



High School

National FFA Organization

Lesson HS.34

THE CONSEQUENCES OF ETHICS

Unit. Stage One of Development—ME
Problem Area.

How Do I Begin to Grow?

Precepts. N3: Make ethical decisions.

National Standards.

NPH-H.9-12.5 Using Communication Skills to Promote

Health — Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify ethical and unethical behavior in the classroom.
- 2 Identify positive and negative consequences of ethical and unethical behavior in the classroom.
- 3 Define and give examples of restorative justice and retributive justice . .



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Time. Instruction time for this lesson: 50 minutes.



Resources

Popov, Linda Kavelin. *The Virtues Project: Simple Ways to Create a Culture of Character*. Torrance, California. Jalmar Press, 2000.



Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ Writing surface
- ✓ Samples of Class Rules from various teachers
- ✓ National FFA Manual
- ✓ HS.34.TM.A–C
- ✓ HS.34.AS.A–C
- ✓ Scratch paper



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Code of Ethics
- ▶ Reconciliation
- ▶ Responsibility
- ▶ Restitution
- ▶ Restorative justice
- ▶ Restoration
- ▶ Retribution



Interest Approach

Pass out samples of behavioral expectations from various teachers at your site for students to view. Discuss. Possible responses: to tell kids what they can and can't do in the classroom; to tell kids what the punishments and rewards are; to make rules, so the class runs smoothly; to establish expectations for the members of the group.



What is the purpose of behavioral objectives or classroom rules? What do these samples have in common?

Discuss. Possible responses: so that everyone knows what the rules are, and they know what's okay and what's not; so the group can meet its goals more easily.



Why do you think that these behavioral objectives are important?

Today we're going to examine how our actions influence the culture of our classroom or any group that we're working with. We're going to identify actions that help us accomplish our



goals in class. In the workplace, managers find that if employees are allowed to help make a code of ethics, then they are more motivated to abide by that code of ethics, so that's what we're going to do in our classroom today. We're going to create a code of ethics for the classroom together, so we can gain an understanding of the relationship between personal ethics, behavioral expectations and success in the classroom. By the end of today's lesson each of our tasks will be to describe what a code of ethics is and why ethics are important in class or in business.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify ethical and unethical behavior in the classroom.

 So where does this leaves us? Let's start with a definition. What is a code of ethics?

Discuss with students how they would define code of ethics. Have students copy the class definition into their notes.

 Thanks for everyone's input. Let's copy this class definition into our notes. We'll be referring to this definition throughout class. I. Define code of ethics

A. A **Code of Ethics** is a set of rules that establishes expectations for a specific group.

1. A code of ethics is important because it let's the members of the group know what they're supposed to do.
2. Enables the organization to function smoothly.

 Before we begin to decide what's acceptable and what's not, it's important that we decide what our goal is as a class. What's our purpose? We can then discuss what actions will help us accomplish our goal and what actions get in the way. *Discuss responses with students to help them come to the conclusion that the crucial goal is to grow intellectually, academically and personally. Possible responses: to have fun; to get an easy A; to learn about agriculture; to become better leaders and team members; to hang out with our friends till lunch.*

 So what's our goal? Great! Let's all write that down.

Write the goal on the writing surface. Have students write the goal on a sheet of notebook paper.

 Our desired goal is to learn about the subject matter, complete the lessons listed in the course syllabus or outline, to improve our GPA and to undergo a little personal development or growth at the same time. Now that we have a goal or purpose for the class, let's use the *Me-You-Us Moment* to identify actions or behaviors that may or may not be acceptable outside the classroom, but keep us from accomplishing our goal inside the classroom.

Anticipated responses: talking out of turn, arriving late, not having materials, taking materials that don't belong to you, leaving messes in the room, cussing, horseplay, not turning in your work or not participating in activities, eating or drinking in class, putting on make up or doing your hair in class. Refer to HS.34.TM.A and pass out HS.34.AS.A. There are four columns labeled unethical behavior, negative consequence, ethical behavior, and positive consequence. Write the list of negative behaviors that students come up with on the transparency in the column labeled "unethical behavior". Create a list that is no more than ten items long.





