



# JA Excellence through Ethics

## Volunteer Guide

2024-25

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Junior Achievement USA

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***With permission from JA USA, JA of South Dakota adapted various scenarios in order to ensure SD students who receive this program multiple years have different curriculum from previous years.***

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## Acknowledgments

Junior Achievement® gratefully acknowledges Evelyn and Frank Angelle for their dedication to the development and implementation of the *JA Ethics through Excellence* program. Junior Achievement appreciates its collaboration with Evelyn and Frank Angelle to inspire and prepare young people to succeed in a global economy. JA programs encourage self-confidence and motivate young people to achieve their personal, educational, and career goals.

## Program Overview

In *JA Excellence through Ethics*, students will learn the importance of ethics and ethical decision-making, as well as how ethical and unethical choices affect everyone in a community. As a business professional, you will help students explore personal values, character development, and ethics while giving them the opportunity to discuss related issues. The program shows students that the adults around them value ethical behavior. Students need strong character qualities (including respect, fairness, and a positive attitude) to become self-disciplined, lifelong learners at school, work, and beyond. As students will discover, character matters.

As a business professional, you understand that ethical companies are based on ethical employees. The elements that shape ethical culture in the workplace are ethical, valued-based leadership, a peer commitment to ethics, and embedded core values.

*JA Excellence through Ethics* is a 50- to 75-minute learning experience that gives you an opportunity to impact students' lives. You will serve as a role model, sharing personal on-the-job experiences and information while leading the program session.

# Program Goal

Demonstrate the importance of ethics and ethical decision-making to allow students to examine and challenge their own choices in daily life, work, school, and their community.

## Your Commitment and Involvement

- Attend a training session (pre-recorded or via Zoom) conducted by the Junior Achievement staff.
- Contact the classroom teacher to finalize details. (Optional)
- Select and prepare content to present. See this guide for details.
- Engage students in discussions and activities using the session materials while sharing personal work and life experiences.

## Preparing for Your Visit

- Read the *JA Excellence through Ethics* session instructions and prepare your materials and your talk.
- Arrive early enough to park and check in at the school. **Remember to bring a photo ID.**
- Be authentic and set a positive tone. Aim for discussion, not lecture.
- Be flexible and have patience as the students get to know and trust you.
- Enjoy the day. Be enthusiastic and friendly.
- Focus your talk on business ethics and day-to-day ethical decision-making. Avoid discussions about politics, ideologies, or religion. Because many ethics discussions are sensitive in nature, avoid putting students on the spot to share personal information that they might prefer to keep private.

This session includes both required and optional material for volunteers to present, an overview of the materials, as well as details about each segment.

**Note:** The **Introduction** and **Activity One** are required. You may choose one or more optional choice activities, as well. Feel free to teach the optional activities in any order that appeals to you or your line of work. Because discussion times vary, activities may take more time than indicated.

## Preparation

- Review the overview, objectives, and activity instructions. Become familiar with key terms defined in the session.
- Share personal examples of how you were affected by ethical choices or made ethical choices of your own. Also, share examples of companies and local businesses who are doing the “right thing.”
- Ask the teacher to assist in organizing the small groups, as required in the instructions, for each activity selected.
- Student materials will be provided by JA the day of your event.

# Learning Outline and Student Materials

Title	Description	Time	Materials
<b>Required Introduction</b> (Page 4)	Introduction Discussion Introduce yourself, the session topic and terms, and the reason for your visit.	5-10 minutes	Talking prompts in guidebook
<b>Required Activity: Core Values</b> (Pages 5-7)	Ethical Decision-Making Discussion and Activity Students utilize an ethical decision-making process to resolve ethical dilemmas.	10-15 minutes	Ethical Decision-Making Checklist (One per student)  Scenarios in guidebook
<b>Optional Choice Activity: Social Media</b> (Pages 8-10)	Making the Right Choice on Social Media Students discuss scenarios related to choices students might make online. Is this ethical?	15-20 minutes	Talking prompts in guidebook
<b>Optional Choice Activity: How Unethical Is It?</b> (Pages 11-13)	Business and Customer Ethics: How Unethical Is It...Really? Students consider and rank ethical decisions made by business owners, customers, and employees.	15-20 minutes	Business and Customer Ethics: How Unethical Is It... Really? Worksheet <i>(Printed on back of Ethical Decision Making Checklist)</i>
<b>Required Wrap-Up</b> (Page 14)	<b>How Ethical Am I?</b> Activity & Closing Discussion Students complete a self-assessment and reflect on what they've learned from this session.	5-10 minutes	<b>How Ethical Am I?</b> Worksheet (one per student)

## Session Overview

Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make. Then students are given a process to use when faced with an ethical dilemma.

