

Making Ethical Decisions

Lesson Objective:

Students will learn how to make ethical decisions by considering the impact of their choices on others and thinking about fairness. They will practice decision-making that reflects consideration for the group as a whole.

Materials Needed:



- Copy of Chapter 20, *Making Ethical Decisions*
- Pencils and markers
- S.T.A.R. Strategy Poster
- Ethical Decisions Worksheet
- Home Connection Letter

Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Begin with a brief discussion on ethical decisions.

Greeting and Circle Time Teacher Script

Warm Welcome and Opening Discussion:

- “Good morning, class! Today, we’re going to talk about making ethical decisions. Who can tell me what they think an ethical decision is?”
(Allow students to share their ideas.)
- “An ethical decision is one where we think about what’s right and fair, not just for ourselves, but for everyone involved. Sometimes these decisions can be tricky because what’s best for one person might not be best for someone else.

Read the Chapter (15 minutes)

Story Time Outline:



- Read Chapter 20 aloud. Pause at key moments to engage students and make sure they are following the story.
- Ask questions during key parts of the story.

Story Time Teacher Script:

Prepare the Students for the Story:

- Today, we'll learn more about how to make these kinds of decisions as we read chapter 20, *Making Ethical Decisions* from Olli's Superpower Squad."
- (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments.
- **Ask Questions:**
 - What is an ethical decision, according to Ms. Sanchez?
 - Why is it hard for Harriet and Buzz to decide who gets to do the drawing?
 - What role does Bennie play in helping the group make a fair decision?
 - How does Ollie help the group organize the tasks fairly?
 - What does Betty suggest to make sure everyone gets to contribute?
 - How does Sammy's empathy help the group during the project?
 - Why does the group feel proud of their decisions by the end of the project?
 - How does Ms. Sanchez react to the group's teamwork and ethical decisions?
 - What do the characters realize about working together and fairness?
 - How does the group use its individual strengths to make ethical decisions?

Chapter 20: Making Ethical Decisions

It was the end of March, and the school year was moving quickly. The warm weather was returning, and Ollie, Harriet, Bennie, Sammy, Buzz, and Betty had grown even closer as friends through their experiences in fourth grade. They had faced challenges, learned about themselves, and supported each other through it all. But now, they were about to tackle something new: understanding what it meant to make ethical decisions.

One afternoon, Ms. Sanchez stood at the front of the classroom with a thoughtful expression. “Today, class, we’re going to talk about something very important—ethical decision-making.” Harriet, ever energetic, raised her hand right away. “What’s an ethical decision?” she asked, bouncing in her seat.

Ms. Sanchez smiled. “Great question, Harriet. An ethical decision is one where we think about what’s right and fair, not just for ourselves, but for everyone involved. Sometimes, ethical decisions can be tricky because what’s best for one person might not be best for another.” Betty, who loved solving problems, nodded. “So, it’s about thinking about the impact of our choices on other people, not just ourselves?”

“Exactly,” Ms. Sanchez said. “We all have feelings, goals, and needs. An ethical decision takes all of that into account. And today, we’re going to explore how to make ethical decisions in some of the activities we do in class.”

The Group Project Dilemma

Later that day, the class was divided into groups for a new assignment. The students were tasked with creating posters about the environment, but there was a twist—each group had to work together to decide how they would divide the tasks. That’s when things got tricky for Ollie, Harriet, Bennie, Sammy, Buzz, and Betty.

As they sat in a circle discussing the project, Harriet spoke up first. “I want to do the drawing! It’s the most fun part.”

Buzz, who loved being creative, chimed in, “But I want to do the drawing too! I already have some cool ideas.”

Bennie, always calm, noticed that they both wanted the same role. “We can’t all do the same thing,” he pointed out gently. “We need to figure out how to share the work fairly.”

Ollie, the planner, jumped in. “We have to make an ethical decision. It wouldn’t be fair if only one person got to do what they wanted, and someone else didn’t get a chance.”

Sammy, always thoughtful and empathetic, suggested, “What if we think about what’s best for the project, not just what we want to do? Maybe there’s a way to split the tasks in a way that’s fair.”

Betty, the problem-solver, thought for a moment. “What if we divide the drawing into different sections? Buzz and Harriet can each draw one part. That way, they both get to be creative, and we can move forward.”

Harriet, thinking about what Ms. Sanchez had said earlier, nodded. “That’s fair. I don’t need to do the whole drawing—I just want to be a part of it.”

Buzz, usually full of excitement, smiled. “I can work with that. I’ll draw part of it, and Harriet can add her ideas too.”

