4-10)	3 days
What principles should you consider when making an ethical decision?	EI:022 Demonstrate honesty and integrity (PQ) LAP-EI-138 (pp. 4-11—4-12)	5 days
	EI:128 Build trust in relationships (CS) LAP-EI-128 (pp. 4-13—4-14)	
	EI:021 Demonstrate responsible behavior (PQ) LAP-EI-021 (pp. 4-15—4-16)	5 days
EI:129 Foster open, honest communication (SP) LAP-EI-129 (pp. 4-17—4-18)		

EI:009 Explain the concept of leadership

LAP: LAP-EI-909 Lead the Way (Concept of Leadership)
 © LAP: 2021

Curriculum Planning Level: CS

Objectives:

- a. Define the term leader.
- b. Discuss the importance of leadership.
- c. Describe the need for leadership.
- d. Explain who can be a leader.
- e. Cite occasions when leadership can be used.
- f. Describe characteristics associated with leadership.

Activity:

Ask students to respond to the following list of questions in writing, and then discuss their responses as a class.

1. What does it mean to be a leader?
2. What skills are needed?
3. Identify leaders in various fields (point out to them to be leaders.
4. What leadership skills do you think you have?
5. What leadership skills do you think you need?
6. What are some ways you can work with others?

Note: Have students keep written responses in a notebook. Personal responses will provide opportunities for discussion.

Ethics Case for Students: Mark is working for a company. He notices that his manager, Mike, is taking a large amount of money. Mark isn't sure what the money is for and does not want to tell. Mark to keep quiet about what he saw.

Reference Books

Title: Leadership: Research findings, practice, and skills (9th ed.)

Author: Dubrin, A.J.

References: [Lesson 2-1b]

Publisher: Boston, MA: Cengage Learning, Inc.

Copyright: 2019

Title: Organizational behavior: Managing people and organizations (13th ed.)

Author: Griffin, R.W., Phillips, J.M., & Gully, S.M.

References: [Lesson 3-4c]

Publisher: Boston, MA: Cengage Learning, Inc.

Copyright: 2017

Title: Leadership: Theory, application, & skill development (6th ed.)

Author: Lussier, R.N., & Achua, C.F.

References: [p. 37]

Publisher: Boston, MA: Cengage Learning, Inc.

Copyright: 2016

Reference Websites

Title: Concepts of leadership.

Author: Clark, D.

URL: <http://www.nwlink.com/~donclark/leader/leadcon.html>

Copyright: 2015, August 2

Accessed on: 2021-02-09

Components include

- Performance Indicator
- Availability of a Learning Activity Package (LAP) – instructional module for the performance indicator
- Objectives for student learning
- Activity included
- Availability for Ethics Case for Students
- Reference Resources

Planning Guide Sheets

The learning outcomes in the *Ethical Leadership (1 semester/0.5 credit)* course are organized in the optimal order for planning, implementing, and evaluating a service-learning project. Although ultimately a class effort, the project gives individual students an opportunity to strengthen their ethical leadership skills while affecting a positive change in the school and/or community.

A highly recommended option for the service-learning project is the **Epic Ethics for Peaceful Schools** program, an ethical leadership initiative that connects high school mentors with elementary students through storytelling and team building activities. Epic Ethics for Peaceful Schools promotes ethical character development and peace building through five lessons per year that teach self-awareness, self-management, relationship skills, and ethical decision-making to children in grades K-6. If interested, visit www.epicethics.org or email getinfo@epicethics.org.

If that option is not feasible, students can develop their own service-learning project focused on ethics. The class service-learning project(s) should:

- Further the school's and/or community's knowledge and understanding of principles-based ethical decision-making
- Involve student interaction with the individuals served by the project
- Bring students and community members together for a common purpose
- Further students' commitment to ethical action and social justice
- Offer benefits to the school and/or community
- Include opportunities for students to reflect upon the project, course content, and their personal growth with an ethics-oriented mindset
- Be planned, implemented, and evaluated primarily by students, rather than the instructor
- Have sufficient scope to involve every student in the class (working in groups)
- Link to course content and curriculum goals

For examples of ethics-related service-learning projects, go to the School for Ethical Education's *Project Ideas for Service Learning* at <https://www.ethicsed.org/project-ideas-for-service-learning.html>.

