

Lesson Plan —Ethical Basis for Laws

Course Title: Business Law

Session Title: Ethical Basis for Laws

Performance Objective:

- Upon completion of this lesson, the student will be able to define ethics and explain how ethics are reflected in laws.

Specific Objectives:

- Students will define ethics.
- Students will compare and contrast consequence-based ethics with rule-based ethics.
- Students will discuss ways in which ethics are reflected in laws.

Preparation

TEKS Correlations:

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **120.45(c)(3)(A)**
...contrast honest or dishonest with legal or illegal business practices.
- **120.45(c)(3)(B)**
...analyze the effects of unethical and illegal practices on a business and on consumers.
- **120.45(c)(3)(C)**
...investigate laws and regulations resulting from unethical practices.
- **120.45(c)(3)(D)**
...determine lawyer's obligation of confidentiality.
- **120.45(c)(3)(E)**
...research the ethical implications of legislation resulting from the use of current technology and develop procedural guidelines for implementing appropriate legislation.

Interdisciplinary Correlations:

English:

110.42(b)(6)(A) – Vocabulary Development

...expand vocabulary through wide reading, listening, and discussing.

110.42(b)(6)(B) – Vocabulary Development

... rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.

110.42(b)(7)(F) – Reading/comprehension

...identify main ideas and their supporting details.

110.42(b)(7)(G) – Reading/comprehension

...summarize texts.

110.42(b)(7)(J) – Reading/comprehension

...read silently with comprehension for a sustained period of time.

Economics:**118.2(c)(8)(B) – Economics**

...analyze how financial institutions affect households and businesses.

Accommodations for Learning Differences:

[Lesson Plan/Curriculum Modifications Checklist](#)

[Guidelines and Procedures for Adapting Instructional Materials](#)

[Instructor Format for Curriculum Customization for Learning Differences](#)

[Sample Curriculum Customization for Learning Differences](#)

Teacher Preparation:**References:**

1. [Law for Business and Personal Use](#), Eighteenth Edition, John E. Adamson, Southwestern Cengage Learning
2. [USA Today](#) and local newspapers.
3. Television Network Newscasts and the Internet
4. uen.org (State of Utah Lesson Plans for Business Law)

Instructional Aids:

1. “Ethical Basis for Laws” PowerPoint Presentation
2. Internet
3. “Ethics PowerPoint” Assignment
4. Rubric for the “Ethics PowerPoint” Assignment
5. “Emotions vs. Ethics Table” Assignment
6. Rubric for the “Emotions vs. Ethics Table” Assignment

Materials Needed:

1. Construction paper
2. Scissors and glue
3. Poster board

Equipment Needed:

1. Computers for students to complete projects
2. Projector for PPT

Learner Preparation:

1. Write the following question on the board: “What does ethics mean?” Also ask students what they would do if they found a \$20 bill in the school hall. Ethics are involved with all of the answers.
2. Ask students to write a paragraph about cheating in school. Cheating has become a major issue for all levels of education. The paragraph should explain ethical issues involved with cheating and strategies to decrease the amount of cheating taking place.

Lesson Plan**Introduction (LSI Quadrant I):**

1. Split the class into groups of two students. Each group must outline a current

ethical issue in society. Each group will report about their ethical issue to the class.

2. Tiffany, Jill, and Logan were employees of the Rolling Wheel Restaurant. They were aware that the owner never checked the totals on the sales checks against the cash in the register, making it very easy to steal from the cash register. The three employees did not steal from the restaurant. Tiffany said she did not take the money because she was afraid of being caught. Jill said that she did not take the money because she felt obligated to obey the law. Logan said he did not take the money due to religious beliefs. Ask students which person they relate to the most.



Important Terms for this Lesson:


- Ethics - a practice of deciding what is right or wrong in a reasoned, impartial manner
- Civil disobedience - an open, peaceful, violation of a law to protest its alleged or supposed, injustice

Outline

Outline (LSI Quadrant II):










Instructors can use the PowerPoint presentation, slides, handouts, current events, the Internet, and note pages in conjunction with the following outline.

