

Lesson Title: What's Right? What's Wrong?

Career Cluster: Law, Public Safety & Security

Essential Knowledge and Skills: Ethics & Legal Responsibilities; Safety, Health and Environment

Career Concepts: Career Information

Summary: Students will have the chance to think about ethics and legal responsibilities and how the law affects them. They will be introduced to the definition of ethics & legal responsibilities and will participate in discussions about examples of positive & negative behaviors on the job and the impact of those actions on one's job and in other areas of their lives. Students will identify an example of ethical or legal problem for an assigned cluster and decide how to respond to a situation with feedback from the class and teacher. Students will evaluate their own skills in the area of ethics and legal responsibilities by completing the CALS assessment. Students will then explore the Law, Public Safety and Security career cluster. They will be using phone books to locate individuals/businesses/agencies that practice the career specialties of this cluster. Finally, students will make a visual representation of the cluster for display.

Course Objectives:

- 1.2 Students will be able to identify compositions of career clusters and the relationship to the career field.
- 2.2 Students will be able to define, identify and demonstrate the Essential Knowledge and Skills.
- 2.3 Students will be able to evaluate their own Essential Knowledge and Skills in relationship to their goals for learning, earning and living.
- 2.4 Students will be able to describe extended learning opportunities that will help build their Essential Knowledge and Skills.
- 5.1 Students will be able to utilize technology to access career information.

Lesson Objectives:

Students will...

- Define legal responsibilities and ethics.
- Identify possible ethics & legal responsibilities for assigned career clusters.
- Explain ethical behavior including respect for privacy, confidentiality, honesty and integrity.
- Demonstrate an awareness of the legal responsibility, limitations, and implications of his/her actions at school, work, and home (goals for learning, earning and living) and evaluate their current skill levels in these areas.
- Identify strategies for individuals and groups to respond to unethical and illegal actions in different situations and justify the best approach.
- Explore the law, public safety & security career cluster.
- Identify local people/businesses/agencies that practice the career specialties that fit into the pathways of this cluster.
- Create a visual representation of the pathways that make up the law, public safety & security career cluster.

Time: Four Class Periods

Required Materials: “Ethics Scenario” activity sheet, “Group Brainstorm” activity sheet. “Decisions” activity sheet, “Decisions Answer Key”, “Telephone Directory” activity sheet, “Rubric for Collage” handout, computers with Internet access to www.nebraskacareerconnections.org, index cards, multiple copies of telephone books and/or computers with Internet access, old magazines to cut pictures from, poster board or construction paper, glue, markers, paper, tape.

Optional Resources: Glencoe’s *Exploring Careers*, Glencoe’s *Entering the World of Work*, free lesson on workplace ethics at: www.careersolutionsgroup.com/ItsForReal.htm, *The Daily Dilemma Archive* www.goodcharacter.com/dilemma/archive.html, *Reaching the Age of Majority: Your Legal Rights and Responsibilities* book published by the Nebraska State Bar Foundation (revised, February 2006), Nebraska driving laws: www.dmv.state.ne.us/examining/licpermits.html.

Guest presenters (Optional):

- Human resource managers, supervisors, managers, owners of local businesses, etc. to talk about importance of ethics & legal responsibility in the workplace.
- Lawyers and law enforcement to talk about the consequences of breaking the laws and unethical behavior in the workplace and in life.
- Representatives of the career specialties of the Law, Public Safety, and Security cluster identified by doing the phone book activity in this lesson. Have students pinpoint areas of interest and then either teacher or students could invite them to class for a panel discussion on careers using “Guidelines for Career Guest Speakers” found in the supporting documents.

Content and Teaching Strategies:

Anticipatory Set

As students come into the room ask for volunteers to act out the scenarios from the “Ethics Scenario” activity sheet. Give them a minute or two to read the scenarios and get ready, and then act it out. Have students in the audience explain what they believe would be the right thing to do. Then lead a discussion on the importance employers put on legal responsibilities and ethics in the workplace emphasizing respect for privacy, confidentiality, honesty and integrity. Write the definition of ethics on the board.

