

CHARACTER EDUCATION AND RESPONSIBLE LAND USE

Subject: Social Studies, English, Mathematics

Skills: Action, Application, Citizenship, Decision Making, Discussion, Interpretation, Reading Data, Responsibility, Small Group

Duration: Several class periods

Setting: Classroom

Materials:

- stories, folktales, and/or fables about model citizens (Johnny Appleseed, [Miss Rumphius](#))
- [The Lorax](#) by Dr. Seuss
- bulletin board space labeled “Good Citizen Bulletin Board”
- copy of “Ethics Discussion Cards” cut into individual cards
- butcher block or newsprint paper for each group
- poster board for the final “Land Use Code of Ethics”
- poster board or butcher block paper for a “Good Citizen” chart

Michigan Curriculum Framework Content Standards and Benchmarks:

- **Social Studies I.2.LE 4:** Strand I. Historical Perspective, Standard 2. Comprehending the Past, Benchmark LE 4. Identify and explain how individuals in history demonstrated good character and personal virtue.
- **Social Studies VI.2.LE 1:** Strand VI. Public Discourse and Decision Making, Standard 2. Group Discussion, Benchmark LE 1. Engage each other in conversations that attempt to clarify and resolve issues pertaining to local, state, and national policy.
- **Social Studies VII.1.LE 2:** Strand VII. Citizen Involvement, Standard 1. Responsible Personal Conduct, Benchmark LE 2. Engage in activities intended to contribute to solving a local, state, or national problem they have studied.
- **Social Studies I.2.MS 2:** Historical Perspective, Standard 2. Understand narratives about major eras of American world history. Benchmark MS 2. Identify and explain how individuals in history demonstrated good character and personal virtue.
- **Social Studies VI.1.MS 1:** Public Discourse and Decision Making, Standard 1. State an issue clearly as a question of public policy. Benchmark MS 1. State public policy issues and their related ethical definitional, and factual issues as questions.
- **Social Studies VII.1.MS 1:** Citizen Involvement, Standard 1. Consider the effects of an individual’s actions on other people. Benchmark MS 1. Use laws and other ethical rules to evaluate their own conduct and the conduct of others.
- **English 5.LE 2:** Standard 5. Literature-All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society, Benchmark LE 2. Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love
- **English 10.LE 3:** Standard 10. Ideas in Action-All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others, Benchmark LE 3. Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.
- **English 5.MS 2:** Literature, Standard 5. Read and analyze a wide variety of classic and contemporary literature and other texts to seek information. Benchmark MS 2. Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.
- **English 5.MS 3:** Literature, Standard 5. Read and analyze a wide variety of classic and contemporary literature and other texts to seek information. Benchmark MS 3. Identify and discuss how the tensions among characters, communities, themes and issues in literature and other texts are related to one’s own experience.
- **English 10.MS 3:** Ideas in Action, Standard 10. Apply knowledge, ideas and issues drawn from texts. Benchmark MS 3. Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/community issue or problem.
- **Mathematics III.1.E 1:** Strand III. Data Analysis and Statistics, Standard 1. Collection, Organization, and Presentation of Data, Benchmark E 1. Collect and explore data through counting, measuring and conducting surveys and experiments.
- **Mathematics III.1.E 2:** Strand III. Data Analysis and Statistics, Standard 1. Collection,

Organization, and Presentation of Data, Benchmark E 2. Organize data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs.

- **Mathematics III.1.MS 1:** Data Analysis and Statistics, Standard 1. Collect and explore data. Benchmark MS 1. Collect and explore data through observation, measurement, surveys, sampling techniques and simulations.
- **Mathematics III.1.MS 2:** Data analysis and Statistics, Standard 1. Collect and explore data. Benchmark MS 2. Organize data using tables, charts, graphs, spreadsheets and databases.