## Session Objectives

Students will:

- Define *ethics, ethical dilemma, values, core values, and interdependence*.
- Articulate how one's core values affect one's choices.
- Articulate and identify the steps necessary to make ethical decisions.
- Recognize that individual ethics affect the greater community.

## Activity Time

Check your school's allotted event time. Most schools have approximately 50-75 minutes. Utilize the optional activities as time allows.

## Session Activity Instructions

Each activity has talking points and instructions designed to help you facilitate the session and enhance student discussions.

## Required Session Introduction (5-10 minutes)

### What Are Ethics and Values?

Introduce yourself and the session.

- Tell students your name, describe your job, and give some information about your background. Explain that you are a volunteer with Junior Achievement, an organization dedicated to inspiring and preparing young people to succeed in the world of work.
- Tell students why you're here. Explain that the *JA Excellence through Ethics* program is a learning experience that will help them see how a person's or business' ethics have an effect on school, work, daily life, and the lives of those around us.
- Explain that our lives are directly affected by the choices of others. Point out that we count on other people to do the right things, like drive safely, respect our property and privacy, and take responsibility when they make a mistake. Otherwise, how could we perform even the most basic tasks, like crossing the street or buying groceries and storing them in our home?
  - **Share a personal story that shows how you were positively affected by someone else's ethical choice or negatively affected as a consequence of someone else's unethical choice.**
  - **(Optional) Share a positive story of a local and/or national company doing its best to do the right thing.** Examples include Tom's Shoes (<https://www.toms.com/impact>), IBM (<https://www.ibm.org>), Starbucks (<https://www.starbucks.com/responsibility/community>), and Microsoft (<https://www.microsoft.com/en-us/corporate-responsibility/>).
- **What words, phrases, or thoughts come to mind when you hear the words *ethics* and *values*?**

*Possible answers: making good or bad choices; thinking about whether to do something that is right or wrong; living my values; acting in a way that makes my parent proud; making good decisions; weighing the consequences of my decisions.*
- Define *ethics* and *values*.
- **Ethics are standards for determining what is good, right, and proper.**
- **Values are strong beliefs that influence one's actions.**
- **What are some common examples of what's good, right, and proper?**

*Possible answers: honesty, fairness, sharing, hard work, and respecting one another*
- **Can you think of some common examples of things that are NOT good, right, and proper?**

*Possible answers: the opposite of those in the previous question: dishonesty, plagiarism, unfairness, refusing to share or to work hard, and disrespecting one another*

# Required Session Activity One (10-15 minutes)

## Your Core Values

- Introduce students to the key term **core value**.
- **A core value is a foundational principle or truth that guides your beliefs and behaviors.**
- Explain that core values are the deeply held beliefs that guide you when you have to make a decision.
- **Maybe a core value in your family or workplace is that you always tell the truth. Honesty is a core value. Now imagine that you are in a situation where you are tempted to lie so that the situation will turn out in your favor. However, since honesty drives you, you decide that the short-term gain isn't worth it, and you tell the truth.**
- **What are some of your core values? In other words, what values do you hold so deeply that you'll stand by them, even if there is a consequence in the long run?**
- **Where do your core values come from? Possible answers: families, religious leaders, teachers**
- Ask students to think about a few of their core values and where they come from. Emphasize that students only need to think about one or two core values.
  - **If you feel comfortable doing so, share an example of a core value of your own.**
- Ask students to turn to the student(s) next to them and share a few of their core values and where they come from, if they feel comfortable sharing. Connect students' own core values to those of their peers and community to introduce the idea and definition of **interdependence**.
- **We have all been asked to work with others on a group project. We have all experienced groups that worked well together and those that didn't, and what a frustrating experience that was. Any group or team is only successful when all of the members participate.**
- **Interdependence is the condition of a group when the actions of any part of the group affect another part.**
- Ask students if they agree that members of a community or society are interdependent.
- Provide current or local examples of how one individual's or group's actions have unexpected consequences for another. Emphasize that most groups within a larger society are interdependent; they affect one another by the choices they make.
  - For example, discuss a positive choice that a business or organization has made to do good for the community. Explain how that choice affected others in a positive way.
  - Select a local "good news" story and highlight how an individual's or group's good acts affect others.
- This is why learning about ethics is so important. Every group member could be affected by the choices of every other group member. The entire group benefits when all of the members act ethically.
- **How are core values related to ethics? Explain why it might be a good idea to learn more about ethics.**
  - Society is made up of individual groups who have varied resources. Everyone in society has needs and wants but must rely on others to help fulfill them.
  - Every group is interconnected to every other group. In other words, actions taken by one group affect another, even if the consequences are unintended.
  - If everyone in society makes decisions based solely on what is in his or her best interest, other groups are affected and often respond negatively.

