NAF Professional Ethics

Lesson 12

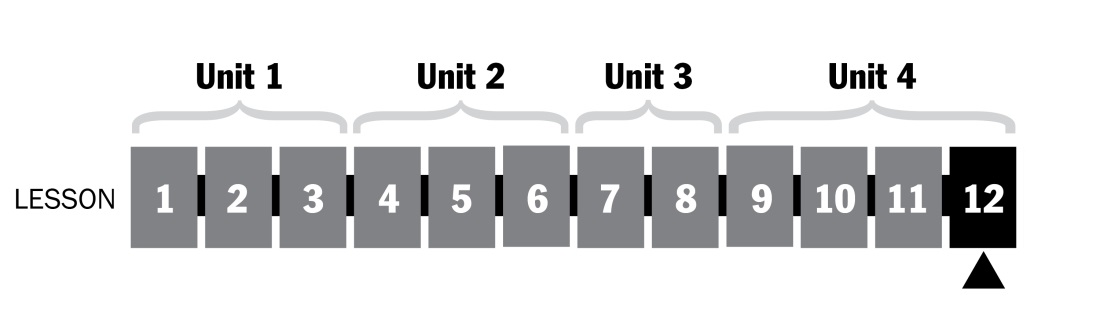
Project Presentation and   
Course Closure

In this lesson, students participate in panel discussions or an ethics bowl as they talk about an important ethical issue in their industry. They write a critique of their experience while completing the culminating project and reflect on what they have learned in this course. Finally, they think about their personal code of ethics and create a personal ethics board that captures this code.

Advance Preparation

* In this lesson, students deliver their panel presentation or participate in an ethics bowl. Remember that in either case, this experience should be a major event with an invited audience. Revisit Teacher Resource 11.1, Guide: Professional Ethics Culminating Project, for the details of how to prepare for the event.
* If you are holding an ethics bowl, review the section of Teacher Resource 11.1, Guide: Professional Ethics Culminating Project, for a simplified method of play. Prepare a current industry-specific question and information to distribute for the second round of the ethics bowl. Finally, line up at least two judges.
* If you are holding an ethics bowl, consider giving the winning team some sort of recognition that they can put on their resumes and post on their LinkedIn profiles.
* In Class Period 6, students create a personal ethics board. Decide if you want students to do so using an online graphic design tool like Canva ([www.canva.com](http://www.canva.com)) or CollageIt ([www.collageitfree.com](http://www.collageitfree.com)). If you have the technology to use apps in your classroom, consider asking students to work with an app like PicCollage, ThingLink, or Moldiv. Otherwise, have magazines to cut up, art supplies, and small poster boards on hand.

This lesson is expected to take 6 class periods. Keep in mind that the number of class periods will vary depending on whether or not the presentations are held outside of class time.



Lesson Framework

Learning Objectives

Each student will:

* Demonstrate the ability to give a professional presentation
* Evaluate personal experience and performance in the course
* Monitor personal success in learning the principles of professional ethics
* Summarize key learning across the whole subject of professional ethics
* Decide how best to represent a personal code of ethics

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).

* Communicate clearly, effectively and with reason (Career Ready Practices 4, 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)
* Work productively in teams while using cultural/global competence (Career Ready Practices 12, Common Career Technical Core 2012)
* Understand conflict, cooperation, and interdependence among individuals, groups, and institutions (McREL Behavioral Studies Standards, undated, Standard 4)
* Understand the role of ethics in the business world (McREL Business Education Standards 1999, Standard 34)
* 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 basic trouble-shooting and problem-solving techniques (McREL Thinking and Reasoning Standards, undated, Standard 5)
* Apply decision-making techniques (McREL Thinking and Reasoning Standards, undated, Standard 6)
* Understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment (National Heath Science Standards 2015, Foundation Standard 6)
* Examine the role of ethics and social responsibility in decision making (NBEA National Standards for Business Education 2013, Management V, Ethics and Social Responsibility)

Assessment

|  |  |
| --- | --- |
| Assessment Product | Means of Assessment |
| Presentation on a pressing ethical issue in the academy theme industry | Rubric: Culminating Project Presentation (Teacher Resource 12.1) |
| Personal critique on experience of working on the culminating project (Student Resource 12.2) | Assessment Criteria: Personal Critique (Teacher Resource 12.2) |

