

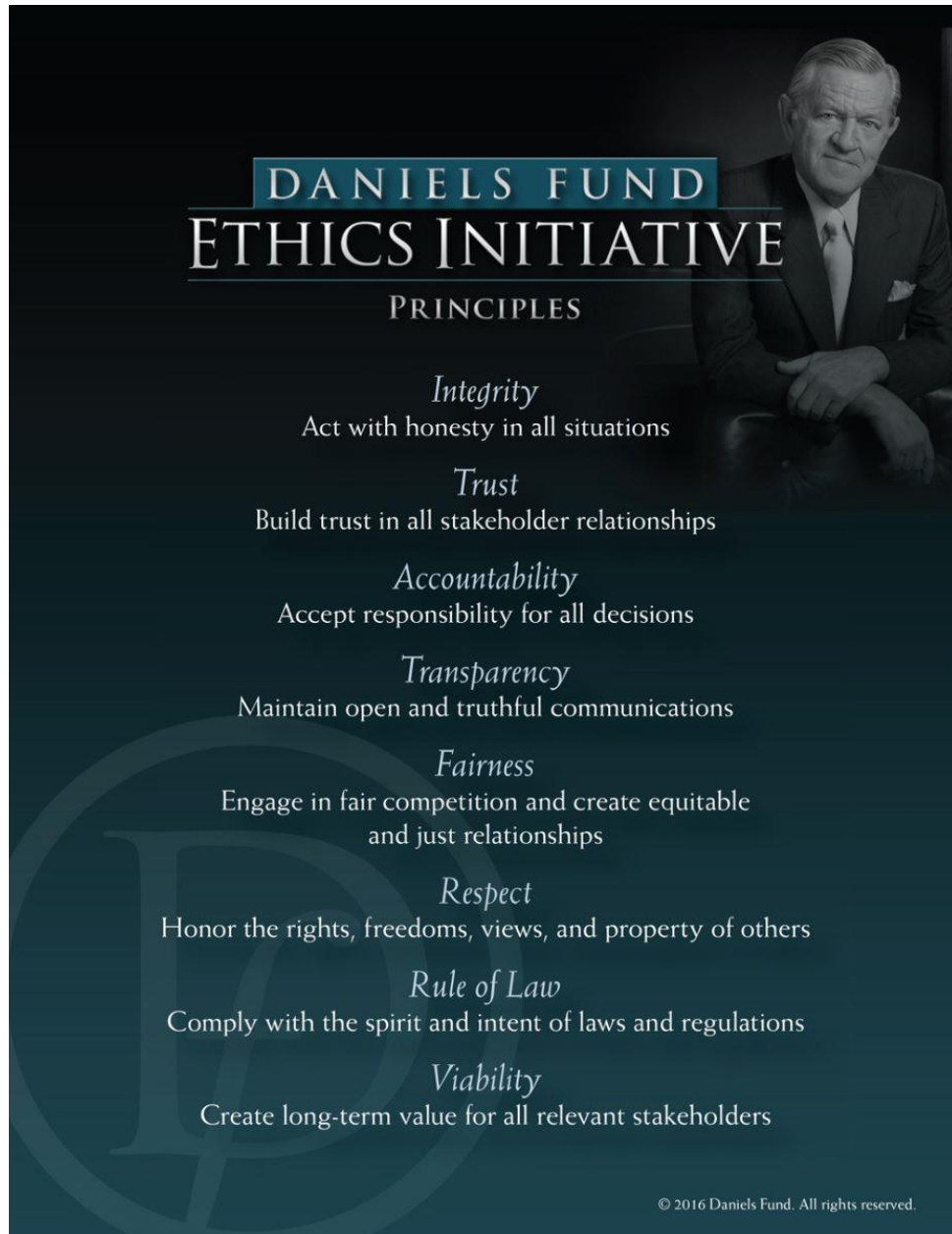


Ethics Boot Camp



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Ethics Boot Camp



DANIELS FUND
ETHICS INITIATIVE
PRINCIPLES

Integrity
Act with honesty in all situations

Trust
Build trust in all stakeholder relationships

Accountability
Accept responsibility for all decisions

Transparency
Maintain open and truthful communications

Fairness
Engage in fair competition and create equitable and just relationships

Respect
Honor the rights, freedoms, views, and property of others

Rule of Law
Comply with the spirit and intent of laws and regulations

Viability
Create long-term value for all relevant stakeholders

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Overview

The Ethics Boot Camp consists of approximately 10 hours of ethics activities for students that can be used in a variety of settings. It is designed to be engaging and fun for students, while still introducing them to principles-based ethics, ethical decision-making, recognizing ethical dilemmas, and the specific ethical principles laid out by the Daniels Fund Ethics Initiative: integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability.

This resource is available at no cost to all educators thanks to the generous support of the Daniels Fund, a foundation in Colorado supporting principle-based ethics education. The Ethics Boot Camp was developed as part of the Daniels Fund Ethics Initiative High School Program.

Ethics Boot Camp activities can all be expanded or condensed (time), made more difficult or simplified (content), turned more educational or entertaining, etc. Activity selection depends on baseline familiarity with ethics, length of time available, mode of learning/engagement, goals, etc. Each activity is accompanied by Wrap-Up questions, too, to solidify understanding, discuss themes, etc.

The best way to use Ethics Boot Camp activities is by weaving them into our LAP (ready-to-use lesson module) content—that way students will have the foundational knowledge of ethics to then engage with the activities fully. They also complement our existing content as a fun, interactive element.

Daniels Fund Ethics Initiative High School Program

The Daniels Fund Ethics Initiative High School Program is a joint initiative of the Daniels Fund and MBA Research to encourage principle-based ethics education in high schools around the country. The High School Program targets a broad range of audiences, including secondary students enrolled in career technical education (CTE) programs as well as academic classes. Thanks to funding from the Daniels Fund, most of the materials resulting from this initiative, including the Ethics Boot Camp, are provided free of charge to educators across the country. For more information on the Daniels Fund Ethics Initiative High School Program and to find out about other free materials available through the generous support of the Daniels Fund, go to MBAResearch.org/Ethics.

