



New Fellow Education Transfer Plan Cover Sheet

Title of ETP	Ethics Awareness Lesson
Name of IISME Fellow	Carole Rygiol
Fellow's year-round email	crygiol@hotmail.com
Sponsor Company	Lockheed Martin
Name of Mentor	William McCorquodale
National Board Certificate Area	National Board Standard III. Learning Environment: Accomplished teachers establish a caring, inclusive, stimulating, and safe school community where students can take intellectual risks, practice democracy, and work collaboratively and independently.

I, the IISME **Fellow** named above, affirm that the ETP I am submitting is my own work, that I acknowledged sources where appropriate, and that I avoided including any proprietary information of the Sponsor Company. By my submission I am assigning to IISME my entire copyright in the ETP. I understand IISME is simultaneously granting me a license to use the ETP for pedagogical purposes.

Signature Date July 19, 2004

Category General/Language Arts	<i>Curriculum</i> Subject: Math Science Technology <u>L.A.</u> Level: Elem <u>Middle</u> High Other <i>Staff Development</i> Describe <u>Ethics Awareness Training</u> <i>Other</i> Describe _____
Objectives	<u>Objectives:</u> Students will learn skills to assist them in making decisions based on ethics and values, thereby promoting a positive, socially responsible school environment.
Abstract (50 words or less)	Because there has been a lot of concern at my school about the school "climate," I feel that Ethics training would be of tremendous benefit to our students. I have developed a lesson for my classes about Ethics using Lockheed Martin's Ethics training as a model, culminating in a writing assignment and a presentation to staff.
Describe how your ETP aligns with the National Board Standard stated in your proposal.	Students will work in a collaborative setting to internalize ethical ways to make decisions. This contributes to a safe atmosphere of trust and caring in the classroom and the school environment as a whole.

Describe the connection between your ETP and the Summer Fellowship.	Lockheed Martin conducts a mandatory ethics awareness training every year for all of its employees. I have used this year's Lockheed Martin training course as a model for the training I will do in my classroom.
Resources Needed	PowerPoint presentation, index cards with scenarios written on them, 2 large classroom charts defining "Ethics Decision Making Model" and "Ethics Meters" settings, Ethics Meters, ethics word search puzzle, writing assignment, rubric.
Evaluation/Assessment Measures Used	Group and class discussion regarding scenarios, writing assignment with rubric assigned.
Formatting specifications	PC <u> X </u> or Mac <u> </u> (Must be in Word or Text Format) Software used <u> Power Point, Word </u>
Submitted Copy	Soft and hard copy due to peer coach by the end of the summer fellowship. Also, a copy of the cover sheet signed by a school site administrator submitted to IISME Oct 3, 2004 to receive \$300 grant.
<p>the Mentor named above [please select one of the following],</p> <ul style="list-style-type: none"> <input type="checkbox"/> have read the attached ETP, and my comments, if any, appear below. <input type="checkbox"/> have read the attached ETP, and, as outlined in the IISME-Company Fellowship Agreement, have reviewed it on behalf of the Sponsor Company, and have determined that the ETP does not contain any Sponsor-proprietary information. My additional comments, if any, appear below. <p>Comments:</p> <p>Signature _____ Date _____</p> <p>Administrator's comments:</p> <p>Signature _____ Date _____</p>	

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This document can be downloaded from <http://iisme.org> under Summer Fellowships, Fellowship Forms.



ETP – Ethics Awareness

IISME Summer Fellowship at Lockheed Martin

Carole Rygiol

Lockheed Martin conducts ethics awareness training classes for all employees once a year. After reviewing the training they provided this year, I was inspired to share the same kind of information with my students at Piedmont Middle School. Student behavior has been a cause for concern among staff in recent years. Conduct can improve if students are focused on the ethical principles behind their actions.

Lessons are modeled after Lockheed Martin's training, altered to make it appropriate for adolescents.

