

2012 ETHICAL DILEMMA COMPETITION



ELIGIBLE STUDENTS: High School Students and College Students

Contest Purpose

In this competition, the chapter must debate an ethical education-related dilemma. This competition requires members to think deeply about an ethical issue and to 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 think through the ethical issue and begin to form an individual position on the topic. Then the chapter members must debate the topic 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 five-minute video presentation stating their view.

Judges will review the video presentations and will select the top five high school entries and the top five college entries. The advisor of the semi-finalist chapters will be notified by January 13, 2012. The semi-finalist chapters must then select two or three students from the chapter to present the chapter's opinion and how it was reached to a panel of judges at the conference.

The chapter must work as a team to develop the video presentation even though only two or three students will be representing the chapter should it advance to semi-finalist.

This competition is cross-walked with the following Education and Training Career Cluster Knowledge and Skill Statements: ESS02, ESS03, ESS04, ESS07, ESS08, ESS10, EDC02, EDC03, EDC07, and EDC08.

Eligibility for Entry

- A. This competition is open to good-standing FEA chapters at the high school or college levels. (This is not a competition for individuals.)
- B. Each high school or college FEA chapter may submit one video.
- C. All competition materials must be submitted online by 11:59:59 (Eastern) on December 19, 2011.
- D. Student presenters must be registered for the FEA National Conference by January 20, 2012, and be present at the conference.
- E. Entrants grant PDK International, the sponsoring organization of FEA, the right to use and publish the submission online or in any media without compensation.

Competition Guidelines

- A. During a chapter meeting, present the ethical dilemma narrative included at the end of this PDF document.
- B. Spend adequate time discussing the dilemma. This deliberation may take several chapter meetings. As a group, answer the ethical dilemma questions listed at the end of the ethical dilemma narrative.
- C. When the discussions have concluded and a consensus has been reached, prepare a video presentation stating the chapter's view on the dilemma.
- D. The video file must be in either an .mp4 or .flv format.
- E. The video opening must include the name of the school, city, and state.
- F. The video may not be longer than five minutes. **Videos longer than five minutes will not be judged.**
- G. The top five high school entries and the top five college entries will be invited to present their viewpoint at the FEA National Conference.
- H. Advisors of the entries selected as the semi-finalists will be notified by January 13, 2012. The chapter's student presenters must be registered for the FEA National Conference by January 20, 2012.
- I. Chapters selected to move forward to the on-site portion of the competition will participate in a 15-minute interactive session with a panel of judges. The chapter must select two or three students to present on behalf of the entire chapter. (There should be no less than two and no more than three student presenters.)

- J. In the 15-minute interactive session, the chapter will deliver a five-minute oral 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. For the remaining 10 minutes, 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.
- K. Competition clothing is required for the chapter's presenters. Five points will be deducted from the entrant's score for failure to dress in required FEA clothing. (For more information, see www.futureeducators.org/store/feaclothing.htm.)

Judging and Scoring

- A. The judges' decisions are final.
- B. Scoring is based on the Ethical Dilemma Competition rubric.
- C. Entries will be scored by categories: High School and College
- D. The 10 semi-finalists will be recognized at the FEA National Conference. One winner in each category (high school and college) will be awarded.

How to Enter

- A. All competition materials must be submitted online by 11:59:59 PM (Eastern) on December 19, 2011.
- B. Print the confirmation page for your records after completing the online submission form.
- C. Advisors of the entries that have moved to the semi-finalist phase of the ethical dilemma competition will be sent the competition schedule by January 13, 2012.
- D. Presenters should check in during conference registration to confirm their assigned time for presentation.
- E. Arrive at the judging area at your assigned time.



The National Association of Secondary School Principals has placed this program on the NASSP National Advisory List of Student Contests and Activities for 2011-2012.

Judge's Rating Sheet

Contestant's Name _____

Contestant's School _____

Circle Category: High School College

(Points awarded may range between zero and maximum number indicated.)

VIDEO COMPONENT (100 Points)

This entry is _____ seconds long. If it is more than five (5) minutes long, do not score this entry.

A. CONTENT

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| The presentation includes the name of the school, city, and state. | 5 pts. |
| The presentation demonstrates an awareness of the complexity of the ethical problem. | 15 pts. |
| The presentation demonstrates the members' capacity to engage in a fruitful and serious discussion. | 20 pts. |
| The presentation demonstrates creativity in imagining different stakeholder viewpoints. | 20 pts. |
| The presentation demonstrates through examination of the dilemma. | 20 pts. |
| The demonstrated includes a clear and decisive final viewpoint. | 20 pts. |

TOTAL POSSIBLE POINTS: 100

ON-SITE COMPONENT (100 Points)

A. CONTENT

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| The presentation includes a clear and decisive viewpoint based on careful deliberation. | 20 pts. |
| The presentation includes information on how the viewpoint was reached. | 10 pts. |
| The presentation includes factors that were considered in reaching the viewpoint. | 10 pts. |
| Responses to the judges' questions indicate a thorough examination of the dilemma. | 10 pts. |

B. DELIVERY

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| The presenters are professional and convincingly portray the seriousness of the dilemma. | 10 pts. |
| The presenters use appropriate gestures and body language. | 10 pts. |
| The presenters make eye contact with the judges. | 10 pts. |
| The presenters' voices are easy to hear and demonstrate a variety of tones as appropriate. | 10 pts. |
| The presenters demonstrate command of the English language and use appropriate vocabulary, grammar, and pronunciation. | 10 pts. |

TOTAL POSSIBLE POINTS: 100

Competition clothing is required. Deduct five (5) points for failure to adhere to competition guidelines.