## Ethical Decision-Making

- **Ethical dilemmas are situations in which a choice has to be made based on conflicting values.**
    - **Or, a friend has asked you to lie to her parents and say that she spent the night at your house. Do you choose honesty or friendship?**
  - **How do you make an ethical decision when you're facing a dilemma between two values?**  
*Have a plan. Be ready to think through your choices, instead of just choosing what's easiest in the moment.*
  - **Remember, ethical dilemmas arise when there is a conflict between two values. That's why it is important to think about your core values and what your strongest influence should be when a dilemma arises.**
  - Introduce students to the ethical decision-making checklist within the context of an ethical dilemma they experienced in the past.
  - **Tell students they can use the ethical decision-making checklist and the questions for each step in the checklist to help them make the best decisions possible as they identify the possible results and consequences of each choice.**
  - **Think back to an ethical dilemma you faced in the past or use the provided example, as needed.**
    - I'm in the school play and need to keep a 3.0 GPA to participate. I'm struggling in calculus. Someone in my class got the answers to the final exam in advance and offers to share them with me. Should I at least take a peek at the answers or find another way to get a good grade?
  - Distribute the **Ethical Decision-Making Checklist** to students. (Sample on page 7)
  - Connect students' ethical dilemmas to the **Ethical Decision-Making Checklist**. Ask students to think about the answers to the questions in the checklist using their ethical dilemma.
  - You may also wish to model answering the questions out loud using the scenario above.
- Food for Thought:** Have you ever heard the saying, "Cheaters never prosper"? Even if cheating brings a positive short-term result, it's a bad idea in the long run. You would risk being caught and hurting yourself much more than just losing your position in the play. More importantly, will you be able to respect yourself, knowing you had to cheat to stay on the team?
- Time permitting, offer one or all of the following ethical dilemmas for class discussion. Consider reading the scenario to the class and assign each solution to a different corner of the room. Have students move to the corner that represents what they would do. Conduct a brief discussion that includes pros/cons and other items noted in the Ethical Decision Making process.
    - Imagine that a sports team you are on made it to the state championship games that requires your team to travel and stay overnight in a hotel. Your coach is conducting room checks to ensure all athletes are in their assigned rooms. Your assigned roommate, one of the starting players, broke curfew and was not yet back to the room. When your coach comes to the door, what would you do?
      - Cover for your teammate and tell your coach they are sleeping.
      - Tell your coach the truth about your teammate breaking curfew.
      - Other.

**Food for Thought:** Your coach insists on coming in to check and sees that the starting player is not in the room. What should the coach do for the player that broke curfew? Should they be suspended from the game? What about the roommate who covered for them? Your teammate's decision to break curfew affected themselves and others. Who else did it affect? (ex: teammates, family of the player who came to watch, crowd, etc.)

- I have a job at a fast-food restaurant. One of my friends has applied at the same location and has listed me as a reference. I know that my friend needs the job but has been fired from two other part-time jobs for poor performance. Do I give my friend a good recommendation?
  - Give your friend a good recommendation even if they had been fired previously.
  - Chose not to give the recommendation for your friend.
  - Other.

