



Ethical Dilemma Competition

Overview

This is a team event. In this competition, the chapter must debate an ethical education-related dilemma. This competition requires members to think deeply about an ethical issue, employ critical-thinking skills, and use persuasive communication techniques to collaboratively debate an ethical dilemma.

To participate, each member of the chapter must first thoroughly consider the ethical issue and begin to form an individual position on the topic. Then the chapter members must debate the topic together, listening carefully to each other's opinions. Through the discussion, the chapter members must come to a consensus on the topic and then prepare a ten-minute live presentation stating their chapter's view.

The chapter must work as a team to develop the live, ten-minute presentation and then select at least four and no more than eight students from the chapter to present the chapter's opinion and how it was reached to a panel of judges.

Four (4) entries will be accepted for this competition. Entries will be accepted on a first-come, first-served basis and will be limited to the number of participants.



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Competition Guidelines

- A. Submit the Online Competition Entry Form **by 5:00 pm ET on Friday, November 1, 2019.**
- B. During a chapter meeting, present the ethical dilemma narrative included at the end of this PDF.
- C. Spend adequate time discussing the dilemma. This deliberation may take several chapter meetings. As a group, answer the ethical dilemma questions listed with the ethical dilemma narrative included at the end of this PDF.
- D. When the discussions have concluded and a consensus has been reached, prepare a ten-minute live presentation stating the chapter's view on the dilemma.
- E. No fewer than four and no more than eight student representatives from competing chapters will participate in a 15-minute interactive session with a panel of judges. During the interactive session, the chapter representatives will deliver their live, ten-minute presentation to a panel of judges. The presentation should be a professional, clear, and decisive response to the dilemma. How the decision was reached and what factors were considered should be included in the presentation.
- F. Use of AV materials (ex. an original PowerPoint or Prezi presentation, short video, etc.) is permitted but entirely optional for the 10-minute presentation. The presentation file must be stored on a USB flash drive. There **will not** be an internet connection available in the meeting room.
- G. After the live presentation and for the balance of the 15-minute interactive session, the judges will ask the students questions about their deliberation process, the factors that were considered when making a decision, how they reached consensus, and other questions relevant to the deliberation process.
- H. One judge will also serve as timekeeper during the presentations. Chapter representatives will receive a visual, non-verbal indication that there is one minute remaining when they reach the nine-minute mark of their presentation

Judging and Scoring

- A. Competitors must be present at scheduled time or will be considered disqualified.
- B. The judges' decisions are final.
- C. Scoring is based on the Ethical Dilemma Competition rubric.

How to Enter

- A. A link to access the Online Competition Entry Form will be provided to the chapter's advisor after all student members have registered to attend the conference via our Eventbrite page. Each registered school (not individual student) must complete and submit one form online.
- B. Entries submitted by email will not be accepted.
- C. Four (4) entries will be accepted for this competition. Entries will be accepted on a first-come, first-served basis.



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Ethical Dilemma Scenario

At age 26, Tina Lopez is very proud to begin teaching her first senior level English course at Brown High School. Tina has been teaching at Brown for four years and has finally earned the opportunity to teach 12th graders. She is excited to support her students both in learning English, and in preparing for their plans after graduation.

Her senior level course contains several football players, a couple of whom have received offers of athletic scholarships from state universities. The Brown High School football team is expected to win the state championship this year, and the whole town attends their Friday night games.

The week before the state championship game, the head football coach comes to Ms. Lopez's room. He is concerned that the quarterback is currently failing Ms. Lopez's class and wants to know what can be done about it. If this student doesn't have a grade of D or above at game time, he will be unable to play and the team probably will not win the championship without him. The coach encourages Ms. Lopez to give this student a few extra points on his past tests so that his grade will be passing.

Ms. Lopez attended Brown High School herself and knows how important the football team and this game are to the community. She also knows that if this student is not academically eligible for the state championship game, he is in danger of losing his athletic scholarship offers. This student does not have any other career goals besides football and sees sports as his only chance of success. However, if anyone finds out that she falsified grades, she could lose her job and teaching license. It also violates her personal moral code to award this student grades that he did not earn.

Ms. Lopez does not want to let the community and the football team down, but she also does not want to put her job and her credibility as an educator in jeopardy. What should she do? What would you do?



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RECOMMENDED READING

The idea of a “student athlete” and whether athletics and academics complement or conflict with each other has been debated for years. Is it possible to have a school environment that supports athletics, without any negative impact on the academics? Does participating in an athletic activity increase student achievement or does it distract from and harm the learning process? Read two perspectives:

“The Case Against High School Sports”

<https://www.theatlantic.com/magazine/archive/2013/10/the-case-against-high-school-sports/309447/>

“High School Athletes Gain Lifetime Benefits”

<https://www.nytimes.com/roomfordebate/2014/10/21/taking-sports-out-of-school-2/high-school-athletes-gain-lifetime-benefits>

QUESTIONS TO CONSIDER DURING YOUR DEBATE OF THE DILEMMA

Discuss the idea of responsibility for the academic achievement and support for student athletes. Who is responsible? The student? Teachers? Parents? The assistant principal? The coaches? Other people inside and outside the school building? Do you think Ms. Lopez bears responsibility for this student?

What can, or should, coaches and teachers do to support student athletes, particularly those who prioritize athletics as a measure of success and achievement over academics? Should this support take factors outside of the classroom into consideration (the influence of professional athletes, examples of success in the student’s life, etc.)?



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Presentation

Points Available	Accomplished 8 – 7	Commendable 6 – 5	Developing 4 – 3	Needs Improvement 2 – 1
Depth & Insight	The presentation reflects a deep and comprehensive understanding of multiple factors and points of view involved in the issue and succeeds in proposing compelling, well founded paths forward.	The presentation reflects understanding of the issue, and succeeds in proposing well-founded solutions for some but not all of the issues in play in the scenario.	The presentation is on-topic. Responses offer multiple good points, but would benefit from more exploration, detail, or research. Solutions offered may only partially address the scenario.	The presentation reflects limited or flawed understanding of the issues in the scenario. Solutions offered are not plausible, appropriate, or justified.
Persuasiveness	The presenters are entirely persuasive with clear and well- founded rationales for their position.	The presenters make a commendable case but by leaving some areas not fully explored or explained, the presentation is not entirely persuasive.	The presenters should look for deeper or more clear and well- founded rationales for considering all aspects of the scenario and responding persuasively.	The presenters do not make a persuasive case for how to handle the situation professionally.
Teamwork & Professionalism	All aspects of the teams' performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflects an equitable effort among all of the members and a consistent high level of professionalism.	Most aspects of the team's performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflects a mostly equitable effort among all of the members and a commendable level of professionalism.	Aspects of the team's performance — including demeanor, dress, speech, attention to detail, and quality of materials — reflect mixed levels of professionalism. The responsibility load may appear imbalanced among team members	Multiple aspects of the contestants' performance — including demeanor, dress, speech, attention to detail, and quality of materials— need significant improvement to be considered professional caliber. The responsibility load appears highly imbalanced among team members.



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Presentation

Overall Impact	<p>The presentation's professional-caliber and highly persuasive exploration of the issues and explanation of decision points delivers maximum impact and understanding to the audience.</p> <p>The presentation content & delivery effectively complement each other to craft a highly impactful, professional-caliber experience.</p>	<p>The content and delivery work together to offer a commendable and persuasive presentation.</p> <p>With minor revisions and delivery tweaks, the project could be considered professional caliber.</p>	<p>The minimally persuasive presentation demonstrates effort. At multiple moments, the content and delivery may not effectively complement one another, or may reflect a partial lack of understanding or professional judgment. This may limit the impact of the presentation.</p>	<p>The unpersuasive presentation demonstrates inconsistent, unprofessional, or superficial aspects in content or delivery.</p> <p>The audience is frequently distracted from the intended impact by aspects of the content or delivery.</p>
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Q&A

Points Available	Accomplished 4	Commendable 3	Developing 2	Needs Improvement 1
Responses	<p>The contestants' responses in the Q&A session demonstrate consistent thoughtfulness and professional-caliber insight, rooted in the deep experience of the material.</p> <p>The contestants display impressive, professional-level depth of knowledge and understanding given his/her experience and research.</p>	<p>The contestants' responses in the Q&A session demonstrate thoughtfulness and reflected successful attempts to address most of the material posed to him/her.</p> <p>The contestant displays some substantive knowledge and understanding of the selected topic based on his/her experience and research.</p>	<p>The contestants' responses in the Q&A session reflect a broad spectrum of levels of quality from answer to answer.</p>	<p>The contestants' responses in the Q&A session may reflect evident effort and passion, but are inconsistent in the depth, accuracy, understanding, or insight offered in responses.</p>