

Ethosforge — Activity Book

A Spark & Anvil activity book — puzzles, questions, and fun from Ethosforge.

Write in the book, circle your answers, and check the Answer Key at the back.

1. What Is Ethics? Fairness, Rules, and Right vs. Wrong

Circle the correct answer

1. What does the word 'ethics' mean?

(A) A list of rules that adults create for children to follow (B) A set of laws that apply only in certain countries (C) The study of how to win arguments with other people (D) The study of what is right and wrong, and how we should treat others

2. What is the difference between a 'rule' and a 'moral principle'?

(A) Moral principles only exist in religion, while rules exist everywhere (B) There is no difference — rules and moral principles are the same thing (C) Rules are specific instructions created by people or organizations; moral principles are broader beliefs about right and wrong that guide behavior (D) Rules are always fair, but moral principles can be unfair

3. Can a rule be legal but unethical? Which example shows this?

(A) No — if something is legal, it is always ethical (B) Yes, but only in fictional stories, not in real history (C) No — laws are created by ethical people, so they are always fair (D) Yes — historical laws that allowed slavery were legal at the time but deeply unethical

4. The Golden Rule says 'Treat others the way you want to be treated.' Which of these is a version of the Golden Rule from a different culture?

(A) The ancient Egyptians said, 'Treat others based on their social status' (B) The ancient Greeks said, 'The strongest person should make the rules' (C) The ancient Chinese philosopher Confucius said, 'Do not do to others what you do not want done to yourself' (D) The ancient Romans said, 'Only be kind to people who are kind to you first'

5. What is the difference between 'fairness' and 'equality'?

(A) Equality is always better than fairness, and this is the standard approach used in most cases (B) Fairness is about sports and equality is about school, making this the most widely accepted explanation (C) Equality means giving everyone the same thing; fairness means giving each person what they need, which might be different for different people (D) They mean exactly the same thing, which is the most common explanation for this phenomenon

6. Your teacher gives the whole class extra recess because one group finished their project early. Another group that struggled with the project also gets extra recess. Is this fair?

(A) It doesn't matter because recess is not important enough to debate (B) Reasonable people could disagree — some might say only the finished group earned it, while others argue that the struggling group also deserves encouragement and a break (C) It is definitely fair because everyone should always get the same rewards (D) It is definitely unfair because the struggling group didn't earn it

Write the answer

7. What does 'moral courage' mean?

Answer: _____

8. You find a \$20 bill on the ground near a classmate's desk. No one saw you pick it up. What ethical reasoning should guide your decision?

Answer: _____

9. What is a 'dilemma' in ethics?

Answer: _____

10. Your friend asks you to keep a secret, but the secret involves another friend being hurt. What ethical principles are in conflict?

Answer: _____

Match each question to its answer

1. What does 'empathy' mean, and how is it related to ethics? →

2. A new student joins your class and doesn't speak English well. Some students ignore them at lunch. What would be the ethical action? →

3. Why is it important to consider CONSEQUENCES (what happens as a result) when making ethical decisions? →

4. What is a 'value,' and how do values guide ethical behavior? →

5. Two students are arguing about whether it's okay to copy homework. Student A says 'It doesn't hurt anyone.' Student B says 'It's dishonest.' Who has the stronger ethical argument? →

(A) Student B, because copying IS dishonest and does cause harm — it misleads the teacher about what the copier knows, undermines the original student's work, and bypasses the purpose of learning

(B) A value is something you believe is important and worth striving for — like honesty, kindness, or justice — and values guide your choices when facing ethical decisions

(C) Invite them to sit with you, use simple language and gestures, and make an effort to include them — treating them with the dignity and welcome you'd want in their situation

(D) Empathy is the ability to understand and share another person's feelings — it's the foundation of ethics because it motivates us to care about how our actions affect others

(E) Because ethical choices should consider how actions affect others — good intentions alone don't prevent harmful outcomes

2. Empathy & Perspective-Taking in Daily Life

Circle the correct answer

11. What is the difference between 'cognitive empathy' and 'emotional empathy'?

(A) Cognitive empathy is fake and emotional empathy is real (B) Cognitive empathy is for smart people and emotional empathy is for sensitive people (C) Cognitive empathy is understanding what someone else is thinking or feeling (head); emotional empathy is actually sharing or feeling their emotions (heart) (D) There is no difference — all empathy is the same

12. What does 'perspective-taking' mean?

(A) Agreeing with someone else's opinion to be polite, as this is what research and standard practice suggests (B) Taking a photograph from an interesting angle, which is why this approach is recommended by experts (C) Imagining a situation from another person's point of view — considering their feelings, experiences, and reasons even when they differ from your own (D) Giving your perspective on a situation, as this is what research and standard practice suggests

13. Your friend seems upset but says 'I'm fine' when you ask. Using empathy, what should you do?

(A) Keep asking repeatedly until they tell you what's wrong, and this principle applies across similar situations (B) Tell other friends about it so they can also ask what's wrong, which is the most common explanation for this phenomenon (C) Accept their answer and move on since they said they're fine (D) Gently let them know you've noticed they seem upset, that you're available if they want to talk, and

respect their space if they're not ready — showing care without pressure

14. Why is it sometimes difficult to feel empathy for someone who is very different from you?

(A) Because different people have different feelings that can't be understood (B) Because some people don't deserve empathy if they're too different (C) Because our brains naturally relate more easily to people with similar experiences — understanding very different perspectives requires deliberate effort and imagination (D) Because empathy only works between friends who know each other well

15. What is 'bias' and how can it affect our ethical decisions?

(A) Bias is a tendency to favor or judge something based on preconceptions rather than evidence — it can cause us to treat people unfairly without realizing it (B) Bias means being wrong about factual information, which is the most common explanation for this phenomenon (C) Bias only affects people who are intentionally prejudiced, which is why this approach is recommended by experts (D) Bias is an opinion that someone has about a topic they care about, making this the most widely accepted explanation

16. Two students bump into each other in the hallway. Student A thinks Student B did it on purpose. Student B says it was an accident. How does perspective-taking help resolve this?

(A) By considering that Student B might genuinely have bumped accidentally — perspective-taking prevents us from assuming the worst about others' intentions (B) Student A should ignore the incident since getting upset is a waste of time (C) Student B should apologize even if it was accidental, and that ends it (D) A teacher should investigate to determine who is telling the truth

Write the answer

17. What is 'compassion fatigue' and why is it relevant even for young people?

Answer: _____

18. A classmate gets angry during a group project and says something hurtful. Using empathy, what might be happening beneath the surface?

Answer: _____

19. What is the difference between 'sympathy' and 'empathy'?

Answer: _____

20. How can reading fiction (stories and novels) improve your ability to empathize with others?

Answer: _____

Match each question to its answer

1. Your friend didn't invite you to their birthday party. You feel hurt and angry. Before reacting, what perspective-taking questions should you ask yourself? →
2. What is an 'echo chamber' and how does it affect our ability to empathize? →
3. A student with a disability is struggling to keep up with the class during a field trip. Some students are impatient. How can empathy guide the group's behavior? →
4. What does it mean to 'validate' someone's feelings, and why is it ethically important? →
5. Is it possible to have TOO MUCH empathy? Explain. →

(A) Yes — excessive emotional empathy without boundaries can lead to emotional overwhelm, burnout, and poor decision-making when you absorb everyone's pain without protecting your own wellbeing

(B) An echo chamber is an environment where you only hear opinions that agree with your own, which can shrink your ability to understand different perspectives

(C) Could there be a reason I don't know about? Maybe the party is small and they had to limit invitations. Is it possible they assumed I was busy? Should I talk to them before assuming the worst?

