

National **BETA**



Being *Better* Betas

Sponsor Guide

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Sponsor Guide

Welcome

Dear National Beta Sponsors,

We are thrilled to introduce to you the “Being Better Betas” curriculum and Sponsor Guide, developed by the Rutland Institute for Ethics at Clemson University, and designed specifically for high school National Beta members. This guide has been crafted with your students in mind, aiming to foster ethical leadership and sound decision-making skills that will serve them both personally and professionally.

At the Rutland Institute for Ethics, our mission is to spark meaningful discussions on how ethical decision-making can be the cornerstone of success, whether on campus, in businesses, or within the broader community. This mission aligns seamlessly with National Beta’s dedication to promoting academic achievement, character, leadership, and service. As the largest independent educational youth organization in America, National Beta’s commitment to creating impactful opportunities for its members and their communities called for the introduction of a curriculum specific to ethical decision-making.

The foundation of this curriculum is the Clemson University STAR Decision-Making Model, a practical framework designed to equip students with the tools they need to navigate and resolve ethical dilemmas. Through engaging activities and thought-provoking discussions, students will not only enhance their understanding of ethics but also develop critical thinking skills that are essential for their future roles as leaders.

Moreover, this curriculum prepares your students for the exciting opportunity to compete in Clemson University’s Ina B. Durham Annual High School Ethics Case Competition. This competition offers a unique platform for students to apply the STAR Decision-Making Model in real-world scenarios, presenting their solutions to ethical dilemmas in front of a panel of professional judges. With the chance for up to two teams per high school to compete, this event is a valuable opportunity for your Beta members to display their ethical decision-making talents on both a face-to-face and/or virtual stage.

We invite you and your students to join us in this endeavor, where they can not only learn and grow but also demonstrate their capabilities in ethical reasoning. We believe that through this curriculum, your students will be better prepared to make informed, ethical decisions that will positively impact their schools, communities, and future careers.

Thank you for your continued dedication to the development of our young leaders. We look forward to seeing the outstanding work your Beta members will accomplish through this program!

How to Use

“Being Better Betas”

Overview

This curriculum consists of five short videos, each with a student worksheet and sponsor guide aimed at fostering ethical leadership and decision-making skills. Each video is accompanied by a worksheet for students and a sponsor guide to help you facilitate discussions and activities.

Step-by-Step Lesson Plan

1. Watch the Video

- Distribute the **Student Worksheet** for students to complete as they watch.
- Play the **Video** corresponding to the lesson.

2. Complete the Student Worksheet

- Guide students through the **Student Worksheet** components: *Guided Notes*, *Personal Reflections*, and *Case Study* sections.
- The worksheets are cumulative, and each worksheet builds upon the content of the previous guide.

3. Facilitate Group Discussion

- Use the **Sponsor Guide** to encourage discussion based on student reflections using the **Student Worksheet**.
- Discuss ethical concepts and students’ personal reflections on dilemmas.

4. Engage with Optional Activities

- The **Sponsor Guide** contains several introductory and group activities to engage your students in ethical decision-making to be adapted for your context and the amount of time available to your group.

Clemson University STAR

Decision-Making Model

When confronted with an ethical dilemma, use the STAR Decision-Making Model for help in determining a solution:

S = Stop

Take the time to recognize the ethical problem and all of the issues surrounding and contributing to the problem. Identify the stakeholders (those affected by the problem) and the impact the issue has on them. Develop at least three solutions to the problem.

T = Test

For each potential solution, use at least three of the following tests. For maximum effectiveness, it is best to use all of the tests.

Harm Test – *Does this option do less harm than the alternatives?*

Legality Test – *Is this option legal?*

Precedent Test – *Does this option set a precedent, which, while the outcome in this fact pattern may not be problematic, would create a dramatically different outcome in another fact pattern?*

Respect Test – *What would someone you respect or hold in high regard say if he or she learned of this option?*

Golden Rule Test – *Would I still think the choice of this option good if I were one of those adversely affected by it? How would I want to be treated?*

Peer or Colleague Test – *What do my peers or colleagues say when I describe my problem and suggest this option as my solution?*

A = Act

Using these tests as a lens to gain insight into your dilemma, make a decision and act upon that decision.

R = Reflect

Now that you've made a decision, take responsibility and own the decision. Pause to reconcile the solution with anticipated outcomes and reflect on what you've learned from the process. If necessary, adapt and modify your decision to secure the most positive results possible.

Introduction and What is Ethics?

This curriculum is the first in a series designed to help students cultivate critical ethical decision-making skills. In this first video, students will explore the basics of ethics, ethical dilemmas, and learn how to apply Clemson University's STAR Decision-Making Model to critically analyze challenging situations.

OBJECTIVES

- Define ethics, ethical issues, and ethical dilemmas.
- Encourage critical thinking about ethical decision-making.
- Introduce Clemson University's STAR Decision-Making Model.

WATCH: INTRODUCTION AND WHAT IS ETHICS

Instructions:

1. Introduce the video by asking students to write down their initial thoughts about ethics and ethical dilemmas.
2. Distribute **Introduction & What is Ethics Student Worksheet**. Have students complete the *Guided Notes* section as you watch the video.
3. After watching, have students complete the *Personal Reflections* and *Case Study* portion of the **Student Worksheet**.

ANSWERS TO THE GUIDED NOTES:

When you hear the word "ethics," what pops into your mind? Ethics is the study of how we make **good decisions**.

An ethical **issue** is a problem or situation that requires a person or organization to choose between alternative solutions that must be evaluated as right (ethical) or wrong (unethical).

Ethical dilemmas are situations that present an issue where there does not seem to be a clear **right** or **wrong**.

We can use the STAR Decision-Making Model as a tool to make ethical decisions when facing dilemmas. The four steps of the STAR Model are:

S: Stop

T: Test

A: Act

R: Reflect

Introduction and What is Ethics?

DISCUSS: STUDENT WORKSHEET REFLECTIONS

Discuss the *Personal Reflection* portion of the worksheet as a group.

1. Have students share their one-sentence definition of the word “ethics.”
2. Ask students about a time they had to make a tough decision, but the right answer was not immediately clear. What did they do? Did they ask for advice, or did they follow their gut?

Bonus Question: *Why do you think ethical dilemmas are challenging to navigate?*

Discuss the *Case Study* portion of the worksheet.

You’re in your junior year at East High School, working on a group project for your Advanced English class with three classmates: Alex, Taylor, and Jamie. The project is due in two days and counts for 30% of your final grade. Everyone is feeling the pressure, but for different reasons. During a late-night study session at Taylor’s house, the group reaches a breaking point.

Alex, who has struggled with his grades all semester due to his increased responsibility within his family’s business, pulls out a well-written report they found online and says, “We could use this. No one will know, and it’ll save us a ton of time. We can just tweak it enough to make it look like ours.”