Kent County Collaborative Core Curriculum (KC⁴):

- **Social Studies:** 5:7
6:1, 6:2, 6:3, 6:4, 6:6, 6:8, 6:9, 6:10, 6:11, 6:13
7:1, 7:2, 7:4, 7:5, 7:6, 7:7, 7:8, 7:9, 7:10, 7:12
8:1, 8:3, 8:4, 8:6, 8:7, 8:8, 8:9, 8:10, 8:12
- **Mathematics:** 3:8,
4:12
5:11, 5:12

OVERVIEW

In this three-part lesson, students read stories about model citizens who worked to beautify the environment. The students then develop their own land use code of ethics from discussion cards and work on a real land use dispute. Lastly, students track their success in living responsibly on a “Good Citizen” chart.

OBJECTIVES

After participating in this activity, students will be able to:

- State a definition of “a good citizen.”
- Describe the relationship between personal responsibility and good citizenship.
- State ethical characteristics and actions when confronted with an ethical dilemma related to land use.
- State their responsibilities and obligations toward natural resources stewardship and conservation.
- Collect, explore, and organize data using tallies, charts, and graphs.

BACKGROUND

The following comments are a quick overview of the meaning of ethics and ethical behavior. The excerpt is from Johnson Institute of Ethics, [Making Ethical Decisions](#).

Ethics refers to standards of conduct (standards that indicate how one should behave) that are based on principles of right and wrong. As a practical matter, ethics is about how we meet the challenge of doing the right thing when that choice will cost more than we want to pay.

There are two aspects to ethics: The first involves the

ability to discern right from wrong, good from evil. The second involves the commitment to do what is right, good and proper. Ethics entails action.

The terms **values** and **ethics** are not interchangeable. Ethics is concerned with how a moral person should behave, whereas values simply concern the various beliefs and attitudes that determine how a person actually behaves.

Making consistently ethical decisions is difficult. Most decisions have to be made in the context of economic, professional, and social pressures that can sometimes challenge our ethical goals. In addition, making ethical choices is complex because, in many situations, there are a multitude of competing interests and values.

An ethical person often chooses to do more than the law requires and less than the law allows. An ethical person is concerned with what is right to do, not with what she has a right to do.

Ethical commitment refers to a strong desire to do the right thing, especially when behaving ethically imposes financial, social, or emotional costs. People need to understand that ethical principles are ground rules of decision making. It is OK to lose; in fact, it is preferable to lose than to lie, steal, or cheat in order to win.

Ethics have a price, and sometimes people must choose between what they want and what is right. But ethics also have value, which makes self-restraint and sacrifice, service and charity, all worthwhile. (Source: Johnson Institute of Ethics, Making Ethical Decisions, [Online], 19 April, 2002 <<http://www.josephsoninstitute.org/MED/MED-intro+toc.htm>>)

Decisions regarding land use are often difficult to make and contentious because they entail competing values. An ethic is a guideline or a set of principles for prioritizing a variety of possible uses for a piece of land. The ethic guides decision-makers and citizens in choosing what is right in regard to land use. Because an ethic is based on underlying attitudes and values, members of a community may not agree on what is right and good for the use of land. Certain behaviors considered right, acceptable or appropriate by some will be seen as wrong and immoral by others. Thus, a community must make every attempt to come to an agreement of what its common ethical standards will be. Generally, behavior that acknowledges the needs of others is considered more ethical than behavior that merely promotes individual gain.

The following discussion outlines a prevailing ethic in many land use decisions and suggests alternative values and standards for decision-making. It highlights the conflicting and competing values that determine how land is used. The excerpt, *Current Development Patterns as a Matter of Ethics*, is from The Ecology of Place: Planning for the Environment, Economy, and Community by Timothy Beatley and Kristy Manning.

The evolution of our built environment, and the ways in which we modify and interact with the natural environment,

are themselves a manifestation of our societal values. While it is unfair to paint with too broad a brush in characterizing current land use and development trends, certain patterns of behavior are evident.

First, the dominant land and development ethic is increasingly parochial (limited in understanding) and atomistic (separating into smaller pieces), often reflecting a general lack of concern for the interests of the broader public. Widespread NIMBYism (“Not In My Back Yard”) reflects this attitude, in which individuals act to protect their own economic interests at the expense of public needs and values. The private property rights movement exhibits a similar belief that one’s primary obligation is to protect personal benefits without concern for the impacts of individual actions on others, or on the general public. Ultimately, this value manifests itself as a failure to take responsibility for the broader implications of one’s actions, decisions, and behaviors concerning land use....

