

Ethics: Consequences of Unethical Behavior

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Goal (learning objective)

Youth will:

- Learn about the consequences of unethical behavior
- Discern the need for good character and safe food products and the relationship between the two
- Understand the ethical implications of the decisions one makes while raising livestock

Supplies

- Handout 1, “The ripple effect”. Make the appropriate number of copies for your group
- Handout 2, “IAFE (International Association of Fairs and Expositions) Code of Show Ring Ethics”. Make the appropriate number of copies for your group
- Chalkboard with chalk or easel pad with marker

Pre-lesson preparation

- Read/review “The ripple effect activity/consequence wheel” at <http://www.crosscultured.com/documents/Family%20&%20Community/Consequence%20Wheel.pdf>
- Read/review your state’s 4-H policies. Policies and procedures of University of Idaho Extension 4-H Youth Development are at <http://www.uidaho.edu/extension/4h>
- Find your state’s 4-H mission and 4-H vision statements to share with the youth
- Review your county or local fair rule book
- Do a practice run of the ripple effect activity so you understand how choices and consequences fit into the wheel

Lesson directions and outline

Introduction

Read aloud to the group:

A clear mission and vision are the guiding principles for any 4-H Youth Development program. These principles dictate how programs are initiated, conducted, and evaluated.

An example of a 4-H mission statement is:

4-H empowers youth to reach their full potential through working and learning in partnership with caring adults.

An example of a 4-H vision statement is:

4-H...A leader in developing Idaho’s youth to become responsible, productive citizens, meeting the changing needs of a diverse society.

The previous activities have touched on very important principles and ethics that apply to livestock projects. The development of character and life skills are valuable tools you need to become successful and contributing members of society. There are important things to think about as far as choices you make and the consequences to those choices.

Conducting the activity (DO)

1. Distribute handout 1, “The ripple effect”, and Handout 2, “IAFE Code of Show Ring Ethics”
2. Read handout 1 to the group.
3. Have participants work through and complete the ripple effect activity.
4. Lead a discussion about consequences, asking questions such as:
 - Do you know what your state 4-H code of conduct is?
 - Where can you find a copy of the 4-H policies and procedures for your state?
 - Are the rules the same for every county fair?
5. Ask for volunteers to share their responses to question 1 of the ripple effect activity or their ripple map.
6. Do a review with the group of questions 8, 9, and 10 of the ripple effect activity:
7. Read handout 2 to the group. Ensure that participants understand that there is an expectation to abide by the state code of conduct, policies and procedures as well as the IAFE Code of Show Ring Ethics. These documents outline expectations of all program participants.

What did we learn? (REFLECT)

- Ask: When do we, as 4-H participants, agree to abide by the code of conduct or other policies set forth by the 4-H program?
- Ask: Where do you find the rules for your county fair?
- Ask: Who do you ask if you have questions about 4-H rules?

Why is that important? (APPLY)

- Ask: Name ways that you can support making good choices and meeting expectations outlined in the code of conduct.
- Ask: How can we look out for bad choices before they affect our lives?

Resources

Andestic, A. (2013). Helping kids see the consequences of their choices: The tree and the toilet bowl activity. Retrieved from <http://talltreesgrowdeep.com/helping-kids-see-the-consequences-of-their-choices/>

Collier, C. (2005). Consequences Wheel. Cross Cultural Developmental Education Services. Retrieved from <http://www.crosscultured.com/documents/Family%20&%20Community/Consequence%20Wheel.pdf>

International Association of Fairs and Expositions. (n.d.). IAFE Code of Show Ring Ethics. Retrieved from <https://s3.amazonaws.com/iafe/website/documents/ShowRingCodeofEthics.pdf>

University of Idaho Extension 4-H Youth Development. (2014). 4-H Youth Development Policies and Procedures 2014-2016 (Publication 91605). Retrieved from <http://www.uidaho.edu/extension/4h>



ETHICS: CONSEQUENCES OF UNETHICAL BEHAVIOR - HANDOUT 1

The Ripple Effect

When you throw a pebble into a pond, it makes ripples. The same holds true for the ripples that are made by the choices you make. This activity will look at how choices play out, challenging you to think about and explore immediate and long-term consequences of good choices as well as bad choices.