You feel uneasy. You know the dangers of cheating: suspension, a failing grade, and a permanent mark on your record. But Alex argues, “I need to pass this project, or I’m failing the class. I can’t afford to repeat junior year. My family is counting on me to graduate next year so I can help run the family business full-time. They can’t do it without me.”

Taylor, who usually does well academically, chimes in, “Honestly, I need this grade too. I’ve already got early acceptance into the State University, and I need to maintain a B average. This project has to get done well so I don’t have to make other plans for college.” Taylor sees this as a way to preserve their mental health and focus on their future.

Jamie, who is usually the most honest, hesitates before saying, “Look, I’m on an academic scholarship for cross-country, and if I lose this, I can kiss my dream of running in college goodbye. I don’t like this either, but I can’t take a hit to my GPA. I can’t lose my future over one project.”

The pressure builds as all eyes turn to you. You’ve worked hard to build a reputation as a leader and an ethical student. You know the potential fallout for cheating is disastrous for everyone involved, but you also know that rejecting the plan could isolate you from the group and damage the friendships you’ve made.

Introduction and What is Ethics?

Question: What makes this scenario an ethical dilemma and why?

This situation is an ethical dilemma because it presents a conflict where the right course of action may not be immediately clear. Students may identify the following:

Pressure to Conform vs. Integrity:

On one hand, you feel pressured to conform to your group, not wanting to let your friends down by disagreeing. Taylor and Jamie have worked hard before, and you may worry that opposing them might hurt the group's dynamic or your relationships. On the other hand, you feel uneasy because copying someone else's work is dishonest, violating the academic integrity rules. You know cheating could lead to serious consequences, such as failing the project, impacting family life and jeopardizing future opportunities college and scholarship opportunities.

Short-Term Gain vs. Long-Term Consequences:

Cheating might offer a quick and easy solution to the immediate problem of meeting the deadline, potentially earning a good grade with minimal effort. This could feel tempting since the project is worth a significant portion of your grade with lots on the line. However, if caught, the long-term consequences could far outweigh the short-term gain. Academic dishonesty could damage your reputation, lead to disciplinary actions, tarnish your sense of personal integrity, and impact future employment and collegiate opportunities.

Personal Ethics vs. Group Morality:

Individually, you know that copying the report goes against your personal ethics. However, when part of a group, it is harder to stand by your values if the majority agrees to cheat. The dilemma is whether to follow your moral compass or go along with the group's decision to avoid conflict and social pressure.

ENGAGE: OPTIONAL ACTIVITIES

Ethics Word Scramble

Supplies:

- Large poster boards/whiteboards or mind-mapping apps (e.g., Padlet, Miro)
- Markers or digital devices

Introduction and What is Ethics?

Instructions:

1. Ask students to think of the first word or phrase that comes to mind when they hear the word “ethics.”
2. Instruct students to write their definitions on a piece of paper or use a digital tool to jot down their ideas.
3. Once complete, have students condense the paper into a ball and throw it into the middle of the classroom or share their digital entries.
4. Have each student collect a paper or digital entry that is not their own.
5. Go around the room and have each student share the word or phrase on the piece of paper they collected. Discuss the variety of definitions and explore why different definitions might arise.

Purpose: Understand the variety of definitions of ethics and what they reveal about students’ initial thoughts on ethics. Encourage discussion about what differences and similarities exist between the ideas.

Develop a Dilemma

Instructions:

1. Divide students into small groups and provide them with pre-written ethical dilemmas or allow them to create their own. Each group should choose or develop a scenario and prepare a detailed description.
2. Encourage students to include fictional names for characters, the setting of the dilemma, and why the dilemma is tricky, such as the stakes involved.
3. Have each group present their dilemma to the class.
4. After presentations, facilitate a peer feedback session where groups discuss the dilemmas and provide constructive feedback on the scenarios created by others.

Purpose: Engage students in collaborative thinking by having them create and analyze realistic ethical dilemmas. This encourages a deeper understanding of the complexities and consequences of ethical decision-making.

Note for Sponsors: *Students are often great at identifying hard decisions they face, however, they may initially provide overly simplistic scenarios that do not fully fit the definition of an ethical dilemma. Ethical dilemmas are situations that should challenge students to think critically about a variety of consequences related to financial, legal, emotional, and philosophical factors.*

Example of a Hard Decision: You catch your friend sharing exam answers with another classmate. What do you do?

Introduction and

What is Ethics?

Example of an Ethical Dilemma: It's finals week at Riverview High School. You've been preparing for months for your chemistry exam, a subject that could make or break your GPA. This test will determine who will receive college credit, and 50% of your final grade with the results will be sent directly to the colleges you're applying to. As you arrive early to review your notes, you catch your best friend, Sam, sitting in the back of the classroom with Casey, a classmate who's known for their cutthroat approach to academics. Casey has a set of notes in their lap, which you realize are the actual test questions they had received from a classmate who took the test earlier this week. You watch in disbelief as Casey shares the answers with Sam. Neither of them notices you. Sam's been going through a tough time lately. Their family has been struggling financially, and Sam is counting on a scholarship to attend their dream school, a prestigious university where they've been conditionally accepted. If Sam doesn't score well on this exam, they could lose the scholarship, which means they won't be able to afford college. They've confided in you about the immense pressure they're under, and you know how desperate they are. Casey, on the other hand, is facing a different kind of pressure. Their parents have connections with Ivy League schools, and Casey is expected to maintain a near-perfect academic record. Recently, they received a letter from their top-choice school saying that they're on the low side of average scores for admission. A low score on this exam could ruin their chances of getting in, and Casey's family has made it clear that anything less than perfection is unacceptable.

You know that if Sam and Casey get caught, they could both face severe consequences, including suspension or expulsion, which would jeopardize their college futures. What do you do?

As students create their dilemmas, challenge them to enhance their situations with the following questions:

- "Where could this dilemma take place in real life?"
- "Who else could be involved?"
- "What could be on the line for those involved in the situation?"
- "What makes this scenario something that challenges you?"
- "How could you make it even harder to do the right thing in this situation?"
- "What would challenge all the characters involved?"
- "How might you create higher stakes for the characters financially, legally, emotionally, or philosophically?"
- "Imagine you are trying to make this so difficult to work through that even someone you really respect would have a hard time trying to do the right thing."

This facilitation guide introduces students to the foundational concepts of ethics and ethical dilemmas, while encouraging critical thinking about decision-making. Through group discussions, activities, and the STAR Decision-Making Model, students will develop the skills needed to analyze and navigate complex ethical situations.