There are four columns labeled unethical behavior, negative consequence, ethical behavior, and positive consequence. Write the list of negative behaviors that we came up with on the activity sheet in the column labeled “unethical behavior”. Create a list that is no more than ten items long.

Objective 2. Identify positive and negative consequences of ethical and unethical behavior in the classroom.



Now that we've identified what behavior is unethical, let's see where that behavior will take us.

Discuss each behavior and identify the consequences of those actions in the classroom. Next, identify the contrasting behavior that is productive in the classroom and the consequence of the productive behavior. Have students write the information from HS.34.TM.A on HS.34.AS.A. Continue this process for each behavior identified in Objective 1.



Let's identify the contrasting behavior that is productive in the classroom and the consequence of the productive behavior. For example: coming to class late is a problem, so you would write it in the “Unethical Behavior” column. Why is tardiness a problem? Because it interrupts the teacher, causes a distraction to the class, and means the student missed part of the information—write these consequences in the “Negative Consequences” column. What would the productive or ethical behavior be? Be Punctual—write this in the “Ethical Behavior” column. What is the positive consequence of that behavior? Students are able to concentrate; teacher is able to conduct the class more easily, and the punctual student gets all the information—write these in the “Positive Consequences” column.

Objective 3. Define and give examples of retribution and restitution.



Now that we have a list of behaviors or actions, let's talk about reward and punishment. We need to define a couple of terms.

Show HS.34.TM.B. Use a Little Professor Moment to define the terms “restitution” and “retribution”. Infuse personal examples into the definitions.

II. Define retribution, restitution, and restorative justice

A. **Retribution:** to pay back, or to punish.

B. **Restitution:** to give back something that has been lost or taken, to restore or reimburse.



C. **Restorative Justice:** a system of rules or discipline in which the perpetrator repairs the damage that has been done rather than being punished for the offense (retributive).

Pass out HS.34.AS.B. Have students write the definitions on the activity sheet. Use a Show What You Know Moment to ask the following questions:

Which system focuses on punishing an offender? Retribution.

Which system focuses on justice for the victim? Restitution.

Which system do you think is more productive? Restitution.



Let's create a system for our classroom that's based on restitution. That's Restorative Justice: a system of rules or discipline in which the perpetrator repairs the damage that has been done rather than being punished for the offense. Have students write the four steps on the back of the activity sheet.



Take two minutes to write these steps on the back of your handout D. Restorative discipline requires four steps:

1. **Responsibility:** to be accountable.
2. **Restitution:** to return or reimburse.
3. **Reconciliation:** to make friendly again, to settle an argument or to make content.
4. **Restoration:** to rebuild the relationship between the involved parties.



Give me an example of retribution in the classroom.

Anticipated responses: when we're late we get sent to on campus detention; if we steal something we get sent to the Vice Principal; if we're not doing our work, you call our parents.



How could the same situation be handled using restorative justice?

Anticipated responses: when we're late, we apologize to the teacher and the class for interrupting; we come in quietly and sit down without interrupting the class; if someone steals something, they accept responsibility for stealing; they return what was taken or reimburse the victim; they apologize and ask the person to forgive them; they shake hands. Use scratch paper to conduct a Hieroglyphics Moment to differentiate between restorative and retributive justice.



What questions do you have about the difference between restorative and retributive justice?

Show HS.34.TM.C and pass out HS.34.AS.C. Give students two to three minutes to transfer list from HS.34.AS.A to HS.34.AS.C while teacher does the same on HS.34.TM.C.



Now we're going to use our list of unethical behaviors and compare the retributive and restorative consequences for each one. First write the list of unethical behaviors from HS.34.AS.A on the left column labeled "unethical behavior". Next, let's write the example that we just talked about on our worksheet. Write the responses on HS.34.TM.C in the appropriate columns and have students write the responses on HS.34.AS.C. Example: The unethical behavior is tardiness. The retributive justice is being sent to detention. The restorative justice is apologizing to class and teacher quickly and quietly, sit down and get started right away without interrupting class.





