

**SUNRISE ROTARY CLUB**  
**VALUES & ETHICS PROGRAM**  
**PRESENTED AT THE MT. BAKER HIGHSCHOOL**

**Introduction**

This manual has been compiled by Linda Hastings, building on the Dennis Parsons' manual of instructions.

These are guidelines only and open to change and adjustment by those lucky people who follow me in organizing the Fall and Spring programs along with a member of the Cranbrook First Rotary Club. Karen Kettenacker (the Mt. Baker liaison) or her successor is the primary contact. If you do come up with new ideas that work better or more efficiently than what is in this manual, PLEASE, add them for future committees.

My recommendation is that the organization requires two people as co-chairs who will willingly: set up timetables, arrange for workshops, beg for facilitators, arrange for the photocopying and distribution of all of the paperwork, and scribe for the presenters.

You need six presenters with various skill levels. New presenters need to be brought into the program to ensure a continuum in knowledge and skills. You need as many as 20 facilitators for the fall presentation because there are five classes with 22 to 30 students per class. Maintain contact with the coordinators in the education program at the College of the Rockies. The education students are wonderful facilitators if they are available.

Thank to everyone who has participated in this program. The students and the school are always thankful with your dedication to an important part of the Grade 10 classes' learning.

Good luck to the future co-chairs, it is fun and very rewarding.

**Sunrise Rotary Club**  
**PROCEDURES**  
for  
**Organizing the Grade 10 Values and Ethics Program**

**FIRST STEPS**

**GET YOURSELF A SUNRISE ROTARY HELPER**

In early September, check with the past program presenters (Glenn Dobie, Darryl Bishop, MaryAnn Jenkins, Russ Kinghorn, Don Kawano) and to determine if they are available for a fall program.

[donk@rellapaolini.com](mailto:donk@rellapaolini.com), [rhkinghorn@gmail.com](mailto:rhkinghorn@gmail.com), [MaryAnn.Jenkins@investorsgroup.com](mailto:MaryAnn.Jenkins@investorsgroup.com),  
[mcdobie@cyberlink.bc.ca](mailto:mcdobie@cyberlink.bc.ca), [dcsbishop@shaw.ca](mailto:dcsbishop@shaw.ca),

By September 15<sup>th</sup> connect with Karen Kettenacker at the High School. Determine the possible dates for the first semester's Planning 10 presentations. Karen will book the school library for the sessions, and she will provide a text photograph of the schedule, as well as the class sizes for the scheduled classes. [karen.kettenacker@sd5.bc.ca](mailto:karen.kettenacker@sd5.bc.ca),

**SECOND STEPS**

Prepare a timetable (as per the attached), and send the information to Don Kawano or his alternate in the noon club. Don is an excellent liaison person in the effort to access the Cranbrook First Club for facilitators. Have an available Sunrise Rotary members' list off of Club Runner.

Emails for several of the Cranbrook First members include:

[donk@rellapaolini.com](mailto:donk@rellapaolini.com), [rhkinghorn@gmail.com](mailto:rhkinghorn@gmail.com), [john\\_p\\_porter@hotmail.com](mailto:john_p_porter@hotmail.com),  
[edward7755@me.com](mailto:edward7755@me.com), [ron.popoff@shaw.ca](mailto:ron.popoff@shaw.ca), [MaryAnn.Jenkins@investorsgroup.com](mailto:MaryAnn.Jenkins@investorsgroup.com)  
[gooneybird65@hotmail.com](mailto:gooneybird65@hotmail.com), [jimywchiu@shaw.ca](mailto:jimywchiu@shaw.ca), [glemcdonald@shaw.ca](mailto:glemcdonald@shaw.ca), [wmgramm@gmail.com](mailto:wmgramm@gmail.com),  
[kurtvswanson@gmail.com](mailto:kurtvswanson@gmail.com), [lauriegoodlad@shaw.ca](mailto:lauriegoodlad@shaw.ca), [Heather.Smith@leg.bc.ca](mailto:Heather.Smith@leg.bc.ca),

Ask Glenn Dobie or one of the experience presenters (Darryl Bishop, Don Kawano) to provide a workshop or refresher for the available presenters (both new and experienced) during early October.

Email all previous presenters about the workshop date, and ask for additional presenters at the club meeting prior to the workshop.

Contact the Education department and the Human Services class at the COTR to ask if any students would have the time to facilitate at any of the presentations. Ask for students' email addresses or ask for the students to email you with their information. Some of the teaching students have attended the RYLA program. Email these students with the outline for facilitators and welcome their questions. Janet Bishop was our contact during the Fall of 2016. She can be reached by connecting with Darryl at [dcsbishop@shaw.ca](mailto:dcsbishop@shaw.ca).

### **THIRD STEPS**

Ensure that both Presenters and Facilitators are aware that they are required to be available for both Part 1 and Part 2 of the program. Teachers remain in with the classroom as a facilitator for one of the groups.