Service-Learning Project

- Learning outcomes in the course are organized in optimal order for planning, implementing and evaluating a service-learning project
- Opportunity to individually strengthen ethical leadership skills
- Epic Ethics for Peaceful Schools program or develop your own

1. Most work-related legal disputes involve _____ law.
 - A. criminal
 - B. civil
 - C. environmental
 - D. bankruptcy
2. Which of the following activities is an example of a barrier that might interfere with effective listening:
 - A. Paraphrasing the message content once it is received
 - B. Taking notes during a business meeting
 - C. Planning the response to a speaker's message
 - D. Providing acknowledgment
3. An active-listening "frame of reference" is an important way to do this.
 - A. give the speaker attention
 - B. share with the speaker
 - C. prepare an argument
 - D. put yourself in the speaker's shoes
4. One of the benefits of active listening is:
 - A. less need for homework
 - B. popularity among friends
 - C. more freedom at home
 - D. focused communication

1. B
Civil. Most work-related legal disputes involve civil law. Civil law applies to disagreements among private parties, including businesses, rather than illegal behaviors. Four broad categories of civil law are torts, contract law, family law, and personal disputes. Criminal law, on the other hand, applies to cases in which individuals commit illegal actions. Violations of environmental law may be considered either civil or criminal cases, depending on the offense. Bankruptcy law applies to individuals and organizations who are unable to fulfill their debt obligations.
SOURCE: BL:163
SOURCE: LAP-BL-163 Laying Down the Law (Complying with the Spirit and Intent of Laws and Regulations)
2. C
Planning the response to a speaker's message. Effective listening involves using mental capabilities to decipher and understand messages in an accurate manner. A message is more likely to be misinterpreted by a receiver when the receiver is planning a response at the same time the speaker is expressing a thought. By trying to do two things at once, the receiver increases the chance of missing the key points of the message. Taking notes, paraphrasing message content, and providing acknowledgment feedback are activities that encourage or reinforce the recipient's understanding of a message.
SOURCE: CO:017
SOURCE: LAP-CO-017 Listen Up! (Demonstrating Active Listening Skills)

Ethical Leadership Exam

- Multiple choice questions
- Answer key provides
 - correct answer explanation of answer choices
 - Performance Indicator
 - Source of question
- 1-Semester Course (100 questions)
- 2-Semester Course (200 questions)

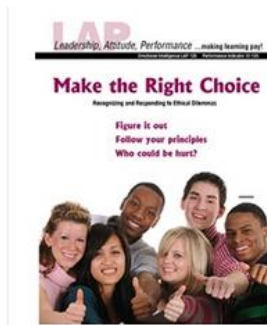
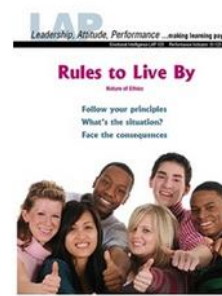
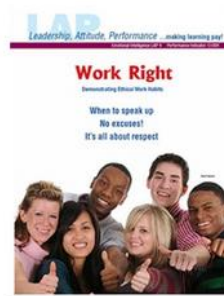
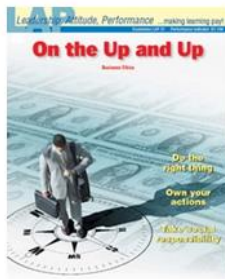
Ethical Leadership LAP List

- Learning Activity Packages (LAPs)
- Includes
 - Student narrative
 - Individual/Group Activities
 - Assessments
 - PowerPoint
 - Discussion Guide
 - Instructor Resources

Ethical Leadership LAP List

Performance Indicator #	LAP #	Level*	LAP Title
BL:163	LAP-BL-163	CS	Laying Down the Law (Complying with the Spirit and Intent of Laws and Regulations)
CO:017	LAP-CO-017	PQ	Listen Up (Active Listening Skills)
EI:001	LAP-EI-001	PQ	EQ and You (Emotional Intelligence)
EI:017	LAP-EI-139	PQ	Don't Jump to Conclusions (Recognizing and Overcoming Personal Biases and Stereotypes)
EI:002	LAP-EI-017	PQ	Assess for Success (Assessing Personal Strengths and Weaknesses)
EI:126	LAP-EI-126	PQ	Assess Yourself (Assessing Personal Behavior and Values)
EI:022	LAP-EI-138	PQ	Sincerely Yours (Demonstrating Honesty and Integrity)
EI:021	LAP-EI-021	PQ	Make the Honor Role (Acting Responsibly)
EI:127	LAP-EI-127	PQ	Fair or Foul? (Demonstrating Fairness)
EI:091	LAP-EI-091	PQ	Worth the Risk (Assessing Risks of Personal Decisions)
			It's Up to You (Taking Responsibility for Decisions and

Learning Activity Packages (LAPs)



What are LAPs?