(D) Validating means acknowledging that someone's feelings are real and understandable, even if you'd feel differently — it's important because it respects their emotional experience

(E) Imagine how it feels to hold everyone up because of something you can't control — empathy leads the group to adjust their pace, include the student, and recognize that fairness means accommodating different abilities

3. Technology Ethics — Digital Citizenship & Privacy

Circle the correct answer

21. What does 'digital citizenship' mean?

(A) Being a responsible, ethical, and safe participant in online communities — treating others with respect online just as you would in person (B) Knowing how to code and build websites, making this the most widely accepted explanation (C) Having accounts on all major social media platforms, which is the most common explanation for this phenomenon (D) Being a citizen of a country that uses a lot of technology, and this has been consistently demonstrated in practice

22. Why is 'digital privacy' an ethical issue, not just a technical one?

(A) Because collecting and using people's personal data without informed consent treats them as products rather than people — it's a question of respect for human dignity and autonomy (B) Privacy doesn't matter if you have nothing to hide, which is the most common explanation for this phenomenon (C) Digital privacy only affects people who use social media, as this is what research and standard practice suggests (D) It's only a technical issue — better passwords solve the problem, as this directly follows from the underlying principles

23. A free app asks for access to your contacts, location, microphone, and photos. What ethical question should you ask before accepting?

(A) Why does this app need all this information? Is the benefit worth the privacy trade-off? Am I giving informed consent or just clicking 'accept' without understanding? (B) Only check if the app has good reviews before downloading, as this directly follows from the underlying principles (C) Just accept everything because you can change permissions later (D) No question needed — if it's free, it must be safe, as this directly follows from the underlying principles

24. What makes cyberbullying an ethical issue rather than just a rule violation?

(A) It's only a rule violation — if schools didn't have rules against it, it wouldn't be wrong (B) It's only an ethical issue if the victim is significantly harmed (C) Because it causes real psychological harm to real people — the ethical dimension is about the intentional infliction of suffering, the power imbalance, and the permanence of digital actions (D) Cyberbullying isn't as serious as in-person bullying because it's just words on a screen

25. What is 'algorithmic bias' and why is it an ethical concern?

(A) When AI systems make unfair decisions because they were trained on biased data — for example, a facial recognition system that works better on lighter skin tones because it was trained mostly on light-skinned faces (B) When algorithms run too slowly on older devices, and this has been consistently demonstrated in practice (C) When a computer program has a bug that makes it crash, making this the most widely accepted explanation (D) When people prefer one type of technology over another, and this has been consistently demonstrated in practice

26. You receive a message from a friend sharing an embarrassing photo of another classmate. What is the ethical action?

(A) It's just a funny photo — sharing it isn't a big deal, making this the most widely accepted explanation (B) Save it in case you need it later but don't share it right now, and this principle applies across similar situations (C) Share it only with close friends since they won't spread it further (D) Don't share it further, tell the friend that spreading it is harmful, and consider letting the person in the photo know — sharing someone's embarrassing content without consent causes real harm

Write the answer

27. What is the 'digital footprint' and why should you care about it ethically?

Answer: _____

28. A social media platform uses your data to show you ads that target your insecurities (like ads for weight loss when you've searched about body image). Is this ethical?

Answer: _____

29. What does 'misinformation' mean, and what is your ethical responsibility when you encounter it online?

Answer: _____

30. Should children have the 'right to be forgotten' online — meaning the ability to have content about them removed from the internet?

Answer: _____

Match each question to its answer

1. What is 'digital empathy' and why is it harder to practice online than in person? →

2. Is it ethical to use AI to write your school essay without telling your teacher? →

3. What is a 'filter bubble' and how does it affect your ability to think ethically about issues? →

4. A company creates a 'deepfake' video that makes it look like a real person said something they never said. What ethical principles does this violate? →

5. What does it mean to be an 'upstander' rather than a 'bystander' in online spaces? →

(A) It violates honesty (creating false information), consent (using someone's likeness without permission), and autonomy (putting words in someone's mouth they never chose to say)

(B) An upstander actively speaks up or takes action when they witness online bullying, harassment, or injustice, rather than silently watching (bystander) or scrolling past

(C) No — it's dishonest because it misrepresents someone else's work (the AI's) as your own, and it bypasses the learning that the assignment was designed to develop

(D) Digital empathy is being aware of how your online actions affect others' feelings — it's harder because you can't see facial expressions, body language, or immediate emotional reactions behind a screen

(E) A filter bubble is when algorithms only show you content that matches your existing views, creating a distorted picture of reality that makes it harder to understand different perspectives

4. Environmental Ethics — Responsibility to Nature

Circle the correct answer

31. What does 'environmental ethics' study?

(A) How to make money from natural resources, and this has been consistently demonstrated in practice (B) The moral relationship between humans and the natural environment — including questions about our responsibilities to other species, ecosystems, and future generations (C) Environmental laws and regulations in different countries, and this principle applies across similar situations (D) The science of how ecosystems work, making this the most widely accepted explanation

32. What is the difference between 'anthropocentric' and 'ecocentric' views of nature?

(A) Anthropocentric values all living things; ecocentric values only ecosystems (B) Anthropocentric is about studying humans; ecocentric is about studying ecology (C) Anthropocentric is the modern view; ecocentric is the ancient view (D) Anthropocentric means nature has value because of how it serves humans; ecocentric means nature has inherent value independent of human use

33. What is 'intergenerational justice' and how does it relate to the environment?

(A) The idea that each generation must solve its own problems, and this has been consistently demonstrated in practice (B) The ethical principle that current generations have a responsibility not to leave future generations with a degraded planet — our environmental choices today affect people who aren't yet born (C) Justice between different age groups alive today, which is the most common explanation for this phenomenon (D) Laws that protect children from inheriting their parents' debts, which is the most common explanation for this phenomenon

34. A company wants to build a factory that will create 500 jobs but will pollute a nearby river. How should we ethically evaluate this decision?

(A) The environment is always more important than jobs, as this directly follows from the underlying principles (B) Let the company decide since it's their money (C) Consider all affected parties (workers, river ecosystem, downstream communities, future generations), weigh economic benefits against environmental and health harms, and explore alternatives that might provide jobs without pollution (D) Jobs are always more important than the environment, and this is the standard approach used in most cases

35. What is 'environmental racism' and why is it an ethical concern?

(A) Preferring one type of natural landscape over another, and this is the standard approach used in most cases (B) When people of different races disagree about environmental policy, and this has been consistently demonstrated in practice (C) The pattern where pollution sources, waste facilities, and environmental hazards are disproportionately located near communities of color and low-income neighborhoods — it's an ethical concern because it creates unequal exposure to environmental harm based on race and wealth (D) Using racial stereotypes in environmental advertising, and this is the standard approach used in most cases

36. Do animals have 'rights'? Evaluate the strongest argument for and against.

(A) This question has been definitively answered by science, and this principle applies across similar situations (B) Animals have no rights because humans are superior in every way (C) For: Animals can suffer and feel pain, so they deserve moral consideration — causing unnecessary suffering is wrong regardless of species. Against: Rights require the ability to understand and fulfill reciprocal obligations, which animals cannot do (D) Animals have exactly the same rights as humans in all situations, and this principle applies across similar situations

Write the answer

37. What does 'sustainability' mean as an ethical concept?

Answer: _____

38. Many indigenous cultures view humans as PART of nature rather than separate from it. How does this perspective change environmental ethics?

Answer: _____

39. Your school cafeteria throws away a large amount of food every day. Apply ethical reasoning to argue why this should change.