Classes are split into groups of 4 to 6 students depending on the number of facilitators available for that particular class. A classroom with 30 students needs 5 facilitators plus the teacher

Bring the timetable to the morning meetings three to four weeks prior to the first classes. Ensure that Don Kawano is sent a timetable to present to the Cranbrook First Club. Have the volunteers connect with you. Email each volunteer with the program instructions and outline for facilitators.

Get class lists from Karen Kettenacker ([karen.kettenacker@sd5.bc.ca](mailto:karen.kettenacker@sd5.bc.ca)) for the preparation of the completion certificates. Dennis Parsons' ([dennis.parsons@gmail.com](mailto:dennis.parsons@gmail.com)) computer is set up for this process. Ensure that there are 150 certificates available for the fall presentation, and 100 certificates for the spring presentation. Certificates can be ordered from Kootenai Kwik Print.

### **FOURTH STEPS**

The organizer or helper should have the school make 150 copies of each of the worksheets for the fall semester classes and 100 copies for the spring semester classes. Ask for help to take the copies and stack each page in groups of 6, to be distributed to each facilitator prior to the students' arrival in the Library.

Worksheets (attached to this report) include:

#### **Part 1:**

Values List – 2 sided – Collect from Students after this session

Exploring Your Values

Exploring Your Ethics – Collect from Students after this session

#### **Part 2:**

Hand out Values List from Part 1

Exploring Your Ethics if it has not been distributed the previous day

Scenario Discussion Sheet

Each presentation functions best if someone is available to distribute paperwork, bring the slide show on a stick, operate the computer and scribe for the presenter.

The Librarian will unlock the computer, lower the screen and provide a white board or flip chart, as well as markers. Remember to take the slide show stick out of the computer when the students use the library between presentations.

## **PRESENTERS' NOTES**

**Cranbrook Rotary Clubs – Values and Ethics Presentation Outline**

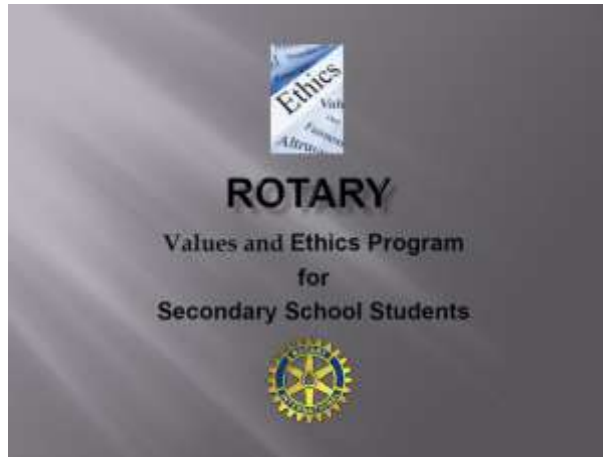
Two 85 minute blocks (5-10 minutes to get in and settled)



**DAY ONE**

Introduction	Presenter & facilitators	10 minutes
	What is Rotary? (Slide 2)	
	Youth Programs (Slide 3)	
	Program Objectives (Slide 4)	
Valuable to you	Valuable to You (Whiteboard)	5 minutes
	Values List Handout (Slide 5)	10 minutes
	Values Sheet Handout	40 minutes
	Surveys (Slides 6 – 9)	5 minutes
	Ethics (Slide 10)      Definition	10 minutes
	Unethical examples	
Ethical examples		
Why Ethics Now?		

**DAY TWO**

Review Lesson 1	Valuable to You, Values List, Values Questions	10 minutes
	Codes of Ethics (Business Examples & Rotary 4 Way Test) (Slides 11-12)	5 minutes
	3-step process (Slide 13)	10– minutes
	Scenario One (Slide 14)	20 minutes
	THIS IS KEY: GO SLOWLY	
	Scenario Discussions Deliberations	20 minutes
	Reporting Out	5 minutes
	Closure	