- Learning Activity Packages (aka Leadership, Attitude, Performance Modules)
- Comprehensive, ready-to-use lesson plans designed to help make your preparation easy, fast and relevant
- Provide instruction for industry-validated performance indicators
- Focus on developing leadership skills, positive career-oriented attitude, and both technical and academic performance
- Research-based and align with national standards for marketing, management, finance and business administration
- Provide relevant information to the topic
- Target audience = high school students
- Several components of a LAP that can be used
- All components *do not* have to be used to be effective

LAP Components

Student Components

- Student Handout (Narrative)
 - So What?
 - Total Recall Questions
 - The Gray Zone
- Student Activities
 - Individual and Group
- Proof of Learning
 - Learning Guide Questions
 - Posttest Questions

Instructor Components

- PowerPoint
- Discussion Guide
- Student Activities Answer Guides
- Learning Guide Questions/Answers
- Explore the Web Resources
- Posttest Answers
- Glossary of Terms

Strategies for Use

LAP Leadership, Attitude, Performance ...making learning pay!
Student Guide Emotional Intelligence LAP 123 Performance Indicator: EI-123

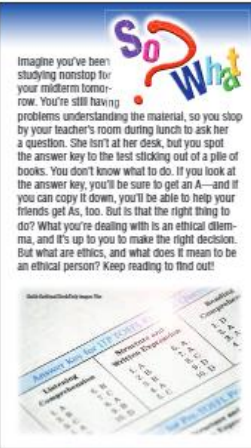
Rules To Live By

Nature of Ethics

Do the Right Thing

So What?

Imagine you've been studying nonstop for your midterm tomorrow. You're still having problems understanding the material, so you stop by your teacher's room during lunch to ask her a question. She isn't at her desk, but you spot the answer key to the test sticking out of a pile of books. You don't know what to do. If you look at the answer key, you'll be sure to get an A—and if you can copy it down, you'll be able to help your friends get As, too. But is that the right thing to do? What you're dealing with is an ethical dilemma, and it's up to you to make the right decision. But what are ethics, and what does it mean to be an ethical person? Keep reading to find out!

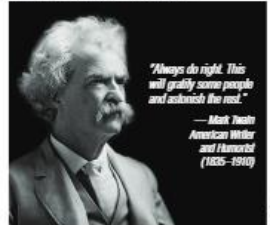


Objectives

- A Explain the concept of ethics.
- B Describe ethical principles.

What is ethics?

When you think of ethics, what comes to mind? Doing what people say you should do? Obeying the law? While these can both be part of ethical behavior, it takes a lot more than just listening to authority figures or doing what's legal to be an ethical person. Being ethical means doing what's right, no matter what, even when it doesn't benefit you.



Ethics are the basic principles that govern your behavior. Although some people have different views on what ethics means, following **ethical principles** means your ethical beliefs don't change when you're in a new situation. You follow the same ethical principles at school, home, and work. Ethical principles can guide you through dilemmas with your friends, your teachers, and your coworkers.

At first, it might seem restrictive to have a basic set of principles to help you make your decisions. But following ethical principles can actually make your decision-making process much easier! When you have a set of rules to guide your behavior, you have a game plan in place when it comes to tough decisions.

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Student Handout

- Think-Pair-Share
- Notetaking
- Learning Guide Questions

So What?

- Introduction to the topic
- Discussion Board
- Bell Ringer

Strategies for Use

TOTAL RECALL

1. What is ethics?
2. What does it mean to follow ethical principles?
3. What is an ethical situation?
4. List the consequences of unethical behavior.

Total Recall Questions

- Bell Ringer
- Exit Tickets

The Gray Zone

- Discussion Board
- Digital Journal

Make It Pay!

Think about an ethical issue you've faced recently at school, home, or work. What was the issue? How did you solve it? Which ethical principles helped you make the right decision? What would have been the consequences if you had acted unethically?

Make It Pay!