Using Their Strengths to Make Ethical Decisions

The group continued to work on their project, realizing that ethical decision-making wasn’t always easy, but it was important. Each friend used their personal strengths to help the group navigate their choices fairly.

Ollie, the planner, helped organize the tasks so that everyone had a role that played to their strengths. “Betty, you’re great at solving problems, so why don’t you help us figure out what information we need to put on the poster?”

Betty nodded. “Sure! I’ll research the facts and make sure we’re including everything we need.” Bennie, always steady and calm, offered to handle the writing, knowing that it was a task that needed focus. “I’ll write the captions for the poster. I want to make sure everything is clear and makes sense.”

Sammy, who was always in tune with emotions, made sure everyone felt heard. “I’ll check in with everyone to make sure we’re all okay with how things are going. If anyone feels left out, we can adjust.”

Harriet and Buzz worked together on the drawing, using their creativity to make the poster stand out. “I’ll add the trees and animals,” Harriet said, smiling as she sketched. “And Buzz, you can design the background.”

As they worked, they realized that ethical decisions weren’t just about who got to do what—they were about thinking of others and making sure the project was done in a way that felt right for everyone.

Reflecting on the Decision

When the project was finished, the friends stood back and admired their work. The poster looked amazing, but more than that, they felt proud of how they had worked together. “We made a lot of decisions today,” Ollie said. “And I think we learned how to make them fairly.”

Betty, always thoughtful, added, “It wasn’t just about what we wanted. It was about making sure everyone had a chance to contribute in a way that worked for the group.”

Bennie smiled. “And by dividing the tasks fairly, we made sure that no one felt left out or like they had too much or too little to do.”

Buzz, ever the creative one, grinned. “It was cool to see how we could all share the work. Even though Harriet and I both wanted to draw, we found a way to make it work for both of us.”

Sammy, reflecting on the emotions of the day, nodded. “I think we all felt better once we decided to listen to each other and think about what was fair.”

Ms. Sanchez, who had been watching from across the room, came over to the group. “I’m so proud of how you all handled that project. You made ethical decisions by thinking about fairness and by working together to make sure everyone had a role that suited them.”

The friends smiled, feeling proud of themselves. They had learned that ethical decision-making wasn’t just about what was easiest, it was about thinking of others, being fair, and working together to create something they could all be proud of.

As the end of March approached, they knew that this lesson would stay with them. Whether it was in the classroom, on the playground, or in life, they had the tools—and their personal strengths, to make ethical decisions that would benefit not only themselves but the people around them.

And with that, they walked into the afternoon sun, ready for whatever challenges came next, knowing that by using their strengths and thinking ethically, they could face anything together.

Post-Chapter Teacher Script

- **Teacher:** “Making ethical decisions requires us to think about what is fair and what will work for everyone.”

Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- Why is it important to think about fairness when making decisions?
- How did Harriet and Buzz handle their disagreement over the drawing?
- What did you notice about how the group worked together to solve their problem?

- How do you think it feels to be left out of a decision? How does that affect fairness?
- Why is it important to think about what's best for the group, not just for ourselves?
- Have you ever had to make a decision that affected others? How did you handle it?
- What are some other examples of ethical decisions we might have to make in school?
- How can we use our own strengths to make fair decisions like Ollie's group did?
- What should we do if someone feels like a decision wasn't fair?
- How does thinking about other people's feelings help us make better decisions?

Do an Activity (20 minutes)

- Students will practice making ethical decisions in small groups.

Activity: Ethical Decisions Group Work (20 minutes)

Introduce Activity

"Today, we're going to practice solving real-life problems using something very important, **ethics**.

Ethical decisions are the kinds of choices we make when we're trying to do what's right, fair, and kind—even when the situation is tricky.

I'm going to divide you into small groups and give each group an *Ethical Decisions Worksheet*. Each worksheet has different situations where someone has to make a choice that affects others.

Your group's job is to read each scenario, talk it through, and come up with a solution that feels both **fair** and **ethical**. You'll need to work as a team, listen to one another, and be ready to explain your reasoning.

When we finish, each group will share one of their scenarios and explain why their solution was fair, and what made it hard to decide. Ready to be ethical thinkers?"

Activity Instructions

- Divide students into small groups
- Hand out the Ethical Decisions worksheet (if time is tight, give part 1 to half the groups and part 2 to the other half of the groups).
- Each group will work through the problems and come to an ethical solution about each scenario.
- Upon completion, the groups will share why their solutions are ethical and fair and the challenges they faced in coming to those decisions.