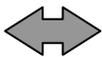
Lesson Components

1. Have students look in newspapers and magazines for examples of ethical or legal situations in the workplace or for the consequences of these situations (examples: losing job or jail time).
2. Split the class into partners or small groups. Assign a previously taught cluster to each group. Have each group look at the career pathways and specialties in their assigned cluster and brainstorm two situations which deal with ethical or legal responsibilities.

If the students have difficulty getting started on the assignment, offer examples to the class.

Some examples of legal responsibilities/ethical dilemmas could be:

- Business, management, and administration: cashiers – keeping track of money (counting and giving the right change); someone who is poor and can’t pay the full amount (only a few cents short).
- Human services: babysitters/childcare workers – watching children closely and not hurting them; the rule says you can’t take children out of the play area, but there is a neat educational opportunity right across the street.



- Agriculture, food, and natural resources: lawn care – knowing which pesticides/herbicides can be applied and where/how much; a customer asks you to do a little extra work on the side without telling your employer.
- Hospitality and tourism: food service – providing a safe product for people to eat; a boss telling his workers to serve a little less food on the plate so the profit margin is bigger.

Discuss ethical behavior (examples: honesty, using work time correctly, keeping employer information confidential, etc.) versus unethical behavior (examples: swearing when customers can hear, treating your friends better than other customers, taking credit for something you didn't do, using your employee discount on items for others, telling confidential information you learned on the job, etc.). Discuss what should be done in these types of situations. What is the right thing to do? How do you know? Emphasize behaviors that display respect for privacy, confidentiality, honesty, and integrity.

3. Hand out the “Group Brainstorm” activity sheet and instruct students to write their legal responsibilities and ethical situations on the sheet under problem, then fill out the solutions section and tell why they think their solution would work. Encourage students to think about their situation from both the employee and employer’s perspectives. Have several groups share with the whole group when everyone has completed. The rest of the class and teacher can offer feedback on whether they think the solution would work and if they are acting ethically and responsibly in their response to the problem.

4. Alternative Options:

Option 1: Have students write a Dear Abby letter where they come up with a situation and ask how to solve it. Then switch letters with a partner and have their partner write a response to the problem.

Option 2: Have students get in groups to brainstorm questions to ask their parents or other workers about ethical/legal behavior on the job and the penalty when unethical/illegal behavior occurs. Have them interview their parent or other adult and discuss the interviews the following day in class.

- Students should have a discussion using the following talking points:

- a. What are the long-term consequences of these actions? (legal problems, reputation with employers, your record, references, etc.)
- b. Why are these skills necessary in the world of work?
- c. Why are these skills necessary in the rest of our lives? In school? In our home/family life? In the community? Have students give examples of positive/negative situations they’ve witnessed.
- d. Talk about the consequences of copying/cheating/plagiarism.
- e. Talk about the consequences of breaking the rules when no one is watching. For example students that text in school or other issues relevant to your school.
- f. Discuss the consequences of lying to parents to “get away” with something.
- g. You may want to use the resource “The Daily Dilemma Archive” found at www.goodcharacter.com/dilemma/archive.html for dilemmas typical in teens’ lives.

5. Either on paper or online, have students complete the legal responsibilities and ethics section of the CALS to evaluate/reflect on their own skill levels in this area.
6. Distribute “Decisions” activity sheet and ask students to look at each of the questions and mark their opinion. After everyone is finished, instruct students they will be “taking a stand” under the



sign that reflects their opinion, but they will be able to change their minds at any time. The rules for the “Decisions” activity are:

- a. Stand under a sign and explain your given answer. These are opinions so everyone has a right to their own thoughts.
- b. You can change your mind and move at any time.
- c. Listen to what others have to say.
- d. You may restate your opinion but there is no arguing

Use about 10 minutes to go through the statements and students’ opinions then tell students that there are laws for each of these statements. Share the laws using the “Decisions Answer Key”. We have these laws because our society has determined they are necessary so we can all get along safely. (See “Decisions Answer Key” for more information).