Applicable to real life situations

THE GRAY ZONE

One Saturday afternoon, you pick up a few new shirts at a major department store at the mall. Everything's on sale, and when you check out, your shirts are even cheaper than you thought they would be! But when you get home, you take a look at your receipt and realize the cashier forgot to charge you for one of the shirts. You're not sure what to do. On one hand, you know that keeping the shirt will cost the store—and possibly the cashier—money. But on the other hand, will a huge department store really notice one shirt? And you could use the extra money you saved to order a pizza tonight. What should you do? Is it ethical to keep the shirt, or should you go back to the store and tell an employee what happened?

INSTRUCTIONAL ACTIVITIES

Activities



ETHICS MATCHUP

Directions: Determine which ethics-related term best describes each of the following statements.

Accountability	Ethics	Rule of law
Consequences	Fairness	Transparency
Ethical principles	Integrity	Trust
Ethical situation	Respect	Viability

- _____ Mariah acts with honesty, even when no one else is watching.
- _____ Garret lets his teacher know when he's having trouble studying for a test.
- _____ Mindy thinks about how her actions will affect her company in the long term.
- _____ Evelyn does the right thing, even when it doesn't benefit her.
- _____ Desmond's ethical beliefs are the same whether he's with his friends or his family.
- _____ Oliver's teacher no longer trusts him after he plagiarizes.
- _____ Kirby doesn't share his friend's secrets with others.
- _____ Casey accepts responsibility for her mistake when she forgets to bring her homework to class.

Handouts



TAXATION CONVERSATION

Directions: Interview a local business owner or manager to learn more about business taxes. Use the list of questions below as a guide. Summarize what you've learned in a one-half to one-page paper for your instructor.

Sample questions:

- What is the name of your business?
- What product(s) and/or service(s) does your business provide?
- How long have you been in business?
- What is the structure of your business (sole proprietorship, corporation, etc.)?
- How does your business structure affect taxation?
- How do the following types of taxes affect your business:
 - Income taxes?
 - Payroll taxes?
 - Self-employment taxes?
 - Excise taxes?
 - Property taxes?
 - Sales taxes?
- What are some important things you think students should know about business taxes?

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ASSESSMENTS – LEARNING GUIDE

Learning Guide

LEARNING GUIDE

Directions: Answer each of the following questions. Use a separate sheet of paper to record your responses.

OBJECTIVE A

1. Explain the concept of ethics.
2. What does it mean to follow ethical principles?
3. How can following ethical principles make the decision-making process easier?
4. How is an ethical situation different from an everyday problem?
5. Explain how acting unethically can lead to:
 - a. Lost trust
 - b. Legal problems
 - c. A poor reputation
 - d. A bad example

OBJECTIVE B

6. Explain how the following principles can help people behave ethically:
 - a. Integrity
 - b. Trust
 - c. Accountability
 - d. Transparency
 - e. Fairness
 - f. Respect
 - g. Rule of law
 - h. Viability

Learning Guide Key

LEARNING GUIDE KEY

OBJECTIVE A

1. Ethical behavior takes a lot more than just listening to authority figures or doing what's legal. Being ethical means doing what's right, no matter what, even when it doesn't benefit you. Ethics are the basic principles that govern your behavior. (7 points)
2. Following ethical principles means your ethical beliefs don't change when you're in a new situation. You follow the same ethical principles at school, home, and work. Ethical principles can guide you through difficult dilemmas with your friends, your teachers, and your coworkers. (7 points)
3. It might seem restrictive to have a basic set of principles to help you make your decisions, but following ethical principles can actually make the decision-making process much easier. When you have a set of rules to guide your behavior, you have a game plan in place when it comes to tough decisions. (7 points)
4. You solve problems and deal with complex situations every day, but not every issue you encounter is ethical. When you're dealing with an ethical situation, you're deciding whether something is right or wrong. Often in an ethical situation, if you pick the wrong choice, someone (or something) could be harmed. This doesn't necessarily mean that the issue must be life or death, but that the wrong action could cause someone or something to be hurt. A basic decision like what to have for lunch isn't an ethical situation because there isn't a right or wrong choice. (7 points)
5. Acting unethically can lead to: (24 points; 6 points each)
 - a. Lost trust. Being unethical can cause others to stop trusting you in every aspect of your life. At home, your parents won't trust you if you repeatedly lie to them or skip out on your chores. At school, your teachers won't trust you if you cheat on a test or plagiarize a paper. And at work, your boss won't trust you if you spend your whole shift texting instead of helping customers.
 - b. Legal problems. Although being unethical doesn't always mean breaking the law, sometimes unethical actions can have legal consequences. For example, parking in a handicapped spot (even though you aren't handicapped) is unethical and illegal.
 - c. A poor reputation. If you make a habit of unethical behavior, your reputation may suffer. Your business and school could also earn a reputation for being unethical if many employees or students don't follow ethical principles. Unethical behavior doesn't just harm you—it harms everyone.

