NAF Professional Ethics

Lesson 11

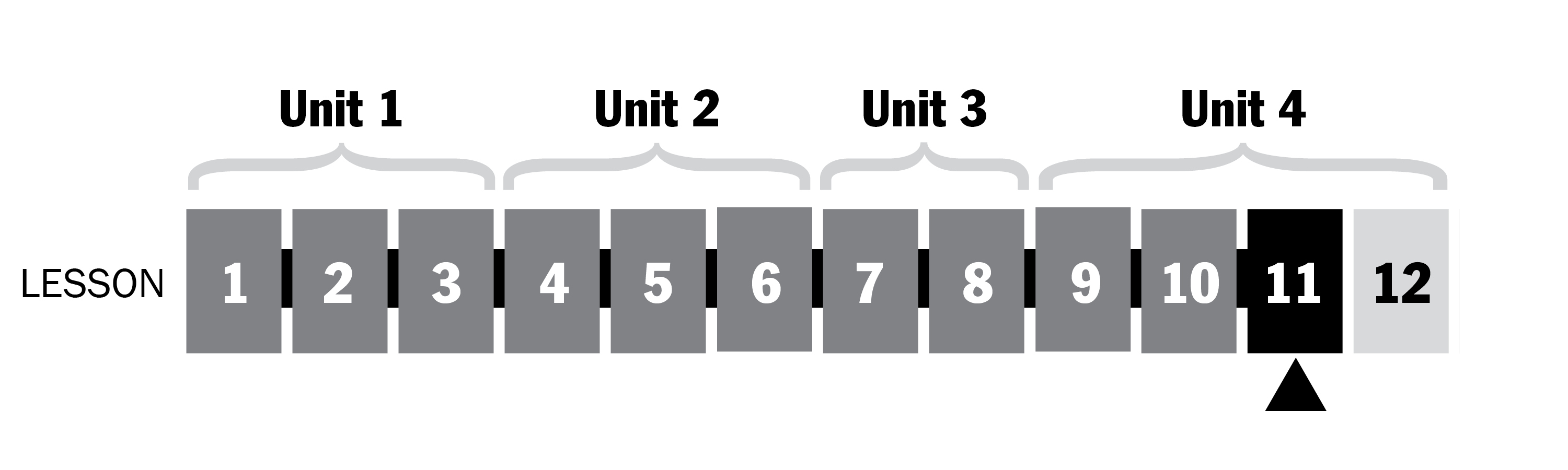
The Culminating Project

This is the lesson in which students work on their culminating project. They research the ethical issues faced by their industry and choose an issue that they feel is pressing and important to focus on. In groups of three, students write a report about this issue. In the report, they make use of the concepts and terms that they have learned in this course, and they include a proposed solution to the ethical issue that they have arrived at by using the ethical decision-making framework.

Advance Preparation

* Prior to teaching this lesson, read Teacher Resource 11.1, Guide: Professional Ethics Culminating Project. Decide which format you want to use for students to showcase what they have learned: a panel presentation or an ethics bowl. This resource also lists other tasks you will need to do to make this project specific to your industry; these must be done before beginning the lesson.
* Students will need computers with Internet access (ideally a computer for each student) in Class Period 2 and Class Periods 4–7.
* In Class Period 10, students practice their presentations with their classmates. If you are holding an ethics bowl, however, students should practice with advisory board members, you, and other teachers if possible. They should not practice with each other, since they will be competing.

This lesson is expected to take 10 class periods.



Lesson Framework

Learning Objectives

Each student will:

* Identify current ethical issues a particular industry faces
* Evaluate a serious issue that a particular industry faces today
* Synthesize ethical concepts and use a decision-making framework to propose a solution to a serious ethical issue a particular industry faces
* Demonstrate the ability to write a comprehensive report about an ethical issue faced by a particular industry today

