FACS State Course Name: Relationships

Unit: Building Healthy Relationships Lesson: Ethics

Competencies/Purpose:

To learn what ethics are and what they have to do in each of our lives.

Time Needed: 90 minutes Author: Nancy Velazquez

FACS Standards (Colorado and National):

N13.6.2 Apply guidelines for assessing the nature of issues and situation. (PWR2.6.g) (RWC04.06.c)
N13.6.3 Apply critical thinking and ethical standards when making judgments and taking action. (RWC04.06.c)
N13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues. (RWC04.06.c)

Colorado Academic/Model Content Standards (CDE):

RWC04.06.c - Research and Reasoning - Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions - Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness.
RWC04.10.c - Research and Reasoning - Effective problem-solving strategies require high-quality reasoning - Implement a purposeful and articulated process to solve a problem

Objectives- Upon completion of this lesson, students will:

Be able to define ethics and differentiate between ethical and unethical behavior.

Instructional Strategies:

☑️ Assigned Questions □ Discussion □ Peer Learning
□ Brainstorming □ Drill & Practice
☑️ Problem Solving □ Field Trip
☑️ Case Study □
Reading for Meaning
Tell students that a student from the last class dropped a $20 bill and I am going to use it to go out to lunch. This should start a discussion on if that was the ‘right’ thing to do or not.

Tell students this is not true but that it leads into the topic for the day.
Exploring the Content (Lesson):

- Ask students to first define ETHICS. This is done through open dialogue. Key words should be recorded on the board.

- Once a list has been generated I will share the dictionary’s definition:
  1. a system of moral principles: the ethics of a culture.
  2. the rules of conduct recognized in respect to a particular class of human actions or a particular group, culture, etc.: medical ethics; Christian ethics.
  3. moral principles, as of an individual: His ethics forbade betrayal of a confidence.
  4. that branch of philosophy dealing with values relating to human conduct, with respect to the rightness and wrongness of certain actions and to the goodness and badness of the motives and ends of such actions.

- “Where do we ‘get’ ethics?” students may respond family, friends, religion, community, role models, etc.

- “Why is it important to use ‘ethical’ behavior?”
  a. Ethical behavior establishes trust
  b. Unethical behavior leads to organizational dysfunction.
  c. Unethical behavior creates public outrage.
  d. Unethical behavior could create a personal moral dilemma.

- Hand out “Steps to Ethical Decision-Making” paper and read through it.

- Divide students into 4-5 groups and assign them a dilemma (on handout). Groups are to report on the result of their discussion and attempt to reach a consensus on how they would respond to the ethical situation presented. Groups should try to use the 5 Steps to Ethical Decision Making as a guide to arriving at their decision.

- Results should be shared with the class as others may have different opinions/ideas.

Review/Summary:

Everyone has different ethics based on our personal experiences and values. There are some ethics that are recognized by our society (don’t steal, don’t kill) and others that we decide for ourselves.

Assessment:
Journal Entry. Give a definition for ethics and then write about an ethical situation you encountered and how you responded. Was it ethical? Why or why not?

**FCCLA Integration:**

Concepts learned in this lesson may be used in the Leadership Star Event.