Suggestions for Use

Not tied to any particular course, Ethics Boot Camp activities can be used by student organizations, in afterschool or advisory programs, as part of a leadership camp or training, for first-year orientation at postsecondary institutions, etc.

The Ethics Boot Camp activities are organized from simple to complex—initially focused on identifying and becoming familiar with ethical principles and progressing to multi-faceted ethical decision-making. These activities are designed to engage students in ethics using icebreakers, case studies, games, research, group discussions, and more. The Ethics Boot Camp also contains four supplemental Team Building Activities to incorporate as desired.

We suggest beginning any Ethics Boot Camp activity with a brief discussion of the specific ethical principles laid out by the Daniels Fund Ethics Initiative: integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability. These eight principles serve as a framework for Boot Camp activities and a lens through which to view and interpret our work.

To help educators determine the best use of Ethics Boot Camp activities, we've developed suggestions for use according to degree of difficulty and length of time.

Degree of Difficulty

We've organized the Ethics Boot Camp activities by degree of difficulty and aligned them with each of our free introductory ethics lesson modules (LAP-EI-123, LAP-EI-124, LAP-EI-125). For groups who are unfamiliar with ethics, we suggest starting with LAP-EI-123—*Rules To Live By (Nature of Ethics)*. If the group is generally familiar with principle-based ethics, we recommend reviewing LAP-EI-124—*What's the Situation? (Reasons for Ethical Dilemmas)*. For groups who are skilled in ethical decision-making, we suggest using LAP-EI-125—*Make the Right Choice (Recognizing and Responding to Ethical Dilemmas)* as a springboard to higher-order thinking.

Beginner: LAP-EI-123—*Rules To Live By (Nature of Ethics)*

- Icebreaker: Activity #1 Beach Ball Toss
- Activities: Activity #3 Body of Words, Activity #5 Model Behavior, Activity #10 Code of Ethics

Intermediate: LAP-EI-124—*What's the Situation? (Reasons for Ethical Dilemmas)*

- Icebreaker: Activity #2 TED Talks
- Activities: Activity #6 Today's News, Activity #7 Ethics in *The Office*, Activity #9 Case Studies

Advanced: LAP-EI-125—*Make the Right Choice (Recognizing and Responding to Ethical Dilemmas)*

- Icebreaker: Activity #11 The Lifeboat Game
- Activities: Activity #4 Ethical Career Charades, Activity #8 Real or Reel, Activity #12 Ethical Dilemmas

Length of Time

Each Ethics Boot Camp activity has an approximate timeframe, ranging from 15 minutes to over an hour. Most activities can be shortened or extended depending on group engagement, time requirements, depth of conversation, etc. In addition, all activities are accompanied by Wrap-Up questions to discuss themes, build connections, summarize learning, and think more critically about ethics. Given this information, we've created a few sample schedules:

15 minutes:

- Play Team Building Activity #14 Perfect Square
- Finish with Wrap-Up discussion

30 minutes:

- Brainstorm examples of ethical principles
- Play Activity #3 Body of Words
- Finish with Wrap-Up discussion

1 hour:

- Play Activity #1 Beach Ball Toss to introduce students to ethics

- Present and discuss Gray Zone
- Select one or two ethical dilemmas from Activity #12 Ethical Dilemmas to discuss in small groups
- Instruct groups to create their own ethical dilemmas and decide on the most ethical decision
- Finish with Wrap-Up discussion

2-3 hours:

- Play Activity #4 Ethical Career Charades as an icebreaker
- Orient students with narrative or PowerPoints from LAP-EI-123—*Rules To Live By (Nature of Ethics)*, LAP-EI-124—*What's the Situation? (Reasons for Ethical Dilemmas)*, or LAP-EI-125—*Make the Right Choice (Recognizing and Responding to Ethical Dilemmas)*; use Discussion Questions
- Play Activity #5 Model Behavior to reflect on the behavior of famous individuals
- Select a LAP Group Activity
- Play Team Building Activity #16 Lost at Sea Survival Game
- Finish with Wrap-Up discussion

Combinations

We highly recommend pairing the Ethics Boot Camp activities with LAP-EI-123—*Rules To Live By (Nature of Ethics)*, LAP-EI-124—*What's the Situation? (Reasons for Ethical Dilemmas)*, and LAP-EI-125—*Make the Right Choice (Recognizing and Responding to Ethical Dilemmas)* components; Ethics Books & Movies for High School Students resources; interactive Ethical Principles Video Series; and other materials to create custom lesson plans for your unique environment, goals, and groups' familiarity with ethics.

Available Materials:

- *Introduction*: LAP PowerPoint
- *Get Started*: Icebreaker, Pretest
- *Narrative*: LAP content (use Dig Deeper Links, Discussion Questions)
 - Break up content with 1-2 Ethics Boot Camp Activities
- *Think About It*: Gray Zone, Ethics Case
- *Make It Stick*: LAP Group and Individual Activities
- *Check Your Understanding*: Quick Check, Learning Guide, Posttest
- *Further Learning*: Ethical Principles Video Series, Ethical Dilemmas in the Workplace Video Series, Gray Zone Interactive Series, Ethics Books & Movies for High School Students, Web Resources

Choose components based on your setting:

In the classroom:

- LAP Narrative, Group and Individual Activities, Discussion Questions
- Activities: Activity #6 Today's News, Activity #12 Ethical Dilemmas

As part of a leadership training:

- Gray Zones, Ethics Cases
- Activities: Activity #5 Model Behavior, Activity #10 Code of Ethics
- Team Building Activities

During extracurriculars:

- Videos, Books, Movies, Web Resources
- Activities: Activity #1 Beach Ball Toss, Activity #8 Real or Reel
- Team Building Activities

Topic Suggestions:

