NAF Professional Ethics

Lesson 10

Ethics in Industry

In this lesson, students explore the professional ethics of their academy industry. They learn about the ethical qualities that are especially important to their industry and hear about industry ethics from a guest speaker. They synthesize their learning by creating an infographic depicting the characteristics of ethics in their industry. Finally, students compare their own ethical standpoint with that of their industry.

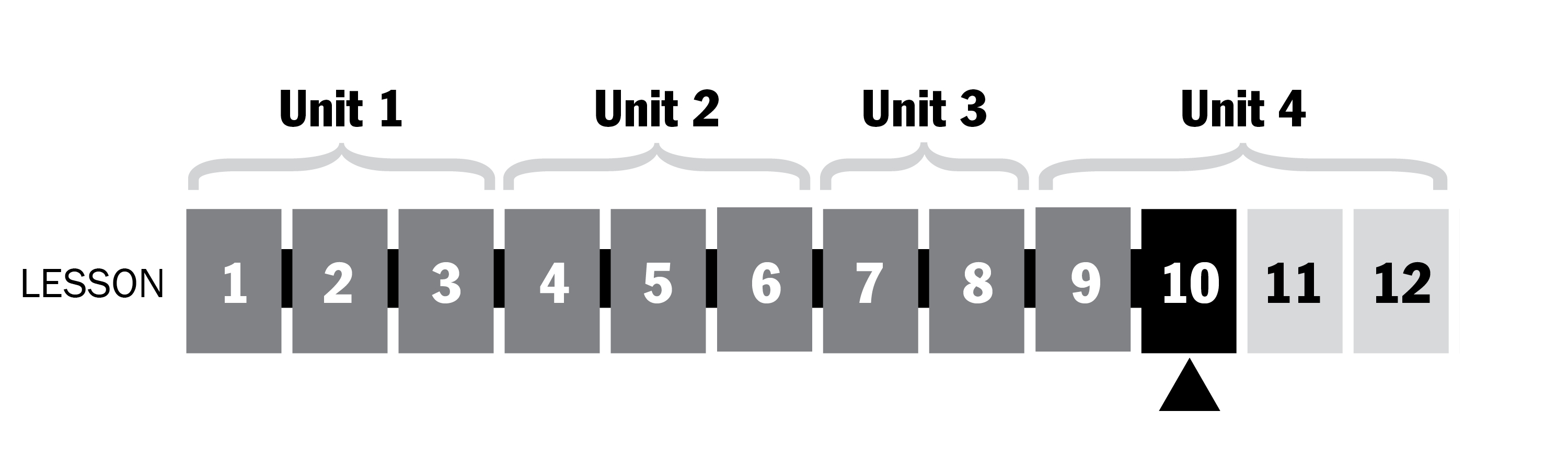
Special Note to Teachers

In this lesson, students examine the ethics specific to the industry of your academy theme. It prepares them to succeed in their culminating project. One of the first four teacher resources describes the characteristics of ethics in the industry of your academy theme. Augment the pertinent resource as you see fit prior to distributing it to students.

Advance Preparation

* Prior to Class Period 1, read the teacher resource that you will be handing out to students to learn about the characteristics of ethics in your industry. Decide if you want to add more information or otherwise modify the reading.
* Line up a speaker for Class Period 2. This person needs to work in your industry and be able to speak about its ethical codes, perspectives, and special considerations. Discuss any possible preparations to make regarding audiovisuals that the speaker may want to present.

This lesson is expected to take 6 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Describe ethical considerations specific to a particular industry
* Identify terms that are used to describe the ethics of a particular industry
* Decide how best to convey the ethics of a particular industry in graphic form
* Compare and contrast a personal ethical standpoint with that of a particular industry

Academic Standards

The relevant Common Core State Standards are too extensive to list here but are an important basis for this lesson. For details, please refer to the separate document “Correlations to the Common Core Standards” (available in the Course Planning Tools section of the course materials).