7. Lead a discussion using the following talking points:

- Laws and the legal system are just one part of the law, public safety, and security cluster.
- Have students use the “Cluster at a Glance” for law, public safety, and security on Nebraska Career Connections at www.nebraskacareerconnections.org or in print. Have the students read through the pathway descriptions. With the excess of law related TV shows on TV, you could also have students relate these pathways to jobs they’ve seen on TV shows. Make sure to point out stereotypes of these career specialties and how the people working in them are portrayed on TV. TV shows are for entertainment and don’t always show us the “real” picture. If they have family members working in these pathways, they can share about those jobs as well.

8. Alternative option: If you have access watch the video on the Nebraska Career Connections web site on the law, public safety, and security cluster.

9. Get multiple telephone books for students to use. These could be just local area or you could include surrounding areas. If you are in a rural area you may want to include cities. Break the students into five teams, one for each pathway in the cluster. Have them look through the phone book yellow pages and white pages for individuals/businesses/agencies that fit into the pathways of this career cluster. Provide key terms to look for: correction, law, attorneys, emergency, fire, legal, security, protective, etc. If multiple phone books are not available, the Internet could be used for this activity. Websites such as www.switchboard.com and www.dexonline.com can be used to search for local or statewide resources. The phonebook activity is also a part of the human services cluster lesson, if regular phone books were used for that lesson, this would be a good time to teach students how to access and use an online phone book.

11. Have students record the resources from the phonebook on the “Telephone Directory” activity sheet. The students will then choose one person from each group to report their findings to the rest of the class. The following talking points can then be used for classroom discussion:



- a. What pathways look interesting to them?
- b. What type of coursework should they consider taking if they are interested in this cluster or pathway?
- c. What high school activities/organizations should they join if they are interested in this cluster or pathway?
- d. What types of characteristics/strengths would people in this cluster or pathway need to have?

Lesson Closure

Give students the “Rubric for Collage” handout. In groups have students make a collage of words and pictures that represent each pathway in this cluster. Each group should be assigned one of the five pathways. Place the completed collages on the wall or on a bulletin board for a visual representation of this cluster.

Essential Knowledge & Skills Connection

The components of this lesson emphasize **Legal Responsibilities and Ethics; Safety, Health and Environment**. Choose one of the following activities to help students connect the activities with their own development of EKS:

- Write a journal entry, reflecting on one of the EKS used in this lesson. Students could choose a strength or a weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize the EKS used in this lesson connected to home, school and work.
- Have students use the model to identify EKS used during the activity.

Formative Assessment:

Use the rubric to assess each group’s visual representation of this cluster and pathways and their contributions to the group work.

Ethics Scenario

Name: _____

Scenario 1: Sue and Brody are working at the school's concession stand during a basketball game. A customer buys a pop and popcorn and hands Sue a \$5 bill. She gives the customer back \$2 change and tells him thanks. Brody realizes the customer only owed \$2.50 and tells Sue. Sue says she charges a little extra so their organization makes more money. She says most customers never realize she took too much. She says it's no big deal because she's not keeping the money; it's going to their group.

Scenario 2: Marny and Shanae are working at the local pizza place. Their boss has rules about many things in the store including who can go back in the kitchen. The door sign says "employees only". Marny's friends come in to eat during Marny's shift. They notice that her boss has stepped out to go to the bank, so they tell Marny they want to come back and make their own pizzas. Marny doesn't know what to do; she doesn't think it would hurt anything so she asks Shanae. Shanae and Marny discuss it and decide that they will make the pizzas, and then ask their boss if Marny's friends can have a tour of the kitchen when he gets back from the bank.

Group Brainstorm

Name (s): _____

Directions: For the cluster assigned to your group, brainstorm two possible ethical or legal problems that may occur for a person working in one of the pathways in your Cluster. Then decide what the solution to that problem should be and how the person should deal with the situation. At the bottom of the page explain why you think your solutions would work.