- *Looking for a fun activity?* Use Activity #1 Beach Ball Toss, Activity #2 TED Talks, and Activity #11 The Lifeboat Game
- *Want to get students moving?* Use Activity #3 Body of Words and any Team Building Activity
- *Planning for the future?* Use Activity #4 Ethical Career Charades and Activity #5 Model Behavior
- *Discussing current events?* Use Activity #6 Today's News and Activity #9 Case Studies
- *Reviewing business and entrepreneurship?* Use Activity #7 Ethics in *The Office* and Activity #10 Code of Ethics
- *Talking about pop culture/media?* Use Activity #8 Real or Reel and Activity #12 Ethical Dilemmas

Additional Resources

As part of our work with the Daniels Fund, we offer additional ethics materials at no cost:

- **70+ Lesson Modules.** Each LAP module focuses on skills students need for success in college and the workplace and includes a student handout, a comprehensive discussion guide, assessments with descriptive keys, student activities, and more.
- **Ethics Books & Movies for High School Students.** Ethics Books & Movies for High School Students is a list of recommended resources to help teach students about ethical decision-making. Developed with content summaries, corresponding ethical principles, and select guides for instructor education, the annotated list is a foundational component of ethical education that makes learning both informative and engaging.
- **Ethical Principles Video Series.** This resource explores each ethical principle, giving students an understanding of what the principle means, its supporting traits, how it plays out in real-world examples, and how students can use it in their own lives.
- **Ethical Leadership Course Package.** This resource includes one- and two-semester course guide options; 58 LAP modules focused on ethics, ethical leadership, and ethics in the workplace; and a free online end-of-course assessment with digital badging capabilities.
- **Ethical Dilemmas in the Workplace Video Series.** Young professionals open up about the ethical dilemmas they have encountered in this video series available on our YouTube channel.

To access these free materials and integrate ethics into your classroom, visit our [Ethics Education page](#):



Activity #1: Beach Ball Toss

Timeframe: 20-30 minutes

Skills Required/Ethical Principles Involved: Communication, Teamwork, Respect, Fairness

Supplies: Inflatable beach ball, permanent marker

Description: Students will get to know each other by answering introductory and ethics-related questions.

Process: Blow up an inflatable beach ball. Write various questions (examples provided below) all over the beach ball, including both ethics-related and “get to know you” questions. Ask students to toss the ball, making sure each person gets a turn. When they catch the ball, each student will answer the question under their left thumb. Emphasize the importance of respecting each other’s answers. Feel free to encourage group discussion to lengthen the activity.

Sample Ethics-Related Questions:

- How would you describe respect?
- What makes you feel respected?
- What comes to mind when you think of the word integrity?
- Who would you describe as someone with integrity, and why?
- In what ways are you accountable in your daily life?
- How do you hold yourself accountable?
- Why does transparency matter?
- Describe something in your community you feel is unfair. How would you change it?
- Is it ever okay to lie?

Sample “Get to Know You” Questions:

- Who is your favorite teacher and why?
- What would you like to accomplish this year?
- If you were a superhero, what powers would you have?
- If you could meet any historical figure, who would it be and why?
- What is your biggest pet peeve?
- What is one fact people don’t know about you?
- If you had a day to do whatever you wanted, what would you do?
- What is the strangest food you have ever tried?
- Where do you see yourself in 10 years?
- What’s your favorite line from a movie?
- What was your favorite book growing up?

Another option: Choose an ethical dilemma from GoodCharacter.com (<https://www.goodcharacter.com/the-daily-dilemma/>) and ask the suggested discussion questions to each student who tosses the ball, allowing time for group discussion.

Wrap-Up: Ask students if they learned anything surprising from the activity. Which questions did they find easier to answer, and why?

Sources: *Beach Ball Buzz: The Perfect Summer Icebreaker:* <https://www.thoughtco.com/beach-ball-buzz-summer-ice-breaker-31371>

Beach Ball Question and Answer: <https://www.coloradoedinitiative.org/wp-content/uploads/2014/04/SMS-Week-1.pdf>

Ethical Dilemmas for Classroom Discussion: The Daily Dilemma Archive:
<https://www.goodcharacter.com/the-daily-dilemma/>

Activity #2: TED Talks

Timeframe: 45 minutes

Skills Required/Ethical Principles Involved: Transparency, Respect, Communication

Supplies: TV/computer

Description: This activity allows students to engage with ethics in real-world situations and discuss their thoughts with classmates.

Process: Play the following TED Talk videos. After each video, discuss the different types of ethical issues in society today and encourage the group to answer the related questions. Discuss in small groups, then move to class discussion.

- *Ethical Dilemma: The Burger Murders:*
https://www.ted.com/talks/george_siedel_and_christine_ladwig_ethical_dilemma_the_burger_murders (Five-minute video)
 - From TED: “You founded a company that manufactures meatless burgers that are sold in stores worldwide. But you've recently received awful news: three people in one city died after eating your burgers. A criminal has injected poison into your product! The deaths are headline news and sales have plummeted. How do you deal with the crisis? George Siedel and Christine Ladwig explore the different strategies of this ethical dilemma.”
 - Discuss the questions at the end of the video. Encourage students to determine which decision is most ethical and provide reasoning.
- *What Really Motivates People to Be Honest in Business:*
https://www.ted.com/talks/alexander_wagner_what_really_motivates_people_to_be_honest_in_business/up-next (16 minute video)
 - From TED: “Each year, one in seven large corporations commits fraud. Why? To find out, Alex Wagner takes us inside the economics, ethics and psychology of doing the right thing. Join him for an introspective journey down the slippery slopes of deception as he helps us understand why people behave the way they do.”
 - Discuss the factors that motivate people, which method is more ethical, what students would do, and how students view the world.

Wrap-Up: Lead a class discussion about the relationship between ethics and society.