* Understand the role of ethics in the business world (McREL Business Education Standards 1999, Standard 34)
* Understand ethical concepts, including integrity and confidentiality, as related to the business environment (McREL Business Education Standards 1999, Standard 35)
* Employ valid and reliable research strategies (Career Ready Practices, Common Career Technical Core 2012)
* Demonstrate methods of delivering and obtaining information, while communicating effectively (National Health Science Standards 2015, Foundation Standard 2)
* Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment (National Health Science Standards 2015, Foundation Standard 6)

Assessment

|  |  |
| --- | --- |
| Assessment Product | Means of Assessment |
| Infographic: Ethics in Our Industry (Student Resource 10.2) | Rubric: Ethics in Our Industry Infographic (Teacher Resource 10.5) |

Prerequisites

* Knowledge of the characteristics of professional ethics
* Familiarity with ethical issues in the workplace
* A personal ethical philosophy

Instructional Materials

Teacher Resources

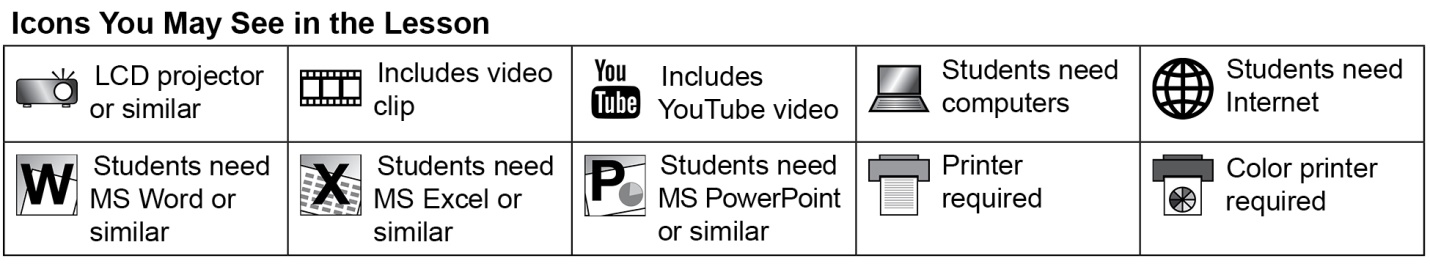
* Teacher Resource 10.1, Ethical Perspectives: Health Care Industry
* Teacher Resource 10.2, Ethical Perspectives: Hospitality and Tourism Industry
* Teacher Resource 10.3, Ethical Perspectives: Finance Industry
* Teacher Resource 10.4, Ethical Perspectives: Information Technology Industry
* Teacher Resource 10.5, Rubric: Ethics in Our Industry Infographic
* Teacher Resource 10.6, Key Vocabulary: Ethics in Industry

Student Resources

* Student Resource 10.1, Examples: Infographics
* Student Resource 10.2, Infographic: Ethics in Our Industry

Equipment and Supplies

* Blackboard, whiteboard, or flip chart
* Chart paper
* Poster board (unless using software to create infographic)
* Art supplies: colored pens, rulers, compasses (unless using software to create infographic)



