

Overview:

The Josephson Institute released its popular Making Ethical Decisions (Teen MED) for teens in 2012. Packed with ideas and information on the decision-making model, readers are presented with relevant scenarios to put their decision-making skills to the test.

This lesson plan provides reflection opportunities for students who may be participating in the project-based learning activities for CHARACTER COUNTS! Week. (This exercise can be adapted and applied to any other project or experience the students may have participated in.) The goal of this exercise is to help students make ethical decisions that are highly effective, using tips and strategies from Teen MED.

Materials:

- Making Ethical Decisions for teens, available in the CHARACTER COUNTS! store
- Ethical-Effective Decision-Making Grid worksheet

Procedures:

1. Use the scenario of Dominic and Jesse found on page 25 as the example story for the class. Dominic is a bright, responsible student who works in the evenings to help his family financially. Dominic has won a scholarship to attend college next year, but he is working so much his grades are suffering. He asks his best friend Jesse to write his history paper, which he does not have time to write, but needs to do well on to pass in history. Jesse has a dilemma. Does Jesse allow Dominic and himself to violate the honor code by writing the paper? Does Jesse let Dominic fail history and potentially lose his scholarship? Pages 25-29 provide a thorough analysis of the scenario using the three steps to better decision-making (i.e., consider stakeholders, consider core values, and consider the greatest good).

Ask:

- Who were the stakeholders involved? Explain each stakeholder.
 - Which core values (The Six Pillars: trustworthiness, respect, responsibility, fairness, caring and citizenship) relate to the scenario?
 - What choices could have been made? How could the choices have been better?
1. Ask the class: When have you had a dilemma? Have the students recall a tough, meaningful, or big decision they had to make contributing to project-based learning for CHARACTER COUNTS! Week, or any other project or experience. Tell the students to think about the questions above as they relate to the students' dilemmas.
 2. Distribute the Ethical-Effective Decision-Making Grid worksheet (see page 2).
 3. Have the students complete the Ethical-Effective Decision-Making Grid worksheet based on their own experience.
 4. Invite students to share their work with the class. Ask the students how the decision in the 'Ethical & Effective' quadrant is for the greatest good in the long run.

Ethical-Effective Decision-Making Grid

Ethical/Not Effective	Effective/Not Ethical
Not Ethical/Not Effective	Ethical/Effective