Sources: *Ethical Dilemma: The Burger Murders:*

https://www.ted.com/talks/george_siedel_and_christine_ladwig_ethical_dilemma_the_burger_murders/up-next

What Really Motivates People to Be Honest in Business:

https://www.ted.com/talks/alexander_wagner_what_really_motivates_people_to_be_honest_in_business/up-next

Activity #3: Body of Words

Timeframe: 15-20 minutes

Skills Required/Ethical Principles Involved: Teamwork, Communication, Trust, Collaboration

Supplies: Paper, pens/pencils

Description: This activity allows students to think creatively, work together, and actively brainstorm ethics.

Process: Separate the class into teams of five to 10 students, using different sized groups. Instruct teams to brainstorm a list of ethics-related words with one letter less than members in group (e.g., a group of six creates five-letter words) and write the words on the piece of paper. Use the Daniels Fund Ethics Initiative principles as a framework (e.g., truth, morals, ideals, value, virtue, behavior, dignity, right, equity, conduct, principle, fair, just, good, honor, open, conflict, conduct, honest, laws, etc.).

After they have a list of ethics-related words, each group will choose one person as the team leader who will direct the team on how to physically form one of their words with their bodies. Teams should select a new leader for each round. After a few rounds, change up the teams to create longer words (e.g., accountability, transparency, etc.).

As a final challenge, allow the class to determine a combination of ethics-related words or an ethical sentence that uses all members of the class except for one leader. This could be a fun opportunity to take group photos for a bulletin board or newsletter.

Wrap-Up: Review the Daniels Fund Ethics Initiative principles (i.e., integrity, trust, accountability, transparency, fairness, respect, rule of law, and viability) and ask students to discuss what each principle means, why it matters, and examples of the principle in action. Ask students to discuss how they assigned leaders and what made the process easier or harder to complete.

Source: *35 Team Building Activities for Work in 2023:* <https://niftypm.com/blog/team-building-activities/>

Activity #4: Ethical Career Charades

Timeframe: 30-45 minutes

Skills Required/Ethical Principles Involved: Communication, Collaboration, Trust, Integrity

Supplies: None

Description: This activity allows students to explore how ethical principles play out in different careers and professions.

Process: Split the class into groups of two to four students and assign each group a profession (e.g., doctor, lawyer, salesperson, teacher, veterinarian, server, etc.). Give each group about five minutes to prepare a short skit demonstrating either an ethical or unethical activity within their given career. Remind students that they should consider the Daniels Fund Ethics Initiative principles (i.e., integrity, trust, accountability, transparency, fairness, respect, rule of law, viability) when they're preparing their skit.

Allow each group to present their skit to the class (for an extra challenge, have groups present in true charades-style with no talking allowed), and then have the class guess the career or profession, the activity, and whether it was ethical or unethical behavior. Have the class identify which ethical principles could be applied to the situation. If it was an unethical situation, ask the class to identify how to make it ethical.

Wrap-Up: Encourage the class to discuss the importance of ethical behavior in all professions and careers.

Source: MBA Research and Curriculum Center

Activity #5: Model Behavior

Timeframe: 30 minutes

Skills Required/Ethical Principles Involved: Communication, Integrity, Accountability, Transparency, Viability

Supplies: Paper, pens/pencils

Description: This activity encourages students to reflect on the behavior of famous individuals and discuss the ethicality of their actions.

Process: Separate students into small groups of three to five and ask students to identify a famous individual (e.g., a celebrity, politician, book or TV character, etc.) who personifies the Daniels Fund Ethics Initiative principles.

Ask students to provide specific examples of how that person has demonstrated several different ethical principles and allow groups to share their individuals and examples with the class. Then, ask students to identify a famous individual who went from stardom and success to ruin based on their unethical behavior.

Ensure students connect the famous individual's improper behavior to specific ethical principles. Allow the groups to share their individuals and examples with the class.

Wrap-Up: Discuss common themes among the ethical role models—What behaviors did they share? Were they all from a particular profession? What made them notable? Discuss common themes among the unethical individuals—Were they connected in any way? Were actions illegal or simply unethical? Was there one ethical principle that stood out from the others?

Source: MBA Research and Curriculum Center

Activity #6: Today's News

Timeframe: 30-45 minutes

Skills Required/Ethical Principles Involved: Communication, Teamwork, Transparency, Respect, Integrity

Supplies: Newspapers, internet access

Description: In this activity, students will locate ethics-related articles from prominent newspapers or news sites, analyze their findings, and discuss the ethical elements described in each article.

Process: Provide students with copies of several newspapers, if possible, or enable them to access online news sites (AP, BBC, NPR, Reuters, etc.). Give students five to 10 minutes to explore the headlines and individually locate three to five articles that feature clear ethical elements. Separate the class into small groups of three to five students and have each group discuss their examples.

Students should discuss why they were drawn to each article, the specific ethical situation, the ethical principles involved, whether a decision was reached, and if so, whether it was ethical. Each group should select one example to present to the class and explain their findings.

Wrap-Up: Lead a group discussion highlighting common themes across the news examples. Which ethical situations were most compelling? In the articles, what types of decisions were individuals tasked with making? How did students decide whether a decision was ethical? What core values did students rely on? What would they have done differently, if given the chance? What comparisons can students make between the articles and their own lives?

Source: *E4J University Module Series: Integrity & Ethics: Teaching Guide:*

<https://www.unodc.org/e4j/en/integrity-ethics/teaching-guide/table-of-exercises.html>

Activity #7: Ethics in *The Office*

Timeframe: 1 hour

Skills Required/Ethical Principles Involved: Communication, Respect, Viability, Rule of Law

Supplies: TV/computer

Description: This activity uses a popular sitcom to link ethics to real-world business situations.

Process: Use the following slides

(<https://www.mbaresearch.info/download/HSB/Using%20The%20Office%20To%20Teach%20Business%20Ethics.pdf>) to present ethical decision-making in business using the television show *The Office* as a guide. This presentation includes case study descriptions, references to five different episodes, summaries of the episodes and ethical dilemmas, and discussion questions and answers. Show one of the episodes (or parts of an episode) to the class and ask students the provided discussion questions.

