Rotary Ethics Symposium

Student Workbook

Rotary Club of Madison

March 1, 2013

Monona Terrace Convention Center
Madison, WI

Rotary Club of Madison

March 1, 2013

Dear Rotary Ethics Symposium Participants,

Welcome to the 13th annual Rotary Ethics Symposium. You are among over 200 students in attendance from 19 Dane County high schools.

Rotarians around the world share the motto of *Service Above Self*.   We also share our own unique ethical decision making process fondly known as The Four Way Test: Is it the truth; Is it fair to all concerned; Will it build goodwill and better friendships; Will it be beneficial to all concerned.

As part of a service to the community and our continuing commitment to educate the youth of our community, our Rotary Club organizes the annual Rotary Ethics Symposium to provide hands-on experience with professionals that gets the students involved and motivates them to interact with their peers.

Today, we will share some exercises to help you learn how to how to recognize ethical issues and identify ethical standards by following what we call the R-O-T-A-R-Y six-step framework for ethical decision making.   As you're confronted with ethical decisions, it important to Recognize that you have an ethical issue, it's important to Obtain all the facts, to Test alternative actions, to Act consistently, to Reflect on your decision and finally to Yield to your ethical judgment.

I would like to give special thanks to those who have helped put together this year's Rotary Ethics Symposium: Prof. Denis Collins and students from Edgewood College; our Rotarian Discussion Group Leaders; members of the Ethics Symposium Planning Committee; First Wave Group; and all of our Rotarian volunteers helping during today's event at Monona Terrace.

Enjoy.

Sincerely,

Dora Zuniga

Dora Zúñiga, Chair
2013 Rotary Ethics Symposium Committee

Agenda for Today's Rotary Ethics Symposium

8:00 a.m.   **Registration on 4th floor.**

8:30 a.m.   **Opening Keynote Presentation: Performance of Ethical Dilemma by First Wave, Discussion of What is "Ethics"?**

9:30 a.m.   **Break. Move to first small group discussion room.**

9:40 a.m.   **Session 1: Learning the Framework:** Students – Your 1st session location is printed on your name badge. See diagram below for room locations (on same level).

10:30 a.m.   **Break** (refreshments and snacks will be located in hallway outside of opening session meeting room by Madison Ballroom A and B as shown in diagram below).

10:40 a.m.   **Session 2: Applying the Framework:** Students –Your 2nd session location is Printed on your name badge. See diagram below for room locations (on same level).

11:30 a.m.   **Break** (refreshments and snacks will be located in hallway outside of opening session meeting room by Madison Ballroom A and B as shown in diagram below).

11:40 a.m.   **Session 3: Ethics In Action Project Discussion:** Students – Your 3rd session location is printed on your name badge. See diagram below for room locations (on same level).

12:30 p.m.   **Lunch with Rotarians and Discussion Group Leaders.** (4th floor, Ballrooms A & B). Please be seated at your assigned table number and talk about your experiences from the morning sessions during lunch.

1:15 p.m.   **Wrap-up Session, Announcements, Summary – "Take-Aways" – What thoughts will you take away from the symposium?**

1:45 p.m.   **Complete and turn-in evaluation forms; Drawing for prize; Certificate Distribution.**