STAR Decision-Making Model:

STOP

This curriculum is the second in a series designed to help students cultivate critical ethical decision-making skills. In this video, students will explore the first step of Clemson University's STAR Decision-Making Model to recognize ethical dilemmas, identify stakeholders, and develop creative solutions to difficult situations.

OBJECTIVES

- Apply the STOP step of the STAR Decision-Making Model to define ethical problems and explore different viewpoints.
- Identify stakeholders and understand how decisions affect them.
- Practice creating potential solutions to difficult situations.

WATCH: STAR DECISION-MAKING MODEL: STOP

Instructions:

1. Introduce the video by asking students to reflect on how they usually approach making difficult decisions.
2. Distribute **STAR Decision-Making Model: Stop Student Worksheet**. Have students complete the Guided Notes section as you watch the video.
3. After watching, have students complete the Personal Reflections and Case Study portion of the **Student Worksheet**.

ANSWERS TO THE GUIDED NOTES:

The first step in the *Clemson University STAR Decision-Making Model* is **Stop**.

There are three components of the Stop step of the STAR Model:

1. Recognize the **ethical dilemma**. Think about what's going wrong in the situation. Why does it make you feel uneasy or uncertain?
2. Identify the **stakeholders**. Who are all the people affected by the dilemma? Who will be impacted by your decision?
3. Brainstorm a minimum of **three solutions** to the dilemma by creating an exhaustive list of different actions you could take. What are the **straightforward and creative** ways you could try to resolve the issue?

STAR Decision-Making Model:

STOP

DISCUSS: STUDENT WORKSHEET REFLECTIONS

Discuss the *Personal Reflections* portion of the worksheet:

1. Think about a time when you had to pause and consider whether something was right or wrong. What helped you recognize the ethical issue in that situation? What signs or feelings made you stop and think?
2. Recall a decision you made recently that impacted others. Who were the stakeholders, and how did your decision affect them? Who was impacted by your choice? How did they react?
3. Describe a situation where you brainstormed different ways to handle a problem. How did considering multiple solutions help you make a better decision? What were the solutions, and how did weighing them change your approach?

Discuss the *Case Study* portion of the worksheet.

You're in your junior year at East High School, working on a group project for your Advanced English class with three classmates: Alex, Taylor, and Jamie. The project is due in two days and counts for 30% of your final grade. Everyone is feeling the pressure, but for different reasons. During a late-night study session at Taylor's house, the group reaches a breaking point.

Alex, who has struggled with his grades all semester due to his increased responsibility within his family's business, pulls out a well-written report they found online and says, "We could use this. No one will know, and it'll save us a ton of time. We can just tweak it enough to make it look like ours."

You feel uneasy. You know the dangers of cheating: suspension, a failing grade, and a permanent mark on your record. But Alex argues, "I need to pass this project, or I'm failing the class. I can't afford to repeat junior year. My family is counting on me to graduate next year so I can help run the family business full-time. They can't do it without me."

Taylor, who usually does well academically, chimes in, "Honestly, I need this grade too. I've already got early acceptance into the State University, and I need to maintain a B average. This project has to get done well so I don't have to make other plans for college." Taylor sees this as a way to preserve their mental health and focus on their future.

Jamie, who is usually the most honest, hesitates before saying, "Look, I'm on an academic scholarship for cross-country, and if I lose this, I can kiss my dream of running in college goodbye. I don't like this either, but I can't take a hit to my GPA. I can't lose my future over one project."

STAR Decision-Making Model:

STOP

The pressure builds as all eyes turn to you. You've worked hard to build a reputation as a leader and an ethical student. You know the potential fallout for cheating is disastrous for everyone involved, but you also know that rejecting the plan could isolate you from the group and damage the friendships you've made.

Practice: List the ethical issues and stakeholders present in the case study. What are at least three solutions you have in this situation?

Potential Ethical Issues	Potential Stakeholders
Academic Integrity: Using someone else's work without permission is plagiarism, which violates the school's code of conduct.	You: Your decision will affect your academic record, personal values, and relationships with your friends.
Fairness: Submitting a copied report is unfair to other students who put in genuine effort to complete their own work.	Alex: Suggests copying the report and may face consequences if the group gets caught.
Honesty: Cheating contradicts values of honesty, potentially harming your reputation and future credibility.	Taylor and Jamie: They agree with Alex's idea and could be implicated if the group cheats and is found out.
Trust: Your group may rely on you to participate in the unethical behavior, testing your loyalty and integrity.	Your History Teacher: Will assume the report is your original work and will grade it based on that assumption.
Consequences of Cheating: Getting caught could lead to severe academic penalties, including a failing grade or suspension.	Other Students: The rest of the class might feel cheated if your group earns a high grade unfairly.
Personal Responsibility: There's pressure to make an ethical decision under time constraints, with the temptation to take an easy shortcut.	The School: The integrity of the institution is at stake, as plagiarism undermines academic standards.

Solutions could include:

- **Refuse to Participate in the Cheating:** You could insist on writing the report from scratch, even if it means more work or tension within the group.
- **Confront the Group and Suggest an Alternative:** You could propose dividing up the work and finishing the report together in the remaining time, without resorting to cheating.
- **Go Along with the Plan to Cheat:** You might choose to copy the report with your group, but risk academic penalties and personal guilt if you are caught.

STAR Decision-Making Model:

STOP

- **Report the Cheating to a Teacher:** You could anonymously inform the teacher about the group's plan, protecting academic integrity but potentially damaging your relationships with your group members.
- **Compromise by Rewriting the Report:** You could suggest using the report as a source of inspiration but insist on fully rewriting and citing it to avoid direct plagiarism, though this still involves questionable ethics.

ENGAGE: OPTIONAL ACTIVITIES

Stakeholder Mapping

Supplies:

- Large poster boards/whiteboards or mind-mapping apps (e.g., Padlet, Miro)
- Markers or digital devices

Instructions:

1. Instruct students to draw themselves in the center of the poster board (or the digital tool of choice).
2. Encourage students to draw as many people, places, and things as possible that their actions affect all around them.
3. Have students draw lines connecting them to stakeholders, illustrating the relationships and influences.
4. Finally, encourage students to connect stakeholders with one another, indicating how other stakeholder groups might affect each other.
5. Ask each group to present their stakeholder maps to the class, discussing key differences or overlaps in how they view their networks.

Purpose: This activity helps students practice identifying who their actions and decisions affect and seeing the web of people and places that are influenced by their decisions. Group presentations allow for discussion of different perspectives.

Ethical Role Play

Instructions:

1. Divide students into pairs or small groups (no more than four).
2. Provide each group with a set of prewritten ethical dilemmas (related to school, personal life, or current events) or allow them to create their own. Each group should choose a dilemma and prepare a three-minute role play to showcase the situation.
3. Once prepared, have groups or pairs find a partnering group.