Many of our most common land use practices have long-term consequences that are not commonly taken into account, thereby reflecting a degree of shortsightedness. Wasteful land consumption represents, among other things, an eating away of the ecological capital upon which future generations will heavily rely.... If we believe, as we seem to, that we have little moral obligation to consider the future, such practices seem economical and even practical.

Especially in the United States and other industrialized nations, values about land and development reflect a commodity-based view of land and life, illustrating the materialistic tendencies that permeate much of society as a whole. Land and property, for example, are considered among the most common forms of economic investment. In seeking to protect the investment, homeowners have an incentive to oppose any land use activity or policy—even if that change will benefit the broader public—that might diminish their financial return. Communities behave similarly, determining the legitimacy of land use decisions primarily by considering the tax base and tax monies to be generated by it.

The trend toward building increasingly larger homes, with more and more amenities, is perhaps the most obvious demonstration of our consumption-based values. It is ironic that the average home size in the United States has risen at precisely the same time the average household size has declined.

Individualism and greed in land use decisions are reinforced and condoned by a relatively limited definition, temporally and geographically, of the moral community to which we have ethical duties and obligations. The challenge, in part, is to confront the ethical dimensions of the current sustainability crisis and to fashion and shape a new ethic that nurtures sustainable places. (Beatley and Manning 1997, Pgs. 14-17.)

Beatley and Manning go on to say that sustainability implies a new ethical posture:

A sustainable community ideally embodies and implements an ethical framework in which physical and social form, consumption of land and resources, and basic operating principles are severely moderated with the interests of the future in mind... The ethical underpinnings of sustainability go beyond obligations to the environment. The ethic also emphasizes equity in the distribution of social goods and resources, an effort to improve the lot of the least advantaged in society and eliminate environmental and other forms of racism. (Beatley and Manning 1997, Pgs. 34-35.)

Beatley and Manning argue for an ethic that acknowledges public needs in addition to private needs, which values long-term preservation of capital in addition to short-term profit, and seeks equitable distribution of resources in addition to individual financial gain. They consider many current practices in land use to be unethical because those practices overemphasize private material accumulation. Clearly, ethical behavior for Beatley and Manning entails doing right toward others at some cost to one's self.

In this lesson, students are challenged to consider the effects of their actions on other people and the environment. The lesson helps them to critique land use decisions and to develop their own land use ethic or code of ethics. As part of a classroom community, students learn how to act constructively to further the common good. As stewards of the land, students learn how to behave in a responsible way toward the land.



PROCEDURE

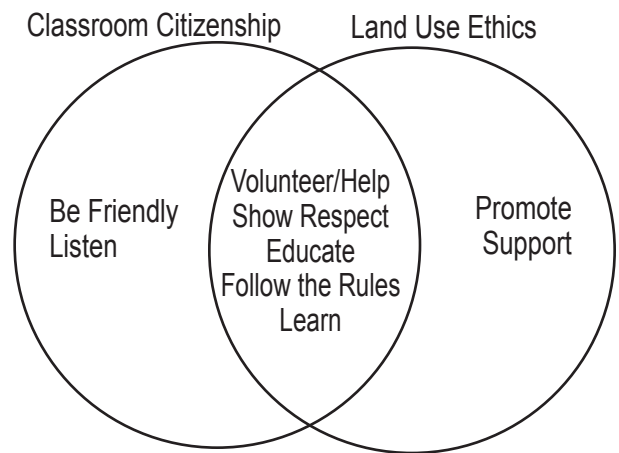
PART ONE: MODEL CITIZENS AND LAND USE ETHICS

1. Introduce the activity by reading a story, folktale, or fable about an exemplary citizen who shows responsible land use. (Johnny Appleseed, Aldo Leopold, Miss Rumphius by Barbara Cooney, etc.) Discuss the attributes that make the main character a model citizen.
2. Help the students to brainstorm a list of actions or attributes of good citizens in the classroom. Ask, "If a person is a good

citizen of this classroom, what types of things would he or she do?" Record all responses. It is said about brainstorming that the most thoughtful responses come after the 50th one has been recorded. Therefore, urge the students to fully describe a good person by identifying as many positive actions or traits as they can.