2:00 p.m.   **Dismissal.**

All Rotary Ethics Symposium meeting rooms are located on Level 4 of Monona Terrace as shown here:
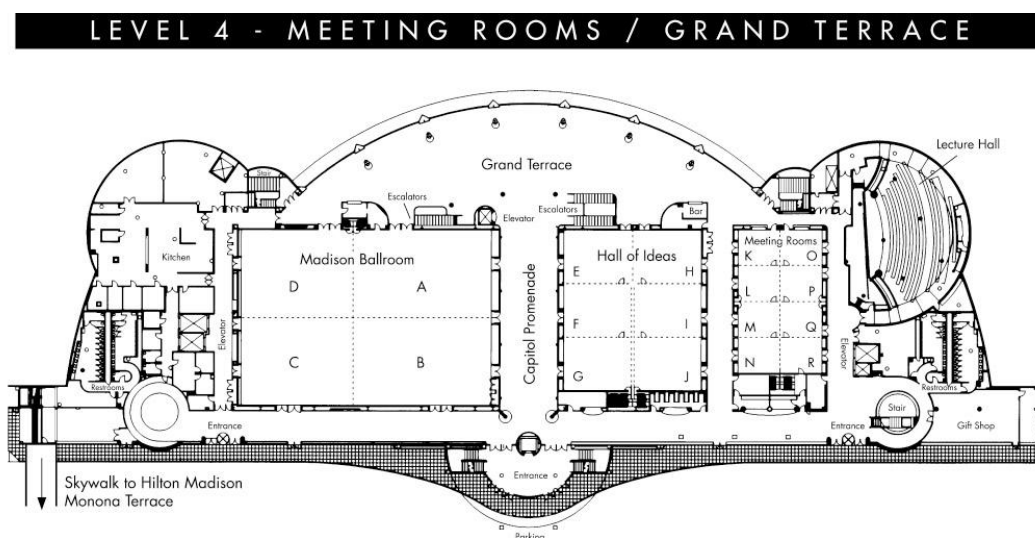*Restrooms are located at far left and far right ends of the building*

Table of Content

Content   **Page Number**

Breakout Room Discussion Leaders	Room Location at Monona Terrace
Melanie Ramey	Hall of Ideas F
John Bonsett-Veal	Hall of Ideas G
Kathryne McGowan	Hall of Ideas I
Steve Johannsen	Hall of Ideas J
Rico Goedjen	Meeting Room K
Scott Campbell	Meeting Room L
Cory Kundert & Michelle Karn	Meeting Room M
Chelsea Culver & Ashley Schoenoff	Meeting Room N
Victoria Ortiz Sayago & Billy DeVault	Meeting Room O
Aliou Traore & Ashton Lareau	Meeting Room P
Nick Walusayi & Abby Trollop	Meeting Room Q
Lauren Carpenter & Ben Sheperd	Meeting Room R

Keynote Session

<u>Opening Session Keynote Presentation performed by First Wave</u>

Pictured is a past year's First Wave Group Performance at the Rotary Ethics Symposium

The First Wave Spoken Word and Hip Hop Arts Learning Community is a cutting-edge multicultural artistic program for incoming students at the University of Wisconsin-Madison. Bringing together young artists and leaders from across the U.S and beyond, the First Wave Learning Community offers students the opportunity to live, study and create together in a close-knit, dynamic campus community. Administered by the Office of Multicultural Arts Initiatives (OMAI), the First Wave Learning Community is the first university program in the country centered on spoken word and hip-hop culture.

The inaugural First Wave cohort of fifteen students began their UW-Madison career in the Fall 2007 Semester and currently there are forty-five spoken word and hip hop artists on full-tuition scholarship in the First Wave Program.

For more information: *http://www.supportuw.org/how-to-give/area-program/first-wave/*

| ROTARY ETHICS SYMPOSIUM | # R-O-T-A-R-Y

Spells A Six-Step Framework For Ethical Decision-Making |
| --- | --- |

Simply stated, ethics refers to standards of behavior that tell us how human beings ought to act in the many situations in which they find themselves as friends, parents, children, citizens, businesspeople, teachers, professionals, and in other roles. Rotary has chosen to present you with four different approaches for addressing ethical issues: the Utilitarian Approach, the Common Good Approach, the Deontology Approach, and the Virtue Approach. Each of these approaches asks different questions that help us make ethical decisions.

Recognizing ethical issues and identifying ethical standards is not always easy. When we are faced with a difficult ethical issue, considering each of the four approaches and the perspectives of others can help us choose the most ethical course of action. Below is a Six-Step Framework for Ethical Decision Making which uses the name of our club to help remember that "R-O-T-A-R-Y Spells a Six-Step Framework for Ethical Decision-Making."

1. <u>R</u>ecognize an Ethical Issue

Is there something about the situation that requires you to make a difficult decision about what is the best or right course of action personally, interpersonally, or socially? Could the conflict, the situation, or the decision be harmful to people or to the community? Is this a situation where doing what is common or expected might not be the most ethical course of action?

