

# 9<sup>th</sup> Working Together Workshop

## Agenda

- I. Silent Jigsaw
- II. It's No Big Deal: Discussing Ethics Morals and Values
- III. 15 Minute Break/Letters to Newcomers
- IV. We All Have Issues -Working Together
- V. Lunch!!!!!!

Notes for the moderator:

### **General**

- Groups of 5 - 6 students.
- One adult for each group. May need to see if you can get career facilitators to help out that day.

### **Silent Jigsaw**

- Students work in groups to complete a jigsaw without actually talking. Each student in the group is given one or more pieces. Nobody in the group can talk. The first group to solve the jigsaw wins.
- We need to copy and cut out jigsaws - one for each group.

### **It's No Big Deal**

- Start by having students predict which definition goes to which term, They can use their handouts to mark their answers.
- Follow by actually defining and explaining the difference between values, morals, and ethics
- Introduce the 4-corners game
- For each scenario allow the students to go to the corner they are most comfortable with. As a moderator, discuss and explain the societal norms for these scenarios

### **Take 15**

- Give students a break to go to the bathroom, get a drink, etc
- Provide paper for students to write letters to next year's students

### **We all have issues**

- Introduce project - building a tower with marshmallows and spaghetti
- Provide each student with an "issue"
- Have an adult for each group to ensure working with the issues and group work
- Give x-time and measure - tallest tower wins

### **Materials for the Day**

Jigsaw - 1/group of 5 - 6 students

4-Corner Posters

4-Corner Power Point

Handout - 1 per student

Take 15 Power Point

Writing Paper

We All Have Issues Power Point

Paper Plate - 1 per group of 5 - 6 students

25 Strands of Spaghetti - 1 per group

15 mini marshmallows - 1 per group

Pizza

Drinks

Napkins

Paper Plates

# 9<sup>th</sup> Working Together Workshop

## Handout

### Ethics Morals and Values

Ethics

Standards or ideals which serve as guides or standards by which we live or make decisions

Morals

Practical applications of ethical principles

Values

Study of how we should live

# Top Ten Questions You Should Ask Yourself When Making an Ethical Decision

Adapted from "Everyone Else Does It!" Ethics Project

<http://www.wafbla.org/wp-content/uploads/2011/12/Ethics-Everyone-Else-Does-It.pdf>

- #10 Could the decision develop into a bad habit?  
*If yes, DON'T DO IT!!*
- #9 Is it legal?  
*If no, DON'T DO IT!!*
- #8 Is it safe?  
*If no, DON'T DO IT!!*
- #7 Is it the right thing to do?  
*If no, DON'T DO IT!!*
- #6 Would the general public approve of this decision?  
*If no, DON'T DO IT!!*
- #5 If something bad were to happen, could you defend your decision?  
*If no, DON'T DO IT!!*
- #4 Is the decision just, balanced, and fair?  
*If no, DON'T DO IT!!*
- #3 Will it make you feel good about yourself?  
*If no, DON'T DO IT!!*
- #2 Does this choice benefit the group over the individual?  
*If no, DON'T DO IT!!*
- #1 Would I do this in front of my parent/grandparent/other person I respect?  
*If no, DON'T DO IT!!*