Now that we've worked through one example as a class, pick the next behavior on your list and fill-in the retributive and restorative justice columns. You will have three minutes to work with your neighbor. Then we'll share your conclusions.

Give the class three minutes to talk about the next example with their partners and fill-in the retributive and restorative responses on HS.34.AS.C. Compare and share with the class. Clarify responses and answer questions.



We've done one example together and one with a partner, now you will have an opportunity to complete the rest of the activity sheet on your own. I will come around and help you if you need it, but this is individual work time.



Review/Summary

Use a Mother Goose Moment to review the class concepts



Now that we understand our class goal, can identify ethical and unethical behaviors in class, and have wrapped our minds around the two concepts of justice, let's see what you know by performing a Mother Goose Moment to review!

Collect all activity sheets to evaluate participation credit.



►Extended Classroom Activity:

Hold a poster contest for the classroom code of ethics.

►FFA Activity:

Have the students review the FFA Code of Ethics. Have them create a poster and display in the classroom.

►SAE Activity:

Have the students attend a livestock ethics-training seminar. Have them develop a code of ethics for farm rules or for a specific proficiency area.

✓ Evaluation

Collect HS.34.AS.A, B, and C. Check for completeness and accuracy. Check the back of the sheet for the steps of restorative justice and response to summary question: What is a code of ethics, and why is it important to have one when you're working in a group? Anticipated Response: A code of ethics is a set of rules that establishes expectations for a specific group. A code of ethics is important, because it let's the members of the group know what they're supposed to do and enables the organization to function smoothly.

Answers to Assessment:

HS.34.Assess is a rubric to be used for evaluating the posters.



RUBRIC FOR POSTERS

Up to 10 points for completeness

Up to 10 points for neatness

Up to 10 points for artistic effort

Up to 10 points for usefulness

Total score: 40 points

40–35 Poster is of a size and proportion to use on class bulletin board. Addresses all class rules accurately. Is easy to read from a distance. Use of color or illustration demonstrates artistic effort.

34–30 Poster is of a size and proportion to use on class bulletin board. Addresses all class rules accurately. Is somewhat easy to read from around the room. Use of color illustration, or design demonstrates a moderate degree of artistic effort.

29–25 Poster is too large or too small to be useful within the classroom. May be missing more than two components of the class code of ethics. May be difficult to read from around the room. Shows a small degree of effort in use of color and illustration or design.

24–0 Poster is too large or too small to be useful with the classroom. May be missing more than four components of the class code of ethics. May be difficult to read from around the room. Uses one color, little or no illustration and shows minimal attention to layout or design.



CONSEQUENCES OF CLASSROOM BEHAVIOR

4 columns labeled: Unethical Behavior, Negative Consequence, Ethical Behavior, Positive Consequence

◆EXAMPLE

Unethical Behavior	Negative Consequence	Ethical Behavior	Positive Consequence
1. Tardiness	1. Disruptive, miss information	1. Be on time	1. Allows others to concentrate, receive all instruction.



TWO TYPES OF JUSTICE

◆ Retributive

→ Definition: to pay back, or to punish

◆ Restorative

→ Definition: to give back something that has been lost or taken; to restore or reimburse.

FOUR STEPS OF RESTORATIVE JUSTICE

◆ Responsibility: to be accountable.

◆ Restitution: to return or reimburse.

◆ Reconciliation: to make friendly again, to settle an argument or to make content.

◆ Restoration: to rebuild the relationship between the involved parties.



**Three columns labeled “unethical behavior”,
“retributive justice”, and “restorative justice”.**

◆ For example:

Unethical Behavior	Retributive Justice	Restorative Justice
1. Tardiness	Detention, phone call home	Apologize to class and teacher quickly and quietly, sit down and get started right away without interrupting class.



I. Two types of justice.

A. Retributive

1. Definition:

B. Restorative

1. Definition:

II. Four steps of Restorative Justice

A.

B.

C.

D.