STAR Decision-Making Model:

STOP

4. Encourage groups to take turns presenting their role play. For the group that is not presenting, have them describe the scenario they see, identifying the ethical issues and stakeholders.
5. The observing group must produce three actions the characters in the role play could take to move forward in the scenario.
6. Have the roles reversed so the observing group presents their role play.
7. Following both role plays, have a class-wide reflection where students discuss which ethical issues stood out the most and what alternative actions were suggested.

Purpose: This activity gives students practice in identifying multiple actions they could take when faced with an ethical dilemma and allows them to view the dilemma from multiple perspectives. Peer feedback will help students deepen their understanding of ethical decision-making.

This facilitation guide introduces students to the first step of the STAR Decision-Making Model. Through personal reflection, group discussions, and activities, students will develop the ability to recognize ethical dilemmas, identify stakeholders, and craft creative solutions in the face of difficult situations.

STAR Decision-Making Model: TEST

This curriculum is the third in a series designed to help students cultivate critical ethical decision-making skills. In this video, students will explore the second step of Clemson University's STAR Decision-Making Model and learn to test potential solutions to an ethical dilemma using six ethical tests.

OBJECTIVES

- Introduce and practice using the Test step of Clemson University's STAR Decision-Making Model.
- Understand six ethical tests to utilize when weighing solutions in an ethical dilemma.
- Practice testing solutions and identifying the most ethical paths forward in an ethical dilemma.

WATCH: STAR DECISION-MAKING MODEL: TEST

Instructions:

1. Introduce the video by asking students to reflect on how they know that a solution is "good."
2. Distribute STAR Decision-Making Model: Test Student Worksheet. Have students complete the *Guided Notes* section as you watch the video.
3. After watching, have students complete the *Personal Reflections* and *Case Study* portion of the Student Worksheet.

ANSWERS TO THE GUIDED NOTES:

The second step in the *STAR Decision-Making Model* is **Test**.

The STAR Model offers six **ethical tests** for you to think through:

- The **Harm** Test: Does this solution do more **harm** than the other solutions?
Example: If I confront my friend about lying, will this solution do less harm than the alternative solutions I have come up with?
- The **Legality** Test: Is this solution **legal**?
Example: Am I allowed to do this according to the law or school rules?
- The **Precedent** Test: Does this solution set a good **precedent**?
Example: If I let bad behavior go unnoticed, would this create a problematic situation in the future?
- The **Respect** Test: What would someone you hold in high regard **think** if they learned about this potential solution?
Example: Would my teacher, parent, or coach approve of my decision?
- The **Golden Rule** Test: Is this a good solution if I were adversely affected by it?
Example: If the solution I am considering creates a disadvantage for another person, would that person think this was a fair solution?

STAR Decision-Making Model:

TEST

• The **Peer or Colleague** Test: What would my **peers or friends** say when I describe my problem and suggest this as my solution?

Example: If I shared this solution with a close friend who had my best interests at heart, would he or she agree that is a good solution?

You should run any solution through **at least three** of these ethical tests, but it is best to use **six** tests.

DISCUSS: STUDENT WORKSHEET REFLECTIONS

Discuss the *Personal Reflections* portion of the worksheet. Feel free to use age appropriate personal examples from your own experience as they apply.

1. Can you think of a time when you asked yourself one of the questions in the ethical tests before? If so, which question and why did you ask it?

Example: I once thought about whether my action would harm others before making a decision.

2. How do you think that question helped you make your decision?

Example: I realized that my action would hurt my friend, so I chose not to do it.

3. Who would you ask to help you resolve the Respect Test? The Peer or Colleague Test?

Example: For the Respect Test, I would ask my teacher, and for the Peer Test, I would ask my best friend.

Discuss the Case Study portion of the worksheet.

You're in your junior year at East High School, working on a group project for your Advanced English class with three classmates: Alex, Taylor, and Jamie. The project is due in two days and counts for 30% of your final grade. Everyone is feeling the pressure, but for different reasons. During a late-night study session at Taylor's house, the group reaches a breaking point.

Alex, who has struggled with his grades all semester due to his increased responsibility within his family's business, pulls out a well-written report they found online and says, "We could use this. No one will know, and it'll save us a ton of time. We can just tweak it enough to make it look like ours."

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STAR Decision-Making Model:

TEST

Taylor, who usually does well academically, chimes in, “Honestly, I need this grade too. I’ve already got early acceptance into the State University, and I need to maintain a B average. This project has to get done well so I don’t have to make other plans for college.” Taylor sees this as a way to preserve their mental health and focus on their future.

Jamie, who is usually the most honest, hesitates before saying, “Look, I’m on an academic scholarship for cross-country, and if I lose this, I can kiss my dream of running in college goodbye. I don’t like this either, but I can’t take a hit to my GPA. I can’t lose my future over one project.”

The pressure builds as all eyes turn to you. You’ve worked hard to build a reputation as a leader and an ethical student. You know the potential fallout for cheating is disastrous for everyone involved, but you also know that rejecting the plan could isolate you from the group and damage the friendships you’ve made.

Practice: Use a decision matrix to compare at least three of your proposed solutions from the previous guide across at least three ethical tests. Encourage students to test more than three potential solutions as time permits. (Note: students listed potential solutions in the previous Student Worksheet).

- **Harm Test** – Does this solution do less harm than the alternatives?
- **Legality Test** – Is this solution legal?
- **Precedent Test** – Does this solution set a precedent, which, while the outcome in this fact pattern may not be problematic, would create a dramatically different outcome in another fact pattern?
- **Respect Test** – What would someone you respect or hold in high regard say if he or she learned of this solution?
- **Golden Rule Test** – Would I still think the choice of this solution is good if I were one of those adversely affected by it? How would I want to be treated?
- **Peer or Colleague Test** – What do my peers or colleagues say when I describe my problem and suggest this solution as my solution?

	Harm	Legality	Precedent	Respect	Golden Rule	Peer or Colleague
Solution 1						
Solution 2						
Solution 3						
Solution 4						
Solution 5						

STAR Decision-Making Model:

TEST

ENGAGE: OPTIONAL ACTIVITIES

Creating an Ethical Compass

Supplies:

- Blank sheets of paper or cardstock (one per student)
- Colored markers, pens, or pencils
- Rulers
- Compasses (for drawing circles, optional)
- Stickers or decorative items (optional)
- Example images of compasses (printed or projected)

Instructions:

1. Begin by discussing the concept of a moral or ethical compass, explaining that just as a physical compass point north, an ethical compass points students toward their personal values and principles when making decisions.
2. Ask students to take a few minutes to think about the values and principles that are important to them and encourage students to write down at least four to six values or principles that resonate with them personally.
3. Provide students with a blank sheet of paper or cardstock. If available, students can use a compass tool to draw a circle in the center of their paper, representing the main body of their ethical compass.
4. Students will divide the circle into sections, similar to a pie chart, with each section representing one of their personal values or principles. In each section, students write the name of the value or principle and, if desired, add a brief description or symbol representing that value.
5. Encourage students to use colors, markers, and decorations to personalize their ethical compass.

