

**Unit # 1 Title:** Evaluating One’s Personal, Ethical, Academic, and Work Habits

**Lesson Title:** How Does Who I Am Relate to Employability? (Part 1)      **Lesson:** 1 of 2

**Grade Level:** 6

**Length of Lesson:** 30 minutes

**Missouri Comprehensive Guidance and Counseling Domain:**

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

**Grade Level Standard (GLSs):**

CD.9.A.06.a.i: Assess and analyze personal, ethical and work habit skills as they relate to individual student success.

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

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

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

Markers, butcher block paper  
*Ethical Dilemma Scenarios* Activity Sheet

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 4. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

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

<b>Academic Content Area(s)</b>		<b>Specific Skill(s)</b>
X	Communication Arts	Communicating thoughts and ideas
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

The student will define the term “ethics” and identify five reasons why ethical behavior is important in the workplace.

**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 participate in question and answer sessions.

**Lesson Preparation**

**Essential Questions:**  
 What are ethics? What if people didn’t respect others? Why is honesty important? Or courage? Or responsibility? Or self-discipline? Or self-respect?

**Engagement (Hook):**  
 Mark did not do his math homework. He takes Shondra’s homework, erases her name, and puts his name on her paper. You watch Mark make the change. What do you do?

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Divide class into small discussion groups. Give each group markers and a large piece of butcher paper on which to write their ideas. Pose the following questions: “What are ethics?” “What if people didn’t respect others?” “Why is honesty important?” “What about courage?” “Or responsibility?” “Or self-discipline?” “Or self-respect?”	1. Students will write their ideas on the butcher paper and discuss the questions in their groups.

<p>[<i>Note: The counselor may want to discuss what the terms are, or provide students with definitions of the terms from which to work.</i>]</p> <ol style="list-style-type: none"> <li>2. Have the students brainstorm, writing their ideas on the butcher paper and discussing their ideas with the group. Once the groups have discussed the questions, present their responses to the class for discussion. As the groups present their ideas to the class, list their responses on the board.</li> <li>3. Follow with the hook: “Why would ethics be important to employers?” Giving the students another piece of butcher paper on which to write their ideas during the brainstorming.</li> <li>4. Provide Activity Sheet <i>Ethical Dilemma Scenarios</i>. Students will discuss the dilemmas by assuming the role and point-of-view of each individual (including those not present) involved in the scenario.</li> <li>5. Closure: Ask for 3-4 volunteers to share the response of their choice with the class. Provide opportunities for students to have a small-group (3-4 students) conversation about their thoughts and questions they still have re: ethical decision-making.</li> </ol>	<ol style="list-style-type: none"> <li>2. Once the groups have come up with answers to the questions, they will present their ideas to the class.</li> <li>3. Students will write their ideas on the butcher paper during the brainstorming.</li> <li>4. Students will work within their groups to come up with possible solutions to the scenarios.</li> <li>5. Students will respond to the questions listed at the end of the series of scenarios.</li> </ol>
--	--

**Teacher Follow-Up Activities**

Ethical dilemmas present themselves everyday in the classroom. Encourage classroom teachers to point out situations in which students are presented with an ethical decision.

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

## Activity Sheet: Ethical Dilemma Scenarios

### Scenario #1:

As an employer, one of your employees arrives at work 10 minutes late everyday. It's just 10 minutes, right (the employee does not have a car and must rely on public transportation to get to and from work—and this is her second job)?

**People Involved:**  
**Points of View:**  
**Possible Solutions**

### Scenario #2:

Martin works at the movie theater. He allows his friends to sneak in without paying for tickets. What's the big deal?

**People Involved:**  
**Points of View:**  
**Possible Solutions**

### Scenario #3:

A customer drops a \$10 bill as she pays Cindy for her groceries and doesn't realize it. What should Cindy do (it's the 21<sup>st</sup> of the month, Cindy is a single mom - and has no money to buy groceries)?

**People Involved:**  
**Points of View:**  
**Possible Solutions**

### Scenario #4:

You are with a group of employees in the stockroom. A package of CD's is open. You watch as a couple of the employees take copies of the CD's for themselves. They ask you not to tell the manager. What do you do? What are the consequences of your choices (the other employees are individuals with whom you want be friends)?

**People Involved:**  
**Points of View:**  
**Possible Solutions**

**Scenario #5:**

Devon gets a job at the local fast-food restaurant. He has to wear a uniform everyday that the manager says must be clean and pressed. He is tired when he gets home from work and doesn't want to do laundry. He has school tomorrow and is scheduled to work after school. What does he do? What are his choices?

**People Involved:**

**Points of View:**

**Possible Solutions**

**Scenario #6:**

An employer asks Juanita to complete a job assignment by 11:00 a.m. She is almost finished at 10:30, when her friend, Rhonda, comes by. Rhonda wants Juanita to take her break now, so that they can eat a snack together. What should Juanita do (Rhonda is the sister of the person Juanita wants to date)?

**People Involved:**

**Points of View:**

**Possible Solutions**

As we were talking about these dilemmas, I thought about a time when:

Ethical Dilemmas Are:

The most difficult part of ethical decision-making for me is:

Ethical Dilemmas in the workplace remind me of (school/classroom experiences):

To be an ethical decision-maker, I have to:

I wonder: