**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Stealing: Ethical Ambiguities***

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| --- |
| **Objective:** Evaluate various scenarios in which someone steals a wallet and categorize them as clearly right, clearly wrong, or ethically ambiguous.  |

**Directions:** In each of the scenarios below, a student steals a wallet. Read each scenario, then determine whether the situation is:

* Clearly right
* Clearly wrong
* Ethically ambiguous (that is, lacks a clear and certain answer)
* Explain your reasoning in the Reflection column.

|  |  |  |  |
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| **#** | **Scenario**  | **Clearly right, wrong, or ambiguous?** | **Reflection** |
| **1** | Fern is a student with an impulse control disorder. In math class, she sees another student’s wallet sticking out of his bag, and on the way out of class, she grabs it.  |  |  |
| **2** | Olivia sees a wallet sticking out of another student’s bag at lunch. Walking past, she grabs it and pushes it into her own bookbag.  |  |  |
| **3** | Jacobi sees a wallet left in the lunchroom. He steals it because his mom just lost her job, and he knows his family needs help buying groceries.  |  |  |
| **4** | Nathan receives detention from Ms. Peele. In retaliation, he steals her wallet during class change.  |  |  |

***Stealing: Ethical Ambiguities* Reflection Questions (Continued)**

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| **5** | On the way to school, London sees a pair of boots she wants. London is frequently teased for wearing out of date clothing. While her music teacher is consulting with another student, London steals a wallet out of her partner’s bag so she can buy the boots afterschool.  |  |  |

1. As you read each scenario, which one(s) felt easier for you to label? That is, did any of the situations immediately leap out to you as clearly wrong or clearly right? If so, which ones?

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1. Which situations were more difficult to judge – that is, which situations are ethically ambiguous (lacks a clear and certain answer), in your opinion?

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1. Recall your reaction to Heinz’s Dilemma in Lesson H. Do any of these situations feel similar to Heinz’s Dilemma? If these scenarios felt different, what made them different?

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***Stealing: Ethical Ambiguities* Reflection Questions (Continued)**

1. You might have found that changing the variables in different situations changes your opinion of stealing: for example, stealing from a student you know might feel different from stealing from a chemist who is overcharging you.

How might the reason for stealing impact the morality of the action? How might the identity of the victim impact the morality of the action?

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Up until this moment, you’ve reflected on the perceived ethics of specific scenarios where something was stolen. Let’s consider now the stakeholders. Put yourself in the shoes of Olivia (scenario 2 on p. 1) to answer these questions.

1. What impact does stealing have on your classmate? How might this impact your peers’ opinions of you?

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1. The Dean determines you have stolen the wallet. She calls your parents. How might this change your parents’ opinion of you? What about your teachers?

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**Stamp Your Learning for *Stealing: Ethical Ambiguities* Reflection Questions (Continued)**

**Directions:** Answer the following questions in complete sentences. Your response should be 5-7 sentences.

As children, we are taught that stealing is clearly wrong. As adults, we sometimes find ourselves considering certain contexts that make actions more ethically ambiguous or harder to judge. What do you think – is stealing always ethically wrong? Should stealing always be punished? Should the different variables or aspects of the situation be considered when we define stealing as wrong or determine a punishment/repercussion for stealing?

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