MIDDLE SCHOOL INTERACTIVE ETHICS EVENT

A project developed and produced by the
MBA Research and Curriculum Center®
for the Daniels Fund Ethics Initiative
Middle School Program ©2024

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DANIELS FUND
ETHICS INITIATIVE
Middle School Program

Contents

Overview

The Middle School Interactive Ethics Event is an immersive educational resource that introduces students to principle-based decision-making and career exploration through real-life ethical dilemmas faced by professionals across multiple industries.

Developed for middle-level students, this resource includes 21 ethics cases related to both middle school scenarios and careers in finance, marketing, and business management; a series of engaging and thought-provoking discussion questions; instructions for facilitating this experience in various educational settings; and more.

By providing students with an opportunity to explore different careers through an ethical lens, the Middle School Interactive Ethics Event facilitates growth of students' career knowledge and ethical leadership skills before being faced with similar situations in real life—especially in the workplace.

This resource is available at no cost to all educators thanks to the generous support of the Daniels Fund, a foundation in Colorado supporting principle-based ethics education. The Middle School Interactive Ethics Event was developed as part of the Daniels Fund Ethics Initiative Middle School Program.

Daniels Fund Ethics Initiative Middle School Program

The Daniels Fund Ethics Initiative Middle School Program is a joint initiative of the Daniels Fund and MBA Research to encourage principle-based ethics education in middle schools around the country. Thanks to funding from the Daniels Fund, the Middle School Interactive Ethics Event is provided free-of-charge to educators across the country. For more information on the Daniels Fund Ethics Initiative Middle School Program and to find out about other free materials available through the generous support of the Daniels Fund, go to our ethics page.

Instructions for Implementation

The Middle School Interactive Ethics Event is best facilitated as a half-day event with participation from both an instructor and a group of about 20 to 25 middle-level students. However, it is easily tailored to fit different group sizes, educational settings, and time available.

Preparation

- Secure a room with at least six round tables.
- Place a stack of sticky notes on each table.
- Provide writing utentils at each table, or make sure students bring their own.
- (*Optional*) Place crayons, markers, or colored pencils at each table.
- Print the following on *single-sided* paper:
  - Table Tents (Section 1)—one copy. Fold and place one tent per table. Secure with tape if needed.
  - Job Summaries (Section 2)—one copy per table.
  - Ethical Principles (Section 3)—one copy per table.
  - Middle School Ethics Cases (Section 4)—one copy per table.
  - Workplace Ethics Cases (Section 5)—one copy. Place each page of ethics cases on the appropriate table (e.g., Digital Marketer table receives the page of digital marketer ethics cases).
  - (*Optional*) Discussion Questions (Section 6)—one copy per table, if the instructor would like students to have access to all discussion questions.
  - Interactive Ethics Event Passport (Section 7)—one copy per student.

Process

Assign three different careers to each student from the following list: digital marketer, financial advisor, human resources (HR) manager, loan officer, public relations (PR) specialist, or supply chain manager. (Alternatively, allow students to make their own selections.) Before beginning, give students time to review the Job Summaries document on each table; alternatively, walk through the document together prior to beginning the ethics event so students are familiar with the basic responsibilities of each career.

Then, instruct students to sit at the table designated for their first round career assignment. Inform students they will be discussing a series of ethical dilemmas: some from the perspective of someone in middle school, and others from the perspective of their selected professionals. The ethics event will take three rounds and encourage students to consider the role that ethics and ethical decision-making play in the workplace.

ROUND 1—Fairness & Respect

Go through the Ethical Principles document as a whole group, discussing each principle and its corresponding definition. Ask students if they are familiar with each principle. Have they seen these principles demonstrated in their own lives? Explain that the group will be using these ethical principles and definitions as the basis for the ethics event: fairness and respect in Round 1, trust and transparency in Round 2, and integrity and responsibility in Round 3.