Another option: Review “Professionalism/Office Ethics according to *The Office*”:

(https://en.wikibooks.org/wiki/Professionalism/Office_Ethics_according_to_The_Office). Use these examples (time theft, whistleblowing, stealing, sexual harassment and discrimination, safety in the workplace, office romance, and abuse of power) to spark discussion around business ethics.

Note: *The Office* is available for streaming on Peacock or for purchase on YouTube and Amazon Prime. See below for links to several scenarios mentioned in the activity:

- Women's Appreciation (<https://youtu.be/2ap7aEaPics>) (4:32)
- Product Recall (<https://youtu.be/glfRtqbHJjs>) (2:19)
- Time Theft (<https://youtu.be/-wR2huzk4HQ>) (3:15)
- You Are a Thief of Joy/Ethical Dilemmas with Meredith (<https://youtu.be/3NxxwesgimM>) (4:01)

Wrap-Up: Discuss ethical decision-making in business. Which ethical dilemmas were illegal? Which were just unethical? Ask students to consider different ways to turn the unethical situations into ethical ones.

Sources: *Using The Office to Teach Business Ethics:*

<https://www.mbaresearch.info/download/HSB/Using%20The%20Office%20To%20Teach%20Business%20Ethics.pdf>

Professionalism/Office Ethics According to The Office:

https://en.wikibooks.org/wiki/Professionalism/Office_Ethics_according_to_The_Office

Activity #8: Real or Reel

Timeframe: 30 minutes

Skills Required/Ethical Principles Involved: Communication, Collaboration, Trust, Teamwork, Integrity

Supplies: Paper, pens/pencils

Description: This activity encourages students to link ethical principles to popular movies and TV shows by identifying unethical scenes and rewriting them to better represent ethical behavior.

Process: Separate students into groups of four or five. Tell students to brainstorm popular movies or TV shows that feature ethical dilemmas (e.g., *The Good Place*, *Modern Family*, *Grey's Anatomy*, *Dexter*, *The Office*, *The Boys*, etc.). Ask students to choose one show or movie scene in which an ethical dilemma plays out (e.g., lying, cheating, disrespect, stereotyping, relationships, informed consent, racism, harassment, etc.). If possible, allow students to go online to access the scene or script for reference.

Have students evaluate and explain the unethical behavior, linking to specific ethical principles, and then ask students to rewrite the scene, displaying ethical behavior instead. If students are enthusiastic and willing, encourage the groups to present their rewritten scenes to the class. If not, encourage group discussion and explain the rewritten changes.

Wrap-Up: Discuss the prevalence of ethical issues in popular movies and TV shows—are there common themes? Are there larger ethical themes running throughout the show? How would rewriting one scene impact the rest of the episode or show? Would these shows and movies still be interesting if they featured only ethical behavior? Why do we watch these shows? How do we engage with media?

Source: *Ethical Issues In Popular Television Shows*: https://prezi.com/xdqak_zkigd4/ethical-issues-in-popular-television-shows/

Activity #9: Case Studies

Timeframe: 30 minutes – 1 hour

Skills Required/Ethical Principles Involved: Communication, Viability, Respect, Transparency

Supplies: None

Description: This activity enables students to think more critically about ethics as they work through several case studies.

Process: Visit Ethics Unwrapped (<https://ethicsunwrapped.utexas.edu/case-studies>) and select two to five interesting case studies. Separate students into small groups of four to six students and read a case study to the class (if the class has laptops, encourage them to visit the website and follow along).

Use the provided discussion questions to encourage small group discussion, then discuss together as a class. Feel free to watch the linked Related Video for further information about each case. Repeat the process, using different case studies from the website.

Wrap-Up: Use the Ethics Unwrapped discussion questions to encourage students to think more critically about ethics.

Source: *Ethics Unwrapped Cases:* <https://ethicsunwrapped.utexas.edu/case-studies>

Activity #10: Code of Ethics

Timeframe: 1 hour

Skills Required/Ethical Principles Involved: Self-Reflection, Teamwork, Respect, Fairness

Supplies: Paper, pens/pencils

Description: This activity encourages students to reflect on their own morals, ideals, and beliefs while creating a business code of ethics.

Process: Instruct students to reflect on their own personal values and then work together with a team to create a business code of ethics. To get students thinking about their own personal values, ask students to brainstorm a list of individuals (personal or famous, living or dead) they admire or look up to. You can list the names on a whiteboard or simply encourage discussion.

Ask students to consider the reasons why they look up to these people and the personal qualities that have made them successful. Encourage students to think about their strengths and weaknesses, how they see themselves, how their friends see them, what they believe is important in life and why, etc.

After reflecting on these characteristics and values, separate students into groups of four to six and explain that students will be creating their own business organization and an accompanying code of ethics. As a group, they'll decide their business name, industry, and mission and then use their personal reflection to create a business code of ethics. Review *How to Create Your Code of Ethics (With Examples)* from Indeed (<https://www.indeed.com/career-advice/career-development/create-code-of-ethics>).

Encourage students to research other business codes of ethics as examples when creating their own. Team members will need to juggle their personal values, others' personal values, and their organization's mission. Students should consider how the type of organization might affect its values (e.g., a small environmentally conscious shoe company may have different values than an educational nonprofit or an international bank). Teams should create a paragraph-long code of ethics to present to the class.

Wrap-Up: Ask students how they determined which values were important to their organization. Did they follow any belief systems? How did they incorporate their personal values into the business code of ethics? What challenges did they face?

Sources: *Creating a Personal Code of Ethics:*

https://www.syracusecityschools.com/tfiles/folder1925/Creating%20a%20Personal%20Code%20of%20Ethics%20Grade%209%20Health%20lesson%20plan_0.pdf

How to Write a Personal Ethics Statement: <https://classroom.synonym.com/write-personal-ethics-statement-4912361.html>

How to Create Your Code of Ethics (With Examples): <https://www.indeed.com/career-advice/career-development/create-code-of-ethics>

Activity #11: The Lifeboat Game

Timeframe: 25-30 minutes

Skills Required/Ethical Principles Involved: Communication, Trust, Viability, Respect, Accountability

Supplies: Lifeboat game instructions found on pages 18-19 (one handout per student), paper, pens/pencils

Description: This activity enhances group communication as students must deliberate and reach the most ethical decision together as a team.

