

**Unit 1 Title:** Getting a Job

**Lesson Title:** Personal Code of Ethics

**Lesson:** 2 of 5

**Grade Level:** 10

**Length of Lesson:** 55-70 minutes

**Missouri Comprehensive Guidance and Counseling Domain:**

CD.9: Applying Skills for College and Career Readiness and Success

**Grade Level Standard (GLS):**

CD.9.A.10.a: Identify the steps which can be used to resolve ethical issues related to school or work situations.

CD.9.B.10.a: Compare and contrast the post-secondary application process to the job application process.

**American School Counselor Association (ASCA) National Standard:**

Career Development

- B. Students will employ strategies to achieve future career goals with success and satisfaction.

**Materials (include activity sheets and/ or supporting resources)**

School Discipline Policy (or other school policy documents that provide guidelines for student behavior)

Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath) [The ethical standards may be available from the websites of professional organizations.]

*Personal Code of Ethics* Activity Sheet

*Code of Ethics* worksheet

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics	
	Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will complete a personal code of ethics form.  
 The student will complete an advocacy plan to develop a school policy for an ethical school culture

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLSs. Assessment can be question answer, performance activity, etc.**  
 Students will develop a personal code of ethics and relate their personal code of ethics to school situations. Students will discuss steps they will take to resolve ethical issue at school and develop a personal plan to advocate for an ethical school culture.

**Lesson Preparation**

**Essential Questions:**  
 What are ethics?  
 What guides us when we don't know what to do in a difficult situation?  
 Why is it important to have ethical values on the job?

**Engagement (Hook):**  
 News clippings or video clip about a business issue that led (or could lead to) unethical decision-making (e.g., Martha Stewart, Enron, super-sized campaign contributions, inflation of stock value)

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Discuss a current event in the news about ethical practices in business. Provide students with copies of the standards/codes of ethical practice for a variety of professions – include occupations you or the students may not ordinarily think of as having a code of ethics, e.g., exterminators.</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will actively participate in the discussion.</li> </ol>
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<ol style="list-style-type: none"> <li>2. Discuss ethical issues as compared to legal issues.</li> <li>3. Have students complete the <i>Personal Code of Ethics</i> Activity Sheet.</li> <li>4. Instruct students to break into small groups and list behaviors that are common on most students' lists. Compare lists with school policy documents to determine similarities and differences between students' lists and the policy document(s).</li> <li>5. Counselor writes a list on the board synthesizing the group lists into one class-agreed-upon list. Again, compare with school policy documents. Discuss commonalities listed on the board.</li> <li>6. Distribute <i>Code of Ethics</i> worksheet. Instruct students to use the <i>Personal Code of Ethics</i> Activity Sheet to complete the <i>Code of Ethics</i> worksheet independently.</li> <li>7. In the same small groups, have students develop an advocacy plan for creating school policy that will promote an ethical school culture. Encourage the implementation of their advocacy plans.</li> <li>8. Facilitate a large group discussion about using the ethical codes in a step-by-step decision-making process to resolve ethical conflicts. In small groups, provide the same school-related ethical dilemma to each group for discussion. Each group will explain the considerations and steps leading to actions that would resolve the dilemma.</li> <li>9. Collect <i>Personal Code of Ethics</i> Activity Sheets to put in each portfolio or have students place in portfolio.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students will actively participate in the discussion. Give examples at school.</li> <li>3. Complete the <i>Personal Code of Ethics</i> Activity Sheet.</li> <li>4. A volunteer from each group will write the behaviors on the board.</li> <li>5. Students will develop a list of behaviors group members agree all students at their school should follow. They will then compare their group's list with policy documents and make a list of the standards of behavior that aren't included in the discipline policy.</li> <li>6. Students independently complete <i>Code of Ethics</i> worksheet.</li> <li>7. Students will develop an advocacy plan and describe it to the whole class.</li> <li>8. Students will list the steps their group would take to resolve the ethical problem.</li> <li>9. Students will place their <i>Personal Code of Ethics</i> Activity Sheet in a prominent place in their portfolios.</li> </ol>
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**Teacher Follow-Up Activities**

Encourage teachers to have students write a paper discussing the steps they took to resolve an ethical issue in the past.  
Role-play an ethical conflict between 2 students, and then 2 employees.

**Counselor reflection notes (completed after the lesson)**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Personal Code of Ethics Activity Sheet

A Code of Ethics is an agreement among participants of a group on the norms that shall guide their behavior during the involvement in the group.

What character words are most important to you and what behaviors show that quality?

<u>Character Quality</u>	<u>Behavior(s)</u>
Creativity	
Empathy	
Citizenship	
Truthfulness	
Accountability	
Fairness	
Integrity	
Compassion	
Humor	
Loyalty	
Sincerity	
Tolerance	
Equality	
Forgiveness	
Purpose	
Friendship	
Imagination	
Honesty	
Self-discipline	
Justice	
Sharing	
Wisdom	
Assertiveness	
Responsibility	
Kindness	
Cooperation	
Restraint	
Perseverance	
Confidence	
Consideration	

**Code of Ethics of: \_\_\_\_\_**

You may use words that are listed on the previous page to complete the following items:

A. My philosophy of being a student is:

B. I believe the following are character qualities I must possess.

\_\_\_\_\_,  
\_\_\_\_\_,  
\_\_\_\_\_.

C. An individual's right to \_\_\_\_\_, \_\_\_\_\_,  
and \_\_\_\_\_ are important.

D. I get support from \_\_\_\_\_

E. I believe: The following are character qualities all students must possess:

\_\_\_\_\_,  
\_\_\_\_\_,  
\_\_\_\_\_.

F. These are behaviors that will show that the above character qualities are valued:

\_\_\_\_\_,  
\_\_\_\_\_,  
\_\_\_\_\_.

G. The steps I should take when there is a problem with an ethical issue are

- 1.
- 2.
- 3.
- 4.
- 5.