Purpose: This activity helps students identify and reflect on the personal values and principles that guide their decision-making process as well as provide students a visual reminder for their decision-making. In the video, we will discuss six tests for decision-making to add to their toolkit when facing an ethical dilemma.

STAR Decision-Making Model: TEST

Testing the Ethical Spectrum

Instructions:

1. Partition the room into six sections, one representing each of the ethical tests.
2. Read the following scenarios aloud and ask students to decide what they would do, positioning themselves in the section of the room accompanying the test they would be most likely to use in the situation.
3. Once everyone is in place, have a few students share what they would do, and how they would use their selected test to come to that conclusion.

Example scenarios:

- You find out your best friend is cheating on a test.
- A classmate is being bullied online, and you have the power to stop it.
- You see someone steal from a locker.
- A friend asks you to lie to their parents about where they were.
- You accidentally receive an extra dish at a restaurant you did not pay for.
- Your group project partner does none of the work but wants equal credit.
- You overhear someone planning to spread a harmful rumor.
- A friend is struggling with a personal issue and asks you to keep it secret, but it could lead to harm.
- You are tempted to use someone else's work in an essay due tomorrow.
- A new student is being excluded from social groups.

Purpose: The purpose of this activity is to help students actively engage with different ethical tests by physically positioning themselves based on the ethical principles they believe apply to various scenarios. This exercise encourages critical thinking and discussion about ethical decision-making processes in real-life situations.

This facilitation guide equips students with practical tools for ethical decision-making by exploring the STAR Decision-Making Model and six ethical tests. By integrating personal values into their decision-making process and applying these tests to real-life scenarios, students will enhance their ability to navigate ethical dilemmas with greater confidence and clarity.

STAR Decision-Making Model:

ACT & REFLECT

This curriculum is the fourth in a series designed to help students cultivate critical ethical decision-making skills. In this video, students will explore the third and fourth steps of Clemson University's STAR Decision-Making Model and learn to act on their decisions and reflect on the consequences of their decisions to foster personal and professional growth.

OBJECTIVES

- Apply the Act step of the STAR Decision-Making Model to make informed, ethical decisions.
- Use the Reflect step to analyze decisions and learn from the outcomes.
- Develop ethical leadership skills by reflecting on experiences and applying lessons to future dilemmas.

WATCH: STAR DECISION-MAKING MODEL: TEST

Instructions:

1. Before watching the video, ask students to recall a time when they had to show courage in a difficult situation. Have them write down initial thoughts about lessons they learned from that experience.
2. Distribute **STAR Decision-Making Model: Act & Reflect Student Worksheet**. Have students complete the *Guided Notes* section as you watch the video.
3. After watching, have students complete the *Personal Reflections* and *Case Study* portion of the **Student Worksheet**.

ANSWERS TO THE GUIDED NOTES:

The third step in the *Clemson University STAR Decision-Making Model* is **Act**.

We can use the **ethical tests** as a lens to gain insight into a dilemma, then decide which **solution** we will pursue, and act upon that decision.

The last step in the *Clemson University STAR Decision-Making Model* is **Reflect**.

In the Reflect step, you should:

- Take **responsibility** for the outcomes of your decision.
- Pause to reconcile what you expected to happen with what the actual **outcomes** were.
- Reflect on what you've **learned** from the process.
- **Adapt** and modify your decision-making skills to achieve the most positive results possible in the future.

STAR Decision-Making Model:

ACT & REFLECT

DISCUSS: STUDENT WORKSHEET REFLECTIONS

Discuss the *Personal Reflections* portion of the worksheet.

1. What could go wrong if someone fails to follow through with the action they have chosen to take?

Example: If I do not carry out the ethical solution, it might damage my trust with others, or the problem might get worse.

2. When has reflection helped you to improve in another aspect of your life?

Example: After reflecting on a time I was unprepared for a test, I learned to better manage my study schedule.

Discuss the *Case Study* portion of the worksheet.

You're in your junior year at East High School, working on a group project for your Advanced English class with three classmates: Alex, Taylor, and Jamie. The project is due in two days and counts for 30% of your final grade. Everyone is feeling the pressure, but for different reasons. During a late-night study session at Taylor's house, the group reaches a breaking point.

Alex, who has struggled with his grades all semester due to his increased responsibility within his family's business, pulls out a well-written report they found online and says, "We could use this. No one will know, and it'll save us a ton of time. We can just tweak it enough to make it look like ours."

You feel uneasy. You know the dangers of cheating: suspension, a failing grade, and a permanent mark on your record. But Alex argues, "I need to pass this project, or I'm failing the class. I can't afford to repeat junior year. My family is counting on me to graduate next year so I can help run the family business full-time. They can't do it without me."

Taylor, who usually does well academically, chimes in, "Honestly, I need this grade too. I've already got early acceptance into the State University, and I need to maintain a B average. This project has to get done well so I don't have to make other plans for college." Taylor sees this as a way to preserve their mental health and focus on their future.

Jamie, who is usually the most honest, hesitates before saying, "Look, I'm on an academic scholarship for cross-country, and if I lose this, I can kiss my dream of running in college goodbye. I don't like this either, but I can't take a hit to my GPA. I can't lose my future over one project."

STAR Decision-Making Model:

ACT & REFLECT

The pressure builds as all eyes turn to you. You've worked hard to build a reputation as a leader and an ethical student. You know the potential fallout for cheating is disastrous for everyone involved, but you also know that rejecting the plan could isolate you from the group and damage the friendships you've made.

Practice: Based on the solutions you have proposed and tested for this scenario, decide which one you would carry out and explain why it is the preferred choice.

Note: This will be the solution they identify that passes the most tests!

Practice: In thinking through your chosen solution, refer to your list of stakeholders and determine which of them may still be negatively impacted. How would you address the consequences that stakeholders may face moving forward? (*Note: the following impacts are not exhaustive, but below are the following you could identify*)

Potential Stakeholders	Potential Impact
You: Your decision will affect your academic record, personal values, and relationships with your friends.	Your grades, integrity, reputation, and friendships may be at stake.
Alex: Suggests copying the report and may face consequences if the group gets caught.	Alex's personal values and leadership skills may be at stake.
Taylor and Jamie: They agree with Alex's idea and could be implicated if the group cheats and is found out.	Taylor and Jamie could fall victim to bystander effects risking their grade and reputation for an idea not their own.
Your History Teacher: Will assume the report is your original work and will grade it based on that assumption.	Your History Teacher's effectiveness and quality of teaching is diminished by those who do not follow the assignment's design.
Other Students: The rest of the class, who might feel cheated if your group earns a high grade unfairly	Other Students' learning and assessment are compromised with other groups have unfair advantages.
The School's integrity is at stake, as plagiarism undermines academic standards.	The School: risks both reputation and accreditation if students do not learn fairly and honestly.