Prerequisites

* Ability to identify options when making ethical decisions in work, school, and personal life
* Understanding of how ethics informs decision making at the organizational level
* Understanding of how ethics informs decision making at the social and global level
* Understanding of the social and ethical responsibilities of professionals

Instructional Materials

Teacher Resources

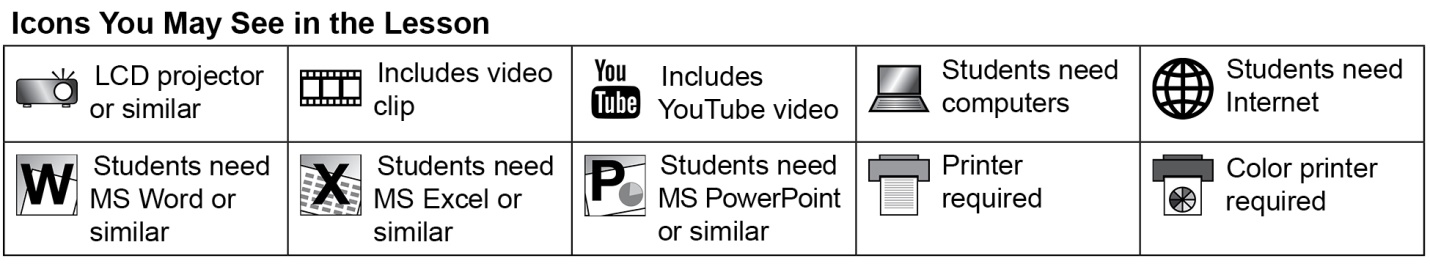
* Teacher Resource 12.1, Rubric: Culminating Project Presentation
* Teacher Resource 12.2, Assessment Criteria: Personal Critique

Student Resources

* Student Resource 12.1, Culminating Project: Feedback Form
* Student Resource 12.2, Culminating Project: Personal Critique

Equipment and Supplies

* Blackboard, whiteboard, or flip chart
* Sheets of chart paper, each labeled with the title of a unit in this course
* Pads of sticky notes (one pad for every two students)
* Art supplies, magazines, and small poster boards (unless using online design tools)



