

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
- 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.
- 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 Ohio'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”
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:

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>

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?



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.

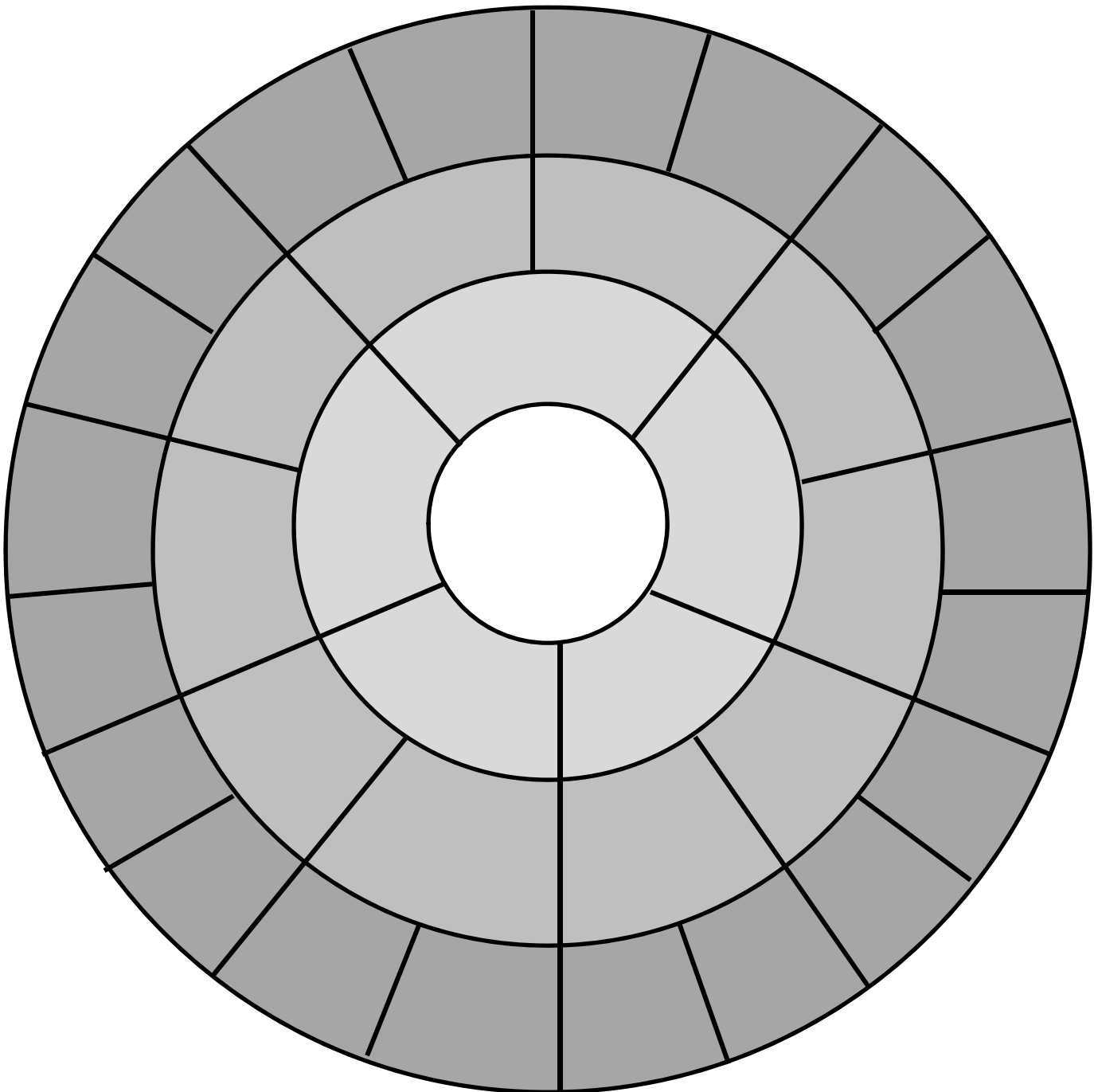


1. In the table below write down a good choice that you made (next to the thumbs up) and a bad choice (next to the thumbs down) in the left-hand column. Next think about the consequences of those choices —both good and bad. What were the immediate and long-term consequences of those choices?