Process: Separate students into small groups of four to six students. Tell students they will have 15 minutes to decide which six passengers out of 10 to move into a lifeboat after an ocean liner hits an iceberg. If they can't reach a group decision in 15 minutes, all of the passengers will be thrown overboard, and the team will lose the game. (All directions/materials provided on pages 18-19)

Note: This activity might not be appropriate for all students—instructors are encouraged to use their best judgment.

Wrap-Up: Have students explain and defend their choices, how they chose which passengers to save, what made the decision difficult, and how they decided the most ethical final lifeboat roster. Ask students if they believe there is a single correct boat roster, and why or why not. Ask students how they felt placing a value on passengers' lives.

Source: The Lifeboat Game: <https://www.rjzafft.com/single-post/2016/09/07/Test>

The Lifeboat Game (Source: <https://www.rjzafft.com/single-post/2016/09/07/Test>)

Directions: An ocean liner just hit an iceberg. A few small lifeboats have launched off and are now on their own. It is uncertain when help will come, or how far away land is. Your lifeboat has ten people in it, but it can only hold six safely. You have 15 minutes to decide which four passengers to throw overboard to wait for another lifeboat. If you fail, the boat sinks and all ten passengers will need to tread water and wait for rescue. Who do you throw overboard? Be prepared to explain and defend your selections.

Lifeboat Occupants

1. Annie Able

- Annie is a 51-year-old divorcée with two children, one of whom is autistic. She heads Research & Design for a pharmacy start-up with a potential breakthrough drug. She is religious and volunteers at a soup kitchen. She has badly sprained her wrist.

2. Billy Baker

- Billy is an MBA student who is engaged to a medical resident. He wants to work in venture philanthropy in Kenya with his doctor-spouse after graduation. Billy has diabetes; in his pocket, he has a five-day supply of insulin.

3. Charles Charlie

- Charles is a 70-year-old physician who is Board certified in Emergency Medicine. He is a bachelor who competes in sailing races and has expertise in open-boat navigation. This cruise was on his bucket list because, though robust now, he suffers from lymphoma and has no more than three to four months to live.

4. Delia Delta

- Delia is a 19-year-old woman. She is in shock, as her parents and younger brother have just drowned. Having swum to the lifeboat, she is beginning to shiver from the cold; Dr. Charlie says she is at risk for hypothermia.

5. Edwin Echo

- Edwin is a 35-year-old opera singer with millions of adoring fans. Twice divorced and previously convicted of mail fraud, he reputedly drove his Ferrari into a closed daycare center while under the influence. Edwin is very fit, and his singing greatly cheers the others.

6. Francine Foxtrot

- Francine is a 23-year-old army officer. She was supposed to be monitoring the ship's radar for icebergs but was instead watching a *Game of Thrones* rerun on her iPad. She supports a widowed mother ashore whose prescription drugs are not covered by insurance, and she also finances her disabled younger sister's therapy. She is a fair navigator and rows well.

7. Godfrey Golf

- Godfrey is a 15-year-old boy. He is the seventh of eight children. He was traveling with a grandparent (now missing) and is inconsolable. He has tried to bite several passengers. Dr. Charlie warns that a bite in open-boat conditions can quickly go septic.

8. Holly Hotel

- Holly, 65, owns a successful party-goods business now run by her four children. A grandmother of 10, over the last five years, she has traveled the world with her spouse of 43 years. They contribute to several charities. She bails well but tires quickly. She is the only passenger who can somewhat calm down Godfrey.

9. Ignatius Igloo

- Ignatius is a married father of three young children. He secured his current spot on the lifeboat by asking his 20-year-old lover to fetch from the cabin the keys to the BMW 5 Series which he told her was a surprise gift. Neither the car nor the keys exist. Ignatius captained his college rowing team. He prayed to forgive his past sins and now claims that he is a changed man.

10. Julia Juliette

- Julia is a 41-year-old private equity investor famous for stripping companies of valuable assets, firing the employees, and selling the bones. She is being sued by her partners for fraud and by her children for plundering the trust fund their father left them. Julia has sworn, if she is not thrown overboard, to donate one billion dollars to charities selected by the other survivors and to give ten million dollars to the family of each person who goes overboard. Julia is a triathlete.

Activity #12: Ethical Dilemmas

Timeframe: 30-45 minutes

Skills Required/Ethical Principles Involved: Rule of Law, Respect, Integrity, Communication

Supplies: None

Description: This activity allows students to use their evaluation, discussion, and decision-making skills to reach a conclusion and present their reasoning to the class.

Process: Review the lists of ethical dilemmas found at <https://upjourney.com/real-life-examples-of-ethical-dilemmas> and <https://icebreakerideas.com/moral-dilemma-questions/>. Select three or four to use for this activity. Separate the class into small groups of three to five students and then explain one of the ethical dilemmas. Instruct each group to discuss options for resolving the dilemma and decide on the most ethical decision.

Allow for class discussion of the pros and cons of each option and whether everyone agreed on the best decision. Repeat the process using the other dilemmas that you selected. If time remains, allow groups to create their own ethical dilemmas similar to those from the websites (e.g., social media, ghosting, accidents, etc.). Encourage groups to present several options for class discussion and determine the most ethical decision.

Another option: Separate the class into groups of three to five students and instruct students to brainstorm common ethical dilemmas. As a group, they should select one dilemma to map out on a poster board/whiteboard. They should identify different options for resolving the dilemma, along with the chain of events that would likely occur if each option was selected. After creating this map, groups should share it with the class and discuss the options.

Alternatively, groups could present two skits: The first skit would show the unethical action, and the second skit would show the ethical action.

Wrap-Up: Encourage group discussion about how one makes an ethical decision, what framework they use, who it affects, etc.