Lesson Steps

| Step | Min. | Activity |
| --- | --- | --- |
|  |  | class period 1 |
| 1 | 20 | Sticky Note Comments: What We Learned  This activity helps students recognize how much they have learned in this course and also provides the teacher with some informal feedback about the course.  Tell students to get out their notebook, review the table of contents page, and leaf through the pages, reminding themselves of what they did in each unit.  Post sheets of chart paper around the room, each one labeled with the title of a unit the students completed and the major topics in that unit (for example, Unit 2, Ethics and Workplace Cultures: workplace ethics, the ethics of management, professional ethics online).  Divide the class into pairs and give each pair a pad of sticky notes. Ask students to circulate around the room for about 10 minutes, looking at the titles of the different units. For each unit, students should write down one or more of the following on a sticky note and place the note on the chart:  Something I learned in this unit was…  In this unit, the best activity or assignment was…  I wish we’d had more time to do...in this unit.  I really had a hard time with…in this unit.  When students have finished, ask them to return to their seats. Call on a few students and ask them which topic was their favorite and which one they liked the least. Explain that the chart papers will be used later in this lesson. |
| 2 | 30 | Culminating Project Work: Preparing for Final Presentations  This activity provides students with the final details they need before making their panel presentation or participating in the ethics bowl.  Before guiding students through this preparation, you should have all logistical aspects of the final presentation time and location already in place, including the order in which groups will present. For the ethics bowl, have judges lined up and have second-round questions and information ready to distribute.  Ask students to move into their project groups. Point out that they will give their presentations during this lesson. Distribute copies of Teacher Resource 12.1, Rubric: Culminating Project Presentation, to students and take a few minutes to review the rubric. Remind students that this is how their presentation will be assessed and answer any questions. Tell students that they will also receive feedback from their classmates and audience members via feedback forms.  Tell students to use the remainder of the period to practice their panel presentation or presenting arguments. This is an opportunity to make sure their presentation is 4–5 minutes long and to make the transitions between speakers smooth. Remind students that their presentation will be evaluated in part by the way they show how much they care about their topic. They need to be animated and persuasive. While students are in their groups, touch base with each group to offer suggestions and guidance.  Go over the logistics of their presentations, including that you expect them to dress professionally for this event. Make sure everyone knows when and where the event will be held. If students are helping to record the presentations, either as videos or audio, review procedures and equipment with those students. If you have parent or teacher volunteers in this role, make sure they are prepared. |
|  |  | CLASS PERIOD 2 |
| 3 | 50 | Culminating Project Work: Panel Presentation or Ethics Bowl  Students display their skills at speaking in front of an audience as they participate in a panel presentation or ethics bowl.  Before the first group presents, distribute Student Resource 12.1, Culminating Project: Feedback Form, to each member of the audience. Explain that receiving constructive appraisals of their presentation will help students to evaluate themselves honestly and improve the presentations they give in the future. Each time a new group presents, have a student volunteer collect the feedback forms and distribute another set.  As each group presents, complete Teacher Resource 12.1, Rubric: Culminating Project Presentation. Keep tabs on the people who are recording video or audio of each presentation; you will need the recordings for NAFTrack Certification.  At the end of the class period, collect the feedback forms from the audience for that day’s presentations. Organize the forms by group and review the forms for any inappropriate comments.  Consider asking students who did exceptional work if you can keep their speaker notes and video or audio to show future Professional Ethics students. You will need to show examples of exceptional projects in the first class period when you teach this course in the future. |
|  |  | CLASS PERIOD 3 |
| 4 | 50 | Culminating Project Work: Panel Presentation or Ethics Bowl (Continued)  Before the first group presents, distribute Student Resource 12.1, Culminating Project: Feedback Form, to each member of the audience. Explain that receiving constructive appraisals of their presentation will help students to evaluate themselves honestly and improve the presentations they give in the future. Each time a new group presents, have a student volunteer collect the feedback forms and distribute another set.  As each group presents, complete Teacher Resource 12.1, Rubric: Culminating Project Presentation. Keep tabs on the people who are recording video or audio of each presentation; you will need the recordings for NAFTrack Certification.  At the end of the class period, collect the feedback forms from the audience for that day’s presentations. Organize the forms by group and review the forms for any inappropriate comments.  Consider asking students who did exceptional work if you can keep their speaker notes and video or audio to show future Professional Ethics students. You will need to show examples of exceptional projects in the first class period when you teach this course in the future. |
|  |  | CLASS PERIOD 4 |
| 5 | 15 | Culminating Project Work: Reviewing Feedback  This activity provides students with an opportunity to review and discuss peer and visitor feedback.  Distribute the completed feedback forms to students and give them time to review and discuss the comments from their peers and visitors. Ask each group to identify trends in the feedback and respond with:  The best thing we did…  The one thing we would change to make the biggest improvement next time…  Tell students that they will now have an opportunity to evaluate their performance themselves, in the form of a critique. |
| 6 | 35 | Culminating Project Work: Personal Critique  Students practice objectively critiquing their experience of working on the culminating project. This activity focuses on the following college and career skill:  Developing awareness of one’s own abilities and performance  Ask students to look through Student Resource 12.2, Culminating Project: Personal Critique. It describes how to thoroughly analyze their performance, both personally and as part of a team, throughout the experience of working on the culminating project. Bring their attention to the assessment criteria at the end of the resource and answer any questions.  This is an independent assignment. Circulate around the room, helping students whose metacognitive skill level may make this assignment especially challenging.  At the end of the class period, tell students that they will have the beginning of the next class period to get a little feedback and make final edits accordingly before handing in their critique. |