Does the issue go beyond legal concerns or the concerns of your own group or organization? What does it do to people, who have dignity, rights, and hopes for a better life together? Is there a course of action that goes beyond the minimum of avoiding obvious harm and adds value to a relationship or a community? Is there a difference between "doing what you would like to do" and "doing what the other person would like done to them or for them"?

2. <u>O</u>btain Information about the Situation and Other's Interests and Perceptions

What are the relevant facts of the case? What facts are unknown?

What individuals and groups have an important stake in the outcome? Do some have a greater stake because they have a special need or because we have special obligations to them? What are the interests of those involved (including, for example, emotional, psychological, or financial interests)? How do others think about the situation? Can you state their position in their words?

What are the options for acting? Is it possible to consult with individuals or groups who would be affected?

3.   <u>T</u>est Alternative Actions from Various Ethical Perspectives

Which option will produce the most good and do the least harm?   The ethical action is the one that will produce the greatest balance of benefits over harms**.** (Utilitarian Approach)

Which option would help all participate more fully in the life we share as a family, community, society?   The ethical action is the one that contributes most to the achievement of a quality common life together. (Common Good Approach)

Which respects every person involved?   The ethical action is the one that treats every person, particularly those different than you and who disagree with you, with utmost respect and integrity. (Deontology Approach)

Would you want to become the sort of person who acts this way (e.g., a person of courage, compassion, honesty, integrity)?   The ethical action is the one that embodies the habits and values of humans at their best. (Virtue Approach)

Considering all of these perspectives, including the perspectives of others, which of the options is the best thing to do?

Does each of the four approaches suggest the same result? If not, are some approaches more helpful than others for your particular situation? Is there a trusted person with wisdom and experience with whom you can consult for advice before you make a final decision?

(A reference chart of the Ethical Tests is presented on Page 9 of this workbook)

4.   <u>A</u>ct Consistently with Your Best Judgment

Implement your decision observing whether you actually understood the circumstances and the perspectives of the relevant parties.

5.   <u>R</u>eflect on Your Decision after Acting

How might others describe the course of action and outcome? Respect the possibility that as you learn and observe more you may have to adjust your thinking and actions. Can you now identify a course of action that more optimally impacts the situation and values at stake?

6.   <u>Y</u>ield to Your Ethical Judgments

As time passes, continuously strive to think and to act in a way that exemplifies human beings "at our best." Help to create your image of what an ethical person, an ethical school, an ethical business, an ethical government, or an ethical society should be. Ethics really has to do with all these levels. *Let your ethical judgments govern your conduct and become your nature, your character.*

Ethical Tests Reference Chart

	Utilitarian	Common Good	Deontology	Virtue Ethics
Basic Title	Greatest Good	Common Good	Respect Everyone	Good Person
Ethical Test / Question	Which option will overall produce the most good and do the least harm?	Which option will help all participate more fully in the life we share as a family, community, and society?	Which option respects every person involved?	What option best embodies a person of virtue?
Ethical Action / Description	The ethical action is the one that will provide the greatest balance of benefits over harms.	The ethical action is the one that contributes most to the achievement of a quality common life together.	The ethical action is the one that treats every person, particularly those different than you and who disagree with you, with utmost respect and integrity.	The ethical action is the one that embodies the habits and values of humans at their best, e.g., honesty, loyalty, compassion.
Theorists	Jeremy Bentham, John Stuart Mill	John Rawls	Immanuel Kant	Aristotle

Theorists

Aristotle (384 BC-322 BC), *Nicomachean Ethics*.

Jeremy Bentham (1748-1832), *An Introduction to the Principles of Morals and Legislation*

Immanuel Kant (1724-1804), *Metaphysics of Morals.*

John Stuart Mill (1806-1873),*Utilitarianism*.

John Rawls (1921-2002), *A Theory of Justice.*

A General Reader addressing theories: Michael Sandel (2010) *Justice: What's the Right Thing to Do?*

Why Does Ethical Decision-Making Matter?

People want ethical leaders. Student participants of the Rotary Ethics Symposium will eventually obtain leadership positions in organizations and their communities.

