

TURBO ETHICS



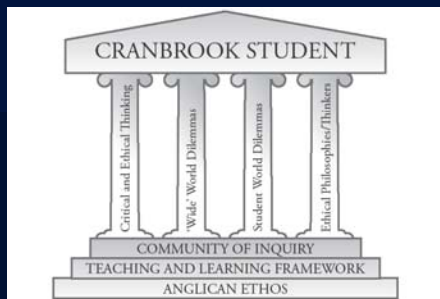
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- Why?
- Three strands to model at Cranbrook
 - In class programme
 - Social Service
 - 'Occasional' events



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CRANBROOK STUDENT



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In class programme: Materials



- Pillar: Student World Dilemmas
 - Cyberbullying
 - Theft
 - Lying
 - Plagiarism
 - Independent Education
 - Sports Ethics: Rules, Scholarships



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In class programme: Materials



Pillar: 'Wide' World Dilemmas

- Bioethics: Stem Cell, Cloning, Genetics
- Beginning and End of Life: Abortion/Euthanasia
- Business Ethics
- Torture
- Sports Ethics: Salary Caps etc



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In class programme: Materials



- Pillar: Critical and Ethical Thinking
 - Thinking Techniques
 - Universalising
 - The Slippery Slope
 - Consistency
 - Reciprocity
 - Fallacies of Reasoning
 - The Excluded Middle
 - It happened after therefore it was caused by
 - Straw Man



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- Sample materials on:
- <http://www.cranbrook.nsw.edu.au/schoollife/publications.cfm>
Scroll to bottom of page.
Click on 'Materials for Ethics'

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Dudgeon High



- 'There is a school not too far from here called 'Dudgeon High' where all of the boys are unethical brutes. They fall into ethical potholes all the time. They are revolting to be with now. They are going to cause misery and hurt to themselves and everyone else for the rest of their lives.;

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Dudgeon High



- POTHOLE 3: 'If you can't beat them, join them'.
- This happens when a Dudgeon High boy holds out for a (usually short) time against something that is unethical. But when he sees other people around him all doing it, he thinks he is put *at a disadvantage*. So he decides to do the same thing as well. (This is different to 'everyone does it' – in this case, he starts by not doing an act and changes his mind).
- Make up an example about a Dudgeon High boy taking too much scroggin on CTFE.

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SCRIPT FOR POTHOLE 3

Dudgeon High Boy 2: Hey how did you go on that test?

Dudgeon High Boy 1: Great. I copied off the guy in front of me.

Dudgeon High Boy 2: What, you cheated?

Dudgeon High Boy 1: Yeah, well, what was I supposed to do? I wasn't going to cheat. But then I saw George copying off Arthur. I saw James copying off Spiro. I realised that if I didn't copy off the guy in front of me they were all going to go better than me.

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Dudgeon High



- **POTHOLE 7: 'The letter of the law'**
- This occurs when a Dudgeon High boy uses a very technical interpretation of a law or rule to get away with something wrong. What he should be doing instead is looking at the intention and the substance of the rule. When these boys get older they will always be looking for 'loopholes' in laws and regulations.
- Make up an example about a Dudgeon High boy stealing from the canteen and being caught before he walked out of the door.

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SCRIPT FOR POTHOLE 7

Dudgeon High Boy 1: I came back home drunk out of my mind at 12:05AM on Monday morning. I know the exact time because I looked at my watch.

Dudgeon High Boy 2: What did your Dad say.

Dudgeon High Boy 1: He didn't suspect anything until Wednesday. He said- 'did you come home drunk on the weekend? I told him 'no' and swore blind that this was true. Well... it is true, technically. I didn't come in until 12:05 AM on Monday.