STAR Decision-Making Model:

ACT & REFLECT

ENGAGE: OPTIONAL ACTIVITIES

Freeze

Supplies:

- Freeze Cards (Appendix A)
- A timer or stopwatch

Instructions:

1. Select two students to act out a scene where each holds a corresponding Freeze Card (Appendix A) with an ethical dilemma. Neither student will know the other assigned student's scenario.
2. The actors will begin their scene, attempting to interact with each other to resolve their dilemmas without knowing one another's ethical challenge.
3. The audience should observe and try to identify the ethical issues present in the scene.
4. After sixty to ninety seconds, the instructor should say "Freeze." The audience will then describe the situation they observed and discuss how they might resolve it.
5. After the discussion, the actors reveal their assigned roles, and two new students are selected to begin a new scenario.

Purpose: This activity helps students practice the Act step of the STAR Decision-Making Model by simulating real-life ethical dilemmas. It encourages critical thinking about how decisions are carried out and prepares students for the reflective process that follows.

Decision Dominoes

Supplies:

- Index cards or small slips of paper
- Pens or markers
- A large poster board or whiteboard
- Sticky notes
- Optional: Dominoes (physical set for demonstration)

Instructions:

1. Begin by explaining the concept of the "Domino Effect," how one action can set off a chain reaction of events, similar to how pushing the first domino causes the others to fall.
2. Discuss how decisions work similarly; one choice can lead to multiple outcomes, impacting not only the decision-maker but also others.

STAR Decision-Making Model:

ACT & REFLECT

3. Hand out index cards or slips of paper to each student. Ask them to think of a recent decision they made that had a noticeable impact on their day, week, or year.
4. On the first card, they should write the decision they made (e.g., “I chose to stay up late studying instead of sleeping”).
5. On the next few cards, have them write the subsequent events or consequences of that decision (e.g., “I was tired the next day,” “I did well on the test,” “I missed hanging out with friends”). Encourage them to think deeply about both positive and negative outcomes, with one event per card.
6. Once they have several cards representing the chain reaction of their decision, ask them to arrange the cards in a domino-like line on their desks.
7. Provide sticky notes and ask each student to write down one key reflection from the activity. It could be a lesson they learned, a new perspective they gained, or an alternative decision they would consider in the future.
8. On a large poster board or whiteboard, draw a large domino or create a “Decision Dominoes Wall.” Have students place their sticky notes on the board, creating a visual display of reflections.
9. Encourage a few students to share their decision domino chains and reflections with the class.

Purpose: This activity helps students visualize how their decisions have ripple effects and connects the reflection process back to ethical decision-making, emphasizing how the STAR Model’s Act and Reflect steps work together.

This facilitation guide equips students with practical tools for personal reflection by using the STAR Decision-Making Model Act and Reflect steps. By challenging students to identify the most ethical solution and encouraging them to take responsibility for the anticipated and unanticipated outcomes, students will enhance their ability to grow when encountering ethical dilemmas.

Appendix A:

Freeze Scenarios

Actor 1 Scenario	Actor 2 Scenario
You accidentally sent an affectionate text meant for your partner to a co-worker, and now you are trying to figure out how to salvage the situation without letting on that you made a mistake.	You receive a revealing and affectionate text from a co-worker who you have a crush on for months. You are excited, and decide it is your chance to ask them out on a date.
You are coming out of first hour class where your teacher gave a pop quiz. You are passing your best friend who is going into second hour with the same teacher and the same subject.	You see your friend coming out of first hour and you ask what they did during class.
You see the person your friend has been talking to for a few months hanging out with someone else at a favorite restaurant on a Friday night. It becomes clear the encounter is likely a date.	Your friend looks worried about something, so you ask what is wrong.
You promised your best friend you would attend their big art gallery opening this Friday which has been on your calendar for months. However, a major investor in your startup is throwing a private networking event the same night and has all but promise high funding if you attend.	You have been planning your gallery opening this Friday for months and you are excited to share your work. You strike up a conversation with your best friend, sharing all the details and asking them to get there early to help you set up for the event.
You have started noticing that your partner is avoiding certain conversations and being distant at home. You hear from your partner's coworker that their boss is leaving, and you are shocked. Today you decide to bring up the issue and ask what is going on.	You have just found out that your boss is planning to leave, and they want you to be promoted to fill their role. This is a big promotion; you are sure your partner would encourage you to take the role with the increased pay. However, you are not sure you are ready for the responsibility. You do not want to tell your partner until you have clarity about the decision.
You are planning to resign from your job because you have landed an offer at a top firm. However, the company is in the middle of preparing for a major product launch, and you are needed on the team. You decide to chat with your project manager, trying to glean information about the length of the product launch without revealing your new job offer.	As a project manager, you sense that one of your most talented team members is disengaged. They approach you for a conversation in which you are hoping to learn more about why they might be feeling off.

Appendix A:

Freeze Scenarios

Actor 1 Scenario	Actor 2 Scenario
<p>You just got a high-profile promotion, but you know that your friend, who works in the same department, was also vying for the role. As this is not public yet, you do not want to be the one to break the news.</p>	<p>You have applied for a promotion at work and are waiting to hear back. In the meantime, you get offered the role of a lifetime at a rival company. Your friend, who also applied for the same promotion as you, has long dreamed at working at the competitor. You want to talk to them about the status of the internal promotion opportunity, without revealing your new offer.</p>
<p>While grabbing coffee, you overhear one of your direct reports from your marketing team making snide remarks about a co-worker's recent presentation. You decide to approach them to ask their perspective on the presentation, not revealing you heard their negative comments.</p>	<p>You made a joke about one of your co-worker's mistakes in their recent presentations while chatting with another team member at a coffee shop. You then notice your manager in the store. They walk over and ask you for feedback on the co-worker's presentation.</p>
<p>Your birthday is in two weeks, and your best friend has been distracted, absent-minded, and has not mentioned making any plans to celebrate. Frustrated, you decide to approach your friend about what has been going on.</p>	<p>You have been stressed out trying to plan a surprise party for your best friend's upcoming birthday. Your friend approaches you and you can tell she is frustrated, but you do not want to reveal your secret.</p>
<p>You agreed to house-sit for your friend while they went on vacation, but their dog destroyed a vintage chair and made a huge mess. You decided to flip the cushions and cover it with throw pillows, but it does not look the same. Your friend returns from vacation, and you are not sure what to tell them.</p>	<p>You are coming home from a long vacation and expect your house to be in good condition after your friend offered to house-sit. As you arrive, you notice something seems off, but you are not sure what. You ask your friend about how the stay was.</p>

STAR Decision-Making Model: Ethical Dilemmas in Action

This curriculum is the fifth and final in a series designed to help students cultivate critical ethical decision-making skills. In this last video, students will apply all steps of the STAR Decision-Making Model: Stop, Test, Act, and Reflect, when approaching ethical dilemmas. By working through a real-world example and engaging in group discussions and activities, students will enhance their ability to analyze ethical challenges, make informed decisions, and reflect on the outcomes to prepare for ethical leadership roles.