As leaders, you will be faced daily with issues that impact the lives of other people. When these ethical issues arise, it is sometimes difficult to determine the most ethical action, and sometimes not everyone agrees what the most ethical action might be.

Ethical decision-making frameworks, such as the R-O-T-A-R-Y framework, provide a useful tool for understanding the ethical dimension of issues and decisions. The framework also allows you to understand why some people support decisions that you might oppose. No matter how strongly you may believe your answer is right, ethics demands that you understand the other person's point of view and always respect the other person.

Ethical leaders have high personal integrity and respect the well-being of others. Four basic questions to ask when faced with an ethical dilemma are:

1. What would my mother say about my decision?

2. How would I feel about my decision if it appeared in the paper or on the television news?

3. What would my boss or organization say about my decision?

4. Can I sleep at night?

Dilemma #1: Cheating

You are a student member of the school's honor council, which reviews grievances and policy disputes brought by students; the other honor council members are all students. The honor council has been asked to adjudicate (that is, resolve a dispute) the consequences for a student accused of cheating. The complaint follows:

Tom, a senior who serves as the president of the student body, is carrying a rigorous AP course load, and has been accepted for admission to an Ivy League school. Overwhelmed with his responsibilities, Tom falls behind in his course work and decides to copy a paragraph from Wikipedia in response to a history homework assignment.

Tom's teacher finds the plagiarism. The school's policy, intentionally stringent to discourage cheating, requires the school to report incidents of cheating to colleges and universities where the accused student has applied, or has been accepted. On rare occasions, exceptions to the rule have been made.

A very distraught Tom, fearful that his college acceptance will now be retracted, pleads his case before the honor council, asking it to consider his service to the school, and sincerely apologizes for his mistake.

You have a vote on the honor council. How would you vote? (Circle one option)

1) Report Tom's cheating to the Ivy League school.

2) Not report the cheating incident to the Ivy League school.

Why?

Dilemma # 1 – Worksheet

	R-O-T-A-R-Y Framework for Ethical Decision Making	Notes
R	**Recognize an Ethical issue** Issue/Dilemma is: _____ _____ _____	
O	**Obtain information about the Situation & Others Interests and Perceptions** What else do I need to know? Who will be affected? Have all parties been considered? Are there long term consequences? Are there legal considerations? Have I circled (360 degree) the issues? What has been done before?	
T	**Test Alternative Actions from Various Ethical Perspectives:** 1. **Utilitarian Approach** – Greatest balance of benefits over harms 2. **Common Good Approach** – Contributes the most to the quality of common life together 3. **Deontology Approach** – Treats every person involved with respect 4. **Virtue Approach** – Embodies the habits and values of humans at their best	
A	**Act Consistently with Your Best Judgment** What is your recommendation?	
R	**Reflect on Your Decision after Acting** What was the course of action and outcomes? Is there a course of action that optimally impacts the situation and values at stake?	
Y	**Yield to Your Ethical Judgments** Let your ethical judgments govern your conduct and become your nature, your character. Thoughts?	

Dilemma #2: Group Project

You are assigned to work on an extensive project with three classmates. Kyle, one of the team members and a very good student, misses several team meetings because of sports and work commitments. Kyle feels guilty about this and offers to do the final report write-up and you all agree to this. The day before the project deadline, Kyle emails the final report to each of the group members. You are dismayed to find that it is poor quality and will require a substantial rewrite.

What would you do? (Circle one option)

1) Demand that Kyle rewrite the report. If the report receives a good grade, do nothing, but   if the report receives a low grade, inform the teacher that Kyle did not do his fair share.

2) Rewrite the report yourself and inform the teacher that Kyle did not do his fair share.

3) Rewrite the report and not say anything about Kyle's performance to the teacher.

Why?

Dilemma # 2 – Worksheet

	R-O-T-A-R-Y Framework for Ethical Decision Making	Notes
R	**Recognize an Ethical issue** Issue/Dilemma is: _____ _____ _____	
O	**Obtain information about the Situation & Others Interests and Perceptions** What else do I need to know? Who will be affected? Have all parties been considered? Are there long term consequences? Are there legal considerations? Have I circled (360 degree) the issues? What has been done before?	
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Dilemma #3: Loyalty

You and Mary are each seventeen years old and have been close friends since grade school. You talk about everything, including your innermost secrets. Mary tells you that she started flirting online with a guy who lives far away. The guy says he's nineteen, but you're skeptical based on other things Mary has told you. You also pick up that the guy probably has a drug or alcohol problem. You sense danger and voice your concerns. Mary downplays them. You suggest that Mary break off the relationship; she refuses, and tells you she loves him.