ASSESSMENTS – POSTTEST

Posttest

POSTTEST

Directions: Identify the correct answer to each of the following questions. Use a separate sheet of paper to record your responses.

OBJECTIVE A

1. Behaving ethically means doing
 - a. what your friends do.
 - b. only what's legal.
 - c. the
 - d. wha

2. Whitley's ethical beliefs are the same whether she's a friends. Whitley follows
 - a. ethical principles.
 - b. situational beliefs.
 - c. ethi
 - d. pop

3. What is one benefit of following ethical principles?
 - a. They are restrictive.
 - b. They simplify your decision-making process.
 - c. They eliminate the need for decisions.
 - d. They change often.

Posttest Key

POSTTEST KEY

OBJECTIVE A

1. **c The right thing.** Being ethical means doing what's right, no matter what. This doesn't mean doing what benefits you the most or what your friends do. Doing only what's legal isn't enough because some activities may be legal but still unethical. (5 points)

2. **a Ethical principles.** Following ethical principles means Whitley's ethical beliefs don't change when she's in a new situation. She follows the same ethical principles no matter where she is or whom she's with. Her ethics are not situational and may not be in line with popular beliefs. If Whitley did not behave ethically, she could face negative consequences. (5 points)

3. **b They simplify your decision-making process.** Following ethical principles can actually make your decision-making process much easier. When you have a set of rules to guide your behavior, you have a game plan in place when it comes to tough decisions. Ethical principles are guides, not restrictions. You still need to make decisions when following ethical principles. Ethical principles do not change. (5 points)

DISCUSSION GUIDE

Performance Indicator: Describe the nature of ethics (EI:123)

OBJECTIVES

A – Explain the concept of ethics.

B – Describe ethical principles.

DISCUSSION GUIDE

OBJECTIVE A (Slides 1–3)

(Slide 4)

- **So What?**
 - Imagine you've been studying nonstop for your midterm tomorrow.
 - You're still having problems understanding the material, so you stop by your teacher's room during lunch to ask her a question.
 - She isn't at her desk, but you spot the answer key to the test sticking out of a pile of books.
 - You don't know what to do.
 - If you look at the answer key, you'll be sure to get an A.
 - If you can copy it down, you'll be able to help your friends get **As**, too.
 - But is that the *right* thing to do?
 - What you're dealing with is an ethical dilemma, and it's up to you to make the right decision.

(Slide 5)

- **What is ethics?**
 - When you think of ethics, what comes to mind?
 - Doing what people say you should do?
 - Obedying the law?
 - While these can both be part of ethical behavior, it takes a lot more than authority figures or doing what's legal to be an ethical person.

DISCUSSION #1: Ask students to discuss what ethical behavior means to them.



- Use as a guide with the LAP PowerPoint
- Provides discussion questions to ask students

Discussion Questions



DISCUSSION #2: Ask students to give examples of ethical situations they've faced recently.

ON THE WEB: Another way to identify ethical issues is by using the "smell test," as explained in the article "Smell Test—Identify Ethical Issue" by J. Brooke Hamilton: <http://ethicsops.com/EthicsTestsIDEthicsIssue.php>.

Web links



Making LAPs Work for You

- Tear it apart
- Use an activity to start a lesson
- Ticket in/out the door
- CTSO practice
- Read and reflect
- Expert groups
- Small-group discussion
- SBE's
- Flipped classroom
- Activity as lesson
- Mini role plays
- Online learning
- Vocabulary lab
- Games
- Beach ball bonanza
- Home bound/sick students

Additional Resources

Boot Camp Activities

- 10 hours of ethics activities for students
- Can be used in a variety of settings
- Introduce students to principle-based ethics, ethical decision-making, and ethical dilemmas

