Fertile Question: *Where do I draw the line?*

**Core Content Area 2: Helping you draw the line**

**TOPIC 2.2: Ethical frameworks**

**Extending Knowledge: Exploring ethical codes**

In this lesson students will explore how ethical codes of committees and organisations help people to draw the line and to be accountable for the way they behave.

**Teachers: Before You Start!**

1. Set up a Typewithme page or similar for students to share their ideas.

**STUDENTS**

For students to explore the way an organisation’s code of conduct assists its members to draw the line, select from the following activities:

1. Investigate the relationship between a code of conduct, values, ethics, accountability, actions and consequences.
   
   a. Choose an organisation and investigate its code of conduct, or examine the following membership agreement for an Australian Olympic team member or a cyclist in the Tour de France.
      
      i. Examine the code of conduct for the organisation you have chosen. Write one thing that you find surprising about the code and one question that you have on the class collaborative space.
      
      ii. Read the following article about breaches of ethics during the 2012 Olympic Games. Discuss the following either as a group or by posting your comments to the class collaborative space: What does the article suggest is the reason why the Olympic code of ethics was breached? Does it mean that codes of ethics are a waste of time? What do you think are essential elements of a code of conduct if it is to be a successful tool to help members know where to draw the line?
   
   b. Where should your class members draw the line on their behaviour? Create an ethical code of conduct for your Religion and Ethics class.
      
      i. Review codes of conduct for members of groups if you have not completed any of the activities in 1.a. above.
      
      ii. Create a list of three behaviours that must be adhered to in your class and the set of consequences if the code is breached.
      
      iii. Share your code with a partner and discuss the key values evident in both of your lists. Combine the two lists and prioritise the top three most important.
      
      iv. Share the new list with the rest of the class to discuss and identify just three behaviours that everybody will agree to abide by and a set of consequences if they don't. (You might like to create a membership agreement for each class member to sign and either post it on the classroom wall or give a copy to each student and the teacher for their diary).