Then, instruct each table to read through and discuss the **Round 1 Middle School Ethics Case**. Tables should determine how they would respond, consider how different ethical principles are involved in the dilemma, and be prepared to explain their responses.

As students discuss at each table, circulate the room to monitor discussion and confirm that they are examining the correct dilemma for the round. Remind tables to reference the list of ethical principles and definitions to aid their conversation.

Then, come back together as a whole group. Lead the group in a discussion about the dilemma using the provided Discussion Questions as applicable. (You may need to prompt students to think more critically about the cases.)

Once the whole group discussion has concluded, instruct each table to read its **Round 1 Workplace Ethics Case**. (The digital marketer table will read the digital marketer ethics case, the financial advisor table will read the financial advisor ethics case, and so on.) Like with the middle school case, tables should determine how they would respond, consider how different ethical principles are involved, and be prepared to explain their responses.

Then, ask each table to share their dilemma one at a time and explain their thoughts. After all tables have shared, lead the whole group in a discussion about the dilemmas using the provided Discussion Questions as applicable. (You may need to prompt students to think more critically about the cases.)

Once discussion has concluded, instruct students to respond to the prompt in the Round 1 square of their Interactive Ethics Event Passports, which asks them to select one of the ethical principles discussed in this round (e.g., fairness) and consider how they might demonstrate this principle in their own lives.

Then, students should each take a sticky note from the stack on the table, placing it on the Round 1 square. Instruct students to write their selected ethical principle on top of the sticky note, decorating the note if they'd like.

Finally, instruct students to <u>move to the table designated for the Round 2 career</u>. Remind students to bring their passports and writing utensils with them.

ROUND 2—Trust & Transparency

Repeat the steps for Round 1, except this time use the **Round 2 Middle School Ethics Case** and **Round 2 Workplace Ethics Cases**. (Be sure tables are examining and discussing the right dilemmas!)

During whole group discussion of the workplace ethics cases, ask students to consider how this dilemma was similar to and different from the previous workplace ethics cases.

Once discussion has concluded, instruct students to respond to the prompt in the Round 2 square of their Interactive Ethics Event Passports, which asks them to select one of the ethical principles discussed in this round (e.g., trust) and consider how they might demonstrate this principle in their own lives.

Then, students should each take a sticky note from the stack on the table, placing it on the Round 2 square. Instruct students to write their selected ethical principle on top of the sticky note, decorating the note if they'd like.

Finally, instruct students to then <u>move to the table designated for the Round 3 career</u>. Remind students to bring their passports and writing utensils with them.

ROUND 3—Integrity & Responsibility

Repeat the steps for Rounds 1 and 2, except this time use the **Round 3 Middle School Ethics Case** and **Round 3 Workplace Ethics Cases**. (Be sure tables are examining and discussing the right dilemmas!)

During whole group discussion of the workplace ethics cases, ask students to consider how this dilemma was similar to and different from the previous workplace ethics cases.

Once discussion has concluded, instruct students to respond to the prompt in the Round 3 square of their Interactive Ethics Event Passports, which asks them to select one of the ethical principles discussed in this round (e.g., integrity) and consider how they might demonstrate this principle in their own lives.

Then, students should each take a sticky note from the stack on the table, placing it on the Round 3 square. Instruct students to write their selected ethical principle on top of the sticky note, decorating the note if they'd like.

CONCLUSION

After all three rounds have concluded, instruct students to respond to the prompt in the Reflection square of their Interactive Ethics Event Passports, which asks them to consider which of their three assigned careers is most interesting to them and why. Students should then each

take a sticky note from the stack on the table, placing it on the Reflection square. Instruct students to write their selected career on top of the sticky note, decorating the note if they'd like.

Then, sign each student's Interactive Ethics Event Passport to recognize their successful completion of the Middle School Interactive Ethics Event. Instructors may choose to return the passports to students at this time or display the passports in a showcase or throughout the school.