**Food for Thought:** If you choose to prioritize your relationship with your friend by giving them a good recommendation, it could negatively impact your employer if your friend doesn't perform well. On the other hand, choosing not to recommend your friend may risk your friendship.

- Johnny is scheduled to work from 2:00 PM to 8:00 PM on a Saturday. However, his friend has invited him to see a new movie starting at 2:30 PM, which Johnny has been eagerly anticipating. Faced with the choice between fulfilling his work commitment and attending the movie, Johnny decides to skip his shift and go to the movie instead.

**Food for Thought:** Is it acceptable for Johnny to prioritize personal enjoyment over his professional obligations, especially when his absence may affect his coworkers and the business? Should personal interests be weighed against responsibilities, and what are the ethical implications of choosing one over the other in a work setting?

### Don't Go Solo

- **One of the key questions in Step Two: Look at the Outcomes is to think about who else you have noticed that also seems to want to do the right thing.**
- Refer back to one of the scenarios above. Ask students how the dilemma would be different if there were a friend available to share in the concerns.
- **If you were to face an ethical dilemma today, who would that person be? Is that person here at school or in your life?**

*Answers will vary. Listen for students to suggest people in their lives who want to do the right thing.*

- **In conclusion, there will be times when you have conflicting values, but it is important to know your core values, ask the right questions, and make a decision you can live with best in the long run.**

<p><b>Ethical Decision-Making Checklist</b></p> <p><b>Step One: Define the Problem</b></p> <ul style="list-style-type: none"> <li>• What is the dilemma?</li> <li>• What information do I need to make a decision?</li> <li>• What are my choices?</li> <li>• What values are in conflict?</li> </ul> <p><b>Step Two: Look at the Outcomes</b></p> <ul style="list-style-type: none"> <li>• Who will be affected by my decision?</li> <li>• Are any of the choices I can choose illegal?</li> <li>• Will my decision affect my friends, family, or coworkers?</li> <li>• Will I feel guilty about my choice? Why?</li> <li>• Whom can I turn to for advice? Who is the most ethical person I know?</li> <li>• Don't go solo. Who have I noticed that also seems to want to do the right thing?</li> <li>• How do I want to be seen? Which choice represents my best self?</li> </ul> <p><b>Step Three: Make a Decision</b></p> <ul style="list-style-type: none"> <li>• What is the best ethical decision, taking all factors into consideration?</li> </ul>
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# (Optional Choice) Making the Right Choice on Social Media

(15-20 minutes)

In this activity, students discuss scenarios related to choices they may make online.

**Content note:** Many social media sites require users to be 13 years of age to access and use their services. You may have a mix of younger and older students, some who use social media and some who are not old enough to join or who do not have parental permission to do so. This activity aims to address ethical decision-making when using online services and presents the opportunity for all students to consider their behavior and choices regardless of their age.

## Facilitation Tip

Snapchat, TikTok, and Instagram are the most popular social media platforms used by today's teens.

Source: <https://www.statista.com/statistics/250172/social-network-usage-of-us-teens-and-young-adults/>

**YouTube** - a video-sharing website

**Instagram** - a social media network to share images and videos

**TikTok** - a social networking service for sharing short videos

**Snapchat** - an instant messaging app for sharing pictures and videos that disappear after they're viewed

**Facebook** - a way to digitally share messages, photos, and videos with friends and family

**X (formerly Twitter)** - a platform used to post, respond, and share short messages known as "tweets"

## Warm-Up

- Explain to students that in this activity they will discuss ethical choices they might make online and on social media. Ask the students to consider one or more of the following prompts.
  - **How do you think having almost unlimited access to the internet and social media platforms has impacted you?**
  - **How do you think your actions online impact your relationships with friends, significant others, and family?**
  - **How would you view someone who behaves unethically online?**
  - **How do you think the content you consume online influences your behavior in real life?**
  - **Ethical behavior isn't just limited to choices you make in the real world; ethical choices occur in the digital world, too.**
  - **You will now have an opportunity to consider some decisions that are commonly made in the digital world and to consider whether they are ethical or unethical.**

## Explore: Making the Right Choice

There are two implementation options for this activity:

### Option One: Move to a side of the Room:

- Explain that you are going to read a decision someone made online and students will move to a side of the room to indicate their answer. (For example, the left side of the room is for students who think the decision was ethical and the right side of the room is for students who think the decision is unethical).
- Read from the left-hand column in the **Making the Right Choice** chart (on pages 9 and 10).
  - Each student will move to a side of the room that supports their answer.
  - Then ask students to try and give evidence for why they came to the conclusion they did.
  - If someone is persuaded to the other side, he or she can change their decision.
- Once the discussion is complete and all participants have made their final decisions, read the possible responses provided in the right-hand column of the **Making the Right Choice** chart (and/or share your own thoughts).