Academic Standards

* Examine the role of ethics and social responsibility in decision making (NBEA National Standards for Business Education 2013, Management V, Ethics and Social Responsibility)
* Apply appropriate academic and technical skills (Career Ready Practices 2, Common Career Technical Core 2012)
* Communicate clearly, effectively and with reason (Career Ready Practices 4, Common Career Technical Core 2012)
* Consider the environmental, social and economic impacts of decisions (Career Ready Practices 5, Common Career Technical Core 2012)
* Employ valid and reliable research strategies (Career Ready Practices 7, Common Career Technical Core 2012)
* Utilize critical thinking to make sense of problems and persevere in solving them (Career Ready Practices 8, Common Career Technical Core 2012)
* Understand conflict, cooperation, and interdependence among individuals, groups, and institutions (McREL Behavioral Studies Standards, undated, Standard 4)
* Understand issues regarding personal, political, and economic rights (McREL Civics Standards, undated, Standard 25)
* Understand and apply the basic principles of presenting an argument (McREL Thinking and Reasoning Standards, undated, Standard 1)
* Understand and apply basic principles of logic and reasoning (McREL Thinking and Reasoning Standards, undated, Standard 2)
* Apply decision-making techniques (McREL, Thinking and Reasoning Standards, undated, Standard 6)

Assessment

| Assessment Product | Means of Assessment |
| --- | --- |
| Research report on a pressing ethical issue (Student Resource 11.2) | Rubric: Ethics Issue Report (Teacher Resource 11.4) |
| Speaker notes on the pressing ethical issue (Student Resource 11.4) | Assessment Criteria: Speaker Notes (Teacher Resource 11.5) |

Prerequisites

* Basic understanding of several key ethical theories
* Experience with using an ethical decision-making framework
* Knowledge of professional ethics
* Familiarity with the ethics especially relevant to a particular industry

Instructional Materials

Teacher Resources

* Teacher Resource 11.1, Guide: Professional Ethics Culminating Project
* Teacher Resource 11.2, Announcement: Ethical Breaches Erode Public Confidence
* Teacher Resource 11.3, Example: Culminating Project Presentation (separate PowerPoint file)
* Teacher Resource 11.4, Rubric: Ethics Issue Report
* Teacher Resource 11.5, Assessment Criteria: Speaker Notes
* Teacher Resource 11.6, Key Vocabulary: The Culminating Project

Student Resources

* Student Resource 11.1, Organizer: Research on Ethical Issues
* Student Resource 11.2, Guide: Ethics Issue Report
* Student Resource 11.3, Example: Ethics Issue Report
* Student Resource 11.4, Organizer: Speaker Notes

Equipment and Supplies

* LCD projector and computer for PowerPoint presentation, video
* Whiteboard, blackboard, or flip chart
* 5 x 7 index cards for speaker notes

Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 15 | Announcement from the CEO: Ethical Crisis  To launch the culminating project, students receive an announcement from a hypothetical CEO about a crisis in public confidence that is brewing over a long list of ethical breaches in your industry.  Prior to class, thoroughly familiarize yourself with Teacher Resource 11.1, Guide: Professional Ethics Culminating Project. It includes several tasks for you to complete before teaching this lesson, such as modifying industry-specific elements of project documents and deciding which form of presentation will be most engaging for your students.  Also prior to class, modify Teacher Resource 11.2, Announcement: Ethical Breaches Erode Public Confidence, so that it is pertinent to your industry. Then read Teacher Resource 11.2 aloud to the class.  Answer any preliminary questions but assure students that they will receive much more information about how to proceed. If you are leaving the decision of whether to hold a panel presentation or an ethics bowl up to the students, explain what the differences are between the two formats and then let students vote. Otherwise, they will know which format they will be using because you modified Teacher Resource 11.2 accordingly in advance. |
| 2  ../../../current%20resource%20docs%20/icons/LCD.jpg | 20 | Analysis: Project Example  Students reacquaint themselves with the project example that they saw in Lesson 1.  Ask students if they remember anything about the animated presentation (example of the course project) that they saw in Lesson 1. Unless you’ve decided to have your students make animated presentations like this for their project, remind them that they will not be making their own videos and the example presentation is just intended to give them a sense of what a good presentation entails—or a good opening argument, for students who will be participating in an ethics bowl. The most important part of the example for them to pay close attention to is the narration.  Tell them that they will now see the example again. As they watch, instruct them to come up with some ideas for what they think will be in the rubric that their own presentations will be assessed by. In other words, if they think that how the students speak is important, they should write that down as a criterion that will probably be on the rubric. To earn the Exemplary criterion, they will have to speak clearly, loudly, and persuasively. They will show how much they care about what they are saying. In an ethics presentation, showing that you believe in your own presentation is important.  Place students in pairs, notebooks open to a new page. Show Teacher Resource 11.3, Example: Culminating Project Presentation (separate PowerPoint file).  Pause the example in several places to give students a chance to confer about what they think the students in the presentation are doing well or could be doing better, and to consider how they’d frame their thoughts as a rubric criterion.  After the presentation, give students a few more minutes to finish writing down their ideas. Then solicit suggestions, making a list on the board.  Students may have some great ideas for criteria that are not actually in the rubric (Teacher Resource 11.4). Consider modifying the rubric to include these criteria. This is also an opportunity to model how to change a criticism or a compliment into a criterion. For example, if students think one of the speakers in the example is illogical, then that could become part of the “needs improvement” criterion. |
| 3 | 15 | Online Research Preparation: Ethical Issues in Our Industry  Students prepare to conduct research by looking through the resource that will help them stay organized.  Ask students to read Student Resource 11.1, Organizer: Research on Ethical Issues. Explain that this resource helps them through the process of researching the various ethical issues that affect their industry, which is necessary in order to decide which issue they want to address.  Answer any questions. In the time remaining, students can fill in any parts that they think they already have an idea for. Tell them that they will spend the next class period conducting research. |
|  |  | CLASS PERIOD 2 |
| 4  ../../../current%20resource%20docs%20/icons/Computer.jpg  ../../../current%20resource%20docs%20/icons/Internet.jpg | 50 | Online Research: Ethical Issues in Our Industry  Students research the ethical issues facing their industry. This activity focuses on the following college and career skill:  Locating, evaluating, and applying information  Remind students that today is the day that they research ethical issues in their industry. Assign each student to a computer. Ensure that they all have Student Resource 11.1 Organizer: Research on Ethical Issues, on hand.  Circulate around the room, troubleshooting and keeping students on track. Also check to make sure that students are citing websites properly.  When about 10 minutes remain in class, ask students to call out which issue interests them most, and start a list on the board. Tell students that in the next class period, they will finalize which issue they will be working on as well as find out who their group mates will be. So if they haven’t made up their mind about which issue they want to work on for their culminating project, they should do so for homework. Students may not have a strong preference, which is fine. In fact, some students will likely need to work on an issue that isn’t their first choice, in order to form effective groups. |
|  |  | CLASS PERIOD 3 |
| 5 | 15 | Culminating Project Work: Forming Project Groups  Students learn which issue they will focus on for their project and form groups accordingly.  Prior to class, decide on the best way to form groups for this project. Students will work together intensively, so group dynamics are important. As much as possible, students should work on the issue that they chose.  One option is to post chart papers around the room, each with the name of an issue the students called out from the previous class period, and ask students to move to the chart paper with the issue they want to work on. Then you can divide students in each group into three-member teams. |