3. Read The Lorax by Dr. Seuss. Conduct the same brainstorming exercise as before, but now ask, "If a person is using land well and in a responsible way, what types of things does he or she do?" Again, record all responses. (NOTE: If there is not enough time to read both books aloud to the students, assign one or both to be read for homework, or read the books aloud some time before the lesson is conducted.)
4. Ask the students to circle the most important characteristics on the board (from both lists). Have the students create individual Venn diagrams from the marked characteristics on the board to show the common characteristics of good

Figure 1. Citizenship and Land Use Ethics Venn Diagram

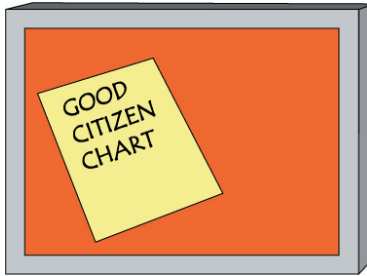


citizenship at school and land use ethics (Figure 1).

5. Discuss with the students some or all of the following questions:
 - Is being a good citizen in the classroom similar to land use ethics?
 - Why do you consider those characteristics to be the most important ones?
 - What would happen in our classroom if each person cared only about himself or herself and ignored the needs of everyone else?
 - Can you think of a time that you gave up something you wanted for the good of the whole class?
 - Can you think of a time that you placed someone else's needs ahead of your own?
 - What would happen to our community and its land if each landowner cared only about personal profit and

ignored the needs of everyone else?

- What is the result for the community when land is mis-used, polluted, locked up, or covered over?
- What can you do now or when you are older to treat land in a way that respects others? (Actions could include: keep the land clean, share my land with others, use only a little land, learn more about the land, teach others about the land, support responsible behavior by others toward the land, promote good behavior by others toward the land.)
- Are personal values more important than the well-being of the classroom? Allow the students to figure out that personal values should be put aside for the good of the classroom. (i.e., tell the teacher when a friend cheats on a test.)
- Are personal values more important than taking responsibility for the land? Again, allow the students to figure out that personal values should be put aside for the sake of the land. (i.e., your new house has a smaller yard and no room for a basketball court.)



6. Display Venn diagrams on the “Good Citizen Bulletin Board.”

PART TWO: ETHICS DISCUSSION AND CODE OF ETHICS

1. Divide the students into small discussion groups of 3-5 students. Hand out one of the Ethics Discussion Cards and a piece of butcher-block paper to each group to discuss their situation and brainstorm possible actions. Remind students that good and ethical behavior means doing the right thing even at a cost. It means being responsible for caring for one another and for caring for the resources we have been given. It means respecting the needs of others (not of just myself) and seeking the greatest public good (not just private gain). Allow them to reference the previous lists of actions from the Venn diagram in PART 1 if they need help getting started. Also, mention to the groups that statements of responsible action might include words such as respect, educate, promote, learn, understand, obey, support, volunteer, etc. General questions they should ponder include:
 - What should your responsibilities be in this situation?
 - How should you behave?
 - What can you do?
 - What is the most responsible action for you to do?
 - What is the most responsible action for others involved in the situation to do?
2. Tape the lists of actions identified by the groups to the board and allow the class to review all the suggested actions. Tell the students that the lists could be called a Land Use Code of Ethics, which is: a guideline to help us act and behave

responsibly toward land.

3. Encourage the students to identify a real land use dispute in their community. Help them brainstorm possible actions for a code of ethics in response to the land use issue. Encourage them to commit to at least one ethical behavior or action to be accomplished in the next two weeks in response to that land use dispute. Have students sign their names next to the actions to which they commit and then post the Code of Ethics on the “Good Citizen Bulletin Board.”