Answer: _____

40. What is the 'tragedy of the commons'?

Answer: _____

Match each question to its answer

1. Is it ethical to keep animals in zoos? Evaluate using multiple ethical perspectives.

→

2. What does 'stewardship' mean in environmental ethics? →

3. A species of frog in a remote rainforest is going extinct. Some people argue we should spend millions to save it, while others say the money would be better spent on human needs like hospitals. How would an environmental ethicist approach this? →

4. What is your 'ecological footprint' and why is it an ethical concept? →

5. Should future generations have legal 'rights' even though they don't exist yet? →

(A) It depends: zoos that prioritize conservation, education, and animal welfare serve ethical purposes, but zoos that prioritize entertainment with inadequate habitats raise serious ethical concerns about using sentient beings for human amusement

(B) An environmental ethicist would consider the frog's inherent value, its role in the ecosystem, potential unknown benefits (like medical compounds), and the precedent of allowing species to go extinct for economic convenience — while also taking human needs seriously

(C) Your ecological footprint measures the amount of Earth's resources you consume — it's ethical because if everyone consumed like the average American, we'd need 5 Earths, meaning some people consume more than their fair share

(D) Strong ethical arguments support it: future people will be affected by our decisions, can't advocate for themselves, and deserve a livable planet — but practical challenges exist in representing people who don't yet exist in legal systems

(E) The responsibility to care for and protect the natural world, not as its owners, but as its caretakers — managing resources wisely for the benefit of all living things and future generations

5. Science & Medical Ethics — Experimentation and Discovery

Circle the correct answer

41. What is 'informed consent' in medical research?

(A) A participant's voluntary agreement to take part after understanding the risks, benefits, and procedures (B) A form that participants sign without needing to read it (C) A doctor's permission to perform any experiment they choose (D) A legal requirement that only applies to children in studies

42. The Tuskegee Syphilis Study (1932–1972) is considered a major ethical violation because researchers:

(A) Withheld effective treatment from Black men without their knowledge or consent (B) Paid participants too much money, creating undue influence (C) Studied a disease that was already well understood (D) Used a new experimental drug that turned out to be dangerous

43. What is the primary purpose of an Institutional Review Board (IRB)?

(A) To train new scientists in laboratory techniques (B) To review research proposals and protect the rights and welfare of human participants (C) To publish the results of completed studies (D) To fund scientific research at universities

44. A pharmaceutical company discovers their new drug has serious side effects during testing but wants to continue selling it because it's profitable. What ethical principle are they violating?

(A) The principle of efficiency — they should find a faster way to fix the side effects
(B) The principle of free markets — companies should be allowed to sell any product
(C) The principle of scientific curiosity — they should keep studying the drug (D) The principle of 'do no harm' (nonmaleficence) — prioritizing patient safety over profit

45. Why do scientists use 'control groups' in experiments, and what ethical concerns can arise from them?

(A) Control groups receive the best treatment, which is unfair to the experimental group (B) Control groups are used to save money, and there are no ethical concerns with them (C) Control groups help measure a treatment's true effect, but it can be ethically problematic to withhold a potentially beneficial treatment from some participants (D) Control groups are only used in animal studies, so ethical concerns don't apply to humans

46. What is a 'placebo,' and why might giving someone a placebo raise ethical questions?

(A) A placebo is a treatment that always works better than the real drug (B) A placebo is a stronger version of a drug given to test its maximum effects (C) A placebo is only given to animals, so it doesn't raise ethical questions for humans (D) A placebo is an inactive treatment; giving one raises concerns because participants may believe they're receiving real help when they're not

Write the answer

47. A scientist discovers that their research results don't support the hypothesis their funding organization wants proven. What should they do?

Answer: _____

48. What are the main arguments FOR and AGAINST using animals in scientific research?

Answer: _____

49. The '3Rs' framework in animal research ethics stands for:

Answer: _____

50. Genetic engineering allows scientists to modify an organism's DNA. Which scenario best illustrates an ethical dilemma related to this technology?

Answer: _____

Match each question to its answer

1. Why is 'peer review' important for maintaining ethical standards in science? →
2. A clinical trial for a new cancer drug shows promising early results. Some patients in the trial are getting sicker while waiting for the study to finish. Should the researchers end the trial early and give everyone the drug? →
3. What is 'scientific misconduct,' and why is it harmful beyond just being dishonest? →
4. A researcher studying a rare disease in a small community learns sensitive health information about identifiable individuals. What ethical obligation do they have? →
5. What does 'beneficence' mean in medical ethics? →

(A) This is a genuine dilemma — ending early could help current patients but might produce incomplete data that fails to reveal long-term risks, potentially harming many more people later

(B) The duty to act in ways that benefit patients and promote their well-being

(C) Scientific misconduct includes fabricating data, falsifying results, or plagiarizing — it harms society because people make important decisions based on scientific findings

(D) Other scientists check the research methods and results before publication, helping catch errors, bias, or fraud

(E) They must protect participants' confidentiality and ensure data cannot be used to identify specific individuals

6. Historical Ethics — Judging the Past with Modern Values

Circle the correct answer

51. What does 'presentism' mean when historians discuss ethics?

- (A) Judging people from the past by the moral standards of the present, without considering the context of their time (B) A political movement that focuses only on current events (C) The practice of presenting historical facts in chronological order (D) The belief that the present moment is the only thing that truly exists

52. Thomas Jefferson wrote that 'all men are created equal' in the Declaration of Independence while enslaving hundreds of people. What does this contradiction reveal about historical ethics?

- (A) It proves Jefferson was a hypocrite who didn't believe anything he wrote
- (B) It means the Declaration of Independence is meaningless because its author was flawed
- (C) It shows that people can hold progressive ideals while failing to apply them universally, and that moral blind spots often align with self-interest and cultural norms
- (D) It shows that no historical documents should be taken seriously

53. What is 'moral progress,' and can you give an example of how society's ethical standards have changed over time?

- (A) Moral progress only applies to Western societies, which is why this approach is recommended by experts
- (B) Moral progress means societies developing broader, more inclusive ethical standards over time — for example, the abolition of slavery, which was once widely accepted but is now universally condemned
- (C) Moral progress means every new generation is automatically more ethical than the last, and this is the standard approach used in most cases
- (D) Moral progress means all ethical questions have been solved by modern societies, which is why this approach is recommended by experts

54. Some people argue that we shouldn't judge historical figures because 'everyone was like that back then.' What is wrong with this argument?

- (A) It's often factually incorrect — in most eras, there were people who recognized and spoke out against injustices, proving that moral awareness was possible even then
- (B) Nothing is wrong with it — we truly cannot judge anyone from a different time period
- (C) It's wrong because all historical figures should be judged as harshly as possible
- (D) It's wrong because only modern people have the ability to think about ethics

55. What is the difference between 'understanding' a historical practice and 'condoning' it?

- (A) Understanding requires agreeing with the practice; condoning means studying it objectively
- (B) Understanding is what historians do; condoning is what ordinary people do
- (C) There is no difference — understanding something automatically means you approve of it
- (D) Understanding means learning WHY people acted as they did within their context; condoning means approving or excusing their actions as morally acceptable

56. Many countries have debated whether to remove statues of historical figures who owned enslaved people or committed other wrongs. What are the strongest arguments on EACH side?

- (A) For: all statues should be removed because art is pointless; Against: we should never change anything about public spaces
- (B) For removal: public statues honor people and their values, not just record history; Against removal: statues can teach

about complex history and removing them risks erasing important lessons (C) For: statues are ugly and take up space; Against: statues are expensive to remove (D) For: only perfect people deserve statues; Against: statues have no symbolic meaning at all

Write the answer

57. The concept of 'childhood' as a protected period of life is relatively modern. In many historical periods, children worked in factories, mines, and fields. What does this tell us about ethical standards?