| 6 | 15 | Culminating Project Work: Report Preparation  Students learn about the report that they will write on their ethical issue and how it will be evaluated.  Explain that they will be writing a report about their ethical issue before they prepare their presentation. Their presentation will actually be based on their report.  Ask students to gather in their project teams and read Student Resource 11.2, Guide: Ethics Issue Report. Explain that this resource shows them how to build from the research they have already conducted to learn as much as possible about their issue. But note that much of the report will be about applying an ethical decision-making framework to their issue and using other concepts and terms that they have learned in this course.  It will be much easier for students to use this guide if they can fill it out on the computer rather than as a printed page. Working on computers will also make sharing information a lot easier. If students have Internet access, an option is to have them use a cloud-based application like Google Docs to upload, edit, and review documents as a group.  Next, share Teacher Resource 11.4, Rubric: Ethics Issue Report. Ask if any of the ideas for criteria that students came up with appear here, even if slightly reworded. Answer any questions about how their reports will be assessed. |
| 7 | 20 | Culminating Project Work: Example of an Ethics Issue Report  Students analyze an example of the kind of research report they will be writing.  Ask students to read Student Resource 11.3, Example: Ethics Issue Report, independently. Then instruct them to pair with a neighbor. Ask them to analyze the structure of the report against step 7 of Student Resource 11.2. Ask them to find the parts of the report described in the table. After a few minutes, review the report together and cover how it is structured according to step 7. Use this time to answer questions and make sure students have a good understanding of what they need to do. Tell them that they will get started in the next class period. |
|  |  | class period 4 |
| 8  ../../../current%20resource%20docs%20/icons/Computer.jpg  ../../../current%20resource%20docs%20/icons/Internet.jpg | 50 | Culminating Project Work: Ethics Issue Report  Students work on their reports about an important ethical issue in their industry. This activity focuses on the following college and career skills:  Locating, evaluating, and applying information  Thinking critically and systemically to solve difficult problems  Demonstrating the ability to write effectively  Instruct students to gather in their project teams and work on pulling together the information they need in order to write the rough draft of their report. Each student needs a computer to conduct research and write his or her section of the draft report. Circulate around the room, checking on progress and troubleshooting.  About 10 minutes before the class period ends, take stock of how far each group got. In the next class period, make a point of working with the teams who are moving very slowly through the steps of report writing. |
|  |  | class period 5 |
| 9  ../../../current%20resource%20docs%20/icons/Computer.jpg  ../../../current%20resource%20docs%20/icons/Internet.jpg | 50 | Culminating Project Work: Rough Draft of Ethics Issue Report  Students write the rough drafts of their reports.  Give students this class period to finish their rough drafts. Circulate among the groups, troubleshooting and keeping students on task.  At the end of the class, tell students that they will share their draft with classmates in the next class period. If they still need to do a lot of work on their report, they need to do it for homework. |
|  |  | class period 6 |
| 10 | 20 | Culminating Project Work: Peer Review of Rough Draft Report  Students give each other constructive criticism on their report drafts.  Ask students to swap rough drafts with another team. Using Teacher Resource 11.4, Rubric: Ethics Issue Report, each team should offer suggestions for ways to ensure that the report they are reviewing is likely to meet the Exemplary criteria.  Circulate around the room, helping students to frame their comments constructively and adding some of your own, as needed. |
| 11../../../current%20resource%20docs%20/icons/Computer.jpg  ../../../current%20resource%20docs%20/icons/Internet.jpg | 30 | Culminating Project Work: Final Draft of Ethics Issue Report  Students use the feedback they received as they write the final drafts of their research reports.  Give students the rest of this class period to begin working on their final draft. Tell them that they will also have some time in the next class period to complete their work, but if they have a great deal left to do, they will need to do some for homework. |
|  |  | class period 7 |
| 12  ../../../current%20resource%20docs%20/icons/Internet.jpg../../../current%20resource%20docs%20/icons/Computer.jpg | 30 | Culminating Project Work: Final Draft of Ethics Issue Report (Continued)  Students complete the final draft of their ethics issue report.  Give students time to finish their final drafts. Collect them and assess them using Teacher Resource 11.4, Rubric: Ethics Issue Report.  Be prepared to turn them around quickly, because students need their reports to write speaker notes in the next class period. |