Sources: *16 Real-Life Examples of Ethical Dilemmas:* <https://upjourney.com/real-life-examples-of-ethical-dilemmas>

28 Top Moral Dilemma Questions [+ Scenarios & Examples]: <https://icebreakerideas.com/moral-dilemma-questions/>

Additional Team Building Activities

Activity #13: Build It Higher (p. 22)

Activity #14: Perfect Square (p. 23)

Activity #15: Minefield (p. 24)

Activity #16: Lost at Sea (pp. 25-29)

Team Building Activity #13: Build It Higher

Timeframe: 30 minutes

Skills Required/Ethical Principles Involved: Trust, Teamwork, Communication, Transparency

Supplies: Spaghetti, mini marshmallows, tape, measuring tape

Description: This activity encourages students to work together to create the tallest structure.

Process: Separate the class into groups of four or five students, and then give each group the same amount of uncooked spaghetti noodles, mini marshmallows, and tape. There will be two rounds of tower-building.

For the first round, set a timer for 10 minutes and instruct each team to create the tallest structure they can without speaking to the other members of their team. Measure the height of each tower and then let the towers stand, taking note of those that fall.

For the second round, provide all groups with the same amount of noodles, marshmallows, and tape again, but let the groups speak to their members while building a second tower, stressing the importance of communication within the group. At the end of 10 minutes, measure the towers again. Be sure to note which of the first-round towers are still standing tall.

Wrap-Up: Discuss how teams planned the structure, what roles people took, where communication could have been improved, etc. What differences did they note between the first-round towers and the second-round towers? Did communication improve the structures? In what ways? Discuss the integrity of the tower. What design elements created a long-lasting foundation? What elements created a solid foundation for a team?

Source: *Top Team-Building Games: Experts Share Their Favorites:* <https://www.smartsheet.com/top-team-building-games-experts-share-their-favorites>

Team Building Activity #14: Perfect Square

Timeframe: 15-20 minutes

Skills Required/Ethical Principles Involved: Communication, Trust, Integrity, Respect

Supplies: Rope or string (15-20 feet long for each group), blindfolds (optional: close eyes instead)

Description: This activity strengthens communication and trust among students as they work together to solve a problem.

Process: Separate the class into groups of eight to 10 students. Instruct the students in each group to tie the two ends of their rope or string together and stand in a circle with everyone holding on to the rope or string. Tell students to lay the rope or string on the floor and then put on their blindfolds or close their eyes and take five steps backward.

Once everyone is blindfolded or has closed their eyes, the task is to work together in their group to turn the rope or string circle into a square. Once the team thinks they've formed a square, allow the team to open their eyes or take off their blindfolds to see their results.

Reorganize the groups with different students, then allow them to run the activity again. To increase the difficulty, set a time limit, instruct some students to stay silent, or make a more difficult shape.

Wrap-Up: Ask students questions such as: What issues did you encounter, and how did you work around them? Did you assign a leader, and how was leadership demonstrated? What was the communication process like? How did you improve during the second and third rounds? Was your process fair? (Maybe a few people took charge and the other group members were ignored or just followed directions.) What role did respect play in your strategy? What can we learn from this game that applies to ethics?

Sources: *The Perfect Square Game: Leadership & Collaboration:*

<https://www.eteambuilding.org/perfect-square-game/>

Perfect Square Team Building Activity: https://ventureteambuilding.co.uk/perfect-square-team-building-activity/#.X2i_2GhKhPY

Team Building Activity #15: Minefield

Timeframe: 20-30 minutes

Skills Required/Ethical Principles Involved: Communication, Trust, Honesty, Integrity

Supplies: Large empty area (field, parking lot, classroom), obstacles (random assortment of supplies, pencils, cones, chairs, balls, etc.), blindfolds (optional: close eyes instead)

Description: This activity sharpens communication and trust as partners guide each other across the minefield. It requires honesty, integrity, and a willingness to listen to and trust another person's words.

Process: Separate the class into pairs. One partner will be blindfolded or will close their eyes and the other partner will guide them using verbal directions only across an empty area (field, parking lot, classroom) that has obstacles (cones, chairs, balls, etc.) set up on it. If they touch an item, they must start over. The blindfolded person cannot speak to their partner, and their direction-giver can't touch their partner.

After one partner has made it across, have the partners switch positions and run the activity again. If enough time remains, randomly assign different partners and run the activity again.

Wrap-Up: Ask students what made the activity difficult. Discuss whether they preferred walking or guiding and why. Ask students whether it was easier the second time around. How did trust and communication factor into the process? How does this relate to challenges you face at school, in sports or clubs, or at work?

Sources: *Six Ideas for Team Building Activities:* <https://www.indeed.com/career-advice/career-development/team-building-activities>

Team Building Activity: Mine Field: <https://guideinc.org/2016/07/12/team-building-activity-mine-field/>

Team Building Activity #16: Lost at Sea Survival Game

Timeframe: 30 minutes

Skills Required/Ethical Principles Involved: Communication, Transparency, Integrity

Supplies: Copies of the Lost at Sea Ranking Chart on page 27 (one per student), copies of the Coastguard Expert Analysis handout on pages 28-29 (one per group), paper, pens/pencils

Description: This activity requires students to work individually and in groups. It highlights the benefits of communicating and working together to solve a problem.

Process: Tell the class that they have just been shipwrecked. Explain that they'll be ranking 15 items of vital navigation equipment individually and then together as small groups of three or four students. Follow the detailed instructions provided on page 26.

After they've completed their rankings, they will compare their individual and group rankings to the U.S. Coast Guard ranking to determine if teamwork allows for better decision making. (All directions and materials are provided on pages 26-29 and in the PDF at https://insight.typepad.co.uk/lost_at_sea.pdf.)

Wrap-Up: Ask if students were tempted to change their initial rankings to better align with the group's ranking—what did they decide? How did they demonstrate integrity (or not)? What made it difficult to work together? What benefits and drawbacks did they notice when working as a group?