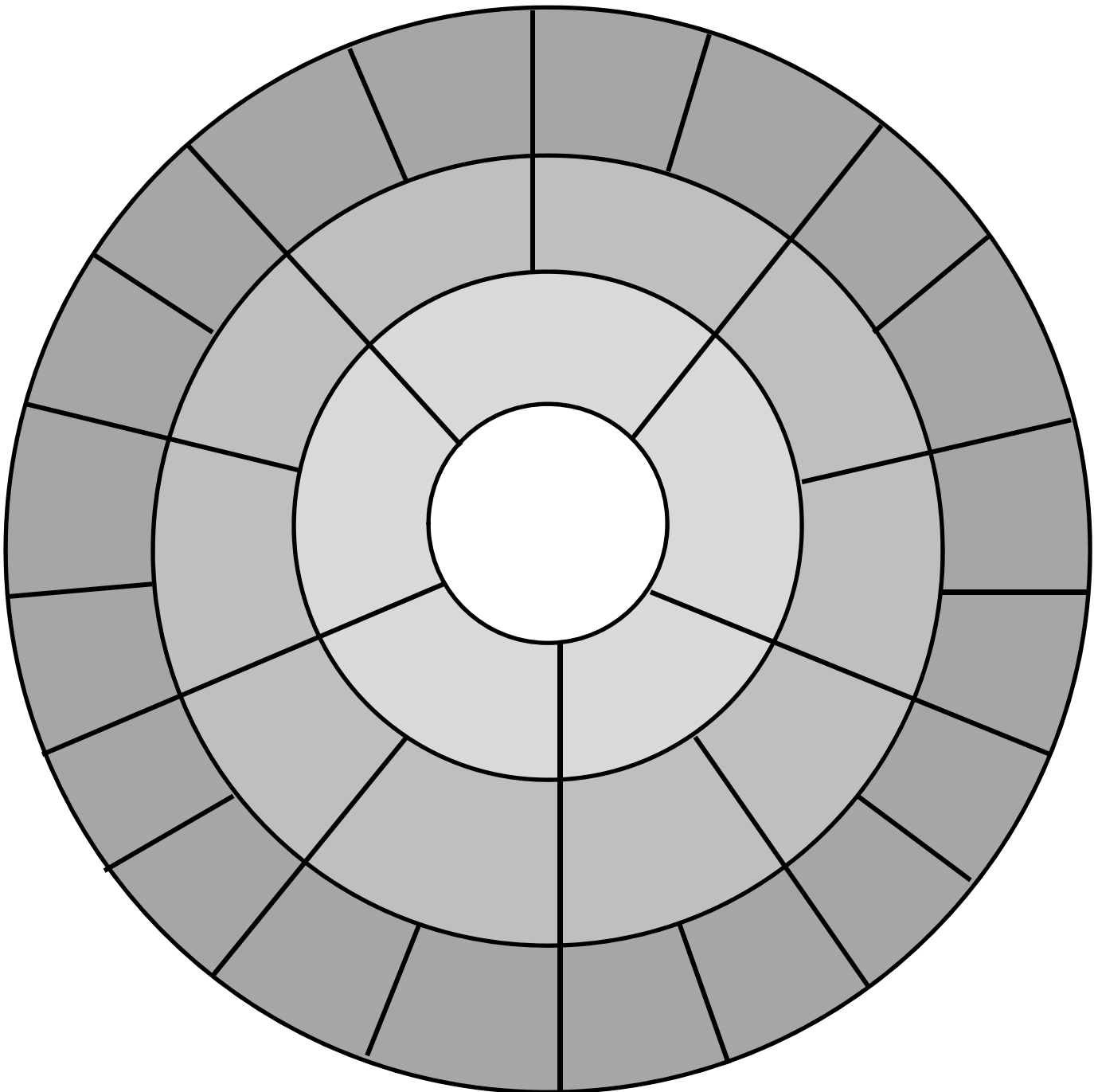


1. In the table below write down a good choice that you made (next to the thumbs up) and a bad choice (next to the thumbs down) in the left-hand column. Next think about the consequences of those choices —both good and bad. What were the immediate and long-term consequences of those choices?

| Choices that you made | Immediate Consequence | Long-Term Consequence |
|---|-----------------------|-------------------------------|
|  | Good: Bad: | The fruits of your choice: |
|  | Good Bad: | The mess you had to clean up: |

Adapted from “Consequences of Choices” activity, TallTreesGrowDeep.com

2. Think about a choice you will make with your livestock project. Write this in the center circle of the ripple map
 3. In the five spaces just outside of the center circle, write five separate direct consequences of this choice.
 4. In the next ring, record at least two things that could (or did) happen because of these consequences.
 5. Repeat for the outer ring. If the effects of an action are primarily negative, are there any positive consequences?
- Consequence Wheel by Dr. Catherine Collier



6. Our choices are bigger than just us. For the choice that you identified, list five ways this choice impacts others, your community, and the world.

1. _____
2. _____
3. _____
4. _____
5. _____

7. It's easy to see, after the fact, the impact a bad choice makes. How can we look out for bad choices before they affect our lives?

8. What are the consequences of unethical behaviors or of violating the Idaho 4-H Code of Conduct (available from <http://www.uidaho.edu/extension/4h>)?

9. Have you heard about or read the International Association for Fairs and Expositions (IAFE) Code of Show Ring Ethics?

10. What are the consequences and penalties for actions prohibited by the code?