Variations

The Middle School Interactive Ethics Event is ideal for classroom use, but it's also an engaging resource for use by student organizations, in after-school programs, as part of a leadership camp, etc.

With large groups, it may be necessary to add more tables, resulting in multiple tables being designated for a singular career. Instructors might also need to facilitate more small group/table discussion—rather than whole group discussion—in case the latter is too difficult to facilitate and becomes unproductive.

Instructors with a limited amount of time for the ethics event—or those with students for whom discussion is challenging—may choose to only use a few of the provided discussion questions or instruct students to write or draw, rather than verbalize, their responses.

Likely, students will come into the Middle School Interactive Ethics Event with varying levels of familiarity with ethics, ethical principles, and ethical decision-making. If there is time available, instructors might find an introductory lesson on these topics will help students get the most out of the ethics event experience. In that case, instructors are invited to use additional resources (included on the next page) to supplement student knowledge and understanding.

Additional Resources

As part of our work with the Daniels Fund, we offer myriad additional middle school resources at no cost:

- **Career exploration modules.** Twenty instructional modules about career exploration that emphasize both introspective and experiential skills as students prepare for future careers. Each module in the series is comprised of a PowerPoint presentation, presentation script, and corresponding student guide.

- *Career Exploration for Middle-Level Students.* A foundational career exploration course that encourages students to think about their skills and interests, introduces them to different causes and challenges, exposes them to different career fields and industries, and helps them develop professional skills and materials needed for obtaining and maintaining a job. Throughout the course, students will also examine the role of ethics in career exploration.

- **Ethical leadership modules.** Ten instructional modules that serve as comprehensive, ready-to-use lesson plans for teaching principle-based ethics and ethical decision-making. Topics covered in these modules include the nature of ethics, ethical principles, and responding to ethical dilemmas.

- *Ethical Leadership for Middle-Level Students.* A foundational ethics course that gives students the language necessary to distinguish between right and wrong. Throughout the course, students examine and apply ethical principles to real-world situations that preteens and young adolescents commonly encounter in school, at home, and with friends.

Additional materials to teach principle-based ethics and ethical decision-making are also available for free, thanks to the generosity of the Daniels Fund. To supplement instruction, educators may find one of the following resources helpful:

- Ethics Books & Movies List
- Ethics Boot Camp
- Certifications
- Ethical Principles Video Series
- Gray Zone Interactive Series
- Service Learning Project

All resources listed above can be found at MBAResearch.org/Ethics.
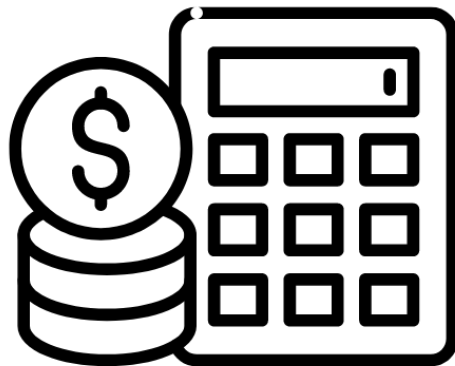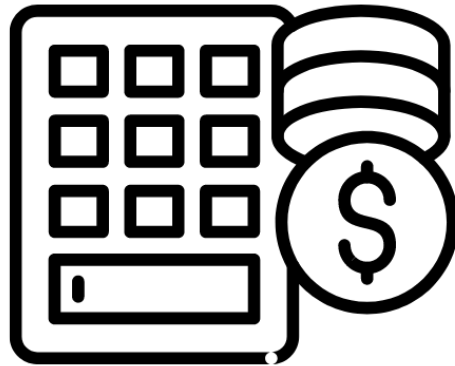
Table Tents