Sources

- Lockheed Martin Ethics Challenge 2004 employee training program, “The Ethics Effect.” Designed by Office of Ethics and Business Conduct, Bethesda, MD.
www.lockheedmartin.com/ethicsawarenesstraining/
- Ethics Resource Center: “The Ethics Resource Center (ERC) is a nonprofit, nonpartisan educational organization whose **vision** is a world where individuals and organizations act with integrity.” www.ethics.org

Structure of ETP

The entire ETP was assimilated into PowerPoint format to make it consistent for soft copies. However, the materials are intended to be used in this way:

1. PowerPoint slides #6-20 are a PowerPoint presentation to be shown to students to initiate and encourage discussion about Ethics.
2. Slide #21 gives instructions for group work.
3. Slide #22, titled “End of Presentation,” is in place to indicate the end of the actual PowerPoint presentation.
4. Slides #23-25 are a sample scenario for sharing during a staff presentation (see below).
5. Slides #26-30 contain instructions for the “scenarios” for group activities. Scenarios will be printed on index cards to hand to groups. They will not include the references to how ethical responses are.
6. Slides #31 and 32 are a writing assignment to follow-up to lessons, with a rubric used for assessment of writing.
7. Slides #6-25 are intended to be shown in a staff presentation. This will be a presentation at a staff meeting to introduce the idea to other teachers and administrators.

ETHICS TRAINING

Improving school climate
through Ethics Awareness

Introduction

- IISME/Lockheed Martin
- Ethics principles are core beliefs that guide or motivate attitudes and actions
- Promote a positive school environment
- How can Ethics be taught?

Overview

- 5-day Lesson Plan
- Ethics Principles
- Definitions
- Ethical Decision-Making Model
- Warning Signs
- “Ethics Meters” Settings
- Scenarios
- Writing Assignment with Rubric

Schedule

Day 1

- Power Point introduction
- Review ethics definitions
- Homework: Ethics word search puzzle (available at www.ethics.org/puzzle.html).

Day 2

- Scenarios 1 and 2: Group work, writing assignment.

Day 3

- Scenarios 3, 4, and 5: Group work.

Day 4

- Summary, wrap-up. Discuss writing assignment.

Day 5

- Writing assignment due. Follow-up class discussion.

Ethics Principles

- Honesty
- Integrity
- Respect
- Trust
- Responsibility
- Citizenship

Honesty

To be truthful in all our activities, and to be honest and forthright with one another and with our teachers, administrators, parents, and community members.

Integrity

To say what we mean, to deliver what we promise, and to stand for what is right.

Respect

To treat one another with dignity and fairness, and to appreciate the diversity of our student population and the uniqueness of each student.

Trust

To build confidence through
teamwork and open, honest
communication.

Responsibility

To take responsibility for our actions, and to speak up, without fear of payback. To report concerns at school, including violations of rules, and seek clarification and guidance whenever there is doubt.

Citizenship

To obey all the rules of Piedmont Middle School and our government, and to do our part to make the community in which we live and study better.

Ethical Decision-Making Model

1. Evaluate information.
2. Consider how your decision might affect all involved.
3. Consider which ethics principles are relevant.
4. Determine the best course of action.

(Make a chart for students to use as reference.)

Warning Signs

You're on ethical thin ice when you hear . . .

- “Well, maybe just this once. . .”
- “No one will ever know.”
- “It doesn't matter how it gets done as long as it gets done.”
- “It sounds too good to be true.”
- “Everyone does it.”
- “We can hide it.”
- “No one will get hurt.”
- “What's in it for me?”

“Ethics Meters” Settings

- *Highly Ethical* – The most ethical solution; may go above and beyond following rules; demonstrates the highest personal integrity.
- *Ethically Sound* – A practical option, clearly ethical, not necessarily the most ethical solution.
- *Gray Area* – A more neutral choice, not clearly ethical or unethical.
- *On Thin Ice* – Bordering on unethical, this choice should raise a red flag.
- *Unethical* – The worst choice, clearly inappropriate.

(Make a chart for students to use as reference.)

Summary

- School values and ethics principles are core beliefs that guide or motivate attitudes and actions.
- Ethics establish what we appreciate and feel strongly about, and they influence behavior.
- Ethics provide standards of conduct for students.

