



FOUNDATION SKILLS

PATHWAY: All Pathways
COURSE: All CTAE Courses
UNIT 9.11: What Would You Do? Work Ethics & Behaviors



INTRODUCTION

Annotation:

Students will participate in an activity where they will explore their views on ethical, behavioral, and legal questions arising from situations in the workplace or are workplace-related.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time:

1 hour

Author:

Amanda Supra and Dr. Frank Flanders

Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

- **CTAE-FS-9 Ethics and Legal Responsibilities.** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

There are many decisions and choices that a person must make in the workplace as well as in life. Understanding one's views on ethical issues, moral behavior, and legal responsibilities is important, and a milestone to career development.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: *Why is life-long learning important in the modern workplace?*

- What are ethics?
- What is a legal responsibility?
- How do ethics affect legal responsibility?
- How do ethics and legal responsibility affect your individual career pathway?
- How do your decisions affect your life and career?

Knowledge from this Unit: Factual information.

- **Students will be able to:**
 - Define ethics, legal responsibility, and moral views.
 - Explain how ethics and legal responsibility affect choices made in the workplace.
 - Describe their own views on ethics, legal responsibility, and moral views.
 - Discuss other people's views on ethics, legal responsibility, and moral views.

Skills from this Unit: Performance.

- Students will be able to define, verbalize, and put into words their views of career-related ethical, legal, and moral responsibility.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Title:

What Would You Do? Group Activity

Assessment(s) Description/Directions:

The class will be divided into two teams while three volunteers serve as judges. Pre-selected questions from the "What Would You Do" Word document are asked to team representatives. Teams alternate between writing down the answer and answering verbally. The answers are compared to see how similar they are. If the answers are determined to be similar by the panel of judges, then the team with the written response scores a point.

Attachments for Assessment(s): Please list.

"What Would You Do," Word Document



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

- **CTAE-FS-9 Ethics and Legal Responsibilities.** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

2. Review Essential Questions.

- What are ethics?
- What is a legal responsibility?
- How do ethics affect legal responsibility?
- How do ethics and legal responsibility affect your individual career pathways?
- How will your decisions affect your life and career?

3. Identify and review the unit vocabulary.

- Choice – the right, power, or opportunity to choose
- Legal Responsibility – ethics in businesses, organizations, and other large groups; when a person will be penalized in the court system for an event that has occurred
- Ethics – 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.
- Moral Responsibility – having an obligation to ensure that something happens; bound by one's own morals, not by rules or laws created by others

4. Details of the Game:

- Note: This game should facilitate good discussion. The teacher may want to end the game at some point and continue with discussion of questions to provide more opportunity for student involvement.
 1. Divide the class into two teams.
 2. Pick three volunteers to be a judging panel and have them sit in front of the class.
 3. Select one student from Team 1 to answer a question from the list of questions.

4. Select one student from Team 2 to write down an answer to the question that they think the student from Team 1 will say. All teammates can help formulate the written question.
 5. Give both teams 90 seconds +/- to formulate an answer to the question.
 6. Collect the written answer from Team 2.
 7. Ask the representative from Team 1 to give his/her answer orally.
 8. Read the answer that Team 2 gave.
 9. Have the panel of judges decide if the two answers are similar. If they are similar enough, then the judges award Team 2 a point.
 10. Alternate asking questions between Team 1 and Team 2 in the time given for this activity.
 11. Add up the scores and determine the winning team.
5. Continue class discussion of the questions and answers given during the game.
- Ask:
 - Which answer did you disagree with the most?
 - Which answer did you agree with the most?
 - Which answer surprised you the most?
 - Etc.
6. **Optional:** Additional questions from the game may be given to the students to complete individually in class as written work or as homework.
7. **Optional:** There are many “What Would You Do?” resources and examples on the web. Have students explore any of these sites and make a written and/or oral report. Use “What Would You Do?” as the search keywords.
8. **Summary:** Ask students what they learned. Was the discussion useful in helping firm up their feelings? Hopefully the students will say things like:
- The activity/questions:
 - Made me think about situations I had never thought about.
 - Were helpful to me in shaping my views.
 - I was surprised by some peoples' views.
 - Made me understand how some people feel and why they feel that way.
 - Helped me understand my classmates better.

- Helped me understand that there are tough decisions that will have to be made in any career area, as well as in life.

Attachments for Learning Experiences: Please list.

“What Would You Do,” Word Document

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.

For the most part, there are no right or wrong answers. Be cautious and caution students about criticizing others' views. Emphasize the importance of prefacing responses with “I feel that you are wrong because...” or “I must disagree because...” instead of “You are wrong!” and “You are not telling the truth.”



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Optional: The teacher may wish to assign selected questions as an assignment. The students should answer the question in writing.

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

There are some great web resources on “What Would You Do.” Put “What Would You Do” in the search box.

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

What Would You Do – a list of questions to use in the activity.

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input checked="" type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		