Section 1

Digital Marketer

Digital Marketer

Bottom of pyramid

Financial Advisor

Financial Advisor

Bottom of pyramid

Human Resources (HR) Manager

Bottom of pyramid

Loan Officer

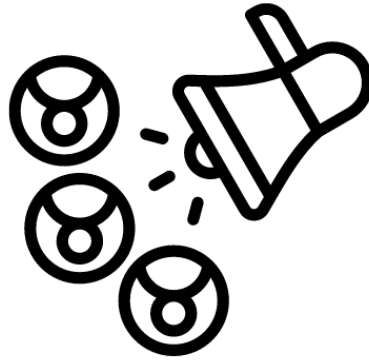Loan Officer

Bottom of pyramid

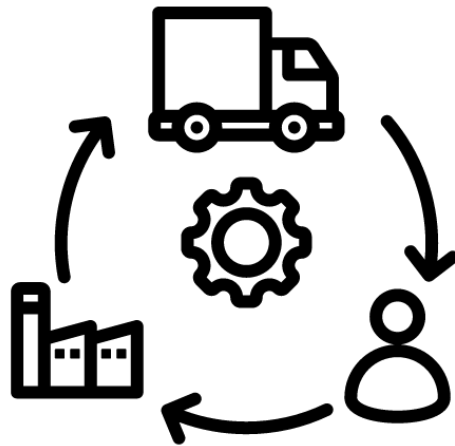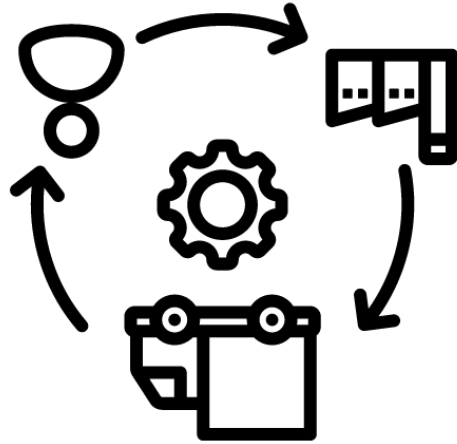©2024, MBA Research and Curriculum Center

Public Relations (PR) Specialist

Bottom of pyramid

Supply Chain Manager

Bottom of pyramid

Job Summaries

Section 2

Digital Marketer: Someone who uses digital channels—such as search, social, websites, and chat—to promote products and services, deliver messages, and create meaningful customer experiences. Key responsibilities include sending promotional emails, posting on social media, developing content, tracking paid advertisements, and implementing digital marketing campaigns.

Financial Advisor: Someone who helps clients manage their money and plan for their financial future. Key responsibilities include regularly meeting with clients and offering advice on their investments, homeownership, insurance, retirement, budgeting, taxes, estate planning, etc.; helping them set short- and long-term financial goals; and designing debt payoff strategies.

Human Resources (HR) Manager: Someone who oversees the staffing of and people within an organization. Key responsibilities include interviewing, hiring, onboarding, and training new employees; managing benefits and payroll; conducting performance and salary reviews; addressing employee issues and facilitating conflict resolution; ensuring legal compliance; and promoting a positive working environment.

Loan Officer: Someone who assists individuals or businesses with borrowing money from a lending institution, such as a bank or credit union. Key responsibilities include evaluating loan applications, approving or denying loan applicants, helping clients resolve financial issues, preparing documents, keeping records, and explaining different loan options to clients.

Public Relations (PR) Specialist: Someone who communicates with the public on behalf of a person or organization. Key responsibilities include writing speeches and press releases, responding to information requests from the media or the authorities, evaluating their organization's public image, and training others on effective communication skills.

Supply Chain Manager: Someone who oversees the flow of products, information, and finances across a supply chain. Key responsibilities include developing a strategy for a supply chain, sourcing goods to meet demand, creating a desirable product, and getting products in the hands of customers.

Ethical Principles

Section 3

Ethical Principles

Respect

Showing care for the views, feelings, and property of others and yourself

Responsibility

Fulfilling obligations in a reliable manner and taking ownership of your choices

Integrity

Acting in a way you think is good or truthful, even if no one notices or agrees

Transparency

Maintaining open and truthful communication

Fairness

Ability to decide and act without letting your personal feelings get in the way

Trust

Ability to rely on the character, integrity, or truthfulness of something or someone

Following Rules & Laws

Respecting the guidelines and requirements laid out by society

Viability

Long-term value of your choices and actions

Middle School Ethics Cases

Section 4

ROUND 1—Fairness & Respect

Ben has a group project due at the end of the week. His group members want to work on the project after school every day this week, but he can't meet because he has theater practice. As a compromise, the group decides to complete the project without Ben, and he will do all the talking when presenting the project in class on Friday. After Ben delivers the presentation, their teacher praises him but doesn't acknowledge the other group members for their work on the project. Is it fair for Ben to accept the praise for the presentation, even though he didn't do much to help with the project? Or should he tell the teacher that the other group members did most of the work, knowing that it may lower his participation grade?

ROUND 2—Trust & Transparency

Avery's best friend, Frankie, recently moved an hour away. After not seeing each other for three months, the two have plans to get together this Friday. However, the day before the plans, Jayden—the new student Avery has a crush on—asks her to come to the movies with him and his friends on Friday. Avery is worried that telling Jayden no would give him the wrong impression, so she accepts the invite. But now, Avery needs to cancel her plans with Frankie, which is going to upset her. What should Avery do? Should she be honest with Frankie? Should she simply tell Frankie that she can't hang out anymore and leave out the details? Or should she make up a false excuse so that Frankie's feelings aren't hurt?

ROUND 3—Integrity & Responsibility

Kai is left home alone on a Friday night while his parents go to the movie theater. Before they leave, they tell Kai not to leave the house and to finish cleaning his room. About 30 minutes after they leave, two of Kai's neighborhood friends knock on the door and ask Kai if he wants to walk to the local ice cream parlor with them. Kai wants to go, but he doesn't want to disobey his parents. However, the ice cream parlor is just a five-minute walk away. He could easily go with his friends, come right back, and finish cleaning his room without his parents ever knowing. Would it be irresponsible for Kai to go with them, even if he finishes his chores before his parents get back? What do you think?

Workplace Ethics Cases

Section 5

Digital Marketer

ROUND 1—Fairness & Respect

Kellan's manager wants him to write content for a flashy "clickbait" article because it will gather thousands of views from people who are drawn in by the catchy headline. However, Kellan isn't sure about this tactic—he thinks that clickbait articles just waste readers' time and promise something they never really deliver on. What should Kellan do?

ROUND 2—Trust & Transparency

Antonia frequently tailors her digital marketing efforts—like emails and advertisements—to her audience to make them seem more personal. This personalization is effective, but it requires Antonia's company to collect and use customer information. Some people are concerned about how this impacts customer privacy. How can Antonia balance her collection of customer information with their privacy rights?

ROUND 3—Integrity & Responsibility

Aurora is researching keywords for a client's website to help it appear in online searches. She remembers creating a similar list for a different local business while working on its search engine optimization (SEO) efforts. While Aurora's company no longer works with this other business, she still has the keyword file with her notes. To save time, Aurora figures she can just transfer those keywords to this new company's SEO list. What should Aurora do?

Financial Advisor

ROUND 1—Fairness & Respect

Nia, a financial advisor for the Mangini Financial Group, has her choice between two new clients. The first client is a wealthy businesswoman looking for a new financial advisor to manage her portfolio. The other client is a newlywed couple with low savings looking for a professional to help them plan their financial future. Nia is conflicted on which client to choose. The first client has a large portfolio which will help Nia maximize her earnings. Although working with the newlyweds would not be as profitable, they need guidance much more than the first client and would greatly benefit from Nia's expertise. Which client should Nia choose?