|  |  | class period 5 |
| 7 | 20 | Peer Feedback: Personal Critique  Students give each other feedback on their critiques and hone their abilities to analyze their own performance.  Pair students with a neighbor and tell them to swap critiques. They should consider each of the criteria by which their work will be assessed in order to frame their comments. For example, if a student felt that the critique was overly negative, feedback could be, “I see a lot of information about what you don’t think you did well. What do you think you did well?” Or, “What do you think you did better at this time than the last time you tried something similar?”  Circulate around the room, listening for examples of helpful, yet tactful, feedback. After about 10 minutes, bring the class together and share these examples. Explain that giving feedback can be difficult, either because you don’t want to hurt the other person’s feelings or because you find it difficult to analyze someone else’s work. It’s one reason they have had to do it a lot in this course—practice makes you better at it!  Give students about five minutes to make final edits to their critiques before handing them in. Assess Student Resource 12.2, Culminating Project: Personal Critique, using Teacher Resource 12.2, Assessment Criteria: Personal Critique. |
| 8 | 30 | Reflection: Preparing to Create a Personal Ethics Board  Students reflect on what their personal ethics are, in light of all that they have learned in this course, in preparation for creating a personal ethics board.  Tell students that one final activity involves reflecting on what their own ethics are, now that they have thought about professional ethics in this course. If they were to write a personal code of ethics, what qualities would it include? What responsibilities would it list? What form would it take?  Explain that they will reflect on everything they’d include in a personal code of ethics and use it to create a personal ethics board. Their code doesn’t have to be in a specific format. It can take any form that best expresses their code for themselves. The ethics board is to take home and keep somewhere that they will see it often, to remind them of the ethical standards they want to uphold. Also, the board is changeable. As they gain more experience and mature, they may want to change their ethics board to accurately reflect new understanding.  In Lesson 2 they developed an ethical code for a particular role that they fill in their life. They could use that assignment as a starting place for thinking about what their personal code of ethics is. Or they could once more look through their notebook at the many assignments they completed. Every time an idea comes to mind, they should write it down on a new page in their notebook. They can write down terms, phrases, characteristics, duties, intentions—anything that reflects the ethics that they value and want to abide by.  Give students the rest of the class period to come up with ideas. Circulate around the room, giving students help if they struggle with the open-endedness of this activity. Tell them that they will create their ethics boards in the final class period of this course. |
|  |  | class period 6 |
| 9 | 30 | Design: Personal Ethics Board  Students use creativity and imagination to develop a personal ethics board.  Prior to this class period, decide if you want students to make an ethics board using an online graphic design tool like Canva ([www.canva.com](http://www.canva.com)) or CollageIt ([www.collageitfree.com](http://www.collageitfree.com)). If you have the technology to use apps in your classroom, consider asking students to make collages with an app like PicCollage, ThingLink, or Moldiv. Otherwise, have magazines to cut up, art supplies, and small poster boards on hand.  Give students time to create their personal ethics board, encouraging them to use the notes they took on their personal code of ethics from the last class period. Write the following pointers on the board to guide their efforts:  What ethics will guide you as a professional?  What ethics will guide you in your personal life?  Which ethical qualities are essential to you?  Encourage students to use graphics that embody the ethical qualities they want in their lives, as well as text. Remind them that there is no right or wrong way to make a personal ethics board. It’s just for them. |
| 10 | 10 | Gallery Walk: Personal Ethics Boards  Students get to see how their classmates created their own personal ethics boards.  Students will probably be curious to see how their classmates are going about designing their ethics boards. Send students on a gallery walk, in which they can get new ideas for their own boards and learn a little bit more about their classmates. |
| 11 | 10 | Discussion: Personal and Professional Ethics  Students have a final chance to talk about what they have learned in this course and how it can guide their future professional and personal lives.  Lead a final brief discussion using the following prompts, or others that you feel will spark the most meaningful exchanges:  What has made the biggest impression on me about this course is…  What has changed for me since taking this course is…  What I wish we could have talked about in this course is…  Tell students to look at the comments on the chart paper from the beginning of the lesson to help them think about what to say.  Congratulate students on completing the course! |

Extensions

Content Enrichment

* Ask students to organize their thoughts about the course once more, this time in a letter to next year’s class. Without giving away too many course details, have them discuss which parts of the course they liked the most, which they thought were most difficult, which they wished they had more time to complete, and so on, along with any words of advice or encouragement.
* Ask students to create a list of ideas, recommendations, and improvements they would make if they had to teach the course the following semester, and to organize these suggestions into categories for presentation. Have students deliver their presentations and recommendations to the principal.

STEM Integration

* Technology: Consider asking the students to use their smartphones or cameras to film practice presentations of their culminating projects, and then have them view the footage to review and improve their performance before the final presentations.
* Technology: Videotape interviews of students expressing their thoughts about their personal ethics boards. Use them to create a class video and post it to your class website.

Additional Cross-Curricular Ideas

* All other subjects: Tell students to ask other teachers if an end-of-term summary and evaluation would be valuable in their courses. Students can write a letter to another teacher that makes the case for such an activity.