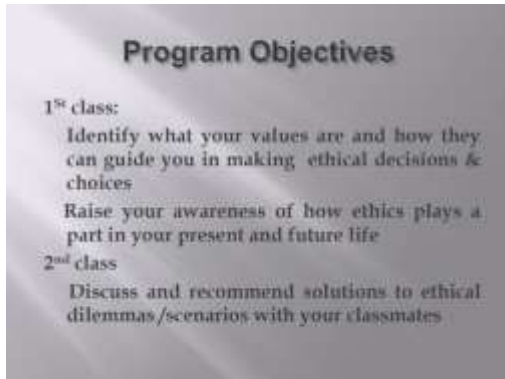


<p>2.</p> <div data-bbox="191 762 699 1136"> <p><b>What is Rotary</b> </p> <ul style="list-style-type: none"> <li>• Rotary International is a volunteer organization of about 1.2 million people.</li> <li>• Rotary clubs improve communities through humanitarian, intercultural and educational activities. Clubs advance international understanding by partnering with clubs in other countries. Rotary also encourages <i>high ethical standards</i> in all vocations.</li> </ul> </div>	<p><b>Slide 2:</b> What is Rotary? Read out slide.</p> <p><b>What do you know about Rotary in Cranbrook?</b></p> <ul style="list-style-type: none"> <li>• Moir Park Field House</li> <li>• Rotary Way</li> <li>• Rotary Park/Band Shell</li> <li>• September Gran Fondo bike ride</li> <li>• Train Restoration</li> <li>• Cranbrook Museum</li> </ul>
<p>3.</p> <div data-bbox="191 1293 699 1667"> <p><b>Rotary Youth Programs</b></p> <ul style="list-style-type: none"> <li>• Interact - High School, (Ms. Cormier)</li> <li>• Rotaract - (18 to 30 yrs)</li> <li>• Youth Exchange - (15 - 19 yrs)</li> <li>• Scholarships - 6 post secondary</li> <li>• RYLA - Rotary Youth Leadership Awards (age 19 - 25 years)</li> <li>• Ethics &amp; Values </li> </ul> </div>	<p><b>Slide 3:</b> Rotary Youth Programs</p> <p><u>Interact</u> – MBSS – Ms. Cormier</p> <p><u>Rotaract</u> – at many universities</p> <p><u>Youth Exchange</u> – International. students from many countries come here; MBSS students have gone to Chile, Brazil, France, Czech Republic, Italy, etc. for 10 months, usually fluent in another language on return. Interested? Parent/student information and applications available in Sept/Oct.</p> <p><u>Scholarships</u> – at least 4 at MBSS and COTR</p> <p><u>RYLA</u> (Rotary Youth Leadership Award) – one-week camp July.</p>

## Values and Ethics

Let's get started then.

4.



**On flip chart: for reference - tomorrow**  
Record things that are valuable to you.  
Record characteristics that you value.

### Slide 4: Program Objectives

Read out slide.

Some class guidelines:

- **All ideas have value; listen with respect.**
- **Speak with respect; no personal stories.**
- **Reporters: stand and move to an appropriate location, so everyone can hear.**
- **You will need a pen/pencil.**

### Flip Chart/White Board: Valuable to you/Valuable Characteristics

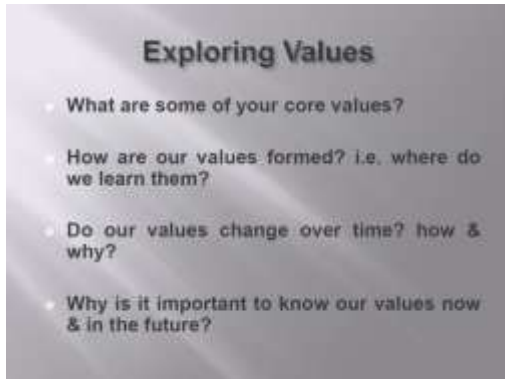
In each group, the facilitator will give a paper to the student to his/her left, who will record the group's ideas and report on them to the class. We are first talking about values.

You have about five minutes to list two forms of value, one – things that are valuable to you, two – characteristics that you value in your family and friends.

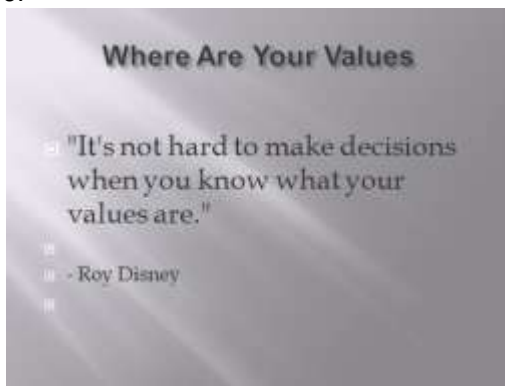
Reminder at 2 – 2 ½ minutes; at 4 – 5 minutes, call for reports.

Let's think about values. Your facilitator will give each of you a list of values. You will have about four minutes to circle five that are important to you personally. Then, each of you will report your top five values to the student at the right of the facilitator. That student will determine the top five values for the group.

5.



6.



**Slide 5 and Whiteboard** (Values Sheet)

Let's hear from each group to find the top five values for the class. Record on the board as students report out. Recap commonalities of values on the board. (Make a note of the top five for recap in Lesson 2)

As 15 – 16 year-olds, you have many values. Did you have them, or any of them, when you were a baby? Invite discussion/opinion.

Could Facilitators hand out Exploring Your Values sheet? First, in your group, discuss Question 2: How are our values formed? Where do we learn them? We'll have a report from each group after 2 minutes, so write down answers.

Watch the clock and progress of each group. Call on a reporter from each group for ideas.

We have many values and influences that help us form or change them. Let's go on to Question 3: How or why do our values change over time? Record your answers. You have about 3 minutes.

Check progress of each group. Call on reporters. **One last question: Why is it important to know our values now and in the future?** We will need a reporter after your discussion.