Option Two: Partner Discussion:

- Students will be partnered with a classmate to discuss the prompts below. Students will find a new partner for each question. Before reading out each prompt, please have students do the following steps to find a partner.
  1. **Hand up:** Students raise their hands to indicate they are ready to participate in discussing ethical scenarios.
  2. **Stand up:** Students stand up and continuously move around the room at random until the volunteer tells them to stop.
  3. **Pair up:** When instructed, each student pairs up with the nearest classmate who also has their hand raised. Once students have a partner, they can lower their hand. They must not have the same partner more than once. The volunteer will then read the scenario and then allow 1 minute for discussion. Students will discuss whether the scenario is ethical or not and support their claim with one reason, each partner having 30 seconds to share.

Making the Right Choice Scenario	Possible responses to share once students have given their reasoning:
Posting that you are dog sitting for a neighbor.	<i>This probably seems innocent and ethical on the surface. Who doesn't love cute pet pics? However, your post might reveal personal information about your neighbor and might reveal that the neighbor is not at home. If your location or the neighbor's location is shown, the house could become a target for burglary.</i>
Schools blocking certain websites and/or educational games.	<i>Some websites have been created with the intention of allowing students to practice their learning in a fun and interactive way. Some schools restrict access to these websites because they become a "distraction" to the student's learning. At what point are students to be trusted to navigate the web without restrictions? And what are the risks associated with giving all students unlimited access to the internet during the school day?</i>
Parents/Guardians having access to track their child's phone/location.	<i>There are many apps for people to track their family and friends' locations (ex: Life360) for safety purposes. However, when does this accessibility to a person's location become too much? What privacy are people, especially minors, entitled to?</i>
Using Artificial Intelligence, AI, to help write a paper to pass off as your own.	<i>The use of Artificial Intelligence to complete tasks has rapidly become popular. Many students use AI as a learning tool or instructional aid. However, some students use AI to create papers or complete homework assignments for them. At what point is AI use considered cheating or detrimental to learning? How can AI be helpful for students?</i>
Recording a video call of you and some classmates working on a team project, then taking a screenshot and posting it on social media with funny comments about the participants.	<i>A video call is not a public event where participants might expect to be photographed. Sharing and identifying people online, especially minors, can lead to unwanted and unexpected contacts. In addition, commenting about people is a form of gossiping and can be hurtful and sometimes even considered a form of bullying.</i>
Attending classes remotely and looking up answers online during a history test.	<i>Even though classes are online, test-taking rules don't change. Cheating using technology is ethically the same as writing answers on your hand or bringing a "cheat sheet" into the classroom. Although you see the appealing short-term advantages, you may face consequences if caught. And you are, potentially, forming a habit of being dishonest.</i>
Posting a picture of someone on Instagram without their knowledge.	<i>When people are in public places (like marching in a parade) it's reasonable to expect that someone might take their picture. However, when you take a picture of someone in a private setting (like a home), they have expectations of privacy. It is generally unethical to share personal moments without permission.</i>

Recording someone's embarrassing fall during a sporting event and posting it on TikTok.	<i>During a public event, players can expect their actions to be captured and shared. It's always a good idea to get permission before sharing anything that might hurt or embarrass someone, but generally, this would be ethical. However, it would be unethical to benefit from someone's pain and embarrassment, especially if the person wasn't aware that their actions were being captured.</i>
Sneaking a peek at a friend, significant other, or family member's phone without permission.	<i>This may appear to offer the short-term gain of getting to see someone else's private data, but it could have significant long-term consequences. Broken trust can be difficult to repair.</i>
Sending a direct message on Instagram that includes messages that are considered bullying.	<i>While the conversation might be considered private and the messages can be deleted, social media platforms have community guidelines and safety measures that allow individuals to report online bullying or threats. While messages can be "deleted" or "unsent" it is important to remember that these messages are still stored and can be accessed by the platform if needed.</i>