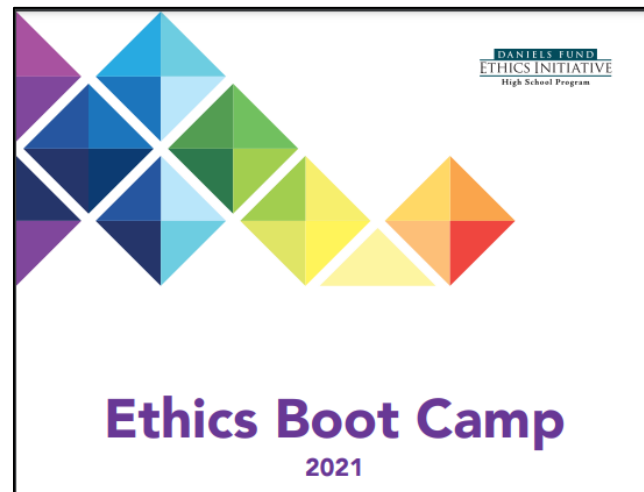


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Book and Movie List

List of resources to help teach students about ethical decision-making

- Fiction and nonfiction books
- Biographies & documentaries
- Biographical dramas
- Movies

Night by Elie Wiesel

1956 | Nonfiction/Memoir | Grades 9-12

From [GoodReads](#): "Born in the town of Sighet, Transylvania, Elie Wiesel was a teenager when he and his family were taken from their home in 1944 to Auschwitz concentration camp, and then to Buchenwald. *Night* is the terrifying record of Elie Wiesel's memories of the death of his family, the death of his own innocence, and his despair as a deeply observant Jew confronting the absolute evil of man...[it is his] testimony to what happened in the camps and of his unforgettable message that this horror must simply never be allowed to happen again."

Ethical Principles: Integrity, Trust, Accountability, Fairness, Respect, Viability

The Diary of a Young Girl by Anne Frank

1947 | Memoir / Nonfiction | Ages 14-17

From [Goodreads](#): "In 1942, with the Nazis occupying Holland, a thirteen-year-old Jewish girl and her family fled their home in Amsterdam and went into hiding. For the next two years, until their whereabouts were betrayed to the Gestapo, the Franks and another family lived cloistered in the "Secret Annexe" of an old office building. Cut off from the outside world, they faced hunger, boredom, the constant cruelties of living in confined quarters, and the ever-present threat of discovery and death. In her diary Anne Frank recorded vivid impressions of her experiences during this period. By turns thoughtful, moving, and surprisingly humorous, her account offers a fascinating commentary on human courage and frailty and a compelling self-portrait of a sensitive and spirited young woman whose promise was tragically cut short."