Call on reporters.



7.

**Survey of 30,000 students**

- 20% have stolen from a store in the past year (dropped from 27% in 2010)
- 14% said they stole from a friend or relative (down from 17% in 2010)
- 55% have lied to a teacher about something significant (down from 61% in 2010)
- 76% have lied to parents about something significant (down from 80% in 2010)
- 51% have cheated on a test in the past year (down from 59% in 2010)

Source: Ipsos/Statistics Canada, 2012

8.

**Survey of 30,000 students – cont'd**

- Young people believe ethics and character are important, and they think highly of their own ethics, despite very high rates of dishonesty and other unethical conduct.
- 99% say it is important to have good moral character
- 93% are satisfied with their own ethics and character.
- 81% believe that when it comes to doing what is right - they are better than most people.

9.

**Survey of 30,000 students – cont'd**

- Boys are twice as likely as girls to believe that "it is not cheating if everyone is doing it"
- "It's not worth it to cheat because it hurts your character." 1 in 5 boys disagree, while 1 in 10 girls disagree.
- "Being good is more important than being rich" Girls agree - 95%, Boys agree - 80%

10.

**Canadian Survey-By Cdn Council on Learning**

- At least 60% of Canadian students cheat on tests at secondary & post-sec. school
- 73% admit to committing one or more serious acts of "academic dishonesty" on written work in high school
- Students lay the blame upon new technology

### Slides 7 to 10

Let's look at some statistics about how people behave in certain situations.

Quickly read/comment as slides are presented:

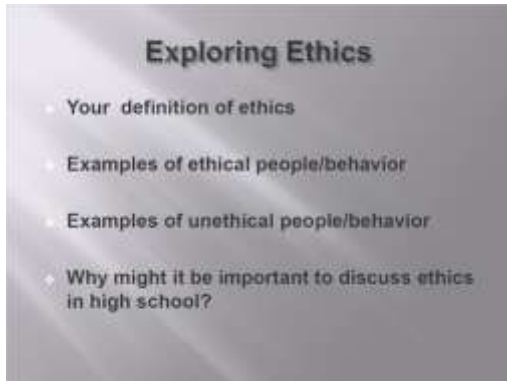
Do you think this is typical?

93 per cent are satisfied with their personal ethics or character. Given the first four statistics, what does that mean? (Many believe it's okay to steal or cheat) What value is missing?

Cheating, plagiarism at school – due to new technology. Is this true? Are there similarities to MBSS.

These types of dilemmas lead us to the second part of our presentation: Ethics.

11.



**Slide 11 – Exploring Ethics**

**We are going to discuss ethics and ethical/unethical behaviours. Could Facilitators please hand out the Exploring Ethics sheet? When you have your sheet, write in a definition of “ethics”.**

[Questions 2 and 3 are always stalling places – lack of knowledge of news items, using iconic names when that is not what we want. We usually supply the answers.]

**We all have decisions to make about what we do. Some people make ethical (morally right) decisions, but some – not so ethical. Look at Questions 2 and 3, and listen carefully; write words into 2 or 3.**

Listen:

1. Taking steroids to improve a professional sport performance.
2. Being 5 minutes late or leaving 5 minutes early at a job.
3. Reporting a car accident caused by your friend.
4. Texting or phoning a friend while at work.
5. Helping a friend study for a test.
6. Avoiding chores at home by saying you have a load of homework.
7. At the finish line, giving a ribbon to all the kids in the race.
8. A politician using his/her expense account for personal travel.

Quickly review answers. **Do you have any examples of individuals with ethical or unethical behaviour?**

**As a group, discuss Question 4: Why might it be important to discuss ethics in high school?**

Call for ideas.

**Our next class will deal with business ethics, and ethical and unethical solutions to a number of situations, most of them developed by students at MBSS. This is your assignment for the next class: Ask your parent(s) if their job requires a code of ethics or a code of conduct.**

**See you then.**

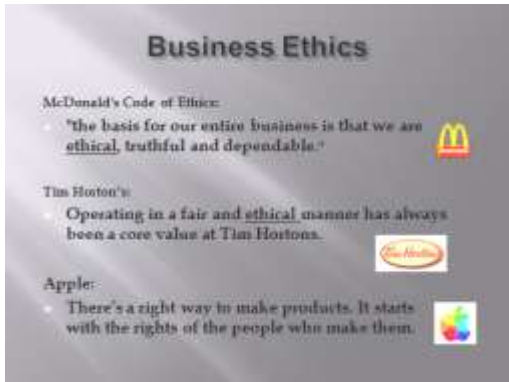
In our first session, we discussed what values are, where they come from, and why they might be important to us. Today, we each need the sheet that lists values – anyone need a list? After some discussion, the class consensus of the 5 most important values was:

\_\_\_\_\_.

We moved on to ethics, and have a few definitions: the application of values in your life or work; a principle of right or good conduct; the study of morals and moral choices.