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 25 | Aggregating Terminology: Industry Graffiti  This springboard gives students a chance to pull together terms associated with their academy industry and its ethics. It activates prior knowledge and prepares them to delve into the ethical characteristics specific to their industry.  To prepare, post sheets of chart paper around the room (post doubles if your class is very large) with markers next to each sheet (one color per sheet). There should be one sheet for every four students. Write the name of your industry as a heading on half of the sheets (i.e., Information Technology, Finance, Health Sciences, Hospitality & Tourism); write “Ethics Terms” on the other half. So if you have four sheets up and you are in the Academy of Health Sciences, two of the sheets would say “Health Sciences” and two will say “Ethics Terms.”  Divide students into groups of four and assign each group to a chart paper. Tell them that they have five minutes to think of every single word they can that is associated with the heading on the chart paper. They can also write phrases or definitions. On the sheet titled with the name of their industry, they should just write every term associated with that industry rather than ethical terms, which go on the other chart paper.  After five minutes, shift students to the next chart paper, having them bring their own color marker with them. If they have moved to a paper populated by previous groups, they should read all the terms and see if they can think of more.  Once each group has contributed to both chart papers, instruct the groups to return to the chart paper that they started with. Their task is to read all of the terms and pick the four most important ones. Each student can pick one.  Ask each group to relay the terms they chose and explain why.  Note that they are now primed to learn more about the ethics of their particular industry. Keep these charts and put them back up in Class Period 3. |
| 2 | 20 | Reading: The Ethics of Our Industry  Students learn about the ethical characteristics that are specific or especially important to the industry of their academy theme.  Prior to class, prepare the relevant teacher resource by modifying it as you think appropriate and printing it out.  Distribute the teacher resource that describes the ethics of your industry academy theme. Tell students to complete the following tasks as they read, which you can write on the board:  Circle terms that are new to you.  Underline anything that confuses you.  Write questions in the margins.  Give students about 15 minutes to complete this activity before pairing them with a neighbor to compare annotations.  Tell students to note which of their questions remain unanswered after conferring with their partner, and which parts of the reading confused them. They will use these to prepare for a guest speaker. |
| 3 | 5 | Generating Questions: Preparing for the Guest Speaker  Students prepare for a discussion with a guest speaker by thinking of questions they want to ask.  Provide a brief description of the person who will be coming in to speak to the class about ethics in their academy theme’s industry. Explain that this expert is the perfect person to ask the questions that they still have about the reading they just completed. Tell them to write these questions in their notebook with space in between for the answer.  For homework, tell them to write down any other questions that they also want to ask the guest speaker. |
|  |  | CLASS PERIOD 2 |
| 4 | 35 | Guest Speaker: Ethics in Our Industry  Students have an opportunity to more fully understand the ethics of their industry as they listen to a guest speaker and ask questions. This activity also focuses on the following college and career skills:  Demonstrating the ability to listen effectively  Asking appropriate and effective questions  Ask students to get out their notebooks and turn to the page where their questions for the guest speaker begin. Tell them that you expect them to take notes on the entire discussion with the speaker, and that they will need detailed notes for an activity in the next class period. If you have the technology to use apps in your classroom, consider instructing students to take notes on their tablet or mobile device using apps like UPad Lite, Evernote, and TurboNote.  Introduce the speaker. As much as possible, the visit should be interactive, with students asking questions and responding to the speaker’s comments. Remind students to ask the questions they prepared. If the students are really engaged and the speaker has time, allow the visit to take the entire class period. Otherwise, have students thank the speaker and move on to the next activity, which can also begin the next class period. |
| 5 | 15 | Summarizing: Ethics in Our Industry  Students synthesize what they have learned about ethics in their academy theme industry by writing a summary of the guest speaker’s visit.  Explain to students that one of the most effective ways to retain new information is to write about it. Summarizing requires putting what we learn into our own words, which, research shows, helps a great deal with retention. For this summary, the students will combine the notes they took on what the speaker said with the answers the speaker provided to their questions.  Tell students to organize their summary in a way that makes sense to them personally. Note that they should be thoughtful, however, because their summaries will be a tool they use when they complete their next assignment.  Circulate around the classroom, helping students who are struggling and keeping everyone on task.  Tell students that they will have time to finish their summaries at the beginning of the next class period, if they need more time. |
|  |  | class period 3 |
| 6 | 15 | Summarizing: Ethics in Our Industry (Continued)  Students complete their summaries of the guest speaker’s presentation.  As needed, give students time to complete their summaries. As students complete them, have them swap summaries with another student and make comparisons. Tell students to make changes to their own if they see something they think they should include. You may wish to gauge student understanding by assessing the summaries on a credit/no-credit basis, as you are circulating around the room. |
| 7 | 10 | Introduction: The Power of Infographics  Students learn about the power of infographics to engage viewers and help them retain information.  Prior to class, queue the following YouTube video, “Storytelling with Infographics”:  <https://www.youtube.com/watch?v=Zgq2u5C0LL8>  Ask students if they know what an infographic is. Augment their ideas by saying that it is an image that represents information or data. Next, solicit their thoughts on why infographics are useful. Jot their ideas on the board.  Tell students that you are about to show them a YouTube video about why infographics are such an important means of conveying information. Show the video “Storytelling with Infographics.”  You may want to show it more than once, since it moves quickly and includes a lot of information. For a final statistic, note that visual information is 650% more likely to be remembered by your audience than text alone (source: *Brain Rules,* John Medina, 2009). |