Source: *Lost at Sea:* https://insight.typepad.co.uk/lost_at_sea.pdf

Lost at Sea (Source: https://insight.typepad.co.uk/lost_at_sea.pdf)

Background Story: You have chartered a yacht with three friends for the holiday trip of a lifetime across the Atlantic Ocean. Because none of you have any previous sailing experience, you have hired an experienced skipper and two-person crew.

Unfortunately, in the middle of the Atlantic Ocean, a fierce fire breaks out in the ship's galley and the skipper and crew are lost while trying to fight the blaze. Much of the yacht is destroyed and is slowly sinking. Your location is unclear because vital navigational and radio equipment have been damaged in the fire. Your best estimate is that you are many hundreds of miles from the nearest landfall.

You and your friends have managed to save 15 items, undamaged and intact after the fire. In addition, you have salvaged a four-person rubber life craft and a box of matches. Your task is to rank the 15 items in terms of their importance for you, as you wait to be rescued.

Place the number one by the most important item, the number two by the second most important and so forth until you have ranked all 15 items.

Instructions:

1. Read the above Background Story to the class, then provide a 'Lost at Sea Ranking Chart' to every member of the class.
2. Ask students to take 10 minutes to rank the items individually and record their choices in the Step 1 column.
3. Instruct the class to separate into teams of three or four students. Encourage the groups to discuss their individual choices and work together to agree on a collaborative list. Allow 15-20 minutes for this section. Record the group rankings in the second column (team rankings).
4. The correct answers were suggested by the U.S. Coast Guard. Display the 'expert' rankings on a PowerPoint presentation, whiteboard, or photocopy.
5. Instruct each group to compare their individual and group answers with the correct answers and determine a score. For each item, mark the number of points that your score differs from the Coast Guard ranking and then add up all the points. Disregard plus or minus differences. The lower the total, the better your score.
6. As the groups work together, sharing thoughts and ideas, this should produce an improved score over the individual results. Discuss with the group why the scores were different. What changed their minds? And was this enough to survive?

Lost at Sea Ranking Chart

| Items | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 |
|---|-------------------------|-------------------|---------------------|-------------------------------|-------------------------------|
| | Your individual ranking | Your team ranking | Coast Guard ranking | Difference between Step 1 & 3 | Difference between Step 2 & 3 |
| A sextant | | | | | |
| A shaving mirror | | | | | |
| A quantity of mosquito netting | | | | | |
| A 25 liter container of water | | | | | |
| A case of army rations | | | | | |
| Maps of the Atlantic Ocean | | | | | |
| A floating seat cushion | | | | | |
| A 10 liter can of oil/petrol mixture | | | | | |
| A small transistor radio | | | | | |
| 20 square feet of opaque plastic sheeting | | | | | |
| A can of shark repellent | | | | | |
| One bottle of 160 proof rum | | | | | |
| 15 feet of nylon rope | | | | | |
| 2 boxes of chocolate bars | | | | | |
| An ocean fishing kit & pole | | | | | |
| | | | Totals | Your score | Team score |

Coastguard expert analysis

According to the experts, in this case the US Coastguard, the basic supplies needed when a person is stranded mid-ocean are articles to attract attention and aid survival until rescue arrives. A transatlantic trip takes roughly 20 days; significantly less with good winds and significantly more without them.

Articles for navigation are of little importance since even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to survive for that amount of time. Without signaling devices, there is almost no chance of being spotted and rescued.

So, the list below is the ranking order of the items according to their importance to your survival:

| Item | Coast Guard Ranking | Coastguard Reasoning |
|--------------------------------|---------------------|--|
| A sextant | 15 | Useless without the relevant tables and a chronometer. |
| A shaving mirror | 1 | Of all the items, the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight, a simple mirror can generate five to seven million candlepower of light. The reflected sunbeam can even be seen beyond the horizon. |
| A quantity of mosquito netting | 14 | There are NO mosquitoes in the middle of the Atlantic Ocean and the netting is useless for anything else. |
| A 25 liter container of water | 3 | Vital to restore fluids lost through perspiration. 25 liters will supply water rations for your group for several days. |
| A case of army rations | 4 | This is your basic food intake |
| Maps of the Atlantic Ocean | 13 | Worthless without navigation equipment. |
| A floating seat cushion | 9 | Useful as a life preserver if someone fell overboard. |

| | | |
|---|-----------|--|
| A 10 liter can of oil/gasoline mixture | 2 | The second most critical item for signaling. The mixture will float on water and can be ignited using the matches. |
| A small transistor radio | 12 | You would be out of range of any radio station. |
| 20 square feet of Opaque plastic sheeting | 5 | Can be used to collect rain water and shelter from the wind and waves. |
| A can of shark repellent | 10 | To repel sharks, of course! |
| One bottle of 160% proof rum | 11 | Contains 80% alcohol, which means it can be used as an antiseptic for any injuries, otherwise of little value. Very dangerous if drunk, as it would cause the body to dehydrate, the opposite of what you need to survive. |
| 15ft nylon rope | 8 | Could be used to lash people or equipment together to prevent being washed overboard. There are a variety of other uses, but none high on the list for survival. |
| 2 boxes of chocolate bars | 6 | Your reserve food supply |
| An ocean fishing kit with pole. | 7 | Ranked lower than the chocolate as there is no guarantee you will catch any fish. The pole might be used as a tent pole. |

Scores

| | | |
|----------------|-------------------|--|
| 00 - 25 | Excellent. | You demonstrated great survival skills. Rescued! |
| 26 - 32 | Good. | Above average results. Good survival skills. Rescued! |
| 33 - 45 | Average. | Seasick, hungry and tired. Rescued! |
| 46 - 55 | Fair. | Dehydrated and barely alive. It was tough, but rescued! |
| 56 - 70 | Poor. | Rescued, but only just in time! |
| 71 + | Very poor | Oh dear, your empty raft is washed up on a beach, weeks after the search was called off. |