PART THREE: GOOD CITIZEN CHART

1. Create a good citizen chart and display it on the “Good Citizen Bulletin Board.” Include all the behaviors in the Venn diagram identified in the previous exercise. (Allow extra room for additional responsibilities that the students later realize need to be added.) As each child does one of these behaviors, then he or she may initial a space on the chart.
 2. After two weeks, count the number of times an activity occurs. Compute the averages using calculators. Depending on student math levels, calculate other statistics of the data (identify median, mode, and mean, for example) and create graphs and charts.

3. Ask questions to generate discussion:
 - Why does each person need to be a good citizen?
 - What happens to the community when people are not good citizens?
 - Why is it important to have land use ethics?
 - Why does each of us need to be responsible for our own behavior?
 - Is it difficult to make responsible decisions? Why? What are the costs?
 - Are some responsible actions easier to do than others?
4. Revisit the land use issue studied, the Code of Ethics, and “Good Citizen” chart periodically. Ask the students if there are any responsibilities or actions that should be added. Expand the list as students become more creative and their understanding of ethical behavior expands.

ASSESSMENT OPTIONS

1. Collect and evaluate the Venn diagrams for completeness and thoughtful input.
2. Assess group discussions while students work on the Ethics Discussion Cards. Evaluate group newspaper assignment and presentations of ethical actions from the discussion cards.
3. Evaluate accuracy when completing math problems,

graphs, and charts using the “Good Citizen” chart data.

4. Ask students to write their answers to the following questions and/or add your own questions:
 - Choose one Code of Ethics action that you think is easy to do. Explain one reason why you think it is an easy task.
 - Choose one Code of Ethics action that you think is difficult to do. Explain one reason why you think it is a difficult task. Describe two ways you can ask for help from an adult to accomplish the task.

Adaptations/Extensions

1. Have the students present their Code of Ethics to their peers and various groups in the community. Encourage them to gather signatures on their Code of Ethics (from parents, friends, community members, etc.).
2. Allow students to become reporters and look for examples of good citizenship and responsible land use behavior exhibited at home and school. Encourage students and adults to submit names of responsible people along with a description of the actions that demonstrated responsibility. Add these to the “Good Citizen Bulletin Board.”
3. Have students draw a picture of one of the responsibilities they think is most important. Start a collage on the “Good Citizen Bulletin Board.” Students can also look for pictures in magazines of people who portray characteristics of good citizens to add to the bulletin board collage.
4. Role-play a dialogue to demonstrate the skills of responsible and use behavior.
5. Develop a dilemma exercise with different scenarios and allow the students to describe the actions they would take in a particular situation.
6. Individually or as a class, create a story with a land use or urban hero.

Computer Extensions

1. North Carolina Department of Public Instruction. [Homepage](#). 25 May 2002. <NCPublicSchools.org> Character Education and Lesson Plans.
2. Learning to Give - An Action of the Heart, a Project for the Mind. [Homepage](#). 25 May 2002. <Learningtogive.org> Council of Michigan Foundations; Character Education and Lesson Plans.
3. Aldo Leopold Nature Center. [About Aldo Leopold](#). 1997. 24 May 2002. <<http://www.danenet.wicup.org/alnc/aldo.html>> Six paragraphs for students to read about Aldo Leopold.
4. The Leopold Education Project (LEP). [About LEP](#). 24 May 2002. <http://www.lep.org/about_lep.htm> The Leopold Education Project (LEP) is an innovative, interdisciplinary, critical thinking, conservation and environmental education curriculum based on the classic writings of the renowned conservationist, Aldo Leopold. The Leopold Education Project teaches about humanity's ties to the natural environment in the effort to conserve and protect the earth's natural resources.
5. The Shodor Education Foundation, Inc. [Project Interactive-Tools](#). 24 May 2002. <<http://www.shodor.org/interactivate/activities/tools.html>> Under “Statistics and Probability Concepts,” there are several choices for entering class data, computing statistics (mean, median, mode), and plotting data in several types of graphs.
6. Institute for Global Ethics. [Homepage](#). May 2002. 15 July 2002. <<http://www.globalethics.org>> Mission: to promote ethical behavior in individuals, institutions, and nations through research, public discourse, and practical action.