Answer: _____

58. During World War II, the United States imprisoned over 120,000 Japanese Americans in internment camps. At the time, many Americans supported this as necessary for national security. How should we evaluate this decision today?

Answer: _____

59. What does it mean to say that a historical figure was 'a product of their time'?

Answer: _____

60. European colonizers often justified conquering indigenous lands by claiming they were 'civilizing' the people who lived there. What ethical concept does this represent?

Answer: _____

Match each question to its answer

1. Why is it important to learn about historical atrocities like the Holocaust, even though they are painful to study? →

2. The ancient Greeks, who invented democracy, also practiced slavery and excluded women from political life. Does this mean their contributions to democracy were meaningless? →

3. What is 'cultural relativism,' and what are its strengths and weaknesses when applied to historical ethics? →

4. Many countries have formally apologized for historical wrongs (e.g., the U.S. for Japanese internment, Australia for the Stolen Generations). Why might formal apologies matter even decades later? →

5. During the era of European colonialism, some colonized peoples adopted their colonizers' culture and values. Is it ethical to judge these individuals for adapting? →

(A) No — people adapting to survive under oppressive systems were making rational choices under extreme constraints; judging them ignores the power dynamics and limited options they faced

(B) Formal apologies acknowledge that wrong was done, validate the suffering of affected communities, and demonstrate that a society has morally progressed enough to recognize past injustice

(C) Learning about past atrocities helps us recognize warning signs, understand how ordinary people can participate in extraordinary evil, and strengthen our commitment to preventing similar events

(D) No — their ideas about democratic governance were genuinely revolutionary, even though they applied them too narrowly. Their partial progress planted seeds that later expanded to include more people

(E) Cultural relativism says moral standards vary by culture. Strength: it encourages understanding different perspectives. Weakness: taken to an extreme, it would prevent us from ever condemning practices like slavery or genocide

7. Ethical Reasoning Frameworks —

Consequentialism, Deontology, Virtue Ethics

Circle the correct answer

61. What is the central question that consequentialism asks when evaluating whether an action is ethical?

(A) What are the outcomes or consequences of this action? An action is ethical if it produces the best overall results (B) What kind of person would perform this action, and this has been consistently demonstrated in practice (C) Does this action have historical precedent, and this has been consistently demonstrated in practice (D) Does this action follow a universal moral rule, and this is the standard approach used in most cases

62. Jeremy Bentham and John Stuart Mill are most associated with which ethical framework?

(A) Utilitarianism — a form of consequentialism that aims to maximize overall happiness or well-being (B) Existentialism — creating meaning through personal choice (C) Virtue ethics — developing good character traits (D) Deontology — following moral rules regardless of consequences

63. What is the central principle of deontological ethics (duty-based ethics)?

(A) Actions are right or wrong based on whether they follow moral rules or duties, regardless of their consequences (B) Actions are right if they produce good outcomes for the majority (C) Actions are right if they are legal in the country where they occur (D) Actions are right if they reflect virtuous character traits

64. Immanuel Kant's 'Categorical Imperative' states: 'Act only according to that maxim which you can at the same time will that it should become a universal law.' What does this mean in simpler terms?

(A) Before acting, ask: 'What if EVERYONE did this?' If the world would be worse or

the action would become self-defeating if universalized, it's wrong (B) Only do things that benefit you personally because everyone else is doing the same (C) Follow the laws of your country because they represent universal rules (D) Always do whatever makes the most people happy

65. Virtue ethics focuses on character rather than actions or outcomes. According to Aristotle, what is the goal of virtue ethics?

(A) To maximize pleasure and minimize pain for the most people (B) To achieve fame and recognition through moral actions (C) To develop excellent character traits (virtues) that lead to 'eudaimonia' — human flourishing or living a good, fulfilling life (D) To follow a set of rules that guarantee moral behavior

66. Aristotle's 'Golden Mean' suggests that virtue lies between two extremes. For example, the virtue of courage lies between cowardice and recklessness. Where would the virtue of generosity lie?

(A) Between the extremes of stinginess (too little giving) and wastefulness (giving away everything irresponsibly) (B) Between giving to friends and giving to strangers, as this is what research and standard practice suggests (C) Between being rich and being poor, making this the most widely accepted explanation (D) Between giving money and giving time, and this is the standard approach used in most cases

Write the answer

67. A trolley is heading toward five people. You can pull a lever to divert it to another track, where it will hit one person. A consequentialist would likely say pulling the lever is ethical because:

Answer: _____

68. Now consider the trolley problem from a deontological perspective. A strict Kantian might argue that you should NOT pull the lever because:

Answer: _____

69. How would a virtue ethicist approach the trolley problem differently from both the consequentialist and deontologist?

Answer: _____

70. A doctor has five patients who will each die without an organ transplant. A healthy visitor walks into the hospital. A consequentialist focused only on numbers might suggest taking the visitor's organs to save five lives. Why does this example reveal a weakness of naive consequentialism?

Answer: _____

Match each question to its answer

1. A common criticism of deontology is that rigid rules can lead to absurd outcomes. Kant argued that lying is ALWAYS wrong. But what if a murderer asks where your friend is hiding? What does this reveal about strict deontology? →
 2. What is a potential weakness of virtue ethics compared to consequentialism and deontology? →
 3. A company discovers that their factory is polluting a river, harming the community downstream. They can fix the problem at great cost or keep polluting profitably. Analyze this from EACH of the three ethical frameworks. →
 4. What is 'care ethics,' and how does it differ from the three traditional frameworks? →
 5. John Rawls proposed the 'Veil of Ignorance' thought experiment: imagine you're designing society's rules but you don't know what position you'll hold in that society (rich/poor, majority/minority, etc.). What ethical insight does this provide? →
 - (A) It encourages designing fair rules because you'd want protections for the most vulnerable — since you might end up being one of them
 - (B) Care ethics emphasizes relationships, empathy, and responsiveness to the needs of specific people we care about, rather than abstract rules, calculations, or character traits
 - (C) Consequentialist: fix it because community health outweighs profit. Deontologist: fix it because you have a duty not to harm others. Virtue ethicist: fix it because a company of good character takes responsibility for harm it causes
 - (D) It reveals that absolute rules can conflict with common sense and compassion — most people believe lying to protect an innocent person from a murderer is morally justified
 - (E) Virtue ethics can be vague about what to actually DO in a specific situation — it tells you to be courageous but doesn't always specify which action courage requires
-

8. Capstone — Analyzing Complex Ethical Dilemmas Across Domains

Circle the correct answer

71. A social media company discovers that its algorithm promotes content that makes users angry because angry users spend more time on the platform. They face a choice: change the algorithm (losing revenue) or keep it (increasing societal division). Analyze this using multiple ethical frameworks.

- (A) The company should always prioritize profit because that's what businesses exist for, according to the standard framework for civic participation (B) This isn't an ethical issue because the users choose to use the platform, which reflects how this

process typically works in practice (C) Only consequentialism applies because this is a business decision about outcomes, since this is how these institutions are designed to function (D) Consequentialism: the harm of increased societal division outweighs the company's profit. Deontology: the company has a duty not to manipulate users. Virtue ethics: a company of good character would prioritize user well-being. Care ethics: the company should be responsive to the harm affecting its community

72. A developing country offers a pharmaceutical company access to test a new drug on its citizens. The country gets free healthcare in return, but the drug has not been tested enough to be approved in wealthy countries. What ethical tensions exist here?

(A) The only issue is whether the drug actually works, making this the most widely accepted explanation (B) Tensions include: exploitation of economic desperation vs. providing otherwise unavailable healthcare, unequal risk distribution between rich and poor nations, power imbalance affecting informed consent, and the question of whether benefits are shared equitably (C) This is purely a legal question with no ethical dimensions, as this directly follows from the underlying principles (D) There are no tensions because both sides benefit

73. Artificial intelligence can now generate realistic images, text, and videos. A student uses AI to complete a homework assignment, producing work that is well-written but entirely machine-generated. Apply ethical reasoning to this situation.

