



Title: Ethical Dilemmas

Estimate 72 minutes

Grade Level(s): High School

Objectives

- Define and recognize what was an "Ethical Dilemma.
- Students were challenged to examine their own personal beliefs, morals, and character in order to take a stand on the scenario.
- Students will be able to recognize other perspectives on the dilemma.
- At the end, the students will choose the best path that exemplifies strong character, morality, and fits the "Groves' Way."

Which of the 11 Principles are addressed ?

Principles 5, 6, and 7

Core Values

Integrity, Personal Responsibility, Ethics

Materials (include links & resources when applicable)

- Power point presentation on "Ethical Dilemmas"
- Corner Paper/Location Character Education 11 principles document
- Groves' House Rules Poster

Procedure

Students had read about "Ethical Dilemmas" and the 11 principles of character education. In class, they were shown a PowerPoint on the definition of Ethical Dilemmas and various scenarios. Students moved to the corner of the class (agree, disagree, etc) based on how they would react to the dilemma using their readings and the Groves House Rules as a resource. They then discussed why they picked a specific corner. Students had to justify why they chose a particular position from a moral or ethical standpoint. Other students could cross examine them or argue an opposing viewpoint. Students were instructed to remain respectful and disagree with opinions not people. Students were required to use first names. Many discussion norms we had throughout the term to ensure that everybody's opinions were respected. If a student decided that they wanted to change their viewpoint than they had the opportunity to move to a different corner during the discussion. If the instructor saw movement than the students were asked to support their new opinion. They had the option to move if they were swayed by their peers or change of heart. As a culminating activity, students were asked to write about their own observations of their choices. This allowed students to think critically about why they made the choices that they made. Students were asked to create their own ethical dilemma to present to the class the next day. Discussion was had about some of the ethical dilemmas that students face at school. Students brainstormed possible solutions to each dilemma.

Evaluation



Throughout the lesson and movement , students had to explain and explore what their decision would be and how it aligned with their "moral compass." The teacher acted as a facilitator and posed probing questions in order to push students' thinking into a more complex and higher cognitive/moral view of the dilemma. At the end, the class debriefed. Lastly, the students had to complete an online blog about their experience, emotional journey through the lesson, and the potential social impact.

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