SOURCE

Adapted by permission from the North Carolina Department of Public Instruction, “Community Studies” activities 1 and 3, by Thelma Nelson. < <http://www.NCPublicSchools.org/nccep/lp/lp13.html> > Additional information from “Know Your Code” in [Angling Ethics Activities](#) by Bruce Matthews and Kelly Carter.

Worksheets developed by Anne Williamson, curriculum consultant for *United Growth for Kent County*, a grant project of Michigan State University Extension.

ADDITIONAL RESOURCES

Contacts:

Aldo Leopold Nature Center
 Grand Valley Metro Council
 Institute for Global Ethics
 Learning to Give - An Action of the Heart, a Project for the Mind
 Local planning commission
 North Carolina Department of Public Instruction

References and Teacher Resources:

Kidder, R. [How Good People Make Tough Choices](#). New York: William Morrow & Co., 1995.

Additional Lessons:

[How Big Is Your Back Yard? An Ethics-Based Approach to Environmental Decision Making](#) by Abby Kidder. Available from the Institute for Global Ethics. July, 2002. <<http://www.globalethics.org>>

CONCEPTUAL FRAMEWORK REFERENCE

IIIC2,IIID,VA1,VB1,VD1,VE1,VIA1,VID2,VIE1

Ethics Discussion Cards

Photocopy, cut apart, and distribute 1 card per student group.

Ethics Discussion Card #2

One of only a few forests in the town is due for rezoning so that buildings can be put on it. The townspeople are encouraged to vote whether to rezone the area for building, or to leave it natural.

- A. List the 3 most responsible actions you or others involved can do.
- B. How should you behave toward others?
- C. What can you do to start right now?

Ethics Discussion Card #1

The town zoning board decides how land in your town can be used. Your community officials plan to allow the construction of another shopping mall on natural land along a scenic highway.

- A. List the 3 most responsible actions you or others involved can do.
- B. How should you behave toward others?
- C. What can you do to start right now?

Ethics Discussion Card #4

There are some farmers who are getting older and thinking about retiring. They need to sell their land to earn retirement money. They can sell to a housing developer, or they can sell to a conservation organization for less money.

- A. List the 3 most responsible actions you or others involved can do.
- B. How should you behave toward others?
- C. What can you do to start right now?

Ethics Discussion Card #3

Home developers have just purchased a piece of land with woods and a stream. They could put 20 homes with big yards on the property if they did not save any natural areas. Or, they could build 15 homes with smaller yards and save part of the woods and stream habitat. This natural area could be used for bike paths and nature watching. Building only 15 homes may cost them some profit.

- A. List the 3 most responsible actions you or others involved can do.
- B. How should you behave toward others?
- C. What can you do to start right now?

Ethics Discussion Cards

Photocopy, cut apart, and distribute 1 card per student group.

Ethics Discussion Card #5

A vacant plot of land near your house is covered with litter and trash.

- A. List the 3 most responsible actions you or others involved can do.
- B. How should you behave toward others?
- C. What can you do to start right now?

Ethics Discussion Card #6

A developer is looking at two pieces of land to develop. One is a vacant field close to town with water and electricity. The other is a forest in the county where water wells and electrical lines will have to be put in.

- A. List the 3 most responsible actions you or others involved can do.
- B. How should you behave toward others?
- C. What can you do to start right now?

Ethics Discussion Card #7

There are three vacant run-down houses in your neighborhood.

- A. List the 3 most responsible actions you or others involved can do.
- B. How should you behave toward others?
- C. What can you do to start right now?

Ethics Discussion Card #8

This is a land use issue in your community _____

- A. List the 3 most responsible actions you or others involved can do.
- B. How should you behave toward others?
- C. What can you do to start right now?

Teacher Guidance and Suggestions

(For student ethics discussion cards.)

Ethics Discussion Card #1 -- Teacher Guidance

The town zoning commission decides how land in your town can be used. Your community officials plan to allow the construction of another shopping mall on natural land along a scenic highway.