- **Consider sharing a personal example of having to make an ethical decision about online behavior at work or in your personal life.**

### Discuss: Pros and Cons

- **Is it easy or hard to know which thoughts, feelings, photos, or videos to share online? Why?**

*Possible answers: hard, because communicating online is fast, and I feel the need to post or respond immediately; hard, because I have to think through the consequences of everything I share; easy, because I don't really think about it; easy, because I know right from wrong; easy, because I treat others the way I would want to be treated...I don't post anything that would hurt me, because it might hurt someone else*

- Remind students that nothing is ever truly private on the Internet.
- **Why should you refrain from posting unkind messages, sarcastic comments, or embarrassing posts?**  
*Possible answers: It is not only wrong but creates stress for students just like them. It also creates unhealthy social communities and can make everyone unhappy and uneasy.*
- Remind students that many teens struggle with insecurities – and even depression. Students never know when someone else is struggling with personal issues. What they may think is just a minor joke could be really devastating to the wrong person on the wrong day.
- **The choices you make each day, both in real life and online, lead to two important outcomes:**
  1. You are building patterns and habits. What you do daily, you'll do when the time comes to make a hard choice.
  2. You are building a reputation. We may not even be aware of it ourselves, but we're all watching one another and noticing how we handle our daily business. Even if it seems like people are okay with an unethical choice you make, it informs their opinion of you in the long run. How do you want to be seen?

### Closing

- Wrap up the activity and summarize the main ideas with the below point.
- **Remember, there are times when we face a dilemma between what is good for ourselves in the short term and what is good for the interdependent world we are creating together.**

## (Optional Choice Business and Customer Ethics: How Unethical Is It...Really? (15-20 minutes)

In this activity, students consider ethical decisions made by business owners, customers, and employees.

### Warm-Up

- **Share an example of a business in your community that has made an ethical choice. Focus on the good that the business has done for the community.**
- **Most of the time, businesses want to be ethical while also providing their goods or services to earn a profit and delight their customers. And they want to hire ethical workers in exchange for reasonable pay and benefits.**
- **Just as businesses want to be ethical, most customers want to pay a fair price for things they want and need, and most employees want to offer an honest effort in exchange for reasonable pay and working conditions.**
- Ensure students understand that the marketplace works because all parties know that everyone is better off when both sides benefit.
- **However, sometimes customers or employees may think that businesses have endless money and owe them something for free. And sometimes businesses see customers as simply a source of money and employees as a source of effort instead of as people first.**
- Explain that sometimes a person's "ethical line" can be swayed or moved at work if they think no one will know what they're doing.
- **Is it okay for employees to take paper clips, copy paper, or coffee supplies from work if they know the items won't be missed? What about taking larger or more expensive items?**
- **When we forget that we are interdependent, we can sometimes make unethical choices, solely for our own benefit.**

### Discuss: Business and Customer Ethics

- Separate the class into eight groups and explain that you are going to discuss business and customer ethics.
- **Businesses, workers, and customers make ethical decisions as they go about their work or do their shopping. Here is how a few of those decisions might look in the world of work.**
- **Turn the students' attention to the Business and Customer Ethics: How Unethical Is It...Really? handout. (A sample for your reference can be found on page 13)**

- Ask students to read the situations and discuss their thoughts regarding the business and customer actions printed on the sheet with their group.
  - Groups will rank the scenarios, numbering the boxes from 1 to 9, with 1 indicating “least unethical” (not so bad) to 9 indicating “most unethical” (the worst).
- Ask student volunteers to share the rankings when students have finished working.
  - Consider asking a group which scenario they ranked as #9.
    - Then ask if any other group also had that scenario ranked in their top three most unethical.
    - Did any group have that scenario ranked as 1-3?
    - Allow groups to discuss their thinking to showcase the variance of ranking.
  - Choose another group and repeat the process with other scenarios as time allows.
- **What was it that made scenarios with a high score of 8 or 9 more unethical than the others?**