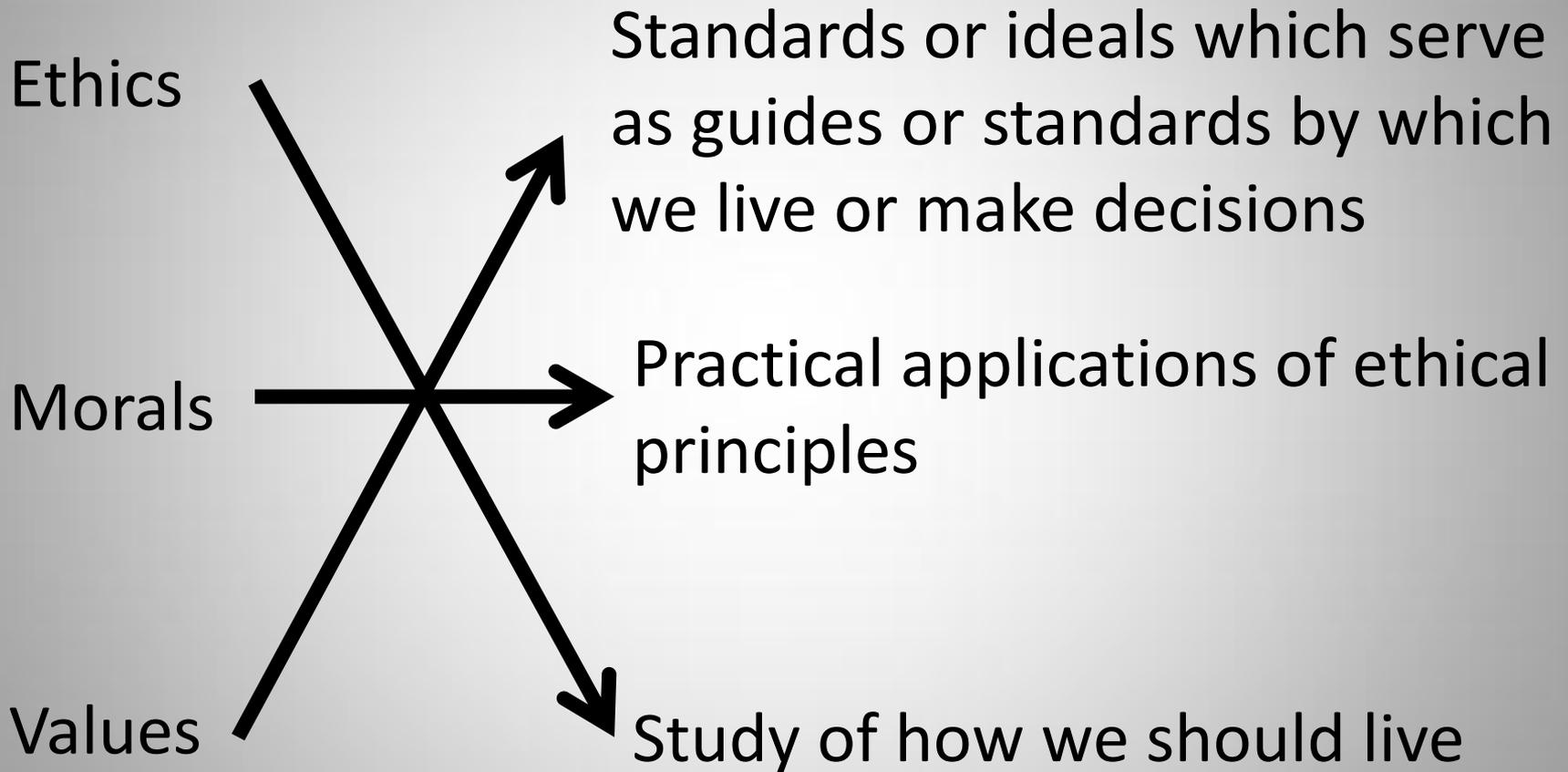


# It's No Big Deal



Discussing Ethics with Today's Teenagers

# Defining Ethics, Morals, and Values



I know it's wrong. No, I would not do that.

I know it's wrong. But I would probably do it anyway.

## 4-Corner Scruples

After reading and thinking about each of the following scenarios, choose which statement best describes your beliefs. Then go to that corner and wait quietly for further instructions.

I know it's wrong but I don't completely understand why

I don't think there is anything wrong with this.

I know it's wrong.  
No, I would not  
do that.

# Piracy

I know it's wrong.  
But I would probably  
do it anyway.

In your class several students gather together to discuss the latest computer games. You play a couple of the games that are discussed, so you can occasionally add to the conversation. You would like to fit in more with their group, but you don't have the all the games. One of the students offers to "burn" you copies of the games for a small price. Of course you say "Yes!"

I know it's wrong but  
I don't completely  
understand why

I don't think there is  
anything wrong with  
this.

I know it's wrong.  
No, I would not  
do that.

I know it's wrong.  
But I would probably  
do it anyway.

# Plagiarism

Your busy schedule has kept you from working on that research paper. It is due in two days, and you have only a rough outline of what you are going to say. You need this paper to be good, to keep your sports and activities schedule from suffering. There is a web site that has “ready to use” research papers. In fact, you have found one that would work for your paper. You hit print and get ready to turn in “your” paper.

I know it's wrong but  
I don't completely  
understand why

I don't think there is  
anything wrong with  
this.

I know it's wrong.  
No, I would not  
do that.