Mary confides to you that she intends to purchase a bus ticket to Chicago to meet the guy in person. She plans to make up an excuse to hide her whereabouts from her mother. If you tell anyone, Mary threatens to reveal one of your innermost secrets on Facebook. You think about going with Mary to Chicago, but are unable to, due to other obligations.

What would you do? (Circle one option)

1) Tell Mary's mother what Mary intends to do.

2) Tell your parents or a trusted teacher what Mary intends to do.

3) Keep Mary's secret and ask her to text or call you each day while she's away.

Why?

Dilemma # 3 – Worksheet

	R-O-T-A-R-Y Framework for Ethical Decision Making	Notes
R	**Recognize an Ethical issue** Issue/Dilemma is: _____ _____ _____	
O	**Obtain information about the Situation & Others Interests and Perceptions** What else do I need to know? Who will be affected? Have all parties been considered? Are there long term consequences? Are there legal considerations? Have I circled (360 degree) the issues? What has been done before?	
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Real-Life Ethical Dilemma Exercise

As high school students, you have experienced or observed many ethical dilemmas. Think about an experience you saw or heard about at school that was ethically challenging.

Three ways that might help you arrive at an issue, and some common ethical dilemmas, are:

1) Describe an incident at school that challenged or jarred your conscience.
2) Describe an incident at school that challenged the school's honor code.
3) Describe an incident at school that seemed disrespectful toward other students, teachers, administrators, or the natural environment.

Common Ethical Dilemma Issues for High School Students
- Student harassed or discriminated against due to race, ethnicity, mental or physical ability, weight, etc.
- Sexual harassment
- Other types of bullying
- Risky sexual behaviors
- Alcohol or drug consumption at school or school activity
- Theft of school property
- Situations involving lying
- Facebook issues (comments, pictures)
- Cheating on assignment, tests, plagiarism, etc.

In order to preserve anonymity, do not mention specific people or places. Describe the incident up to the decision point, using only the following four bullet points (similar in format to how the cheating, group project and loyalty dilemmas were presented). Present the dilemma in chronological order:

- Who is involved?

- What happened?

- Why did this bother you [which ethical theory was being violated]?

- What could you have done about the situation (what were your options)?

Peer Dilemma # 1 – Worksheet

	R-O-T-A-R-Y Framework for Ethical Decision Making	Notes
R	**Recognize an Ethical issue** Issue/Dilemma is: _____ _____ _____	
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Peer Dilemma # 2 – Worksheet

	R-O-T-A-R-Y Framework for Ethical Decision Making	Notes
R	**Recognize an Ethical issue** Issue/Dilemma is: _____ _____ _____	
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Peer Dilemma # 3 – Worksheet

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Peer Dilemma # 4 – Worksheet

	R-O-T-A-R-Y Framework for Ethical Decision Making	Notes
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O	**Obtain information about the Situation & Others Interests and Perceptions** What else do I need to know? Who will be affected? Have all parties been considered? Are there long term consequences? Are there legal considerations? Have I circled (360 degree) the issues? What has been done before?	
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Ethics in Action in Your High School

High school administrators, teachers, and students often implement activities and projects that improve the ethical quality of life in school.

Write down what activities occur at your high school that foster respect among all students for the ethical issues below. You can write activities that occur related to other relevant issues in the last category. If you don't know any activities for an item, leave it blank.

1) Prevents students being harassed or discriminated against due to race, ethnicity, mental or physical ability, weight, etc.

2) Other types of bullying prevention

3) Sexual harassment prevention

4) Risky sexual behaviors prevention

5) Alcohol or drug consumption prevention

6) Theft of school property prevention

7) Lying prevention

8) Facebook issues (cruel comments, pictures) prevention

9) Cheating on assignment, tests, plagiarism prevention

10) Other types of positive behavior support programs

Ethical Challenges in Your High School

Every high school is a continuous improvement project. Many high schools try hard to foster ethical behaviors, yet life is very complex and there are always areas that can be improved.