| MI | Outline | Notes to Instructor |
|--|---|---|
|   | <p>I. Ethics and the Law</p> <p>A. ethics - practice of deciding what is right or wrong in a reasoned, impartial manner</p> <ol style="list-style-type: none"> 1. decision must affect you or others in a significant way 2. reasoned out by referring to an established authority that provides consistency 3. the law and religious texts provide authority 4. impartial decision - same ethical standards are applied to everyone 5. profit maximization may overlook ethics <p>B. Basic forms of ethical reasoning</p> <ol style="list-style-type: none"> 1. Consequence-based ethical reasoning <ol style="list-style-type: none"> a. look for alternative ways to alter the current situation b. alternative that generates the greatest good (financial reward, pleasure, love, justice) c. who will be receiving “the good” often is a major consideration 2. Rule-based ethical reasoning <ol style="list-style-type: none"> a. acts are judged as right or wrong | <p>A Give students examples of ethical dilemmas and ask how they would respond. Ask students to give examples of business activities that involve questionable ethics. One example may be moving the company to a country with very inexpensive labor.</p> <p>B Ask students who has taught them about ethics. Then</p> |

| | | |
|---|---|---|
| | <ul style="list-style-type: none"> b. standard for judging comes from a recognized authority or human reasoning c. authority is frequently a religious source (Ten Commandments) d. universalizing - picture everyone doing the action and then asking would the result be irrational, illogical or demeaning | <p>survey students to determine how many of their families are influenced by religious guidelines.</p> |
|  | <p>II. Ethics Reflected in Laws</p> <ul style="list-style-type: none"> A. U.S. Democracy - representatives must vote for laws that are acceptable to the majority of people if the representatives expect to be reelected (consequences-based ethics) B. Constitution - seeks to protect the well-being of minorities that might be taken advantage of by the wrong actions of the majority C. Ethics based on consequences and ethics based on rules conclude that we are obligated to obey the law D. Laws can easily be broken by those with superior abilities or knowledge <ul style="list-style-type: none"> 1. fidelity bond – an insurance policy that pays the employer money in the case of theft by employees 2. scofflaws - persons who do not respect the law at all and are not deterred by the risk of being caught and punished 3. lack personal integrity (capacity) to do what is right in the face of temptation or pressure to do otherwise E. Civil disobedience - open, peaceful, violation of a law to protest its alleged or supposed injustice <ul style="list-style-type: none"> 1. goal to make the legal system more just 2. view a written law being in conflict with ethical reasoning 3. no effective political methods are available to change the law 4. the civil disobedience is nonviolent 5. the civil disobedience does not advance a person’s immediate self-interest 6. the civil disobedience is public and one willingly accepts the punishment for | <ul style="list-style-type: none"> A Ask students how politicians are sometimes influenced by unethical decisions. B Ask students to give examples of current political issues that involve protecting the rights of minority groups. D Ask students to give examples of current people with authority who are now facing the consequences of unethical behavior. E Ask students what would happen at school if they participated in civil disobedience |

| | | |
|--|-------------------|--|
| | violating the law | |
| | | |

Copy and paste Multiple Intelligences Graphic in appropriate place in left column.

| | | | | | | | | |
|---|---|---|---|---|--|---|---|---|
|  |  |  |  |  |  |  |  |  |
| Verbal Linguistic | Logical Mathematical | Visual Spatial | Musical Rhythmic | Bodily Kinesthetic | Intra- personal | Inter- personal | Naturalist | Existentialist |

Application

Guided Practice (LSI Quadrant III): Using the PowerPoint presentation, the teacher will explain the meaning of ethics and the law. Three elements of ethics include a decision about right or wrong, decision is reasoned, and decision is impartial. Culture refers to a society's shared values, beliefs, and behaviors. Values express the culture's ideas of how people should act, as well as ideas about what is good, right, and desirable. Ask students to survey family members to learn more about their culture. Students should learn at least five facts about the laws that their relative had to live by when they were young. Then have students write a paper about the ethics that form the foundation for their culture.

Independent Practice (LSI Quadrant III):

- Ethics PowerPoint Presentation:** Divide the class into teams consisting of two students. Each team must prepare a PowerPoint presentation that deals with three ethical situations: shoplifting—stashing candy in the purse, cheating on income taxes to save nearly \$2,000, and skipping the automobile emissions inspection with the rationale that you are a mechanic who takes better care of your automobile than a service station. The PowerPoint presentation must indicate the ethical issues involved with each situation, consequences, and who is affected by the unethical actions.
- Emotions vs. Ethics Table:** Split the class into teams of two students. Design a three-column table. The first column should list different situations that involve emotions and ethics. Students should list 10 situations in the first column and then list the response based on emotions and ethics.