OBJECTIVES

- Teach students how to approach ethical dilemmas by using all four steps of the STAR Decision-Making Model.
- Encourage students to critically evaluate potential actions.
- Foster students' ability to reflect on the impact of their decisions and learn from the outcomes for future ethical challenges.
- Prepare students to apply the STAR Model in complex, real-world opportunities, like the Ina B. Durham Annual High School Ethics Case Competition.

WATCH: STAR DECISION-MAKING MODEL: TEST

Instructions:

1. Introduce the video by asking students to reflect on a time they made a great decision. Have them write down initial thoughts about lessons they learned from that experience.
2. Distribute **STAR Decision-Making Model: Approaching an Ethical Dilemma Student Worksheet**. Have students complete the Guided Notes section as you watch the video.
3. After watching, have students complete the Personal Reflections and Case Study portion of the **Student Worksheet**.

ANSWERS TO THE GUIDED NOTES:

What is the ethical dilemma?

You have accidentally **backed into your neighbor's car** while driving your parents' vehicle. The repair for the car could cost thousands, and your parents have been clear that an accident you caused would mean **suspension of your driving privileges** and would require you to cover the costs of repairs and the increase in car insurance. If you don't report it, you know there are **surveillance cameras** in the area, but it's unclear whether they've captured the incident. In that case, leaving the scene could lead to criminal charges for **hit-and-run** if you're caught. If you do report the accident, though, the costs could dramatically reduce your college savings you have worked hard to grow. In this situation, you, your family, your neighbor, and your community have a lot to lose. What would you do?

STAR Decision-Making Model: Ethical Dilemmas in Action

Who are some stakeholders?

- Your **neighbor**, who could suffer financially if they don't know who caused the damage.
- Your **family**, who may face higher insurance costs.
- **Yourself**, as your future financial stability and driving privileges are at risk.
- The broader **community**, which relies on honesty and accountability to function well.

What are three possible solutions?

- **Confess the situation** to your neighbor and take full legal and financial responsibility.
- **Report the accident** to the authorities anonymously.
- **Say nothing**, hoping the cameras didn't capture the incident and no one finds out.

Fill in the decision matrix for the scenario below.

	Legality	Golden Rule	Precedent	Harm
Tell Your Neighbor	✓	✓	✓	—
Report Anonymously	✓	✗	✗	—
Ignore the Situation	✗	✗	✗	✗

Which solution does the video suggest you should act out?

- A) **Solution 1**
- B) Solution 2
- C) Solution 3

What are some questions that would help you reflect on the outcomes of this dilemma:

- Did taking **responsibility** help you grow?
- Did you maintain your integrity while facing the **consequences**?
- What are your next steps to work toward **financial success** after paying the increased **insurance** or **fines**?

STAR Decision-Making Model: Ethical Dilemmas in Action

DISCUSS: STUDENT WORKSHEET REFLECTIONS

Discuss the *Personal Reflections* portion of the worksheet.

1. What types of ethical dilemmas do you think you might encounter in the future?

Example: Facing peer pressure in college, such as being encouraged to cheat or to ignore harmful behavior.

2. Which step of the STAR Model do you think would be the hardest to put into practice? Why?

Example: The Act step might be the hardest because acting on an ethical decision can require courage and may result in uncomfortable situations.

ENGAGE: OPTIONAL ACTIVITIES

STAR Model Quiz Show

Supplies:

- Pre-prepared questions based on the STAR Decision-Making Model (Appendix B)
- Buzzers (or alternatives like raising hands, clapping, etc.)
- Scoreboard
- Timer or stopwatch
- Small prizes or rewards (optional)

Instructions:

Divide students into small teams (two to four students per team)

1. Set up a game-show style activity, where each team has a way to “buzz in” (using buzzers, raising hands, or other signals).

2. Explain the rules:

- a. You will ask questions based on the Clemson University STAR Decision-Making Model.
- b. Teams must buzz in as quickly as possible when they know the answer.
- c. The first team to buzz in gets the chance to answer. If they answer correctly, they score a point. If they answer incorrectly, other teams can buzz in to answer instead.
- d. After each question, briefly explain the correct answer and how it relates to the STAR Model to reinforce understanding.

3. Keep track of team points on a scoreboard.

4. At the end of the quiz, tally the points, and optionally, reward the winning team with a small prize or recognition.

Purpose: This quiz show activity engages students by encouraging fast thinking and teamwork while reinforcing their understanding of the STAR Decision-Making Model.

STAR Decision-Making Model: Ethical Dilemmas in Action

Practice with Ethical Dilemmas

Supplies:

- Ethical Dilemma Cards (Appendix C)
- A timer or stopwatch

Instructions:

1. Divide students into pairs or small groups. Provide each group with an Ethical Dilemma Card (Appendix C). These cards should have scenarios that reflect real-world challenges students might face, similar to the retail theft example in the video.
2. Ask each group to work through the scenario using the STAR Decision-Making Model:
 - a. Stop: Identify the ethical problem, stakeholders, and brainstorm at least three possible solutions.
 - b. Test: Apply the ethical tests (Harm, Legality, Precedent, etc.) to each solution.
 - c. Act: Select the most ethical solution based on the tests and explain why.
 - d. Reflect: Discuss how they would reflect on the decision after acting and what lessons they might learn.
3. After ten minutes, have each group present their scenario and solution to the class, explaining how they applied the STAR Model.

Purpose: This activity allows students to practice using all the steps of the STAR model in a real-life scenario, helping them develop the skills needed to make informed and ethical decisions.

This facilitation guide equips students to recognize how the STAR Decision-Making Model can help them approach future ethical dilemmas with confidence and clarity. As you conclude the final session:

1. Remind students that ethical leadership requires practicing the steps of Stop, Test, Act, and Reflect, and that this process is key to making responsible decisions.
2. Highlight the upcoming Ina B. Durham Annual High School Ethics Case Competition and encourage students to participate by finding a partner and a faculty advisor, applying what they have learned in a challenging, real-world scenario. (learn more at <https://www.clemson.edu/ethics/programs/highschoolcasecompetition/index.html>)
3. End by asking students to think of one personal goal related to ethical decision-making and share it with a classmate. This could be a commitment to use the STAR Model the next time they face a tough decision.