ROUND 2—Trust & Transparency

As a financial advisor, Ethan is bound by confidentiality regarding his clients' financial information. In fact, it's one of the main reasons why he has strong professional relationships with his clients. However, while reviewing the financials for one of his longtime clients, Mr. Burke, Ethan becomes suspicious of illegal activity. It appears to Ethan that Mr. Burke falsified some important tax documents by not truthfully reporting his income. Although Ethan takes client confidentiality very seriously, he also has a legal duty to disclose criminal activities. What should Ethan do? Should he prioritize honoring his client's privacy or fulfilling his legal duties?

ROUND 3—Integrity & Responsibility

In an effort to increase efficiency and expand its client base, Eastside Capital Management recently incorporated a new AI-powered financial planning tool. The system uses algorithms to analyze client data and provide financial advice. After using the tool for a few months, Addison—one of the firm's top financial advisors—realizes that it only offers advice that generates higher profits for the firm, regardless of the client's financial needs. Addison's boss wants the staff to always use the AI tool's advice, but she feels they are taking advantage of their clients by doing so. Although she doesn't want to go against her boss's orders, Addison wonders if she should stop using the tool to protect her clients. What should she do in this situation?

Human Resources (HR) Manager

ROUND 1—Fairness & Respect

Raymond, an HR manager who is about three years away from retiring, is interviewing candidates to eventually replace him when he retires. After conducting several interviews, he narrows down the field to two candidates. The first candidate is more than qualified for the position, while the second is young with limited experience. Raymond feels the first candidate would be best for the company but worries they may pose a threat to his current status in the company and force him to retire early. Because of the second candidate's lack of experience, Raymond feels he could take them under his wing and not have to worry about early retirement. Should Raymond prioritize what's best for the company, or should he do what's best for the final years of his career?

ROUND 2—Trust & Transparency

Nadia is an HR manager for a large automotive manufacturer. One day, Nadia is approached by an employee, Leyla, who confidentially reports that her supervisor, Brian, is creating a hostile work environment. Leyla details Brian's inappropriate jokes and yelling outbursts, and claims he constantly undermines her work. Nadia wonders if she should investigate the situation. She and Brian have been colleagues for 10 years, and she has never seen Brian demonstrate any of these reported behaviors. On top of that, the two have developed a friendship, so she is tempted to sweep it under the rug. However, if she doesn't investigate the situation, she could lose Leyla's trust and the company could be liable for fostering a hostile work environment if her claims are true. What should Nadia do in this situation?

ROUND 3—Integrity & Responsibility

Sasha is an HR manager for a large corporation. In an effort to save the company some money, the company's president tells Sasha to choose a lower quality health insurance plan for the upcoming year. After looking into the plan, Sasha sees that it will not be very beneficial for the company's employees. Sasha conducts some research and finds another plan that is a little more expensive, but much more favorable for the company's employees. What should Sasha do in this situation? Should she follow orders and book the first plan? Or should she go against the president's orders and suggest the better, slightly more expensive plan, even if it means she will be reprimanded?

Loan Officer

ROUND 1—Fairness & Respect

Sanjana, a loan officer at a small bank, meets with a young married couple that has been rejected for a mortgage loan multiple times due to their poor credit ratings. Sanjana empathizes with the couple and is sad to hear they've been rejected so many times. However, when she looks at their application, Sanjana isn't sure if approving them for a loan is the right thing to do. Due to their credit history, there's a high chance the couple defaults on their loan, which would put them at risk of losing their home. Even though she really wants to help them get the loan they need, Sanjana knows it could potentially hurt the bank in the long run. What should she do?

ROUND 2—Trust & Transparency

Janelle, a loan officer, is in danger of not meeting her monthly quotas for the third time in the last four months, which could put her job in jeopardy. When she meets with Lianne, a client who needs a new roof for her home as soon as possible, Janelle sees an opportunity to recommend a large loan with high fees to help her catch up on her quotas. However, Janelle learns that Lianne is a single mom with low savings who is in a desperate situation. Although Janelle needs to meet her quota to ensure her job security, she knows the loan she wants to recommend would put Lianne in a difficult financial situation going forward. What should Janelle do?