**State your own occupation and adherence to a code of ethics.** Call on Facilitators to tell about their job or former job and whether they have a code of ethics. **Your homework assignment: Do your parents follow a code of ethics or a code of conduct in their jobs?**

12.



**Slide 12 – Ethics in Business**

Wherever you go to work, there will be ethics to follow.

Do any of you work for McDonald’s or Tim Horton’s?

Their ethics outline behaviours they expect of employees. Some businesses have a plaque on the wall stating how employees will conduct business.

Welcome back.

13.

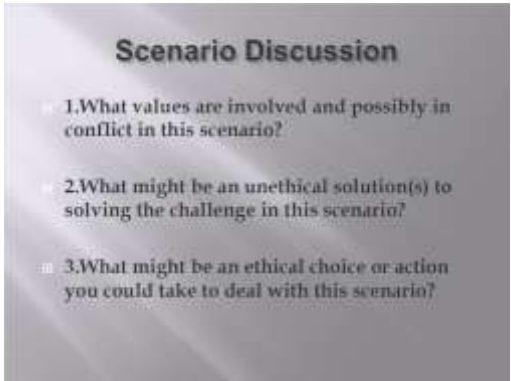
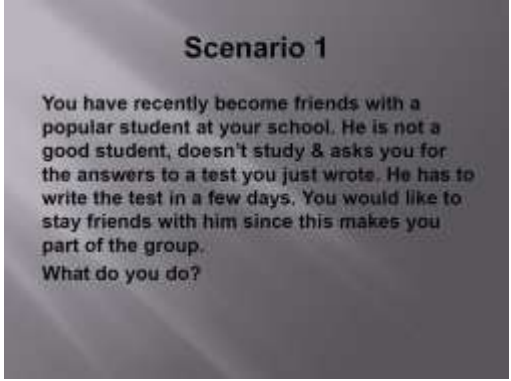


**Slide 13 – The Four-Way Test**

Rotarians have a Code of Conduct and an easy way to check our personal ethics in what we think, say or do. Review the Four-Way Test.

1. Is it the truth?
2. Is it fair to all concerned? (Just)
3. Will it build goodwill and better friendships?
4. Will it be beneficial to all concerned? (helpful)

We are going to use these questions to test your solutions to some situations; many have been developed by MBSS students who have taken this course. If you have a suggestion for a scenario, let your teacher know so we can use it next time.

<p>14.</p>  <p><b>Scenario Discussion</b></p> <ul style="list-style-type: none"> <li>■ 1. What values are involved and possibly in conflict in this scenario?</li> <li>■ 2. What might be an unethical solution(s) to solving the challenge in this scenario?</li> <li>■ 3. What might be an ethical choice or action you could take to deal with this scenario?</li> </ul>	<p><b><u>Slide 14– Considerations for discussing the scenarios.</u></b></p> <p>Read them out loud.</p>
<p>15.</p>  <p><b>Scenario 1</b></p> <p>You have recently become friends with a popular student at your school. He is not a good student, doesn't study &amp; asks you for the answers to a test you just wrote. He has to write the test in a few days. You would like to stay friends with him since this makes you part of the group. What do you do?</p>	<p><b><u>Slide 15 – Scenario 1</u></b></p> <p><b>Let`s do this one together. Read scenario. Solicit answers from whole group for <u>Question 1</u>: What values are involved? Are any values in conflict?</b></p> <p><b>Each group will be assigned two additional scenarios.</b></p> <p><b>In your groups, spend 3 minutes to discuss <u>the first scenario</u>: What might be unethical solutions to this problem? Call for answers.</b></p> <p><b>Take another 3 minutes to discuss the second scenario: What might be an ethical choice of action you could take to deal with this situation? Call for answers.</b></p> <p><b>Does your solution pass the Four-Way Test? Review the test.</b></p>
	<p>(Check time – each scenario will take about 10 – 15 minutes to record/report. Time can be cut by assigning scenarios to certain groups)</p> <p><b>Work in your groups to discuss the scenarios.</b> (Assign scenarios according to time) <b>You need a recorder/reporter for each one. We have about five minutes for each scenario.</b></p> <p>Give reminders of time. Call for a finish to recording. Have a student read each scenario from the screen, ask for reports from groups, discussions, other ideas.</p>

## Rotary 4 Way Test

Of the things that we think say and do

- Is it the truth
- Is it fair to all concerned
- Will it build goodwill and better friendships
- Will it be beneficial to all concerned

1923 Rotary Code of Ethics



## The Four-Way Test. Conclusion

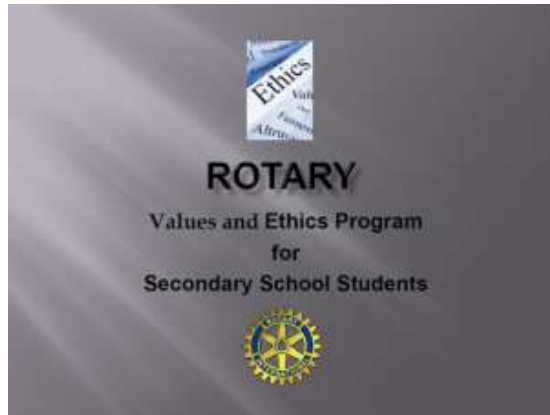
**We've talked about values and ethics and how they fit together. So, why is that important?**