Summary

Review (LSI Quadrants I and IV):

Q: What is the definition for ethics?

A: Ethics is a practice of deciding what is right or wrong in a reasoned, impartial manner.

Q: How are ethics reflected in the U.S. system of democracy?

A: The U.S. system of democracy is based on rules embedded in and sanctioned by

the form of government created by our Constitution.

Q: What type of ethical reasoning is involved with majority rule?

A: Rule-based reasoning

Q: What are two elements of civil disobedience?

A: Two elements include violating the law openly, peacefully, and accepting punishment for the violation.

Evaluation

Informal Assessment (LSI Quadrant III):

1. Instructor will observe students during Independent Practice.
2. Instructor will assist students as needed.

Formal Assessment (LSI Quadrant III, IV):

Use the assigned rubric to evaluate the projects assigned for Independent Practice (LSI Quadrant III)

Extension/Enrichment (LSI Quadrant IV):

1. Ask students to use the Internet to learn more about Henry David Thoreau's Civil Disobedience (<http://thoreau.eserver.org/civil.html>) case and then write a report that summarizes the situation.
2. Survey a religious, political, educational, or community leader to find out their definition for ethics and ethical conduct. Prepare an oral presentation to report on the information learned from the survey.

**Business Law – Ethical Basis for Laws
Independent Practice Assignment #1
Ethics PowerPoint Presentation**

Student Name _____
Student Name _____

Your team will prepare a PowerPoint presentation that deals with three ethical situations: shoplifting—stashing candy in the purse, cheating on income taxes to save nearly \$2,000, and skipping the automobile emissions inspection with the rationale that you are a mechanic who takes better care of your automobile than a service station. The PowerPoint presentation must indicate the ethical issues involved with each situation, consequences, and who is affected by the unethical actions.

Multimedia Project: Ethics PowerPoint Presentation

Ethical Basis for Laws – Independent Practice Assignment #1 Rubric

Student Name: _____

| CATEGORY | 20 | 15 | 10 | 5 or less |
|-----------------------|--|---|---|--|
| Presentation | Well-rehearsed with smooth delivery that holds audience attention. | Rehearsed with fairly smooth delivery that holds audience attention most of the time. | Delivery not smooth, but able to maintain interest of the audience most of the time. | Delivery not smooth and audience attention often lost. |
| Attractiveness | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance to presentation. | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, color, graphics, effects etc. but these often distract from the presentation content. |
| Content | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal or there are several factual errors. |
| Organization | Content is well organized using headings or bulleted lists to group related material. | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is logically organized for the most part. | There was no clear or logical organizational structure, just lots of facts. |
| Originality | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people's ideas (giving them credit), but there is little evidence of original thinking. | Uses other people's ideas, but does not give them credit. |

Total Score _____
Maximum 100 Points

Business Law – Ethical Basis for Laws
Independent Practice Assignment #2
Emotions vs. Ethics Table

Student Name _____
Student Name _____

Your team must design a three-column table. The first column should list different situations that involve emotions and ethics. List 10 situations in the first column and then list the response based on emotions in column #2 and the response based on ethics in column #3.

Public Awareness Campaign: Emotions vs. Ethics Table

Ethical Basis for Laws – Independent Practice Assignment

#2 Rubric

Student Name: _____

| CATEGORY | 25 | 20 | 15 | 10 or less |
|------------------------|--|--|---|--|
| 10 Situations | Students create an original, accurate and interesting product that adequately addresses the issue. | Students create an accurate product that adequately addresses the issue. | Students create an accurate product but it does not adequately address the issue. | The product is not accurate. |
| Ethics Defined | Students accurately define ethics for each of the 10 cases. | Students accurately define ethics for at least 8 cases. | Students accurately define ethics for 5-7 cases. | Students accurately define ethics for fewer than 5 cases. |
| Emotions | Accurately described emotional responses for each of the 10 cases. | Accurately described emotional responses for at least 8 cases. | Accurately described emotional responses for 5-7 cases. | Accurately described emotional responses for fewer than 5 cases. |
| Project Clarity | Entire project was clear and appropriate for the age group. | Project illustrated 80% clarity and 20% that could use improved communication. | Project illustrated 70% clarity and 30% that could use improved communication. | Project illustrated less than 70% clarity. |

Total Score _____
 Maximum 100 Points