ROUND 3—Integrity & Responsibility

Riley, a loan officer at a bank, is approached by her long-time friend Dana about a business loan. Dana's restaurant has been struggling over the last six months, and he needs a significant loan to keep it open. While reviewing Dana's application, Riley realizes Dana will not qualify for a loan under the bank's guidelines. Riley is conflicted. On one hand, she wants to help her friend and give him a chance to save his business. On the other hand, approving Dana for a loan could reflect poorly on her, especially if the business fails, and could hurt the bank. What should Riley do?

Public Relations (PR) Specialist

ROUND 1—Fairness & Respect

Taliyah is a public relations manager for several small businesses in her city. As her client list continues to grow, she realizes that she has too much work on her plate and needs to drop a client or two. Taliyah's first instinct is to drop the business that pays her the least. However, this business is also her oldest client, who pays her less because they've partnered with her for years. On the flipside, she could drop her most recent client. However, this business is paying her handsomely and has expressed interest in even more business with Taliyah. What do you think? How should Taliyah decide who to drop? Can you think of a solution that lets her keep all her clients? What should Taliyah do?

ROUND 2—Trust & Transparency

Donte is the Public Relations Director for GreenFit, a multinational clothing company. Despite the company's promise to make all their products from eco-friendly materials, an investigative article from a news outlet reveals that many of their factories are incredibly wasteful and improperly dispose of hazardous chemicals. As the PR Director, Donte is instructed to deny these allegations in an upcoming press conference and maintain GreenFit's brand promise. Donte isn't sure if he should follow these instructions and uphold his company's image or admit that Greenfit has made mistakes. What do you think? What should Donte do?

ROUND 3—Integrity & Responsibility

Ella is a publicist for a popular musical artist. Recently, the artist has begun expressing strong political opinions and posting about them on social media. At first, Ella isn't too concerned—she believes that her clients should feel free to express their views. However, the musician's social media interactions are becoming more and more toxic, and the media is starting to take notice. Ella wants to say something to her client, because she knows it's her job to uphold her client's positive image. However, she also wants her client to have the freedom to discuss politics and express their beliefs. What should Ella do?

Supply Chain Manager

ROUND 1—Fairness & Respect

Lorenzo is a supply chain manager for an automotive manufacturer. To increase efficiency in his company's manufacturing, Lorenzo wants to implement a new artificial intelligence (AI) program into their system. This AI program will save the company time and money and possibly benefit other organizations within the supply chain. However, since this AI system can do the work of many employees, Lorenzo will have to lay off over a dozen workers. What do you think? Is it ethical for Lorenzo to lay off employees to advance the manufacturing process? What should Lorenzo do?

ROUND 2—Trust & Transparency

Pedro is in charge of purchasing raw materials (oil, lumber, grain, etc.) for his supply chain. Pedro reaches out to a few foreign oil companies with the hopes of securing some of their raw materials. Company A offers a much cheaper price, but they reside in a country with virtually no labor laws. They've developed a bad reputation for underpaying and mistreating their workers. Company B has an outstanding reputation in their industry, but their oil prices are nearly double what Company A is offering. Pedro worries that such a high price will hurt his own supply chain. What do you think? Which company should Pedro pick?

ROUND 3—Integrity & Responsibility

Taylor is a supply chain manager who manages all product returns for her company. Taylor's company has a policy where all returned items need to be completely repackaged, including new boxes, labels, plastic bags, and even packing peanuts. Taylor thinks this policy is wasteful and harmful to the environment, so she recommends changing the system to reuse old shipping materials. However, her boss tells her that reusing old shipping materials will take extra work, and that not all packages will be in good shape after customers have handled them. Do you agree with Taylor's suggestion to reuse old packaging? Do you share her boss's concerns? What should Taylor do?

Discussion Questions

Section 6

Understanding the Dilemma

- What are the key details of this dilemma?

- Who is involved in this dilemma? What are their motivations?