Instructions for Groups Analyzing Scenarios

There are 5 different cases, or scenarios, in which it is necessary to make decisions about appropriate actions based on ethics. For each scenario, there are 5 choices for responses. Class will be divided into 5 groups. Each group will be given an “Ethics Meter” (see classroom chart for Ethics Meter settings.) All groups discuss the same case, but each group reviews and measures a different action. Teacher reads the case. Groups then spend 5-10 minutes considering the action taken by the character on their case card (each group considering a different action). After discussing the case, groups decide where on the “Ethics Effect” meter to rate the character’s action. They also decide which Ethics Principles were applied or ignored. When all groups have set their arrow on the meter, the teacher asks groups to reveal their meter settings. Teacher then asks each group to explain what action the character took on their card, why the group rated it as it did, and which ethics principles were applied or ignored. The objective is to have all five meter readings covered by the five groups. If two or more groups have identical meter readings, the group will be asked to assess the actions and reach consensus on where the meter readings should be taken until there is a meter reading for each of the 5 options. To facilitate the discussion, teacher asks students, “Which action is most (or least) ethical?”

Sample Scenario

Jessica is being taunted by another student. Every day during homeroom, the student laughs at her clothes, says mean things to her, and takes and hides her backpack.

Sample Scenario

What Jessica Did

1. She went to her counselor, gave specific examples of this behavior, and asked for help. (*Highly Ethical*)
2. She reported the situation to the Vice Principal, requesting anonymity.
(*Ethically Sound*)
3. She asked to be moved to a new school. (*Gray Area*)
4. She went to homeroom late every day so the bully didn't have time to harass her. (*On Thin Ice*)
5. She told her big brother, who went to school and threatened the bully. (*Ethically Unsound*)

NOTE: Each of these responses will be given to a different group. Groups will determine whether or not response is ethical and to what degree.

Sample Scenario

Ethics Effect

Ethics Effect: (Ethics Principles Applied or Ignored):

1. Jessica is asking for assistance from a school administrator who is equipped to deal with this situation.
(Applied: Integrity, Respect, Trust, Responsibility)
2. Jessica is asking for help from the Vice Principal, requesting anonymity to avoid future retaliation.
(Applied: Integrity, Respect, Trust, Responsibility)
3. Asking for a transfer does not deal with the situation.
(Ignored: Responsibility)
4. Avoiding homeroom will create more problems for Jessica (tardies) and does nothing to address the problem.
(Ignored: Respect, Trust, Responsibility)
5. Jessica is retaliating by convincing her brother to engage in the same behavior she is suffering from.
(Ignored: Integrity, Respect, Trust, Responsibility)

End of Presentation

- The following Cases will be printed on cards for use in the classroom (Scenarios).
- The final writing assignment is described. Students will be given printed copy of assignment and rubric.

Scenarios

Case 1:

Kevin is a straight-A student. His best friend, Chris, admits that he did not finish a homework assignment due later in the day. Chris offers Kevin his new CD in exchange for copying his homework. Kevin has few friends and doesn't want to lose this one.

What Kevin did:

1. He told Chris no because it was against the rules and he could get in just as much trouble as Chris if they got caught. Kevin offered to help him with it during lunch so he could turn it in after school.
(Highly Ethical)
2. He told Chris he worked really hard on the homework and didn't think it was fair for him to copy it. He offered to help him with it after school so he could turn it in the next day.
(Ethically Sound)
3. He reported it to the teacher and asked her not to tell Chris.
(Gray Area)
4. He told Chris he should ask someone else if he could copy their homework.
(On Thin Ice)
5. He said he really wanted that CD, so Chris should go ahead and copy his work.
(Unethical)

Ethics Effect (Ethics Principle Applied or Ignored):

1. Kevin is pointing out that cheating is wrong and against the rules, but shows understanding by offering his help.
(Applied: Honesty, Integrity, Respect, Citizenship)
2. Kevin wants his friend to think about how unfair it is for him to copy. Again, he shows compassion by offering his help when they have time after school.
(Applied: Integrity, Respect, Trust)
3. Telling the teacher doesn't address Chris's desire to cheat.
(Ignored: Respect, Trust, Integrity)
4. Kevin is suggesting that his friend do something that is against the rules and could lead to more cheating.
(Ignored: Integrity, Respect, Responsibility)
5. Kevin is encouraging Chris to break the rules and do something that could lead to bad habits.
(Ignored: Honesty, Integrity, Responsibility, Citizenship)

Case 2:

At the beginning of the new school year, the teacher warns the class that there is a shortage of paper so that all students should be careful about wasting it. Richard observes one of his classmates taking a whole stack of paper from the teacher's printer and putting it in his backpack.