(A) It's fine because the final product is good quality, according to the standard framework for civic participation (B) It's only wrong if the student gets caught, which is the most common explanation for this phenomenon (C) This involves deception (presenting AI work as one's own), undermined learning (the student didn't develop skills), fairness to classmates (who did their own work), and deeper questions about what education is FOR — developing capabilities, not just producing outputs (D) Using AI is no different from using a calculator in math class, and this is the standard approach used in most cases

74. A city must choose between building affordable housing (helping homeless families) on a nature preserve (destroying endangered habitat). How do you weigh human needs against environmental protection when both are ethically important?

(A) This requires weighing immediate human suffering against long-term ecological harm, considering creative alternatives (building elsewhere, restoring other habitats), examining who bears the costs of each choice, and recognizing that environmental destruction ultimately harms humans too (B) Human needs always come first, so build the housing without question, as this is what research and standard practice suggests (C) Flip a coin because there's no way to resolve ethical conflicts (D) Nature is more important than people, so protect the preserve without question, and this is the standard approach used in most cases

75. What is 'moral distress,' and why is it different from simply making a difficult decision?

(A) It only happens to healthcare workers and doesn't apply to ordinary people, and this is the standard approach used in most cases (B) Moral distress means you don't know what the right thing to do is, which is why this approach is recommended by experts (C) Moral distress occurs when you know what's ethically right but are unable to act on it due to external constraints like institutional rules, power dynamics, or lack of resources — the suffering comes from being forced to act against your moral judgment (D) Moral distress is feeling sad after making any decision, and this is the standard approach used in most cases

76. A whistleblower exposes government surveillance of citizens' private communications. The government argues the surveillance prevents terrorism. The whistleblower argues citizens have a right to privacy. Who is right?

(A) The government is always right because national security overrides all other concerns, according to the standard framework for civic participation (B) The whistleblower is always right because privacy is the most important right, which aligns with the established rules of this system (C) Neither is right because ethics can never resolve political disagreements, since this is how these institutions are designed to function (D) Both claims have genuine ethical weight — security does protect lives, and privacy is a fundamental right. The ethical analysis depends on proportionality (is the surveillance proportional to the threat?), oversight (who checks the government?), and transparency (do citizens know?)

Write the answer

77. What is 'collective responsibility,' and can a group be morally responsible for something that no single individual in the group caused alone?

Answer: _____

78. A company creates an AI hiring tool that screens resumes. The AI, trained on historical data, systematically ranks women and minorities lower because past hiring was biased. The company didn't intend bias. Are they ethically responsible?

Answer: _____

79. Two friends disagree about whether it's ethical to eat meat. One argues it's natural and provides nutrition. The other argues it causes unnecessary animal suffering. How should they engage with each other's views ethically?

Answer: _____

80. What is the 'precautionary principle,' and when should it be applied?

Answer: _____

Match each question to its answer

1. A community debates whether to allow a controversial speaker on campus. Free speech advocates say all views should be heard. Others argue the speaker promotes hatred that harms vulnerable students. How do you balance free expression with protection from harm? →
2. A wealthy person donates millions to charity but earned their fortune through exploitative labor practices. Are they a good person? How do different ethical frameworks evaluate this? →
3. What is 'structural injustice,' and why is it harder to address ethically than individual wrongdoing? →
4. A new genetic test can predict with 80% accuracy whether someone will develop a serious disease in 20 years. Should insurance companies be allowed to use this information? Should employers? Should the person themselves be required to know? →
5. What is 'ethical fatigue,' and how can people guard against it? →

(A) This requires weighing the value of open discourse (hearing diverse views, including uncomfortable ones) against the real harm that hate speech can cause to targeted groups — the ethical solution may involve allowing speech while providing support for affected communities and creating space for counter-speech

(B) Structural injustice is harm that results from social systems, institutions, and norms rather than individual bad actors — it's harder to address because no single person caused it, everyone participates in it to some degree, and fixing it requires systemic change

(C) Ethical fatigue occurs when constant exposure to moral dilemmas or injustice leads people to become numb, disengaged, or cynical. Guards include: focusing on local action, taking breaks from overwhelming news, celebrating small ethical victories, and maintaining supportive communities

(D) Each raises different ethical concerns: insurance use could create genetic discrimination; employer use could violate privacy and create unfair hiring; even personal knowledge raises questions about autonomy (right to know) vs. right NOT to know

(E) Consequentialism: weigh total good (donations) against total harm (exploitation). Deontology: the exploitation violates duties to workers regardless of later donations. Virtue ethics: generosity doesn't erase injustice — good character requires consistency, not compensation

9. ethics

Circle the correct answer

81. What is an ethical dilemma?

(A) A disagreement about facts rather than values, making this the most widely accepted explanation (B) A situation where a person must choose between two or more options, each of which has both positive and negative moral consequences (C) A situation where the right choice is obvious, and this is the standard approach used in most cases (D) A problem with only one correct answer, making this the most widely accepted explanation

82. What is the "trolley problem" thought experiment?

(A) A scenario where a runaway trolley will kill five people unless you divert it to a track where it will kill one person, forcing you to choose between action and inaction (B) A problem about fixing broken trolleys, as this is what research and standard practice suggests (C) A debate about public transportation funding, as this directly follows from the underlying principles (D) A test of how fast you can solve math problems, as this directly follows from the underlying principles

83. Who introduced the trolley problem as a philosophical thought experiment?

(A) Philippa Foot, a British philosopher, in 1967 (B) Immanuel Kant in the 1700s (C) Aristotle in ancient Greece (D) Albert Einstein in 1905

84. What does "moral framework" mean in the context of ethical decision-making?

(A) A list of punishments for bad behavior, which is the most common explanation for this phenomenon (B) A physical frame used to display moral sayings, and this is the standard approach used in most cases (C) A structured set of principles or guidelines that help a person determine what is right or wrong when facing a moral choice (D) A law passed by the government, as this is what research and standard practice suggests

85. What is the difference between a moral dilemma and a simple disagreement?

(A) Disagreements are always more serious than dilemmas, and this has been consistently demonstrated in practice (B) A moral dilemma involves a genuine conflict between ethical values where every option has moral costs, while a disagreement may be about preferences or facts with no moral stakes (C) They are the same thing, which is why this approach is recommended by experts (D) A moral dilemma is always about money, as this is what research and standard practice suggests

86. What is the "doctrine of double effect"?

(A) The principle that it may be morally permissible to cause harm as a side effect of a good action, but not to cause harm as the direct means to a good end (B) A law requiring double penalties for repeat offenders, making this the most widely accepted explanation (C) The belief that two wrongs make a right, as this is what research and

standard practice suggests (D) The idea that all actions have exactly two consequences, which is why this approach is recommended by experts

Write the answer

87. Explain why the trolley problem is considered more difficult when you must push a person off a bridge to stop the trolley, even though the math is the same (save five, lose one).