This curriculum emphasizes the importance of approaching ethical dilemmas methodically using the STAR Decision-Making Model. By applying this model in real-life situations, students will develop the skills to make informed, ethical decisions and reflect on their outcomes, preparing them for leadership roles in their schools and communities.

Appendix B:

Ethics Quiz Game Questions

Q: This STAR Model step involves recognizing the ethical issues, identifying those impacted, and generating possible solutions. Which step is this?

A: Stop

Q: What test involves asking, “What impact does this solution have on others, and does it minimize negative consequences compared to other possible solutions?”

A: Harm Test

Q: In this STAR Model step, you apply ethical tests to evaluate possible solutions. Name this step.

A: Test

Q: This test asks, “Would I want to be treated the same way if I were negatively affected by this decision?”

A: Golden Rule Test

Q: After you have made a decision and acted on it, you analyze the results and assess what you’ve learned. Which STAR Model step does this describe?

A: Reflect

Q: This test ensures that your decision complies with the law. What is the name of this test?

A: Legality Test

Q: During this STAR Model step, you brainstorm at least three possible solutions to the ethical problem. What is the name of this step?

A: Stop

Q: You consider whether your choice sets a pattern that might lead to problematic results in other situations. What is the name of this test?

A: Precedent Test

Appendix B:

Ethics Quiz Game Questions

Q: This test asks, “How would someone you deeply admire or hold in high regard view your potential decision?”

A: Respect Test

Q: After evaluating your solutions, you follow through on your choice. Name this step of the STAR Model.

A: Act

Q: You ask a trusted group for feedback on your proposed solution to see if they agree with your course of action. Which test is this?

A: Peer or Colleague Test

Q: This test requires you to compare how much harm your decision could cause relative to the alternatives. What is this test called?

A: Harm Test

Q: After making a decision, you look back at how it played out and evaluate whether it matched your expectations. What is this step of the STAR Model called?

A: Reflect

Q: Which test asks you to consider whether your decision might have unintended consequences in the future due to the precedent it sets?

A: Precedent Test

Q: What test asks, “Is this action in line with what is legally allowed?”

A: Legality Test

Appendix C:

Ethical Dilemma Cards

1. Alex, the president of the Environmental Science Club at Lincoln High School, is organizing a presentation for the city-wide Go Green Expo. Sarah, a team member, contributed minimally but insists on having her name on the presentation credits. Alex fears that denying her request might ruin their friendship, especially since Sarah is going through a tough time at home, but allowing it feels unfair to the others who worked hard. Use the Clemson University STAR Decision-Making Model to determine how you would advise Alex on what to do.

2. Jasmine, a cashier at Bean's Café notices that Marcus, a fellow employee, often leaves work 30 minutes early without clocking out. Their manager, Mr. Thompson, is unaware of this, and Jasmine is concerned that reporting Marcus might cause workplace tension, especially since Marcus is struggling with personal issues and needs the job. Ignoring the issue means taking on his extra duties and feeling resentful. Use the Clemson University STAR Decision-Making Model to determine how you would advise Jasmine on what to do.

3. Noah volunteers every Saturday at Paws & Claws Animal Shelter with his friend Emily and other classmates. He overhears Emily making derogatory remarks about another volunteer, Rachel, who is known for her dedication. Reporting Emily might damage their close-knit friend group and jeopardize the supportive environment at the shelter, where Rachel is already facing social isolation. Use the Clemson University STAR Decision-Making Model to determine how you would advise Noah on what to do.

4. Emma, a member of the student council at Oakwood High, is voting on a proposal to ban single-use plastics at school events, including the upcoming Homecoming Dance. Many seniors are upset because they find it inconvenient and are questioning Emma's commitment to their traditions. Emma is also worried that supporting the ban might make her a target for ridicule in her last year of high school. Use the Clemson University STAR Decision-Making Model to determine how you would advise Emma on what to do.

5. During finals week, Liam's friend David admits that he used his smartphone to look up answers during the AP U.S. History exam. David fears severe consequences if caught, including failing the exam and being kicked off the football team, which could affect his college prospects and scholarship. Liam also feels torn because David is facing family issues and might not handle further stress well. Use the Clemson University STAR Decision-Making Model to determine how you would advise Liam on what to do.

Appendix C:

Ethical Dilemma Cards

6. Maya applied for the Community Leadership Scholarship at Crestwood High, which requires 50 documented volunteer hours. She reported 55 hours, but she truthfully only completed 40 hours. She has been selected as a finalist for the scholarship, which her family is eagerly anticipating as a significant achievement. Accepting it could prevent another deserving student from receiving the award and might cause guilt and family tension if the truth comes out. Use the Clemson University STAR Decision-Making Model to determine how you would advise Maya on what to do.

7. Diego has been fundraising for the Kids First Foundation through his high school's Key Club. Recently, the foundation's director, Ms. Karen Lewis, has been accused of embezzling \$10,000 from donation funds. Diego must decide whether to continue fundraising for the foundation while the investigation is pending, knowing that doing so might impact his reputation and the support of his peers if the allegations prove true. His family and friends have a close connection to the charity, adding to the emotional weight of his decision. Use the Clemson University STAR Decision-Making Model to determine how you would advise Diego on what to do.

8. At the Spring Spectacular Gala, organized by the Drama Club, Casey discovers that Olivia, the treasurer, has spent \$500 of the event's funds on personal expenses for her costume collection. Reporting Olivia could result in canceling their spring musical, "The Phantom of the Opera," and hurt Olivia's reputation, who is already dealing with academic pressures. Ignoring it might lead to further misuse of funds and disappointment among club members who worked hard on the event. Use the Clemson University STAR Decision-Making Model to determine how you would advise Casey on what to do.

9. Ava, a member of the yearbook committee at Greenfield High School, finds out that a group of students has been using a private chat to spread false and hurtful rumors about Taylor, one of their classmates. Some of these rumors are reflected in the yearbook's Senior Superlatives section, which Taylor's family eagerly awaits. Ava fears that addressing the issue might cause division among friends and hurt Taylor's feelings, who is already feeling excluded and isolated. Use the Clemson University STAR Decision-Making Model to determine how you would advise Ava on what to do.

10. Jacob, a senior at Jefferson High School, is asked to join the student council to debate the construction of the Riverside Factory, which promises to create two hundred new jobs. However, the factory may increase air pollution in the area, affecting his family's health and the community's environment. Jacob's parents support the factory for its new job opportunities, while environmental groups and some of his friends oppose it, creating a personal and social conflict. Use the Clemson University STAR Decision-Making Model to determine how you would advise Jacob on what to do.