Cluster	Problem (explain)	Solution
	1.	
	2.	

Explain why these solutions would work. Describe from the employee's viewpoint and the employer's viewpoint.

Decisions

Name: _____

Directions: Read each statement. Check the column that best fits your belief for that statement. Be able to discuss your reasoning with the class.

1. People should be able to get married at whatever age they feel they're ready.

- _____ Strongly agree
- _____ Agree
- _____ Not sure
- _____ Disagree
- _____ Strongly disagree

2. When working you should get a break every 2 hours.

- _____ Strongly agree
- _____ Agree
- _____ Not sure
- _____ Disagree
- _____ Strongly disagree

3. People should be able to choose whether or not to go to school.

- _____ Strongly agree
- _____ Agree
- _____ Not sure
- _____ Disagree
- _____ Strongly disagree

4. The legal age (age of majority) should be 16.

- _____ Strongly agree
- _____ Agree
- _____ Not sure
- _____ Disagree
- _____ Strongly disagree

5. A wife should take her husband's name when she gets married.

- _____ Strongly agree
- _____ Agree
- _____ Not sure
- _____ Disagree
- _____ Strongly disagree

6. A person should be able to drive wherever and whenever they want if they can pass the driver's test.

- _____ Strongly agree
- _____ Agree
- _____ Not sure
- _____ Disagree
- _____ Strongly disagree

7. There should be stricter age requirements for video games and movies.

- _____ Strongly agree
- _____ Agree
- _____ Not sure
- _____ Disagree
- _____ Strongly disagree

Decisions – Answer Key

Answers for #1, 2, 4 & 5 come from the “Reaching the Age of Majority: Your Legal Rights and Responsibilities” book published by the Nebraska State Bar Foundation (revised, February 2006).

Answer for #6 is from www.dmv.state.ne.us/examining/licpermits.html

These are the laws for the state of Nebraska.

1. People should be able to get married at whatever age they feel they’re ready.

Without parental consent at age 19 – with parental consent at 17.

2. When working you should get a break every 2 hours.

You are only entitled to the breaks which you and your employer have agreed on, or which are provided by a contract.

3. People should be able to choose whether or not to go to school.

Required to attend school to age of 16.

4. The legal age when you are considered an adult (age of majority) should be 16.

In Nebraska, the age of majority is 19.

5. A wife should take her husband’s name when she gets married.

Although it is customary for the wife to take her husband’s last name, it is not required by law.

6. A person should be able to drive wherever and whenever they want if they can pass the driver’s test.

School permit age 14 with other limitations – Learner’s Permit age 15 with other limitations. The Provisional Operator’s Permit allows an individual to operate a motor vehicle unsupervised in Nebraska from 6 a.m. to 12 midnight. Individual may only drive unsupervised between 12 mid-night and 6 a.m. if they are driving to and from home to work or a school activity. Individual may drive anytime if they are accompanied by a parent, guardian or licensed driver who is at least 21. Minimum age: 16.

Rubric for Collage

Directions: With your group make a collage of words and pictures that represent your assigned pathway in the Law, Public Safety and Security cluster. These will be placed all together on the wall for a visual display of this cluster.

Required elements:

At least seven words and pictures that represent your pathway

Fill up the space you are assigned

Please give your pieces on your sheet neatly

CATEGORY	4	3	2	1
Required Elements	The collage includes all required elements as well as additional information.	All required elements are included on the collage.	All but 1 of the required elements are included on the collage.	Several required elements were missing.
Content - Accuracy	At least 7 accurate facts are displayed on the collage.	5-6 accurate facts are displayed on the collage.	3-4 accurate facts are displayed on the collage.	Less than 3 accurate facts are displayed on the collage.
Attractiveness	The collage is exceptionally attractive in terms of design, layout, and neatness.	The collage is attractive in terms of design, layout and neatness.	The collage is acceptably attractive though it may be a bit messy.	The collage is distractingly messy or very poorly designed. It is not attractive.

Total Score _____