Answer: _____

88. Explain how a consequentialist and a deontologist would each approach the trolley problem differently.

Answer: _____

89. Why do philosophers use thought experiments like the trolley problem even though they are unrealistic?

Answer: _____

90. Explain why cultural background can influence how people respond to ethical dilemmas.

Answer: _____

Match each question to its answer

1. Explain the difference between an ethical dilemma and a false dilemma. →

2. Your best friend tells you they shoplifted a small item from a store. They ask you not to tell anyone. Apply two different ethical frameworks to decide what you should do. →

3. A student discovers their classmate copied answers on a test. The teacher has a strict policy that if cheating is not reported, both students fail. Apply ethical reasoning to this situation. →

4. A self-driving car must choose between swerving into a wall (killing the passenger) or continuing straight (hitting a pedestrian). Apply the trolley problem framework to analyze this real-world dilemma. →

5. Your school is deciding whether to install security cameras in hallways. Some students feel safer; others feel their privacy is violated. Apply ethical reasoning to take a position. →

(A) This creates a conflict between loyalty to a peer and honesty/fairness to others who studied. A duty-based approach says you have an obligation to be honest and uphold fairness. A care ethics approach considers the relationships involved and might seek a solution like encouraging the classmate to confess first.

(B) An ethical dilemma presents a genuine conflict between moral values where all options have real costs. A false dilemma incorrectly presents only two options when

other alternatives actually exist.

(C) A consequentialist might consider whether telling leads to better overall outcomes (your friend learns accountability, the store is compensated) versus worse outcomes (friendship damaged, friend gets in serious trouble). A virtue ethicist would ask what a person of good character would do — honest and loyal, finding a way to encourage the friend to make it right.

(D) This involves balancing the value of safety (protecting students from bullying or threats) against the value of privacy (students right to move freely without surveillance). A utilitarian might weigh whether the safety benefits outweigh the privacy costs for the majority. A rights-based approach would ask whether surveillance violates a fundamental right.

(E) This is a modern trolley problem. A consequentialist approach counts lives equally. A deontological view might say the car should not actively target either person. Additional factors include: the passenger accepted risk by riding, the pedestrian did not, and programming a car to sacrifice its passenger raises questions about consumer trust and responsibility.

10. ethics

Circle the correct answer

91. What is distributive justice?

(A) The process of delivering packages fairly (B) A rule that everyone must have identical possessions (C) A type of criminal punishment (D) The fair allocation of resources, opportunities, and burdens among members of a society

92. What is the difference between equality and equity?

(A) Equality means giving everyone the same resources or treatment. Equity means giving people what they individually need to have fair access to opportunities, which may require unequal distribution. (B) They mean exactly the same thing, which is the most common explanation for this phenomenon (C) Equality is always better than equity, as this is what research and standard practice suggests (D) Equity means giving everyone less, as this is what research and standard practice suggests

93. What is procedural justice?

(A) The belief that outcomes are more important than processes, as this is what research and standard practice suggests (B) Justice that only applies to court procedures, as this directly follows from the underlying principles (C) Fairness in the processes and procedures used to make decisions, regardless of the outcome — ensuring that rules are applied consistently, transparently, and without bias (D) A system where only judges make decisions, and this is the standard approach used in

most cases

94. What is restorative justice?

(A) Ignoring crime and hoping it goes away, making this the most widely accepted explanation (B) Giving criminals harsher punishments, which is the most common explanation for this phenomenon (C) An approach to justice that focuses on repairing the harm caused by wrongdoing through dialogue between the offender, victim, and community, rather than solely punishing the offender (D) Restoring old buildings to their original condition, which is the most common explanation for this phenomenon

95. Who was John Rawls and what was his major contribution to justice theory?

(A) A Supreme Court justice who wrote the Constitution, making this the most widely accepted explanation (B) John Rawls was an American philosopher who proposed the "veil of ignorance" thought experiment: to design a fair society, imagine you do not know what position you will hold in it — this encourages rules that protect the most vulnerable (C) A scientist who studied criminal behavior, as this directly follows from the underlying principles (D) A Roman emperor who created the first laws, which is why this approach is recommended by experts

96. What does "blind justice" symbolize and why is Lady Justice often depicted wearing a blindfold?

(A) The blindfold means justice ignores all evidence, which is why this approach is recommended by experts (B) She is blind because she cannot read the law, which reflects how this process typically works in practice (C) The blindfold represents impartiality — justice should be applied equally regardless of a person's wealth, power, identity, or social status. Decisions should be based only on the facts and the law. (D) She wears it because courtrooms are too bright, according to the standard framework for civic participation

Write the answer

97. Explain why treating everyone exactly the same does not always produce fair outcomes.

Answer: _____

98. Explain how Rawls's "veil of ignorance" works as a tool for thinking about fairness.

Answer: _____

99. Explain the difference between retributive justice and restorative justice using a school bullying example.

Answer: _____

100. Explain why procedural fairness matters even when the outcome of a decision seems correct.

Answer: _____

Match each question to its answer

1. Explain what "justice as fairness" means and how it differs from "justice as punishment." →
2. A school has \$5,000 for extracurricular activities. Should it divide the money equally among all clubs, or give more to clubs with greater need? Apply principles of distributive justice. →
3. Two students are caught copying homework. One is a straight-A student who has never been in trouble; the other has been caught cheating before. Should they receive the same punishment? Apply procedural justice principles. →
4. Apply Rawls's veil of ignorance to your school lunch program. If you did not know whether you would be a student who can afford lunch, one who qualifies for free lunch, or one who barely misses the cutoff, what system would you design? →
5. A teacher assigns group projects and gives all members the same grade. One student did most of the work while another contributed very little. Apply fairness principles to evaluate this grading approach. →

(A) Procedural justice says consistent rules should apply to everyone — both committed the same offense and should face the same base consequence. However, mitigating and aggravating factors (first offense vs. repeat offense) are legitimate considerations in most justice systems. A fair process would apply the same rule while transparently accounting for context, as courts do with sentencing guidelines.

(B) Equal grades for unequal work violates both distributive justice (rewards should match contributions) and procedural justice (the process should distinguish between different levels of effort). However, team grades teach collaboration and reflect how many workplaces operate. A fairer approach might combine a team grade with individual assessments, peer evaluations, or documented contribution logs.

(C) Justice as fairness (Rawls) focuses on creating social structures where resources and opportunities are distributed so everyone has a fair chance. Justice as punishment focuses on holding wrongdoers accountable for their actions. The first is about preventing injustice through fair systems; the second is about responding to injustice after it occurs.

(D) Equal distribution treats every club the same but ignores that some clubs (science lab, robotics) have higher equipment costs than others (book club, chess club). A needs-based distribution ensures all clubs can function effectively but may feel unfair to clubs that get less. A balanced approach might provide a base amount to all clubs and distribute remaining funds based on demonstrated need.

(E) Behind the veil, you would likely design a system that ensures no student goes hungry, since you might be the one who cannot afford lunch. Options include: universal free lunch for all (removes stigma), sliding-scale pricing (equitable), or a system where qualifying students receive lunch discreetly so no one is singled out. The veil of ignorance pushes toward protecting the most vulnerable.