*Answers will vary. Listen for students to discuss whether they considered it more unethical when a customer made a poor choice or when a business did, and if they felt that the employees had more or less responsibility than businesses or customers, or if the behavior itself helped them score the scenarios.*
- **The customer ethics in the scenarios relate to the way customers behave when they deal with businesses. What responsibilities do customers have in their dealings with stores, restaurants, employers, and other businesses?**

*Possible answers: Customers are ethically obligated to be honest in their dealings with businesses, including paying their bills, giving honest reviews, and speaking up if they are undercharged or otherwise see the business making a mistake.*
- **Would your scoring of the ethics in the retail and restaurant scenarios change if you or family members owned the store or restaurant? Why or why not?**

*Answers will vary. Listen for students to support their opinions with their core values.*

## Closing

- **In conclusion, people generally want to do the right thing by other people. Business owners, employees, and customers all work together to get people what they want and need. If we all try to do the right thing for ourselves and our community, we’re all better off together.**
  - **Close the activity by sharing about a time when you had to make a tough ethical call at work, as a business owner, or as a customer.**
- **It’s not always easy to make the right ethical decision. But remember, you are not alone in your decision-making. Your parents or caregivers and teachers are happy to help you. And, never go solo. Look for those friends who also want to do what’s ethical. Have them support you. Think about how to represent your best self.**

## Business and Customer Ethics:

### How Unethical Is It...Really?

Read the scenarios. Consider the ethics of each, and then rank the scenarios by placing a number in each box from 1 to 9, ensuring each number is used only once, with 1 indicating “the least unethical” (not so bad) to 9 indicating “the most unethical” (the worst).

<p>Jack knowingly purchases movie tickets online pretending to be younger than he really is in order to take advantage of the theater’s discounted price for youth tickets.</p> <p style="text-align: right;"><input type="text"/></p>	<p>Leah purchases an expensive pair of shoes for a formal event. She plans to wear them only once and does not plan to keep them. After the event, she returns the shoes for a refund, claiming they didn’t fit.</p> <p style="text-align: right;"><input type="text"/></p>	<p>A caregiver leaves two young children napping in the car while he dashes into the store for a quick coffee.</p> <p style="text-align: right;"><input type="text"/></p>
<p>Raul accidentally hits a car in the school parking lot while backing up. The damage to the car’s hood is just a small scratch, so he heads for home.</p> <p style="text-align: right;"><input type="text"/></p>	<p>An employee hides merchandise in the back of the store, waiting for it to go on sale before she buys it.</p> <p style="text-align: right;"><input type="text"/></p>	<p>You don’t say anything when the cashier gives you \$20.00 in change, knowing it should have only been \$10.00.</p> <p style="text-align: right;"><input type="text"/></p>
<p>You accept a pre-paid pizza that was delivered to your house that was meant for a different address.</p> <p style="text-align: right;"><input type="text"/></p>	<p>Your friend forgets their unlocked phone on the table, and you post an embarrassing photo of them on their Instagram account.</p> <p style="text-align: right;"><input type="text"/></p>	<p>As an employee, eating off a customer’s plate before you serve it to them.</p> <p style="text-align: right;"><input type="text"/></p>

## Required Session Wrap-Up (5–10 minutes)

- Wrap up the entire session by engaging students in a reflection about ethics.
- Tell students that they will reflect on their own personal ethics using the **How Ethical Am I?** handout. They don't need to record their answers and will not be asked to share their specific answers.
- Emphasize that this is a chance to take an honest look at themselves and ask, if we are all interdependent, how well am I doing at participating ethically?
- Time permitting, ask student volunteers to share what they learned from their self-reflection using one or more of the following questions (without asking them to share their specific answers).
- **Were any of you surprised by your responses?**
- **Were any of you more ethical than you would have predicted? Or less ethical than you originally thought?**
- **Did any of your answers change because of this session? If so, how?**
- Have students make a quick list of two or three things they learned about ethics or themselves, things that surprised them, or questions they now have and want more answers to.

Thank the students for their participation in the *JA Excellence through Ethics* program.

- **I hope that you have been able to see the impact that people's ethical decisions have on themselves and the people around them, and I hope that you have had a chance to reflect on your own core values and ethical decision-making.**