**We all have problems to solve about situations in life, about how we treat people. Having good values and ethics defines you as a person – as a friend, associate, family member, student.**

**When you may not be sure of what you think, say or do, knowing the Four-Way Test make a decision easier. Review the Four-Way Test.**

**Many thanks to our facilitators today, to staff at MBSS, and thanks to you for taking part.**

## **FACILITATOR'S NOTES**





Yours is an encouraging, supportive, non-judgmental role. Listen, ask questions, encourage participation of the group.

**DAY 1 – You will be provided with all of the materials for distribution to the students.**

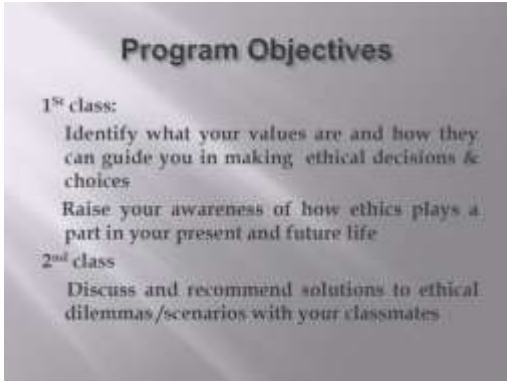
Before the first class, ensure you have at least one blank piece of paper; you also need Values lists, Exploring your Values sheets, and Exploring Ethics sheets for each student. Do not hand them out until the Presenter requests them. Ensure students have a pen/pencil.

With Slide 1, you will be asked to stand, and introduce yourself. Please state your Rotary affiliation (if a Rotarian), your current/past work or study field.

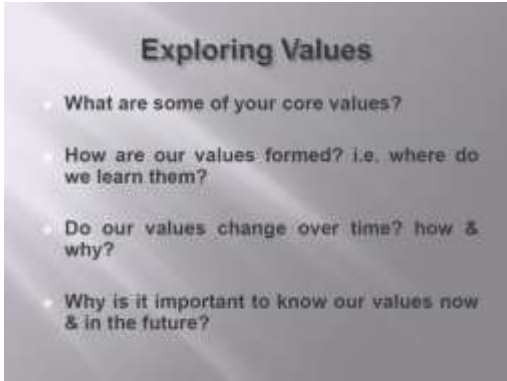
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<p>3</p> <p><b>Rotary Youth Programs</b></p> <ul style="list-style-type: none"> <li>❖ Interact - High School, (Ms. Cormier)</li> <li>❖ Rotaract - (18 to 30 yrs)</li> <li>❖ Youth Exchange - (15 - 19 yrs)</li> <li>❖ Scholarships - 6 post secondary</li> <li>❖ RYLA - Rotary Youth Leadership Awards (age 19 - 25 years)</li> <li>❖ Ethics &amp; Values </li> </ul>	

## Values and Ethics

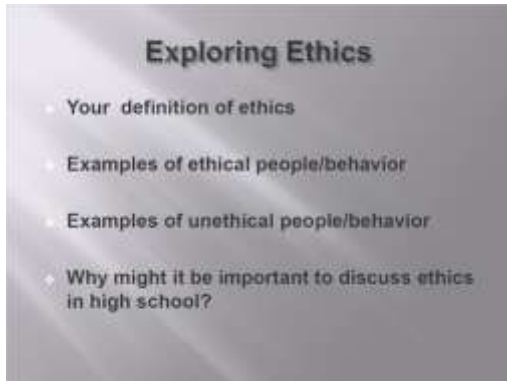
Let's get started then.

<p>4.</p>  <p><b>Program Objectives</b></p> <p>1<sup>st</sup> class: Identify what your values are and how they can guide you in making ethical decisions &amp; choices Raise your awareness of how ethics plays a part in your present and future life</p> <p>2<sup>nd</sup> class Discuss and recommend solutions to ethical dilemmas/scenarios with your classmates</p>	<p><b>Slide 4:</b> Program Objectives</p> <p>Some class guidelines:</p> <ul style="list-style-type: none"><li>• <b>All ideas have value; listen with respect.</b></li><li>• <b>Speak with respect; no personal stories.</b></li><li>• <b>Reporters: stand and move to an appropriate location, so everyone can hear.</b></li><li>• <b>You will need a pen/pencil.</b></li></ul> <p><b>Valuable to you/Valuable Characteristics</b></p> <p>Give a blank page to the recorder, and solicit ideas from the group.</p> <p>Some ideas:</p> <ul style="list-style-type: none"><li>- Things valuable to you: technology (computers, iphones), home, clothes, money, food, transportation, movies, books, friends, family, etc.</li><li>- Valuable characteristics: kindness, sense of humor, sympathy, honesty, loyalty, good listener, supportive.</li><li>-</li></ul> <p>For reporting, encourage standing at the side of the room, where everyone can hear.</p> <p>Values: Hand out values lists to each student; assist with meanings if necessary. Each student chooses five.</p> <p>On that sheet, have the recorder write down each student's five choices. With the group, determine the top five values for your group. The recorder will report these to the whole group.</p>



