



# E<sup>2</sup> Entrepreneurship Experience

## Lesson 7: Ethics

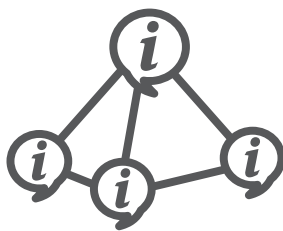




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*Additional meeting resources can be found in the Appendix at the end of Lesson 1 (4H1098A).*



# Lesson 7: Ethics

**Lesson Time: 75 minutes**

## Materials Needed

- » Chairs for Musical Chairs Roll Call Activity (1 less than participant number)
- » Music source with speakers adequate to room size
- » Enough for each participant:
  - » Popcorn (see more information below about the “Ethical Popcorn” activity)
  - » Popcorn bag/sack or bowls
  - » Cheese-filled celery sticks
  - » Beverage: fruit juice suggested
- » 2 apples
- » 1 knife (to cut apples)
- » 1 cutting board (to cut apples)
- » Posters
  - » Wrong is Wrong, Resource 7.1
  - » Fair Isn't Fair, Resource 7.2
- » Activity
  - » Bruised Apple – Visual Activity
- » Injury Cards for Fairness Activity, Resource 7.3
- » Optional: “Juice Box Bully” by Bob Sornson and Maria Dismondy, Early Learning Foundation, 2010 (ISBN-10: 1933916729). This book is available in libraries or can be ordered online.

## For 4-H Meeting

- » American Flag
- » 4-H Flag
- » 4-H Pledge Banner
- » 4-H Motto

## Room Arrangements

- » Tables and chairs for meeting
- » Snack table
- » Lesson/activity table

## Overview

Ethics involves deciding what is wrong or right about different situations. Do you believe you are an ethical person? In this activity you will read about a situation and decide what is right and wrong.

## 1. Objectives

- Determine if a situation is right or wrong or fair.
- Decide what you think the solution of a situation should be.
- Learn what fairness is.

## 2. Life Skills

- Character
- Problem Solving
- Communication
- Conflict Resolution

## 3. Getting Ready

### For a 4-H Meeting

- Prepare the meeting room by displaying the American flag, 4-H flag, 4-H Pledge banner, and 4-H Motto banner at the front of the room. Optional: Read the 4-H Code of Conduct.

### For a session with or without a 4-H Meeting

- Have numbered sign-in sheet and pencils at the meeting door entrance.
- Arrange tables, chairs, etc. for meeting space and activity space.
- For the Snack (See the Ethical Popcorn Snack Activity information sheet)
- Arrange beverage, cheese-filled celery, and (ethical) popcorn snack supplies on separate table.

### For the Snack Activity

- Arrange supplies for the ethical snack activity.
- Before the meeting, package the popcorn so students can't see that inside the brown paper sacks (or popcorn bags) there are different amounts of popcorn.
- Have more popcorn available for students to eat after processing the “ethical” dilemma with the popcorn.

## 4. Open the Meeting

- Tap the gavel twice. “The meeting of the Entrepreneur SPIN Club will now come to order.”

American Flag  
Gavel

Roll Call:

### **For the Snack Activity**

Pop the popcorn.

Fill about  $\frac{3}{4}$  of the bags with the same amount of popcorn (2/3 full) and fold over the top of each bag.

In about half of the remaining bags, add only a few pieces of popcorn. Fold over the top of each bag.

In the rest of the remaining bags, add popcorn until nearly full (leave just a little room to fold over the bags).

Have extra popcorn available for the students who only received a few pieces – but for after they process the ethical dilemma in the popcorn activity.

### **For the Snack**

Arrange beverage, cheese-filled celery, and (ethical) popcorn snack supplies on a separate table. Mix up the bags so the ones with small or extra large amounts are distributed throughout the group.

Fairness Activity: Resource 7.1

Show Fairness Poster: Resource 7.2

Injury Cards: Resource 7.3

## **5. Flag Salute**

“We will now have the Flag Salute led by \_\_\_\_\_.”