I know it's wrong.  
But I would probably  
do it anyway.

## Gossip About Teachers

While working in the school café, you often wait on teachers during their lunch break. As a result, you see a different side of the teachers. Sometimes you even hear gossip that the teachers are talking about around the lunch table. That is some juicy gossip you know your friends would like to hear as well. So, on the bus ride home, you spill all.

I know it's wrong but  
I don't completely  
understand why

I don't think there is  
anything wrong with  
this.

I know it's wrong.  
No, I would not  
do that.

I know it's wrong.  
But I would probably  
do it anyway.

## Gossip Among Students

One of your friends starts telling you how she was making out with another girl's boyfriend. It was nothing serious – they were just having some laughs. It's such good gossip you can't wait to tell your other friends at lunch. So you do.

I know it's wrong but  
I don't completely  
understand why

I don't think there is  
anything wrong with  
this.

I know it's wrong.  
No, I would not  
do that.

I know it's wrong.  
But I would probably  
do it anyway.

## Giving Credit Where Credit is Due

You are working on a group project for class. Your teacher calls you up and says that you're part of the project was so good she is giving you bonus points. In reality you didn't do much for the project; someone else in your group ended up doing that part. After thanking the teacher you take your seat and don't tell anyone what happened.

I know it's wrong but  
I don't completely  
understand why

I don't think there is  
anything wrong with  
this.

I know it's wrong.  
No, I would not  
do that.

I know it's wrong.  
But I would probably  
do it anyway.

## Stealing

You rushed out of the house that morning and forgot the money you need for your lunch account. During class, the teacher is called into the hallway to discuss something with the principal. You know your teacher keeps snacks in a cabinet so you decide to take a pack of crackers and a candy bar to tide you over until you get home.

I know it's wrong but  
I don't completely  
understand why

I don't think there is  
anything wrong with  
this.

I know it's wrong.  
No, I would not  
do that.

I know it's wrong.  
But I would probably  
do it anyway.

## Lying

Your teacher is collecting a report that you didn't get done the night before. You decide to tell the teacher that you forgot it but your mom is bringing it to school after lunch. You know you will have time to get the paper finished during your lunch break and hand it in without the teacher ever knowing.

I know it's wrong but  
I don't completely  
understand why

I don't think there is  
anything wrong with  
this.

# TAKE 15!!



While you wait...

We are looking for “Letters to Newcomers”; that is letters that we can use to help prepare future ninth graders to what they can expect from the 9<sup>th</sup> grade program.

Please take a few minutes to write a letter. Here are some sample ideas to help get you started.

Dear Ninth Grader:

This year you can expect...

I really liked \_\_\_\_\_ about the 9<sup>th</sup> grade program.

You will do well if...

Sincerely,

# We All Have Issues

Learning to Work Together to Solve  
Problems

Coming together  
is a beginning;  
keeping together  
is progress;  
working together  
is success.

*Henry Ford*

# Introduction

When we work together we can solve problems that no individual can complete on their own.

Today you will be working in groups to solve a problem. The trick is each of you will have something you CAN'T do!!

So to complete the activity, you will all have to work together.

**Challenge:** Work together to build a structure that is taller than any of the other group's structure

**Materials:**

Spaghetti	Tape
Marshmallows	Blindfold

**Rules:**

The first rule of this challenge is...

OK, there are actually rules.

1. Work together
2. Cooperate
3. Help each other

**Limitations:**

1. No talking
2. Only use one hand
3. Limited Vision
4. No Thumb
5. Can only answer questions
6. Talks constantly about anything but project

# Issue #1

You are not allowed to talk. At all. No words or sounds. You can hear. You can point, gesture, and do charades. But you can't talk.

## Issue #2

You can only use one hand. You get to choose the hand. But the other hand has to be behind your back for the whole activity.

## Issue #3

You will be wearing glasses that limit your vision for the whole activity. So obviously you can't see well. But you can talk, listen, and work with your hands. You just need someone to be your eyes.

## Issue #4

You don't have thumbs. Use the tape to stick your thumbs down to the palms of your hands.

## Issue #5

You can only answer questions.

So you get to respond when  
someone asks you something,  
but you can't start a  
conversation.

## Issue #6

You talk nonstop. Incessantly. You can't stop talking. But... You can't actually talk about the project. You can quote movies, sing a song, recite poetry, or talk about anything BUT the project.