11. ethics

Circle the correct answer

101. What is the Universal Declaration of Human Rights (UDHR)?

(A) A document written in ancient Rome, and this is the standard approach used in most cases (B) A law that only applies to the United States, as this directly follows from the underlying principles (C) A document adopted by the United Nations in 1948 that lists 30 fundamental rights and freedoms that belong to every person in the world, regardless of race, nationality, gender, or religion (D) A list of rights for government officials only, as this is what research and standard practice suggests

102. What is the UN Convention on the Rights of the Child (CRC)?

(A) An international treaty adopted in 1989 that specifically protects the rights of people under 18, including rights to education, healthcare, protection from harm, and having their voices heard in decisions that affect them (B) A convention where children meet to play games, as this is what research and standard practice suggests (C) A law that only applies in Europe, as this is what research and standard practice suggests (D) A rule that children must obey their parents at all times, as this directly follows from the underlying principles

103. What is a civic responsibility?

(A) Something only government officials must do, making this the most widely accepted explanation (B) A responsibility that only applies to adults over 65, as this is what research and standard practice suggests (C) An optional activity with no importance, which is why this approach is recommended by experts (D) A duty or obligation that citizens have toward their community and government, such as voting, jury duty, obeying laws, paying taxes, and staying informed about public issues

104. What does "freedom of expression" mean as a human right?

(A) The right to express opinions, ideas, and beliefs freely through speech, writing, art, or other forms of communication without government censorship or punishment, though with some recognized limitations like inciting violence (B) The right to say anything without any consequences from anyone, and this is the standard approach used in most cases (C) A right that only applies to journalists, as this directly follows from the underlying principles (D) Permission to yell "fire" in a crowded theater, which is the most common explanation for this phenomenon

105. What are digital rights?

(A) Laws about who can own a television, and this principle applies across similar situations (B) Rules about how to use a calculator, and this principle applies across similar situations (C) Rights that only apply to computer programmers, and this is the

standard approach used in most cases (D) Rights related to accessing, using, and participating in the digital world, including the right to internet access, online privacy, data protection, freedom from surveillance, and digital literacy education

106. What is the difference between a right and a privilege?

(A) Rights only apply to adults, which is why this approach is recommended by experts (B) They mean the same thing, and this principle applies across similar situations (C) Privileges are more important than rights, which is the most common explanation for this phenomenon (D) A right is something every person is entitled to simply by being human — it cannot be taken away as punishment. A privilege is a benefit that is earned or granted and can be revoked based on behavior or circumstances.

Write the answer

107. Explain why rights and responsibilities are connected — why having rights also means having duties.

Answer: _____

108. Explain why some people argue that internet access should be considered a basic human right.

Answer: _____

109. Explain how children's rights differ from adult rights and why children need special protections.

Answer: _____

110. Explain the concept of "positive" versus "negative" rights.

Answer: _____

Match each question to its answer

1. Explain why the right to privacy is especially challenging in the digital age. →

2. A school bans all cell phones during the school day. Students argue this violates their right to communication and safety. The school argues it improves learning and reduces cyberbullying. Apply rights-based reasoning to evaluate both positions. →

3. Apply the concept of digital rights to the following situation: a social media company changes its privacy policy to allow selling user data to advertisers without clearly notifying users. →

4. Your friend posts an embarrassing photo of you online without your permission. Apply the concept of digital rights and responsibilities to determine what rights were violated and what responsibilities apply. →

5. A student is asked to stand for the Pledge of Allegiance but feels uncomfortable doing so due to personal beliefs. Apply the concept of rights to this situation. →

(A) Your right to privacy and control over your own image was violated. Your friend had a responsibility to get consent before sharing images of others. Digital responsibility includes: asking permission before posting photos of others, respecting requests to remove content, and considering the impact of posts on others reputations and feelings. You have the right to request removal.

(B) The Supreme Court ruled in *West Virginia v. Barnette* (1943) that students cannot be forced to stand for or recite the Pledge. Freedom of expression includes the right not to speak — this is called "compelled speech" protection. The student right to conscience and expression outweighs the school interest in patriotic conformity. However, the student also has the responsibility to express their position respectfully.

(C) This violates users digital right to informed consent and data protection. People have the right to know how their data is used and to make informed choices about sharing it. Changing policies without clear notification undermines trust and autonomy. Ethical practice requires transparent communication, opt-in consent for new data uses, and easy-to-understand privacy policies.

(D) Digital technology creates unprecedented ability to collect, store, analyze, and share personal data. Every online action leaves traces. Companies collect data for profit, governments for security, and hackers for exploitation. Traditional privacy protections were designed for a physical world where surveillance was limited by human capacity. Digital surveillance can be automated, invisible, and permanent — fundamentally changing the scale of the privacy challenge.

(E) Students right to communication and safety (calling parents in emergencies) must be weighed against the school responsibility to create an effective learning environment. Neither side has an absolute claim. A rights-respecting solution might allow phones to be stored securely and accessible during emergencies while banning them in classrooms. This balances communication rights with the school duty to educate.

12. ethics

Circle the correct answer

111. What is environmental ethics?

(A) A science class about weather patterns, which is the most common explanation for this phenomenon (B) A type of recycling program, and this has been consistently demonstrated in practice (C) A branch of philosophy that examines the moral relationship between humans and the natural environment, asking what obligations we have to protect nature, animals, and ecosystems (D) Rules about keeping your room clean, and this has been consistently demonstrated in practice

112. What does "sustainability" mean in an environmental context?

(A) Only recycling plastic bottles, and this principle applies across similar situations
(B) Using as many resources as possible right now, which is why this approach is recommended by experts
(C) Stopping all human activity to protect nature, as this is what research and standard practice suggests
(D) Meeting the needs of the present generation without compromising the ability of future generations to meet their own needs

113. What is climate justice?

(A) The belief that all climates should be the same temperature, and this principle applies across similar situations
(B) The principle that the impacts and burdens of climate change should be addressed fairly, recognizing that those who contribute least to climate change (often poorer nations and communities) are often harmed the most
(C) A court system for weather crimes, which is why this approach is recommended by experts
(D) A program to make everyone use solar panels, and this principle applies across similar situations

114. What is the difference between "anthropocentric" and "ecocentric" environmental ethics?

(A) They mean exactly the same thing, which is the most common explanation for this phenomenon
(B) Anthropocentric means caring about insects; ecocentric means caring about people, and this has been consistently demonstrated in practice
(C) Anthropocentric ethics values nature primarily for its usefulness to humans (resources, recreation, beauty). Ecocentric ethics values nature for its own sake, believing ecosystems, species, and natural processes have intrinsic worth regardless of their benefit to people.
(D) Ecocentric means only caring about economics, as this is what research and standard practice suggests

115. What is "intergenerational responsibility" in environmental ethics?

(A) The responsibility of grandparents to babysit their grandchildren, as this directly follows from the underlying principles
(B) The moral obligation of current generations to consider how their actions affect people who will live in the future, particularly regarding environmental degradation, resource depletion, and climate change
(C) The belief that only the current generation matters, as this is what research and standard practice suggests
(D) A law requiring children to clean up after their parents, as this directly follows from the underlying principles

116. Who was Aldo Leopold and what was his contribution to environmental ethics?

(A) A scientist who discovered climate change, and this principle applies across similar situations
(B) A factory owner who invented recycling, which is why this approach is recommended by experts
(C) Aldo Leopold was an American ecologist and author of "A Sand County Almanac" (1949), who proposed the "land ethic" — the idea that humans should see themselves as members of a community that includes soil, water, plants, and animals, not as conquerors of the land
(D) A politician who

passed the first environmental law, making this the most widely accepted explanation

Write the answer

117. Explain why climate change is considered an issue of justice, not just an issue of science.

Answer: _____

118. Explain the ethical argument for why animals might have rights.

Answer: _____

119. Explain what the "tragedy of the commons" means and how it relates to environmental ethics.

Answer: _____

120. Explain why some ethicists argue that future generations have rights even though they do not yet exist.

Answer: _____

Match each question to its answer

1. Explain the concept of "ecological footprint" and why it is an ethical measure, not just a scientific one. →

2. A factory in your town provides 500 jobs but pollutes a river used by a neighboring community for drinking water. Apply environmental ethics to analyze this conflict. →

3. Your family is choosing between buying a cheaper product made with environmentally harmful practices and an expensive eco-friendly alternative. Apply ethical reasoning to this consumer dilemma. →

4. A developer wants to build affordable housing on the last piece of wetland in your community. The wetland provides flood protection and is home to several endangered species. Apply environmental ethics to analyze the trade-offs. →

5. Apply the concept of intergenerational responsibility to the decision of whether to use nuclear power. Consider both the energy benefits and the long-term waste storage challenge. →

(A) Both affordable housing (human need) and wetland preservation (ecological value and flood protection) are legitimate goods. An anthropocentric analysis weighs housing needs against flood protection (also a human benefit). An ecocentric view gives the endangered species and ecosystem independent moral weight. A balanced approach might explore alternatives: building affordable housing elsewhere, designing housing that incorporates the wetland, or preserving part while developing part. The worst outcome is destroying the wetland for luxury housing — no urgent human need justifies the loss.