| 8 | 10 | Analysis: Infographic Examples  Students prepare for their assignment of creating an infographic by closely examining a range of infographic examples.  Prior to this class period, repost the Industry Graffiti charts that students created in Class Period 1. Also prior to this class period, decide how you want students to create their infographics. They can do it using art supplies and poster board or chart paper, or they can use software such as the ones listed in the Advance Preparation section of this lesson plan. In the latter case, use this time to teach students how to work with the software. And familiarize yourself with it beforehand!  Tell students that their assignment is to create an infographic that describes key facts about the ethics of your industry. They have already generated several sources of content for this infographic. See if students can name them all. As needed, remind them of their Industry Graffiti charts, the reading about ethics in their academy industry, the notes they took on the guest speaker’s visit, the questions the speaker answered, and their summaries. They will also be conducting research to find statistics and facts that they might want to include.  Review Student Resource 10.1, Examples: Infographics, with students. Explain that for this assignment, they can either invent an infographic or pour the information they want to convey into a template (if you are using infographic software). Either way, the graphic elements have to be effective at conveying information so that it is clear and interesting for the viewer. As students look at these examples, ask them to pair with a neighbor and discuss the following prompts:  Which example appeals to you the most? Why?  Which example is the most difficult for you to follow? Why?  Call on volunteers to offer their opinions. Tell students that these examples cram lots of different ways to visualize information into one infographic—in some cases, perhaps too much. Their own infographics can be simpler; having some empty space on the page is not a bad thing.  If students will be using software to make their infographics, introduce it now. Otherwise let students know what materials they will have to work with. |
| 9  ../../../current%20resource%20docs%20/icons/Computer.jpg  ../../../current%20resource%20docs%20/icons/Internet.jpg | 15 | Online Research: Industry Infographics  Students further prepare for creating their infographics by researching information they may want to include.  Tell students that they need to decide what it is they want to say about ethics in their industry, and they need to choose how to portray that information visually. Some people find it easier to make decisions about content first; some find that choosing the means of conveying the information helps them make those decisions. There is no right or wrong way to go about creating their infographic.  Place students in pairs and review Student Resource 10.2, Infographic: Ethics in Our Industry. Answer any questions. Then distribute Teacher Resource 10.5, Rubric: Ethics in Our Industry Infographic. Review each criterion carefully to make sure students understand how their infographic will be assessed.  Give pairs the rest of this class period to do online research about ethics in their industry and to explore other examples of infographics. Tell students that they will have the next class period to continue their research and begin putting together their infographic. |
|  |  | class period 4 |
| 10  ../../../current%20resource%20docs%20/icons/Internet.jpg../../../current%20resource%20docs%20/icons/Computer.jpg | 30 | Online Research and Drafting: Industry Infographics  Students continue to research information they want to include in their infographics and begin to design them. This activity focuses on the following college and career skills:  Thinking critically and systemically to solve difficult problems  Demonstrating creativity and innovation  Give students most of this class period to work on their infographics. Circulate around the room, helping students who are stuck and offering suggestions. |
| 11 | 20 | Peer Review: Industry Infographic Drafts  Students receive feedback on the drafts of their infographics.  Tell students that feedback on their work is critical to make sure that they are creating an infographic that is informative, accessible, and interesting. It’s okay if they haven’t gotten very far—they can explain their ideas to their feedback partners as well as talk about their sketches.  Make sure each pair has a copy of Teacher Resource 10.5, Rubric: Ethics in Our Industry Infographic. Place each pair with another pair. One pair should go first in talking through their ideas and explaining their draft. Then the other pair should do the same. Finally, each pair should fill in the section on the other pair’s Student Resource 10.2 with their feedback.  Tell students that they will have the next class period to complete the final version of their infographic. |
|  |  | class period 5 |
| 12  ../../../current%20resource%20docs%20/icons/Computer.jpg  ../../../current%20resource%20docs%20/icons/Internet.jpg | 50 | Finalizing Drafts: Infographics  Students use this time to complete their infographics.  Give students this class period to design the final version of their infographic. Even if students are using art supplies instead of software, they should have access to computers so that they can research new ideas that occur to them. Circulate around the room, troubleshooting and keeping students on task.  If students have not completed their infographic by the end of the class period, they need to do so for homework. |
|  |  | class period 6 |
| 13 | 30 | Gallery Walk: Infographics  Students have an opportunity to see each other’s infographics.  At the beginning of class, ask students to display their completed infographic. Tell them to make notes in their notebook as they look at each other’s work. They should jot down the following information:  Which infographics are especially well designed, and why  Which infographics encourage a fresh perspective or new understanding of ethics in the industry  After students have had a chance to look at their classmates’ work, hold a class discussion. In addition to talking about which infographics were most effective, invite students to comment on the process of creating an infographic. Possible prompts for discussion include:  Was it more or less difficult than they thought it would be?  Can students already see how to make improvements, based on their classmates’ work?  Was making an infographic an effective way to encourage deeper understanding of ethics in their industry? |
| 14 | 20 | Venn Diagram: Personal vs. Industry Ethics  Students compare their personal ethics with the ethics of their industry as a way of reflecting on what they have learned in this lesson.  Ask students to turn to a blank page in their notebook. Demonstrate how to draw two intersecting circles on the board. (Most students will have worked with Venn diagrams before, but explain how they work as needed.) Ask them to label one circle “Industry Ethics” and the other “Personal Ethics.” Their task is to consider whether there are ways that their personal ethics differ from what they have learned about ethics in their industry. They can turn to the materials they have created to help them think about similarities and differences.  Once most students have completed their diagram, invite a brief closing discussion about their thoughts. |