Ethical Principles: Integrity, Trust, Transparency, Fairness, Respect, Viability

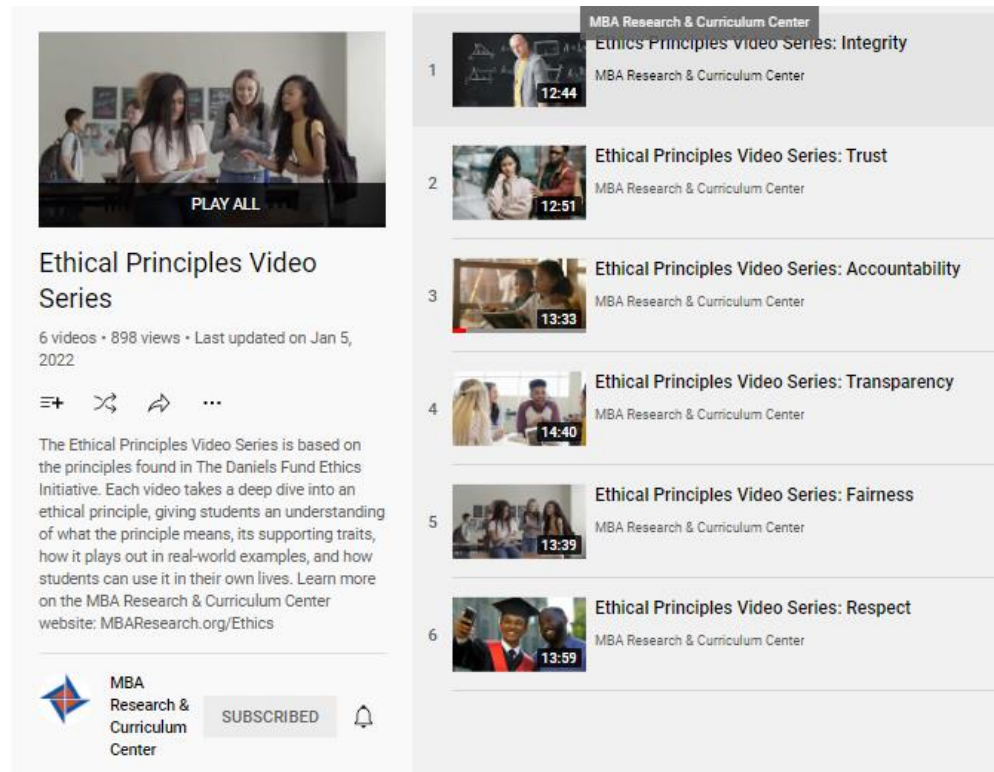


Ethics Books & Movies

for High School Students
2021

Video Series

- Based on ethics principles found in The Daniels Fund Ethics Initiative
- Deep dive into an ethical principle
- Young professionals open up about ethical dilemmas they have encountered
- MBA YouTube Channel



Ethical Principles Video Series

6 videos • 898 views • Last updated on Jan 5, 2022

The Ethical Principles Video Series is based on the principles found in The Daniels Fund Ethics Initiative. Each video takes a deep dive into an ethical principle, giving students an understanding of what the principle means, its supporting traits, how it plays out in real-world examples, and how students can use it in their own lives. Learn more on the MBA Research & Curriculum Center website: MBAResearch.org/Ethics

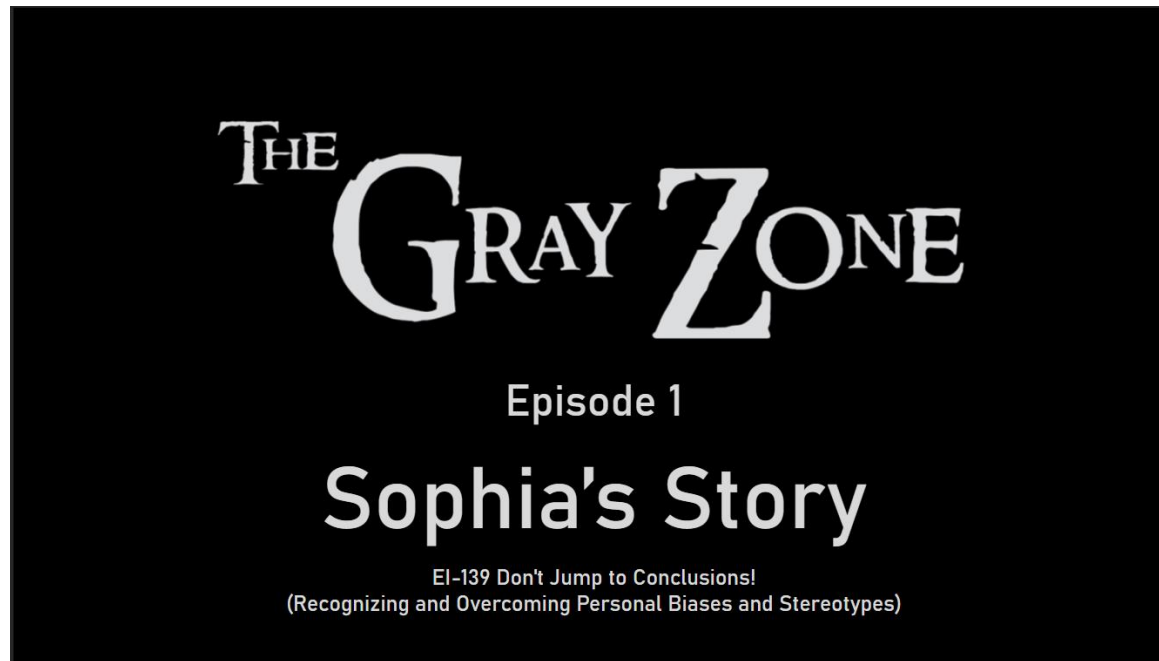
MBA Research & Curriculum Center

SUBSCRIBED

- 1 Ethical Principles Video Series: Integrity
MBA Research & Curriculum Center
12:44
- 2 Ethical Principles Video Series: Trust
MBA Research & Curriculum Center
12:51
- 3 Ethical Principles Video Series: Accountability
MBA Research & Curriculum Center
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- 4 Ethical Principles Video Series: Transparency
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- 5 Ethical Principles Video Series: Fairness
MBA Research & Curriculum Center
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- 6 Ethical Principles Video Series: Respect
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Gray Zone Series