Make a list of ethical issues or challenges that currently are not being addressed, or are being addressed inadequately, in your high school. Then number them based on how important you think the issue requires addressing. For instance, assign the biggest ethical challenge #1, the next biggest #2, etc.

You will share your high school's biggest ethical challenge in a small group and students from other schools will provide examples on how the issue is addressed in their schools.

Ethics in Action Project

Today you've learned how to apply the R-O-T-A-R-Y Framework for Ethical Decision-Making. It is the Rotary Club of Madison's hope that you will take the lessons learned here today back to your school and improve the ethical decision making of your entire student body.

On the next few pages is a basic project management framework for your classmates and you to use as you develop and carry out your Ethics in Action Project.

First work with your team members to identify an ethical challenge your school faces. Use the R-O-T-A-R-Y Framework Worksheet on page 24 to gather your group's thoughts.

Next, brainstorm with your team the best course of action you can take to address this ethical challenge. This is the basis of your school's Ethics in Action Project. Fill out your project's Work Plan on page 25.

If your team is struggling to come up with a specific project to complete, a list of example projects can be found on pages 27 to 29.

Develop specific and measurable action steps for each team member to carry out and assign due dates. An action plan template is included on page 26.

Please submit a final report about your Ethics in Action project to the Rotary Club of Madison **no later than MAY 31, 2013.**

Your report should include the following information:
1. The R-O-T-A-R-Y Framework you used as the basis of your project.
2. A basic overview of your project goals and what you did.
3. What were the results/findings of your project?
4. What could you have done differently to make your project have a bigger impact?
5. What you might do to continue your project next year?

The top three Ethics in Action Projects will be invited to a Rotary Club of Madison regular meeting next Fall (date to be determined) to share their final report.

Ethics In Action Project – Worksheet

	R-O-T-A-R-Y Framework for Ethical Decision Making	Notes
R	**Recognize an Ethical issue** Issue/Dilemma is: _____ _____ _____	
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2013 Ethics in Action Project Work Plan
for _____ High School

Team Members: _____   _____

                     _____   _____

                     _____   _____

                     _____   _____

                     _____   _____

                     _____   _____

                     _____   _____

                     _____   _____

                     _____   _____

Team Advisor: _____

Rotary Liaison: _____

Widespread Ethical Dilemma to be Addressed:

Proposed Project Description:

Project Goals:

1. _____

2. _____

3. _____

Ethics in Action Project Work Plan

Item	Action Item	Responsible	Due Date

Ethics in Action Project Work Plan (Cont.)

Item	Action Item	Responsible	Due Date

Ethics in Action Examples

Courtesy of: Michelle TerMaat-McGrath, Executive Director, Wisconsin Association of School Councils, 4797 Hayes Road Suite 202, Madison, WI 53704, 608-241-7107, www.wasc.org

| ETHICAL ISSUE	GOAL TO BE REACHED	SAMPLE ACTIVITIES
Dilemmas regarding self awareness Including: lying to others, risky sexual behaviors, social media, body image concerns, alcohol drug consumption	**Student respects himself/herself and others.**	Speaker on Body Image to encourage: exercise & healthy lifestyle habits Speaker on drug/alcohol use/abuse Speaker in classrooms/advisory period to explain risks of social media Developmental asset assessment 360/Leadership Inventories for students with follow-up from guidance/teachers Freshmen transition program – Link Crew, etc. Mentor program in schools – teacher/student or student/student
	Student is aware of his/her strengths/ weaknesses and utilizes this knowledge to reach his/her potential.	Reflective journaling in Guidance groups School-wide social activities planned to encourage positive choices (service day, dances, challenge days) Team building activities in classrooms Thank you notes to students doing positive things