- A. 1. Learn the facts and be knowledgeable.
2. Educate people about the importance of habitat. (ie. Make brochures)
3. Support conservation efforts.
4. Vote on issues.
5. Be knowledgeable of citizen responsibilities.
6. Attend meetings about the use of land.
- B. Respect other people's choices. Listen.
- C. Learn the facts by making phone calls and asking questions.

Ethics Discussion Card #2 -- Teacher Guidance

One of only a few forests in the town is due for rezoning so that buildings can be put on it. The townspeople are encouraged to vote whether to rezone the area for building, or to leave it natural.

- A. 1. Learn the facts and be knowledgeable.
2. Determine if buildings are a better choice than a forest in the town.
3. Educate people about the importance of habitat. (i.e., Make brochures)
4. Support decisions that make the most sense for the area.
5. Attend meetings about the use of land.
6. Vote on issues.
7. Be knowledgeable of citizen responsibilities.
- B. Respect other people's choices. Listen.
- C. Learn the facts by making phone calls and asking questions.

Ethics Discussion Card #3 -- Teacher Guidance

Home developers have just purchased a piece of land with woods and a stream. They could put 20 homes with big yards on the property if they did not save any natural areas. Or, they could build 15 homes with smaller yards and save part of the woods and stream habitat. This natural area could be used for bike paths and nature watching. Building only 15 homes may cost them some profit.

- A. 1. Learn the facts and be knowledgeable.
2. Educate developers about the importance of habitat. (ie. Make brochures)
3. Support conservation efforts. (Explain and promote conservation designs)
4. Attend meetings about the use of land.
- B. Respect other people's choices. Listen.
- C. Learn the facts by making phone calls and asking questions.

Ethics Discussion Card #4 -- Teacher Guidance

There are some farmers who are getting older and thinking about retiring. They need to sell their land to earn retirement money. They can sell to a housing developer, or they can sell to a conservation organization for less money.

- A. 1. Learn the facts and be knowledgeable.
2. Educate farmers about the importance of habitat. (ie. Make brochures)
3. Support conservation efforts. (Explain and promote conservation to the farmers)
- B. Respect other people's choices. Listen.
- C. Learn the facts by making phone calls and asking questions.

Teacher Guidance and Suggestions

(For student ethics discussion cards.)

Ethics Discussion Card #5 -- Teacher Guidance

A vacant plot of land near your house is covered with litter and trash.

- A. 1. Help keep the area clear of litter.
 2. Learn about valuable plants and animals that live on the plot.
 3. Tread lightly on sensitive or endangered vegetation.
 4. Host or volunteer at cleanup efforts.
 5. Promote responsible actions. (Post a sign that states "Lot adopted by *****'s class")
- B. Respect other people's choices. (Find out to whom the lot belongs.)
- C. Organize a cleanup day.

Ethics Discussion Card #6 -- Teacher Guidance

A developer is looking at two pieces of land to develop. One is a vacant field close to town with water and electricity. The other is a forest in the country where water wells and electrical lines will have to be put in.

- A. 1. Learn the facts and be knowledgeable.
 2. Make brochures and educate developers about good planning and wise use of land.
 3. Support conservation efforts.
 4. Attend and vote at meetings about the use of land.
 5. Make contact (calls, letters) to developers to let them know about your ideas. (Explain that building in the county promotes sprawl.)
- B. Respect other people's choices. Listen.
- C. Make brochures and educate developers about good planning and wise use of land.

Ethics Discussion Card #7 -- Teacher Guidance

There are three vacant run-down houses in your neighborhood.

- A. 1. Learn the facts and be knowledgeable. (Who owns the houses?)
 2. Find out if the homes are safe and clean for families to move into.
 3. Attend neighborhood association meetings to find out what can be done to clean up the houses.
 4. Host or volunteer at restoration and cleanup efforts.
 5. Educate homeowners about responsibly taking care of their homes.
- B. Respect homeowners' choices.
- C. Organize a cleanup day.

Ethics Discussion Card #8 -- Teacher Guidance

This is a land use issue in your community _____

- A. Responsible actions might include these words: learn, educate, support, obey, promote, and volunteer.
- B. Responsible behavior actions might include these words: respect and listen.
- C. What can you do to start right now? Look for an action statement.