(Choose someone to stand in front of the group to lead the pledge.) *Tap the gavel three times to stand. When the pledge is completed, tap the gavel one time to have the group sit.*

## **6. Roll Call**

Musical Chairs – each participant states their name as each is eliminated. Ask the participant who is eliminated to help by taking one chair with them. Resume the music.

## **7. Snack**

Allow children to get drinks, celery and bags of popcorn. Invite the children to open their sacks and enjoy. (20 Minutes)

Introduce the idea of fairness with a snack activity. Prepare the snack before the meeting so no one can see how the bags are filled. A school or community theater may be willing to donate popcorn bags.

### **Do/Reflect/Apply the Popcorn Snack Situation:**

- What is the situation? Is it fair?
- How does it feel to have a lot less popcorn than others in the group?
- How does it feel to have more popcorn than others in the group?

## **8. Talking Points During Snack**

### **Process What’s Important while eating the snack.**

- Should we be concerned about what is right or wrong?
- Should the members of the group determine a solution?
- What is a fair solution to this situation?
- What is fairness? Show and discuss the fairness poster

### **Display/Point to/Discuss Poster: “Wrong is Wrong”**

- Before showing the poster ask the participants what some people might do if they see that someone dropped a five-dollar bill but didn’t know it. For further discussion ask what would be the right thing to do and why.
- Tell them that integrity is doing the right thing even when no one sees you doing it.
- Now show the class the poster and ask what it means to them.
- Ask the class for some examples of something that is wrong and what makes that behavior wrong. What are some examples of some behavior that is good/right and what makes that behavior the right thing to do?

2 apples, knife, cutting board

## 9. Activity

First give everyone a card with a different injury or illness on it. These range from mild (a paper cut) to more severe (a broken bone).

After every student has a card have them discuss their ailments with each other. Then ask a few kids ways they think that they would be able to fix their said ailment.

Next, give every student a band aid for their “ailment.” Open the room for discussion: Did the band aid fix their problem? If a student says a band aid would not cure the given ailment, ask why.

### Talking Points:

Explain, not every ailment can be cured with a band aid and that some need very different treatment. This is where kids usually have the (oh, I get it) moment during the lesson.

Discuss how similar or different their fake ailments are.

Discuss how each ailment needs different things for healing or comfort.

The point to teach is that just because everyone got a band aid and it seemed fair, it didn't help everyone.

How can we compare this to everyday disappointments when things don't seem to be fair?

- Possible answers: My sister gets new shoes but I don't – because her feet grew too big but mine didn't.

An option: You can give everyone, but one child a band aid and discuss how they felt not receiving one.

### Bruised Apple Bullying Lesson

Show your students two apples (very similar in most ways such as color but different in another way such as size, shape, or shininess.) Ask the participants to list the differences and similarities between the two apples. Responses should be that both are the same (or nearly so).

Hold up one of the apples that is only slightly different in color or size or shininess or shape. Say something like, “Gross. This apple looks disgusting!” and drop it on the table. Your kids will look at you as if you've lost your mind.

Pick it up and pass it to the first student saying, “Isn't this apple just stupid?” Tell a child to say something mean to it and drop the apple on the table, modeling how to do it. Then say, “Now pass it to the person next to you so they can say something mean to the apple, too!”

The kids probably will get into saying mean and hurtful things to this apple and dropping it in front of them. They may say things like, “I hate your skin.” “You're an ugly color of red,” “Your stem

isn't very long," "You're probably full of worms," and on and on and on.

So by the time this little apple makes it back to you, everyone will have a chance to really verbally rip this little apple apart. (You don't want the apple to fall apart — just bruised. You want it to still maintain its physical integrity for a second visual comparison — but to be mushy under the skin.)

Now hold it and the other apple up for the children to look at and ask them to now list the similarities and differences of these two apples again. It should come back the same . . . that there really is no difference. Even after being repeatedly dropped, the apple won't show much damage.

### **Ask the students "Who wants a piece of the apples?"**

Take out a cutting board and knife and cut the shiny apple open. It is perfect.

Cut open the second (bruised/bullied) one. When you open it, it will be covered in mushy brown spots and bruised all inside from being dropped. Hold it up to the kids to see. They might respond by saying, "I don't want to eat THAT apple!" "Yuck!" "That looks disgusting!"