Wrapping it Up



Wrap Up the Lesson (5 minutes)

“Now that you’ve worked through your scenarios, let’s hear what you came up with.

Each group will share **one scenario**, your **ethical solution**, and any **challenges** you faced in making your decision.

As you listen, think about whether you agree or if you’d have made a different choice, and why. Let’s stay respectful, even when we have different opinions.”

Encourage thoughtful presentation and open dialogue. Offer positive feedback for fairness, creative thinking, and respectful disagreement.

“Today, you practiced solving problems by thinking not just about rules, but about **what’s fair, kind, and responsible**.

Sometimes the ‘right’ answer isn’t always the easiest one—and that’s okay. What matters is that you took the time to think about others, to listen, and to make a decision you can stand behind.

That’s what ethical decision-making is all about.”

Review and Reflection Teacher Script

Gather in a Circle for Reflection:



- “Let’s gather in a circle and reflect on what we’ve learned about ethical decision-making.

When it’s your turn, finish this sentence:

‘One thing I learned about making ethical choices is...’

You might reflect on something your group debated, a value you used to guide your thinking, or something that surprised you. You may pass if you prefer not to speak.”

Closing

- “You showed maturity, thoughtfulness, and teamwork today. Keep using your ethical thinking—at school, with friends, and even at home. Every time you ask, ‘What’s fair? What’s kind? What’s the right thing to do?’—you’re making your world a better place.”

Home Connection Letter

Sending Information Home:

- “Before you go, I have a letter for you to take home. class. This week, we worked in small groups to solve real-world dilemmas through an “Ethical Decisions” activity. We applied reasoning and empathy to come up with fair, responsible solutions to situations involving fairness, honesty, and inclusion.”
- Hand out the letters as the children prepare to leave.

Parent Letter

Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson.

Dear Parent(s)/Guardian(s),

Today, your child learned about making ethical decisions.

Through reading Chapter 20 of Ollie's Superpower Squad, they explored how to think about fairness and the impact their choices have on others.

In class, we practiced using these skills by working in small groups and deciding on solutions to different scenarios by making decisions that were fair and ethical.

We encourage you to talk to your child about the importance of making thoughtful, fair decisions and how they can apply these skills at home.

Best Regards,

Ethical Decisions

1. You're working on a class project, and two people want to be the group leader. How do you decide who should lead?

What are the possibilities?

What do you need to consider?

What is your solution, and why is it ethical/fair?

2. There's only one extra seat for the school field trip, but two friends both want to go. What should you do?

What are the possibilities?

What do you need to consider?

What is your solution, and why is it ethical/fair?

3. Your group is picking a game for recess, but some students want to play soccer and others want to play basketball. How can you decide fairly?

What are the possibilities?

What do you need to consider?

What is your solution, and why is it ethical/fair?

4. You're deciding which book to read as a class, but people have different opinions on what they want to read. How do you choose?

What are the possibilities?

What do you need to consider?

What is your solution, and why is it ethical/fair?

5. There's only one set of markers left in the classroom, but two students need them to finish their projects. How can you decide who gets to use them? What's a fair solution?

What are the possibilities?

What do you need to consider?

What is your solution, and why is it ethical/fair?

Ethical Decisions Part 2

6. Your teacher asks you to choose a partner for a class project. One of your friends really wants to work with you, but another classmate who is often left out also asks to be your partner. How can you make a decision that's fair to everyone?

What are the possibilities?

What do you need to consider?

What is your solution, and why is it ethical/fair?

7. You and your friends are planning a movie night, but two different groups want to watch completely different movies. Some want a comedy, while others prefer an action movie. How can you decide fairly which movie to watch?

What are the possibilities?

What do you need to consider?

What is your solution, and why is it ethical/fair?

8. You and your siblings have to divide the chores for the week. Everyone wants to do the easier tasks, like dusting, but no one wants to vacuum or clean the bathroom. How can you divide the chores in a way that's fair for everyone?

What are the possibilities?

What do you need to consider?

What is your solution, and why is it ethical/fair?

9. There's only one swing left at recess, and three friends want to use it. Everyone says they should get the next turn. How can you decide who gets to use the swing next?

What are the possibilities?

What do you need to consider?

What is your solution, and why is it ethical/fair?

10. You're working in a group for a school project, and one person has already taken on the easiest task. The rest of the tasks are more challenging, but another classmate wants the easiest task too. How can you decide who gets what task in a fair way?

What are the possibilities?

What do you need to consider?

What is your solution, and why is it ethical/fair?