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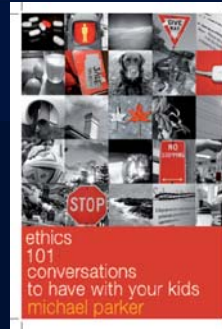
In class programme: Materials



Pillar Four: Philosophies and Figures

- The Ancient Greeks: Plato and Aristotle
- Deontology: Christ and Kant
- Utilitarianism: Mill and Bentham
- Virtue Theory
- Anglican Ethics

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In class programme: Underpinnings



Stylobate: Teaching and Learning Framework

- Intelligent Behaviours
 - Act with empathy and understanding: 
 - Thinking flexibly 

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More intelligent behaviours



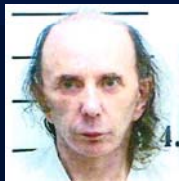
- * Managing Impulsivity  • Questioning and Posing Problems 
- Thinking about thinking  • Applying past knowledge to new situations 
- Creating, imagining, innovating  • Thinking and communicating with clarity and precision 
- Taking responsible risks  • Remaining open to continuous learning 

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Have A Go One:

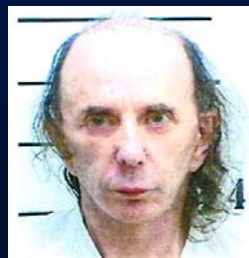


RANK THE CRIMINALS!!



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BOB



18

LARRY



19

MARIA



20

SHELLEY



21

LARISSA



a01323 www.fotosearch.com

22

ENRIQUE



23

MELISSA



24

JOHN



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In class programme: Underpinnings



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- Stylobate Three: Community of Inquiry
- Teacher focused on *process* of students' inquiry rather than a particular 'result'.

Community of Inquiry



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- Informal environment
 - Circle
 - Picking each other
 - Teacher in the circle.
 - Students choosing the questions
- Regulators
 - Hand picking.
 - U shape class
 - Teacher's reserved rights .
- Traffic Cop
- Advantages and Disadvantages

Community of Inquiry- How to keep the discussion on track



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Asking *why*.

Asking how something one person says relates to something somebody else had already previously said.

Getting students to identify who they generally agree and disagree with as they begin their point.

Summarise every ten minutes

Keep the discussion on track.

Ensuring as much of the class as possible participates.

Use the board to write up 'general points/issues/criteria' etc. (Mindmap?)

Sample Questions to ask



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Reasons

- * Why do you say that?
- Why do you agree/disagree with x

Distinctions

- How does that differ from what X said?

Consistency

- How is that similar/different to what you were saying earlier?

Implications

- What can we work out from that?
- What follows from what X said

The Anglican Ethos



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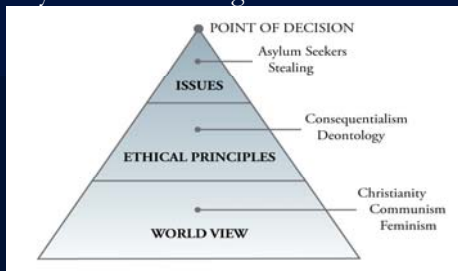


- Stylobate: Anglican Ethos
 - * Uniquely Anglican
 - Focus on Deontology and Virtue Ethics
 - Love, not self preservation, as the motivator of the Golden Rule
 - Forgiveness as a principle

In class programme: Underpinnings



• Stylobate One: Anglican Ethos



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DISCUSSION TENNIS!!



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DISCUSSION TENNIS SAMPLE



- You are a member of the Secret Service. You have uncovered evidence of a bomb that will be carried onto a bus or a train somewhere in Sydney this afternoon. It will kill dozens of people. (If you stop all of the buses and trains, the bomber will walk into a building and detonate the bomb there, resulting in equal loss of life.) You have captured from a backyard lab the bomb maker. You are quite sure he has information that will track down the terrorist who has the bomb. You also have a machine that will break each of the bones in his arms and legs one by one.

-
- Do you torture the bomb maker to find the bomb?
-

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DISCUSSION TENNIS



- 2) Change the story so that
- the bus is full of kindergarten children
- the bus has Barack Obama on it
- the bus has your mother on it
- you are only 80% sure that the bombmaker has any information
- you are only 80% sure that the 'bombmaker' is involved at all
- you are only 80% sure there is a bomb at all
- you have other leads which have a 80% chance of finding the bomber.

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