Dilemmas regarding character Including: lying to others, bullying, alcohol/drug consumption	**Student takes responsibility for personal actions and acts ethically (i.e. demonstrates honesty, fairness, integrity).**	Character Counts Curriculum implementation DPI Bullying Curriculum implementation Role playing – fishbowl activities in classrooms with ethical dilemmas Personal Code of Ethics for each student Personal Mission Statements Post positive statements/quotes around the schools – student quotes and celebrity quotes Mural Contest encouraging positive character
Dilemmas regarding personal organization Including: students not doing work on graded team project	**Student demonstrates personal organizational skills.**	Personal calendar planning & check-in by teacher Short & long term personal goal setting Prioritizing commitments
	Student works with groups to plan & implement organized projects.	Individual Portfolios for Group projects Prioritizing & Consensus Building training in classrooms Value voting in group work Project planning checklist Storyboarding

Dilemmas regarding diversity Including: bullying, sexual harassment, abusive treatment of student/teacher/coach	**Student is knowledgeable and respectful of diverse groups and protected classes.**	Make available service projects/volunteering opportunities with groups like: Special Olympics, Salvation Army, Boys and Girls Clubs, etc. Brainstorming Summits with all groups represented from school culture to implement change at school Cultural Fair School Celebration to showcase all of the different groups that make up the school – invite parents/community members
Dilemmas regarding conflict resolution Including: bullying, team projects work	**Student understands and utilizes strategies for resolving conflicts.**	Consensus Building and Training Teen Court Have police liaison officer work with individual classrooms/students on how to deal with conflict/bullying in the hallways Invite parents in to hear the same message Have various school co-curricular groups take turns throughout the year "monitoring/mentoring" the hallways encouraging a safe environment for all

History

The Rotary Club of Madison: Founded in 1913, the Rotary Club of Madison celebrates its 100th anniversary this year. Our membership is a diverse collection of civic-minded business and professional community leaders who meet each week for fellowship, professional enrichment and the opportunity for service. With 500 members, the Rotary Club of Madison is the 7th largest Rotary clubs in the world of 34,000 Rotary Clubs. Rotary International is the oldest service club in the United States. There are over 1.2 million Rotarians worldwide in 166 countries. Through our Rotary Club's associated Madison Rotary Foundation, more than $500,000 in grants and scholarships are distributed annually within the community, including the funding for the Rotary Ethics Symposium. The Madison Rotary Foundation is funded through generous donations of the Rotary membership and individuals.
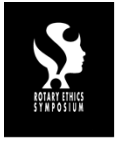
Rotary Ethics Symposium: The Rotary Club of Madison has sponsored an annual Rotary Ethics Symposium for high school juniors since 2000. The club's Ethics Symposium Committee organizes the annual symposium. The committee's statement of purpose is: *To foster a reflective community with concern for the ethical dimensions of everyday activities.* And the mission: *To conduct an annual experience focused primarily on juniors in high school that engages them in personal decision-making designed to foster life-long reflection on the ethical dimensions of their living.* The format and content of the Rotary Ethics Symposium has changed each year as the Rotary membership looks for ways to continually improve the curriculum for students and increase the impact on the community.

Ethics Resources

Major Philosophers' Original Writings
Aristotle (384 BC-322 BC), *Nicomachean Ethics*.
Jeremy Bentham (1748-1832), *An Introduction to the Principles of Morals and Legislation*
Immanuel Kant (1724-1804), *Metaphysics of Morals.*
John Stuart Mill (1806-1873), *Utilitarianism*.
John Rawls (1921-2002), *A Theory of Justice.*
Adam Smith (1723-1790), *A Theory of Moral Sentiments.*

General Reader
Michael Sandel (2010) *Justice: What's the Right Thing to Do?*

Student Textbook with Business Ethics Focus
Denis Collins (2011) *Business Ethics: How to Design and Manage Ethical Organizations*

Websites
Josephson Institute Centers for Ethics: http://josephsoninstitute.org/index.html
Markkula Center for Applied Ethics at Santa Clara University: http://www.scu.edu/ethics/

TEDTalks
Michael Sandel on his book *Justice*: http://www.ted.com/talks/michael_sandel_what_s_the_right_thing_to_do.html

Wisconsin High School Sources
Wisconsin Association of School Councils, www.wasc.org

Rotary Ethics Symposium

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