| 13  ../../../current%20resource%20docs%20/icons/LCD.jpg../../../current%20resource%20docs%20/icons/Video.jpg | 20 | Ted Talks Viewing: Example of a Persuasive Presenter  Students watch a Ted Talks video to get a sense of how to give a powerful presentation that focuses on ethics.  Before class, queue the following Ted Talks video:  <https://www.ted.com/talks/renee_montgomery_how_to_turn_moments_into_momentum>  Congratulate students on completing their reports. They can now turn their attention to the performance aspect of their culminating project. Giving a presentation or making a case for an ethical course of action are a kind of performance, after all. Explain that you are going to show them a Ted Talk given by a 20-year-old on an experience she had in which ethics was the focus. As they watch the video, tell students to keep the following prompts in mind. They will be discussing them after the video:  How does the speaker hold your attention?  How can you tell that she really cares about her subject?  What are the ethical issues the speaker was struggling with?  Does she persuade you that acting ethically is worthwhile? Why or why not?  Show the video. If you are running short on time, you can stop the video after about 5 minutes, but encourage students to watch the rest of the video at home. It takes about 13 minutes altogether.  Organize students into small groups—not their project groups. Ask them to discuss the prompts. Invite groups to share their thoughts with the class. Then ask the class as a whole to say whether watching this video has helped them to see how they can make their own presentation as compelling as possible, and why or why not.  Be prepared to hand back students’ research reports in the next class period. |
|  |  | class period 8 |
| 14 | 10 | Discussion: Speaker Notes  Students begin developing speaker notes to use during their panel presentation or ethics bowl.  Begin class by reminding students of the video they saw in the last class period. Briefly revisit the first two discussion bullets of the previous class period, which focus on how the speaker presented rather than the content of her talk. If nobody marvels at her ability to talk so eloquently without any notes, bring that fact up now. Assure students that they are not expected to make their own presentation without the help of speaker notes.  Ask students if they have ever written speaker notes before. Many students should have some experience with them, based on culminating projects they have completed in other NAF courses. Ask students to talk about what they do to make their speaker notes as useful as possible.  If nobody brings it up, emphasize that speaker notes are not an actual script to be read word for word. They are prompts that help the speaker remember the points he or she wants to make. The purpose of the notes is to help the students keep what they want to say in mind, but to also encourage them to sound natural. They want to look at their audience most of the time, rather than keeping their eyes glued to their notes. |
| 15 | 40 | Culminating Project Work: Writing Speaker Notes  Students write rough drafts of their speaker notes. This activity focuses on the following college and career skills:  Thinking critically and systemically to solve difficult problems  Demonstrating teamwork and collaboration  Ask students to read Student Resource 11.4, Organizer: Speaker Notes. Answer any questions, and draw their attention to the assessment criteria at the end of the resource.  Instruct students to get started. Circulate around the room, helping students with the many ambiguous choices they have to make for this activity. |
|  |  | class period 9 |
| 16 | 50 | Culminating Project Work: Writing Speaker Notes (Continued)  Students continue to develop the speaker notes for their presentation or ethics bowl.  Give students this class period to pull together their speaker notes. Circulate among the teams, helping to solve disagreements and giving pointers as needed.  Tell students that they need to have their speaker notes in good shape for the next class period, when they will be taking them for a test run and gathering feedback. If their notes aren’t close to being complete, students need to work on them for homework. |
|  |  | class period 10 |
| 17 | 40 | Culminating Project Work: Peer Feedback on Speaker Notes  Students have an opportunity to practice their presentation and receive feedback from classmates.  Ask students to gather in their teams with their speaker notes on hand. Everyone needs their copy of Student Resource 11.4, Organizer: Speaker Notes, so that they remember how their notes will be assessed.  Explain to students that they will have two opportunities to practice presenting. If they are giving a panel presentation, they can practice with two different teams. If they are participating in an ethics bowl, they need to practice with people who they won’t be competing against! These could be advisory board members, yourself, and other teachers such as the drama teacher or the teacher who leads your school’s debate team.  In either case, teams give their presentation or argument and receive feedback according to the criteria listed at the bottom of Student Resource 11.4. Students need to take notes on what they can do to improve. |
| 18 | 10 | Reflection: Our Project So Far  Students reflect on the progress they have made with their culminating project.  Ask students to get out their notebooks. They should pick two of the following prompts to reflect on:  I feel ready/not ready for our final presentation because…  The skill I have had to develop the most with this project is…because…  What I have enjoyed/not enjoyed most about working on this project is…because…  Give student volunteers a chance to share their thoughts, as time allows. |

Extensions

Content Enrichment

* For teams that finish everything for their project early, have them research and analyze another interesting ethical dilemma in the industry. This could be an extra-credit assignment.

Additional Cross-Curricular Ideas

* History: Invite students to research a famous human-made disaster occurring during a time period they are studying. Ask them to consider whether poor ethical decision making (or a total lack of ethical decision making) contributed to the disaster’s occurrence. Examples include the Great Fire of London (1666), the *Titanic* (1912), the *Hindenburg* (1937, the Dust Bowl (19302), and Three Mile Island (1979). Students should prepare a report and share their findings with the class.