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 Ohio 4-H Code of Conduct ?

ACKNOWLEDGEMENT OF RESPONSIBILITY AND RELEASE

I understand and acknowledge that there are certain hazards and risks associated with my child's participation in 4-H educational activities. I understand and accept such risks, and thus waive all claims, demands and causes of action against the State of Ohio, The Ohio State University, the County and their respective trustees, members, officers, employees, agents and volunteers acting on their behalf. I understand that I am solely responsible for any costs arising out of any injury or property damage sustained through my child's participation in 4-H educational programs.

I have had sufficient time to review and seek explanation of the provisions contained above, have carefully read them, understand them fully, and agree to be bound by them. After careful deliberation, I voluntarily give my consent to my child's participation and agree to the terms contained in this Acknowledgement of Responsibility and Release.

I, (printed name) _____, am the parent or legal guardian of the 4-H participant. I have read and I understand the provisions of this document, I consent to the participant taking part in the activities described above, and I fully enter into and agree to the above Acknowledgement of Responsibility and Release.

PERMISSION TO USE CHILD'S PHOTOGRAPHIC FORM FOR PROMOTION

Ohio State University Extension would like to share the positive results of youth participation in Extension and 4-H Youth Development events. However, in some cases, parents or guardians may prefer not to permit such publicity.

(Please select one) ☐ I GIVE ☐ I DO NOT GIVE the Ohio State University permission to publish in print, electronic, or video formats the likeness or image of my child. I release all claims against the University with respect to copyright ownership and publication including any claim for compensation related to use of the materials. If this section is not completed, publicity about this child's participation will not be used by Ohio State University Extension.

OHIO 4-H CODE OF CONDUCT

4-H members, parents, and other adults participating in 4-H activities will:

1. Adhere to program rules, curfews, dress codes, policies, and rules of the facility being used.
2. Conduct themselves in a courteous, respectful manner, use appropriate language, exhibit good sportsmanship, and provide positive role models.
3. Abstain from illegal behaviors, use of alcohol, illegal or illicit drugs, and tobacco during 4-H events and activities.
4. Fully participate in scheduled activities.
5. Respect other's property and privacy rights.
6. Abstain from child abuse (physical and/or verbal) and harassment.
7. Accept personal responsibility for behavior including any financial damage.
8. Be responsible for any financial damage caused by inappropriate behavior.
9. Adhere to rules of safety.
10. I will uphold and support the responsible and lawful use of social media. In so doing, I will not create or post social media content that is abusive, threatening, defamatory, obscene, harassing, or creates a hostile environment.

Consequences for violating any part of this code of conduct may include, but are not limited to: removal from participation in the event in which the code of conduct has been violated (at the individual's expense); sanctions on participating in future 4-H events; forfeiture of financial support for the event; removal from offices held, etc.

Behavior outside of 4-H activities can affect "member in good standing" or "volunteer in good standing" status.

It is the responsibility of all program participants to reinforce the code of conduct and intervene when necessary to enforce the rules.

I have read, understood and thus agree to the above ACKNOWLEDGEMENT OF RESPONSIBILITY AND RELEASE, PERMISSION TO USE CHILD'S PHOTOGRAPHIC FORM FOR PROMOTION, and 4-H CODE OF CONDUCT mentioned above on this _____ DAY OF, _____ 20_____.

I hereby give permission for (printed name of 4-H participant) _____ to participate in organized events and activities offered by Ohio 4-H Youth Development Program for the current 4-H enrollment year. It is my understanding that my child will learn, understand and follow established guidelines for safety in the activities in which he/she participates.

Printed Name (4-H Participant)

Signature (4-H Participant)

Printed Name (Parent/Legal Guardian)

Signature (Parent/Legal Guardian)

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<http://go.osu.edu/cfaesdiversity>.

