

## Skill 2: *Be Ethical*

### Students will be able to (SWBAT):

1. Define the skill *Be Ethical* and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill *Be Ethical*.

### Provided Materials: Skill 2: *Be Ethical* – Development Plan

**Skill Definition:** *Be Ethical* means telling the truth to yourself and others, complying with rules and regulations, and fulfilling all commitments.

**Warm Up Brainstorm (5-10 minutes):** Ask the students to identify the characteristics of an ethical person. Write their responses on the board or ask a student to do so; the class should also record the responses in their notes. Some characteristics that students might say:

- Does the right thing
- Tells the truth
- Does not cheat on exams, projects or homework
- Obeys the rules
- Unselfishly does good
- Doesn't lie
- Doesn't commit crime
- Honest
- Looks out for others

After the brainstorm, write the provided skill definition on the board for students to record in their notes and discuss how the characteristics mentioned demonstrate that a person is intending to do the right thing.

**Guided Activity (20-25 minutes):** Divide the class into groups of no more than four. Read the following scenario aloud. Post the group questions below the scenario on an overhead projector or on the board; the groups should discuss the questions provided in the prompt. After four minutes, each group should share their responses with the class.

I was in the locker room after soccer practice when I saw Jenny's wallet on the floor. I knew the wallet belonged to her because she showed it to me earlier in the day; it was a new birthday gift. I asked her where it was from because I really liked it. When she told me, I knew I'd never be able to afford a wallet that nice. When I saw it in the locker room, I thought about how easy it would be to take it. I also thought about how Jenny would feel when she realized she lost her new wallet.

### Group Questions:

- What are the possible consequences if I take the wallet?*
- What are the possible consequences if I give Jenny her wallet back?*
- Which is the best decision?*
- Why is it important to consider being ethical in this situation?*

After the discussion, present a more complicated situation to the students. Repeat the group activity above using the new scenario provided below:

Someone put graffiti all over the boy's bathroom on the second floor. Our principal announced the Spring Fling Dance would be cancelled if no one confessed to the act of vandalism. Johnny had told me he wrote on the bathroom stalls. He asked me not to tell, but I didn't want to see the dance cancelled for everyone. I told the principal after school that I was the one who drew on the stalls.

**Group Questions:**

*Was this an ethical thing to do? Why or why not?*

*Was I intending to do the right thing?*

*Why is it important to always try to do the right thing? Explain.*

**Independent Practice (5-10 minutes):** Students complete the **Skill 2: *Be Ethical* – Development Plan.**

**Evaluation:** Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 2 in their initial **Student Skills Assessment.**

**Extension Activities:**

- Have the class create their own “Honor Code” for behaviors in the classroom or “Checks and Balances” for how they will make sure everyone is being ethical during that class time.
- Encourage students to look for news article that deal with ethics, and the consequences of being or not being ethical; if they find an article they should write a summary and make a brief presentation to the class about it.

## Skill 2: *Be Ethical* – Development Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: \_\_\_\_

Evidence:

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Where do you want to be in six months and how will you measure your progress?

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List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.

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