Then say, "But didn't we all contribute to the apple looking this way? We did this . . . why shouldn't we want it?"

Say, "See, this is what we do to other people when we say mean and hurtful things. When we gossip or call someone ugly or fat or tell them they aren't good enough or that they can't be friends with you, we are just dropping them and causing ONE MORE bruise — a bruise that we can't see on the outside but is VERY REAL and very destructive inside of them! It doesn't just go away; the bruises keep getting worse and deeper."

"THIS (hold up the bruised apple) is what we do to each other. We have to stop dropping each other."

### **Do/Reflect/Apply: The bruised apple exercise:**

- What is the situation?
- How might a person feel when others say mean things to them?
- Why is hurting others wrong?
- Reflect back on Musical Chairs activity: How did you feel when you were eliminated during musical chairs?

### **Process What's Important:**

- Identify ways to stand up for others: The Juice Box Bully Book

## **11. Review Characteristics of an Entrepreneur**

- An entrepreneur is honest with customers.
- An entrepreneur doesn't bully to force someone to purchase products.

4-H Flag  
Gavel

- An entrepreneur is fair to customers.
- An entrepreneur has personal integrity.

## 12. Closing the Meeting

Tap the gavel twice. **“The meeting of the Entrepreneur SPIN Club will now come to order.”**

## 13. 4-H Pledge

**“We will now have the 4-H Pledge led by \_\_\_\_\_.”**

Choose someone to stand in front of the group to lead the pledge.)

At the end of the pledge, everyone will shout the 4-H motto —

“To Make the Best Better!” Tap the gavel three times to stand.

*When the pledge is completed, tap the gavel one time to adjourn the meeting.*

**“The meeting is adjourned!”**





**WRONG**  
is **WRONG**  
even if *everyone*  
is doing it.

**RIGHT**  
is **RIGHT**  
even if *no one*  
is doing it.

*FAIR ISN'T*  
everybody getting  
the same thing...

*FAIR IS*  
everybody getting  
what they need  
in order to be  
*SUCCESSFUL.*

# Injury Cards

**Hangnail**

(on the edge of fingernail)

**Paper Cut on Finger**

**Stubbed Toe**

**Bruised Skin**

**Eyelash Under Eyelid**

**Canker Sore**

(on edge of lip)

**Concussion**

(hit on the head)

**Tooth Ache**

**Stepped on a Nail**

(foot)

**Stomachache**

**Appendicitis**

**Flu**

**Blister on Heel**

**Pulled Muscle in Leg**

# Injury Cards

**Wrenched Elbow Joint**

**Allergy to Pollen**

**Loss of Hearing**

**ringing in the Ears**

**Scratch on Arm That is  
Bleeding**

**Broken Fingernail**

**Torn Fingernail Across  
the Nail Bed**

**Broken Fingernail**

**Headache**

**Sunburn on Legs**

Blank box for injury card

Blank box for injury card

Blank box for injury card

Blank box for injury card



**EVALUATION: Ethics — Lesson 7**

Please, **circle** the face that you believe fits each sentence the best.

Key: YES    Maybe Yes    I Don't Know    Maybe Not    NO



1. . Being treated fairly is not always being treated equally.



2. An entrepreneur needs to treat customers fairly.



3. One important thing I learned today:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
-----

**Dear Facilitator:** The number of participants for this lesson: \_\_\_\_\_

Please, tell us the number of participants who circled each emoji by writing the number (or tally) under each emoji face. Please list any written responses in the last item (#3.)

Facilitator, how might this lesson be improved?

\_\_\_\_\_  
\_\_\_\_\_

Facilitator, please share any anecdotes that might be insightful and/or indicate a positive impact:

\_\_\_\_\_  
\_\_\_\_\_

**Thank you and, please, send this evaluation form** to Sheryl Carson, Extension Agent, at [scarson@ksu.edu](mailto:scarson@ksu.edu); or Thomas County Extension at 350 S. Range, Suite 16, Colby, KS 67701. 785-460-4582; FAX 785-460-4583



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