What Richard did:

1. He spoke to the classmate about what he saw and convinced him to put the paper back.
(*Highly Ethical*)
2. He reported the situation to his teacher.
(*Ethically Sound*)
3. He replaced the paper with some of his own.
(*Gray Area*)
4. He decided to ignore it.
(*On Thin Ice*)
5. He told all the other classmates what happened.
(*Unethical*)

Ethics Effect: (Ethics Principles Applied or Ignored):

1. Richard appeals to the classmate's sense of honor and as a result, the paper is returned.
(*Applied: Responsibility, Respect, Citizenship, Integrity*)
2. Richard tells the teacher so the situation can be dealt with by the person in authority.
(*Applied: Responsibility, Citizenship, Integrity*)
3. Taking personal responsibility for the situation provides no solution and leaves Richard holding a secret which might change his attitude toward the responsible student.
(*Applied: Responsibility, Citizenship; Ignored: Trust, Honesty, Integrity*)
4. Ignoring the situation does not offer any solutions.
(*Ignored: Citizenship, Integrity, Responsibility*)
5. Spreading the word around the class could lead to other problems for both Richard and the guilty student and does not address the situation.
(*Ignored: Honesty, Trusty, Integrity, Responsibility, Citizenship, Respect*)

Case 3: Jessica is being taunted by another student. Every morning during homeroom, this student laughs at her clothes, says mean things to her, and takes her backpack away and hides it.

What Jessica did:

1. She went to her counselor, gave specific examples of this behavior, and asked for help.
(*Highly Ethical*)
2. She reported the situation to the Vice Principal, requesting anonymity.
(*Ethically Sound*)
3. She asked to be moved to a new school.
(*Gray Area*)
4. She went to homeroom late every day so the bully didn't have time to harass her.
(*On Thin Ice*)
5. She told her big brother, who went to school and threatened the bully.
(*Ethically Unsound*)

Ethics Effect: (Ethics Principles Applied or Ignored):

1. Jessica is asking for assistance from a school administrator who is equipped to deal with this situation.
(*Applied: Integrity, Respect, Trust, Responsibility*)
2. Jessica is asking for help from the Vice Principal, requesting anonymity to avoid future retaliation.
(*Applied: Integrity, Respect, Trust, Responsibility*)
3. Asking for a transfer does not deal with the situation.
(*Ignored: Responsibility*)
4. Avoiding homeroom will create more problems for Jessica (tardies) and does nothing to address the problem.
(*Ignored: Respect, Trust, Responsibility*)
5. Jessica is retaliating by convincing her brother to engage in the same behavior she is suffering from.
(*Ignored: Integrity, Respect, Trust, Responsibility*)

Case 4

Linda and Paul are friends. Linda has noticed lately that Paul comes to school looking very tired and disoriented, with red eyes.

He is quieter than usual and laughs at things that don't seem funny to Linda. She suspects that Paul is either drinking or using drugs.

What Linda did:

1. She talked to Paul about her concerns.
(Highly Ethical)
2. She spoke to her counselor about her concerns.
(Ethically Sound)
3. She sent Paul a note without signing it, hinting that she knew what was going on.
(Gray Area)
4. She told several of Paul's friends of her suspicions.
(On Thin Ice)
5. She made sure to cover for Paul when he missed school or was late to class.
(Unethical)

Ethics Effect (Ethics Principle Applied or Ignored)

1. Linda is providing an opportunity for Paul to explain what is going on.
(Applied: Respect, Trust, Integrity)
2. If Linda is uncomfortable discussing the situation with Paul, talking to her counselor is the next best thing to do.
(Applied: Responsibility)
3. Sending an anonymous note to Paul may or may not change Paul's behavior.
(Ignored: Responsibility. Applied: Respect)
4. Sharing her suspicions with friends doesn't address the problem, especially since Linda does not know all of the facts.
(Ignored: Responsibility, Respect)
5. Clearly inappropriate.
(Ignored: Responsibility, Integrity)