<p>5.</p>  <p>The slide titled "Exploring Values" contains four bullet points:</p> <ul style="list-style-type: none"> <li>• What are some of your core values?</li> <li>• How are our values formed? i.e. where do we learn them?</li> <li>• Do our values change over time? how &amp; why?</li> <li>• Why is it important to know our values now &amp; in the future?</li> </ul>	<p>When Presenter asks, hand each student an Exploring Your Values sheet. Choose or have a different student volunteer to report on Question 2: How are our values formed? Where do we learn them? Solicit answers;</p> <p>Some ideas: Parents, relatives, peers, teachers, church, sports, teams, the country one lives in, movies, books, world leaders, heroes, news.</p> <p>Question 3: Solicit ideas for 'How or why do our values change over time?'</p> <p>Appoint another student to report.</p> <p>Examples: Maturity, experience, contact with a wider world, new ideas, school changes, family relocation, cultural shifts, gaining responsibility, understanding consequences.</p> <p>Question 4: Why is it important to know our values now and in the future?</p> <p>Choose a reporter and help with discussion.</p> <p>Some ideas:</p> <ul style="list-style-type: none"> <li>- Values define you as a person to yourself and others.</li> <li>- Can help you choose a career, friends, activities.</li> <li>- Can help you choose where to live.</li> <li>- Can help you exist in our society – or not!</li> </ul>
	<p><b>These types of dilemmas lead us to the second part of our presentation: <u>Ethics</u>.</b></p>
<p>9.</p>	<p>Open discussion: <b>What do you think Ethics are?</b> Some ideas (could be on whiteboard): <b>application of values, conscience, moral code, principles, rules of conduct, standards.</b></p>

10.



At Presenter's suggestion, hand out Exploring Ethics sheet. Guide students to write words for either Question 2 or 3 as the Presenter reads from eight choices. There will be an open discussion.

Lead discussion of Question 4: Why might it be important to discuss ethics in high school?

Some ideas:

- Already face ethical dilemmas.
- Help one make decisions.
- Greater significance as one matures.

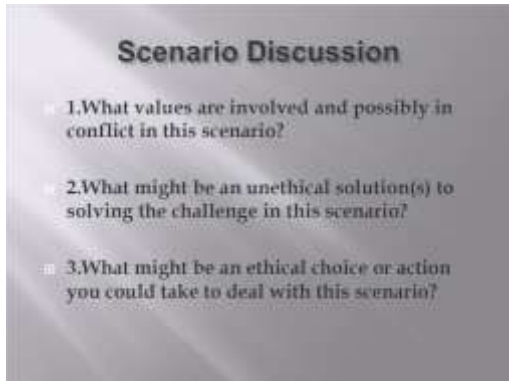
[Questions 2 and 3 are always stalling places – lack of knowledge of news items, using iconic names when that is not what we want. We usually supply the answers.]

9. Taking steroids to improve a professional sport performance.
10. Being 5 minutes late or leaving 5 minutes early at a job.
11. Reporting a car accident caused by your friend.
12. Texting or phoning a friend while at work.
13. Helping a friend study for a test.
14. Avoiding chores at home by saying you have a load of homework.
15. At the finish line, giving a ribbon to all the kids in the race.
16. A politician using his/her expense account for personal travel.

Remind students to ask their parents about codes of ethics or conduct.

You will be asked about their jobs/field of study and whether they have to follow a code of ethics or conduct.

13.



**Slide 13 – Considerations for discussing the scenarios.**

Ensure students have a pen/pencil, their lists of values. Have a copy of the Four-Way Test on the table, and hand out scenario discussion sheet to each student.

Help the students, as necessary, with the discussion of the questions.

Lead students to discuss each scenario and answer the questions. The Presenter will ask for a reporter from each group, so coax a different student to report for your group.