- Interactive activities for students and teachers
- Begins with an ethical dilemma
- Adapted from the Gray Zones found within our lesson modules (LAPs)

A*S*K Institute Certification Exams

Fundamentals of Ethics

- Based on industry-validated national standards for business administration
- Administered online to ensure valid, objective, and reliable test-taking and scoring
- Typically administered to secondary and postsecondary program completers
- Appropriate for all students
- **Currently FREE for teachers and students**



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 - Learning Activity Packages (LAPs)
- Questions are aligned with the performance indications included within the course guides and LAPs

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Integrate Ethics into Your Classroom

Materials for teaching ethics and ethical decision-making are available through the generous support of the Daniels Fund.

[COURSE PACKAGE](#)

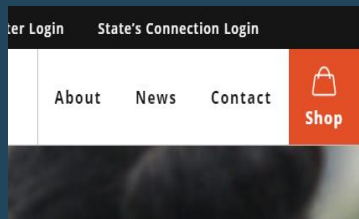
[ETHICS CERTIFICATION](#)

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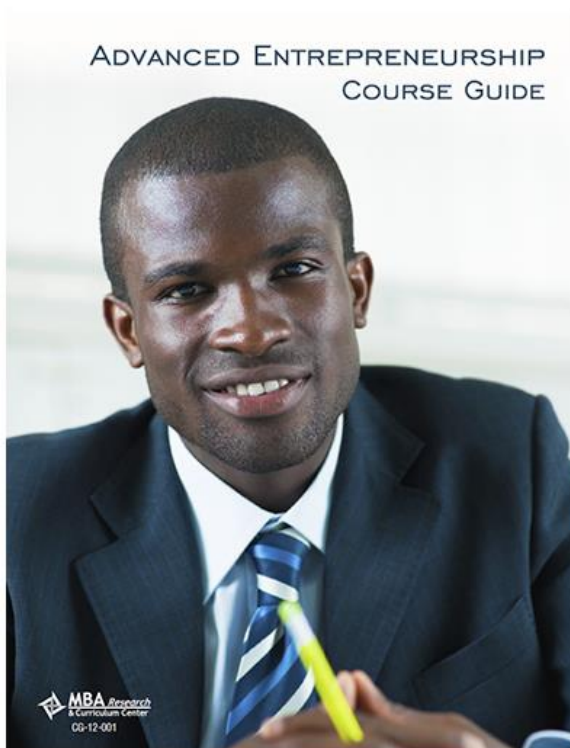


A screenshot of the main website content. The top navigation bar has 'Curriculum' highlighted with a red circle. Below it, a featured section titled 'Course Guides Available at No Cost:' lists various topics: Business and Marketing Essentials, Entrepreneurship, Ethical Leadership, Finance, Financial Management, Management, Marketing Principles, and And more!. Logos for 'DANIELS FUND ETHICS INITIATIVE High School Program' and 'MBA Research & Curriculum Center' are visible. A 'Categories' sidebar on the left lists 'All Products', 'Curriculum', and 'Learning Modules'.

A close-up of the 'Categories' sidebar from the website. The word 'Courses' is highlighted with a red circle. Below it, the text 'Program of Study Kits' is visible.

A close-up of the 'Categories' sidebar listing various subjects: Entrepreneurship, Ethics, Financial Management, Leadership, Management, Marketing, Recordkeeping/Budgeting/Financing, and Sports Marketing.

Free Course Guides



Course Guide: Advanced Entrepreneurship (Download)

There are no reviews yet. | [Write a review](#)

- [Access for Free](#) courtesy of Daniels Fund Ethics Initiative.
- Length: 337 pages
- Copyright: 2018
- Recommended for: advanced HS/PS

\$99.00

Quantity:  [Add to Cart](#)

Session Handouts

Access the session handouts

- <https://tinyurl.com/DFETHICS21>
- Use QR Code



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QUESTIONS?

Your feedback is important to us!

Please take a moment to complete the training evaluation using the link below OR scan the QR Code.

<https://www.surveymonkey.com/r/DFETHICS22>

