



HOSPITALITY AND TOURISM CLUSTER

LESSON 5

Lesson Plan Title: Ethics Game		Instructor:
Suggested Total Time for Lesson (minutes):		
Content Focus - What will Students Learn? (Content Skill Sets)		
To have participants develop a greater appreciation and understanding of their own personal ethics, as related to Leave No Trace.		
Materials and Resources- What do you need to assemble and prepare before the lesson?		
Materials: Ethics Situation Cards from the Activity Materials packet	Resources: The 7 Principles - Leave No Trace Center for Outdoor Ethics (Int.org)	
Lesson Outline: What learning activities will your students do?		
Time	Sequence/Description of Learning Activity	
3-5 min	<p>Get Started/Explain:</p> <p>Teacher will make one set of “Ethics Cards” (add a local spin to this activity by creating new area-specific situations using the blank cards)</p> <p>Teacher will gather participants and introduce The 7 Principles.</p> <p>Teacher will establish three locations in the activity area as “ethics stations.”</p> <p>Teacher will explain to the group that this activity will help them explore their own existing personal Leave No Trace ethics. This activity is also a great introduction to what impacts are and how different people view them in varying ways.</p>	
35-45 min	<p>Discover/Engage/Practice:</p> <ul style="list-style-type: none"> Place 3 cards in 3 separate locations on the ground and read them aloud as you set them down. Each participant should stand by the card whose situation disturbs or offends them most. Starting with the smallest group, move group to group and ask the participants to explain why they feel the way they do about their selected “Ethical Situation.” After Each group presents their arguments, open the floor for a brief debate over the chosen situation before moving onto the next station. Tell participants that they may switch groups if their opinions have changed after hearing what their fellow participants have said. <p>** Repeat this activity for as many rounds as you want (three times usually illustrates the point well**</p> <p>Variation:</p> <ul style="list-style-type: none"> After each round, collect the “Ethics Situation Card” that has the most people standing by it. Set these cards aside for a special round at the end of the activity. When the main game rounds are finished, pull out these worst-of-the-worst “Ethics Cards.” Do one last round to see which situation is voted to be the WORST. 	
3-5 min	<p>Check for Understanding/Summarize/Close:</p> <p>Circle the group back up and begin by asking if anyone felt that someone had “ethics” similar to theirs. Participants can raise their hands and explain. You can also ask the opposite question, i.e., whether anyone felt that others had “ethics” different from theirs.</p> <p>Ask participants to explain.</p> <ul style="list-style-type: none"> Why is it OK to have ethics that are both similar and different to others? How do you interact with someone who has a viewpoint different from yours? What can this group do to respect someone else’s personal beliefs or ethics? How does respect go both ways? 	

Modifications, Support, and Extensions (for those students with IEP)

Reflection- Did the students learn the content outlined in the lesson focus? Why or why not?