**Slide 14 – Scenario 1 – Presenter will encourage:**

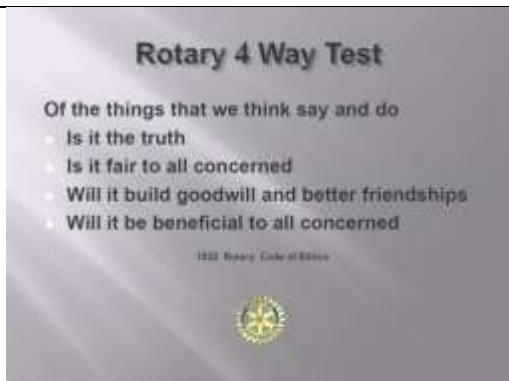
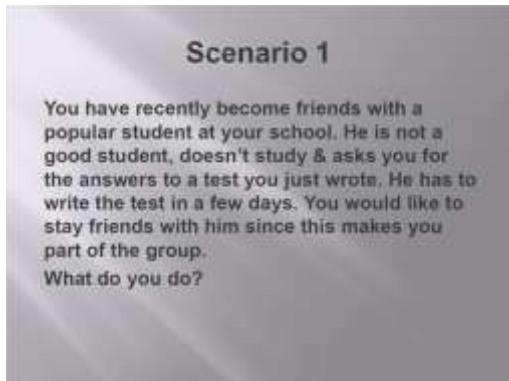
Let's do this one together. Read scenario. Solicit answers from whole group for Question 1: What values are involved? Are any values in conflict?

In your groups, spend 3 minutes to discuss Question 2: What might be unethical solutions to this problem? Call for answers.

Take another 3 minutes to discuss Question 3: What might be an ethical choice of action you could take to deal with this situation? Call for answers.

**Does your solution pass the Four-Way Test?** Review the test.

14.



**The Four-Way Test.** Conclusion

**When you may not be sure of what you think, say or do, knowing the Four-Way Test may make a decision easier.**

## **PROGRAM WORK SHEETS**

## LISTS OF VALUES

Acceptance	Creativity	Freedom	Loyalty
Accomplishment	Contentment	Friendliness	
Accuracy	Curiosity	Frugality	Making a difference
Achievement		Fun	Maturity
Adaptability			Mindfulness
Affection	Daring	Generosity	Modesty
Aggressiveness	Decisiveness	Grace	Motivation
Ambition	Dependability	Gratitude	
Appreciation	Determination		
Attentiveness	Devotion	Happiness	Neatness
	Dignity	Harmony	
Belonging	Diligence	Heroism	Obedience
Benevolence	Directness	Honesty	Open mindedness
Boldness	Discipline	Honour	Optimism
	Discretion	Hopefulness	Originality
Calmness	Diversity	Humility	
Candor	Drive	Humour	
Caring	Duty		Passion
Challenge		Imagination	Peace
Chastity	Eagerness	Impartiality	Perceptiveness
Clarity	Education	Independence	Perfection
Cleanliness	Effectiveness	Ingenuity	Perseverance
Commitment	Efficiency	Inquisitiveness	Persistence
Compassion	Empathy	Insightfulness	Persuasiveness
Completion	Encouragement	Inspiration	Playfulness
Composure	Endurance	Integrity	Popularity
Concentration	Enthusiasm	Intelligence	Power
Confidence	Equality	Intimacy	Practicality
Consciousness	Excellence	Intuition	Precision
Consistency	Expertise	Inventiveness	Preparedness
Contentment	Expressiveness		Privacy
Contribution		Justice	Professionalism
Conviction	Fairness		Punctuality
Cooperation	Faith	Kindness	Reasonableness
Cordiality	Family	Knowledge	Recognition
Courage	Fidelity	Leadership	Reliability
Courtesy	Focus	Liberty	Resolve

Resourcefulness	Timeliness
Respect	Traditionalism
Restraint	Trust
Reverence	Truth

Sacrifice	Understanding
Satisfaction	Uniqueness
Security	Unity
Self –control	Usefulness
Selflessness	
Self-reliance	Valor
Sensitivity	Variety
Sensuality	Vigor
Serenity	Virtue
Service	Vision
Sharing	Vitality
Shrewdness	
Silliness	Warmth
Simplicity	Watchfulness
Sincerity	Wilfulness
Solidarity	Willingness
Spirit	Winning
Spirituality	Wisdom
Spontaneity	Wittiness
Spunk	Wonder
Stability	
Stillness	Youthfulness
Strength	
Success	Zeal
Support	
Supremacy	

Teamwork  
Thoroughness  
Thoughtfulness  
Thrift  
Tidiness

# **Rotary Ethics & Values Program**

## ***Group Exercise-Exploring Your Values***

1. What are some of your top values?
2. How are our values formed i.e. where do we learn them?
3. Do our values change over time? How & Why?
4. Why is it important to know our values now & in the future?

# **Rotary Ethics & Values Program**

## ***Group Exercise-Exploring Ethics***

1. Your definition of ethics – what does the word mean to you?
2. Examples of ethical behaviour by individuals
3. Example of unethical behaviour by individuals
4. Why might it be important to discuss ethics in high school?



# Rotary Ethics & Values Program

## *Scenario Discussion*

1. What values are involved and possibly in conflict in this scenario?
2. What might be an unethical solution(s) to solving the challenge in this scenario?
3. What might be an ethical choice or action you could take to deal with this scenario?
4. Would your choice pass the Rotary 4 Way Test?