- How are the following ethical principles involved in this dilemma:
    - <u>Round 1</u>: Fairness & Respect
    - <u>Round 2</u>: Trust & Transparency
    - <u>Round 3</u>: Integrity & Responsibility

- Are there other principles involved in this dilemma (e.g., Viability and Following Rules and Laws)? Which one(s)?

Exploring Options

- What are the possible choices that could be made?

- What are the potential risks and benefits of each choice (both short- and long-term)?

- Who might be affected by each choice? In what way(s)?

Taking Action

- How could the person faced with this dilemma seek help in making a decision?

- How should the dilemma be resolved? Why is that the best course of action?

- How do you think the main character will feel after making their choice? Why?

Reflection

- Why might there be more than one "right" solution to this dilemma?

- Have you ever experienced a similar dilemma? What did you do?

- What should you do when your "gut" tells you something isn't right?

- What should you do if you find you've made the "wrong" decision?

Ethics in the Workplace

- How does this dilemma compare to the corresponding middle school dilemma?

- How might this situation impact company morale (how people feel about their jobs/the company)?

- What message does each choice in the dilemma send about the company's values?

- Is it easier or harder to make an ethical decision in your personal life vs. in the workplace? Why?

- What rules or policies could businesses implement to encourage ethics in the workplace?

- What could you do now to prepare for ethical dilemmas in your future career?

Interactive Ethics Event Passport

Section 7

ETHICS EVENT PASSPORT

ROUND 1

CHOOSE ONE ETHICAL PRINCIPLE:

FAIRNESS   RESPECT

HOW CAN YOU DEMONSTRATE THIS
PRINCIPLE IN YOUR LIFE?

ROUND 2

CHOOSE ONE ETHICAL PRINCIPLE:

TRUST   TRANSPARENCY

HOW CAN YOU DEMONSTRATE THIS
PRINCIPLE IN YOUR LIFE?

ROUND 3

CHOOSE ONE ETHICAL PRINCIPLE:

INTEGRITY   RESPONSIBILITY

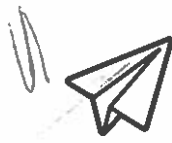HOW CAN YOU DEMONSTRATE THIS
PRINCIPLE IN YOUR LIFE?

REFLECTION

WHICH CAREER SEEMS MOST
INTERESTING TO YOU? WHY?

RECOGNITION OF ACHIEVEMENT

_____

TEACHER SIGNATURE

ETHICS EVENT PASSPORT

ROUND 1

ReSPect

ROUND 2

TRUSt

ROUND 3

INtEGRity

REFLECTION

Digital monitor

RECOGNITION OF ACHIEVEMENT

TEACHER SIGNATURE

ETHICS EVENT PASSPORT

ROUND 1

CHOOSE ONE ETHICAL PRINCIPLE:

FAIRNESS   (RESPECT)

HOW CAN YOU DEMONSTRATE THIS
PRINCIPLE IN YOUR LIFE?

I Can Demonstrate respect
in My life by treat
People how I I want
to Be treated

ROUND 2

CHOOSE ONE ETHICAL PRINCIPLE:

(TRUST)   TRANSPARENCY

HOW CAN YOU DEMONSTRATE THIS
PRINCIPLE IN YOUR LIFE?

I Can demonstrate
trust by keeping
Someone's Secret
a Secret So they
feel like they can
trust me

ROUND 3

CHOOSE ONE ETHICAL PRINCIPLE:

INTEGRITY   (RESPONSIBILITY)

HOW CAN YOU DEMONSTRATE THIS
PRINCIPLE IN YOUR LIFE?

I Can Demonstrate
responsibility by
doing My Home work
or having a task
and get it done

REFLECTION

WHICH CAREER SEEMS MOST
INTERESTING TO YOU? WHY?

Digital Marketer
because I line
Marketing things

RECOGNITION OF ACHIEVEMENT

TEACHER SIGNATURE