Case 5:

It is Jennifer's birthday. Her best friend, Grace, brings her a gift at school. When she opens it, she finds a cute tank top in her favorite color. Grace suggests Jennifer put it on and wear it at school for the rest of the day. The school's dress code forbids wearing tank tops. Grace suggests she wear her sweatshirt over it and then she can take off the sweatshirt after homeroom.

What Jennifer did:

1. She enthusiastically thanked Grace for the wonderful birthday gift and told her she didn't want to violate the school's dress code, but that she could come over after school and Grace could see her wear it then.

(Highly Ethical)

2. She told Grace she loved the top and would wear it under her sweatshirt, but that she wouldn't take off the sweatshirt.

(Ethically Sound)

3. She put on the tank top with a sweatshirt over it, and unzipped the sweatshirt so that she could display the beautiful color without going against the dress code.

(Gray Area)

4. She wore the tank top to classes with her sweatshirt over it, but pulled down the shoulders of the sweatshirt so that her classmates could see the spaghetti straps. When she thought a teacher might notice, she pulled up the shoulders of her sweatshirt.

(On Thin Ice)

5. She wore the tank top and did everything she could so that no teachers would see it.

(Unethical)

Ethics Principles (Applied or Ignored):

1. Jennifer is showing her appreciation for the thoughtfulness from her friend, while still upholding the school's rules.

(Applied: Integrity, Respect, Responsibility, Citizenship)

2. Jennifer is honoring her friend's request while following the school's dress code.

(Applied: Integrity, Respect, Citizenship)

3. Jennifer is actually wearing something she knows she shouldn't wear at school, even though no one can see it.

(Applied: Respect; Ignored: Integrity, Responsibility, Citizenship)

4. Jennifer is doing something she knows is violating the dress code and could destroy the relationship she has with some of her teachers.

(Ignored: Integrity, Responsibility, Citizenship)

5. Jennifer is breaking the school rules and engaging in devious behavior.

(Ignored: Integrity, Responsibility, Respect, Citizenship)

ETHICS Writing Assignment

Directions: Read the following letter written to an advice columnist. Put yourself in the place of the advice columnist. What advice and suggestions would you give the writer?

Think back over the ethics principles we've been discussing. Your advice should be the most ethical solution you can create for this situation.

Explain why this advice would be highly ethical or ethically sound. (Use the scenarios your groups reviewed as an example.)

Requirements:

Your response needs to be in friendly letter format.

Include at least two paragraphs.

Proofread for spelling, punctuation, and grammar

Include ethics principles in your letter; applied and ignored if applicable.

Dear Pat:

My best friend and I planned to go to a movie Saturday night. We were both really excited about seeing this movie. When I called to make plans, they told me they couldn't go because they were grounded. Monday at school, I found out my friend was at a party on Saturday night. My feelings are hurt! I wasn't invited to the party, but worst of all, my friend lied to me! I really like this friend of mine, but they do things like this all the time. What should I do?

Points: 50

Due: Friday

	4	3	2	1
Ethics Principles	Refers to and explains appropriately ethics involved in solution.	Some mention of ethics with no clear explanation.	Ethics principles included but not explained.	Letter does not refer to ethics principle
Friendly Letter Format and Layout	Letter is complete with all required elements.	Some friendly letter elements are missing.	Most friendly letter elements missing or out of place.	Improper form for friendly letter.
Organization	Well-organized with one main topic per paragraph; easy to understand.	Fair organization; some ideas may be mixed between paragraphs.	Some attempt at paragraph organization, but confusing to read.	Doesn't make sense; ideas not clearly presented.
Spelling, Grammar, Punctuation, Word Choice	Excellent spelling, punctuation, grammar, and word choice.	Minimum number of errors that don't interfere with meaning.	Errors make meaning difficult to understand.	Many errors in spelling punctuation, grammar, and poor word choice.