Elizabeth was diagnosed with ADHD when she was 13. She's been on Adderall for a few years now and she has seen improvement in her ability to focus and concentrate. Elizabeth had no idea how popular she would become because of her Adderall prescription.

On Monday, Elizabeth was running late for school. She tossed a breakfast bar, a bottle of juice, and her bottle of Adderall into her purse thinking she'd eat once she got on the bus. Robert was at the bus stop when Elizabeth arrived. A senior and a really smart student, Robert was one of Elizabeth's role models. He was probably going to be the class valedictorian, and he was certainly going to go to a great college. Their families had been friends for a long time. Robert was pacing and looked worried. He told Elizabeth he was really nervous about today's calculus test.

On the bus, Elizabeth began eating her breakfast and took out her bottle of Adderall. "Hey," Robert said, "is that Adderall? My sister took one of her college roommate's pills when she had to write a term paper. She said it really helped her focus. She got the paper written in no time, and she did really well on it. I bet one would help me focus on this calculus test. Can I have one?"

Elizabeth's heart started racing. She knew giving someone else one of her prescription medications wasn't a good idea. But Robert is a good guy; she knows him and likes him. He's a serious student, and he's really stressed about the test. What could it hurt to give him just one? Elizabeth doesn't want to disappoint him, so she gives Robert one pill. Robert downs the pill and gives Elizabeth a wink.

While waiting for the bus to take her home, Elizabeth sees Robert running toward her. He grabs her and gives her a big hug and a kiss on the cheek. He aced the calculus test, and he is sure it's because Elizabeth "helped" him! Elizabeth is thrilled that Robert did well, and she is happy that he thinks she had something to do with it. Robert is talkative and happy during the ride home.

At lunch the next day Elizabeth is approached by two students she doesn't know very well. They each want to buy an Adderall capsule from her and are willing to give her \$5 a pill. SATs are coming up and they had heard that Adderall would help them focus so they'd do better on the test and get high scores. Elizabeth can see Robert sitting at a nearby table. He smiles at her and nods. Elizabeth feels the pressure; she agrees to bring two Adderall to school the next day. As the two students walk away smiling, Robert gives Elizabeth a thumbs up.

Elizabeth has a sleepless night as she worries about giving other students her medication. She needs the medicine herself! But what could she do now? She promised to bring the pills. The next morning Elizabeth brings the pills to school and decides to just give them to the two students. She figured that was better than selling them. She's not a drug dealer!

By the end of the day, Elizabeth is one of the most popular girls in the school. Word has gotten out that she has Adderall, that it will help kids get a good score on the SATs, and that she's not charging any money for them. Elizabeth begins to crumble. She starts telling kids she's not going to supply them with her Adderall. One of the students threatens to tell the administrators that she's already given away some of her prescription if she won't give one to him. Elizabeth quickly learns the meaning of blackmail and can easily see the mess she's gotten herself into. She imagines that if the principal finds out she has been giving away Adderall she could get expelled. The school has a zero-tolerance drug policy. But she does have a legal prescription so maybe Adderall won't count. Anyone could go to a doctor and get it, right? After all, it's prescribed for kids as young as seven or eight. What could be the harm?

DELIBERATIONS

Think about this dilemma and do some research on “smart drugs” or “study drugs” such as Adderall (commonly known as “Addy”). You’ll find the drug is prevalent on college campuses and in high schools. But it’s not a party drug, it’s an academic-enhancement drug taken by students who want to do their best in school. The ethics behind the use of academic drugs is a tough one.

Questions to consider during your debate of the dilemma:

Is it ethical for someone to take a stimulant known to aid in concentration and focus that gives them an edge over others doing the same assignment?

If you haven’t been prescribed Adderall by a doctor and you take it only as an academic enhancer would that be considered cheating?

How does taking Adderall to enhance school performance compare to an athlete taking performance-enhancement drugs like steroids? Is there a difference?

Why do you think students feel compelled to take Adderall?

Why do you think some students are willing to share or even sell their medication?

MSNBC reports that parents now visit doctors to demand this drug for their children, in the hope of improving their children's report cards. What is your reaction to this?

What should teachers do if they know some students are using Adderall only as a study enhancer?

How will you approach the topic of “study drugs” when you become a teacher?

Some consider it the academic equivalent of performance-enhancing sports steroids; to others, it’s just a mental booster on par with a large jolt of caffeine. What do you think?

Law School professor Henry Greely caught the attention of media and educators nationwide for his following remark: “There’s nothing inherently wrong with cognitive enhancement through drugs or other methods. I’m a teacher; my job is cognitive enhancement. Caffeine is a cognitive enhancement. I don’t think there’s anything special about enhancing with drugs that makes it morally different.” (See www.stanforddaily.com/2010/06/03/all-about-adderall/.) What do you think?

The Drug Enforcement Administration (DEA) classifies Adderall as a Schedule II controlled substance—the same legal category as cocaine and heroin—which means it has a “high potential for abuse.” The minimum federal sentence for first-time possession of between five and 49 grams is five years. Is the DEA overreacting? Should Adderall and other “study drugs” be reclassified? Should these drugs be manufactured in lower doses and be made available to anyone regardless of a doctor’s prescription?