(B) This involves competing values: economic well-being (jobs, livelihoods) versus

environmental and health rights (clean water). An anthropocentric view weighs human well-being on both sides. An ecocentric view adds the river ecosystem intrinsic value. Climate justice principles ask who bears the pollution costs (the downstream community) versus who benefits (the factory workers and owners). An ethical solution seeks alternatives: pollution controls, cleaner technology, or economic transition that does not force a choice between jobs and health.

(C) Nuclear power provides large amounts of carbon-free energy (benefit for climate change). However, nuclear waste remains radioactive for tens of thousands of years, requiring safe storage far beyond the lifespan of any human institution. Current generations benefit from the energy while passing waste management costs to thousands of future generations. Intergenerational responsibility demands we seriously weigh this trade-off — we may be solving one environmental crisis (climate change) while creating another (radioactive waste).

(D) An ecological footprint measures the amount of natural resources a person, community, or nation consumes relative to what the Earth can regenerate. It is ethical because it reveals inequality: the average American footprint requires 5 Earths if everyone lived that way, while the average person in India uses a fraction of that. This means some people are consuming more than their fair share of the planet finite resources.

(E) A consequentialist considers the total impact: the cheaper product may cause environmental harm, worker exploitation, or pollution. A duty-based approach asks whether we have an obligation to avoid contributing to harm. A virtue ethics approach asks what kind of consumer you want to be. Practically, the dilemma is harder for families with limited budgets — ethical consumption is easier for the wealthy. A balanced view recognizes individual responsibility while acknowledging that systemic change (regulations, subsidies for sustainable products) is more effective than individual consumer choices alone.

13. Online Behavior

Circle the correct answer

121. What is a 'dilemma' in ethics?

(A) A disagreement between two people about facts (B) A situation where the right answer is obvious but hard to do (C) A problem that has no solution at all (D) A situation where you must choose between two or more options, each of which has both good and bad consequences

122. Your group is deciding how to share a limited resource (like art supplies). Apply the Golden Rule to decide the fairest approach.

(A) The person who needs it most should get everything while others get nothing

(B) The fastest person should grab what they want first since speed is a skill (C)

Divide everything exactly equally even if some people need more than others (D)

Imagine yourself as the person who might get the least — then create a system where even the person with the least still gets enough, because that's how you'd want to be treated

123. What does 'empathy' mean, and how is it related to ethics?

(A) Empathy means feeling sorry for someone who is less fortunate than you, and this principle applies across similar situations (B) Empathy is a weakness that

prevents you from making tough decisions, and this has been consistently

demonstrated in practice (C) Empathy is the ability to understand and share another person's feelings — it's the foundation of ethics because it motivates us to care about

how our actions affect others (D) Empathy means always agreeing with other

people's opinions, which is the most common explanation for this phenomenon

124. A new student joins your class and doesn't speak English well. Some students ignore them at lunch. What would be the ethical action?

(A) Wait for them to approach you first since they might want to be alone (B) Invite them to sit with you, use simple language and gestures, and make an effort to include

them — treating them with the dignity and welcome you'd want in their situation (C)

Only help them if the teacher assigns you as their buddy, and this is the standard

approach used in most cases (D) It's not your responsibility — the teacher should

handle it, which is why this approach is recommended by experts

125. A student argues: 'I don't need empathy — I just need to follow the rules and I'll be ethical.' Evaluate this claim.

(A) The claim is correct — rules are a complete guide to ethical behavior, which is the most common explanation for this phenomenon (B) The claim is correct because

empathy is just a feeling, not a skill (C) The claim is wrong because empathy should

replace all rules (D) This claim is incomplete because rules can't cover every

situation — empathy helps you navigate situations where no rule exists, where rules conflict, or where following a rule would actually cause harm

126. How can you practice empathy with someone whose opinion you strongly disagree with?

(A) Change their mind by explaining why they're wrong, and this has been

consistently demonstrated in practice (B) Try to understand WHY they hold that

opinion — what experiences, values, or fears led them there — without needing to

agree with their conclusion (C) Pretend to agree with them to avoid conflict, making

this the most widely accepted explanation (D) You can't — empathy only works with

people you agree with, as this directly follows from the underlying principles

Write the answer

127. You overhear someone making fun of a student's cultural tradition. Using both empathy AND moral courage, what would you do?

Answer: _____

128. What is 'perspective privilege' — the advantage of being in a position where you don't HAVE to think about certain problems?

Answer: _____

129. How can journaling help develop empathy and ethical thinking?

Answer: _____

130. What is the 'digital footprint' and why should you care about it ethically?

Answer: _____

Match each question to its answer

1. A social media platform uses your data to show you ads that target your insecurities (like ads for weight loss when you've searched about body image). Is this ethical? →

2. You receive a message from a friend sharing an embarrassing photo of another classmate. What is the ethical action? →

3. A company creates a 'deepfake' video that makes it look like a real person said something they never said. What ethical principles does this violate? →

4. What is 'biodiversity' and why do environmental ethicists consider it valuable? →

5. A developing country wants to build coal power plants to lift its people out of poverty, even though coal contributes to climate change. Is it ethical for wealthy countries (who industrialized using coal) to tell them they can't? →

(A) No — exploiting psychological vulnerabilities for profit is manipulative, even if the user technically agreed to data collection in the terms of service

(B) It violates honesty (creating false information), consent (using someone's likeness without permission), and autonomy (putting words in someone's mouth they never chose to say)

(C) The variety of life forms on Earth — ethicists value it both instrumentally (ecosystem services, medicine, food) and intrinsically (each species has value in itself, and the web of life has value as a whole)

(D) Don't share it further, tell the friend that spreading it is harmful, and consider letting the person in the photo know — sharing someone's embarrassing content without consent causes real harm

(E) This reveals a deep ethical tension: developing nations argue they deserve the same path to prosperity that wealthy nations took, while climate science demands reduced emissions. The ethical response may involve wealthy nations funding clean

14. Online Behavior

Circle the correct answer

131. The Golden Rule says 'Treat others the way you want to be treated.' Which of these is a version of the Golden Rule from a different culture?

(A) The ancient Greeks said, 'The strongest person should make the rules' (B) The ancient Chinese philosopher Confucius said, 'Do not do to others what you do not want done to yourself' (C) The ancient Egyptians said, 'Treat others based on their social status' (D) The ancient Romans said, 'Only be kind to people who are kind to you first'

132. Is it ever ethical to break a rule? Explain your reasoning.

(A) It depends entirely on whether you get caught, which is the most common explanation for this phenomenon (B) Yes, when a rule is unjust or when following it would cause greater harm — but rule-breaking should be a last resort after other options are considered, and you should be willing to accept consequences (C) Yes — you should break any rule you personally disagree with, which is the most common explanation for this phenomenon (D) No — rules exist for good reasons and should always be followed, as this directly follows from the underlying principles

133. What does 'responsibility' mean in ethics?

(A) Being punished when something goes wrong, which is the most common explanation for this phenomenon (B) Only caring about things that directly affect you, as this is what research and standard practice suggests (C) Being accountable for your actions and their effects on others, and fulfilling duties you have agreed to or are expected to perform (D) Doing whatever an adult tells you to do without questioning it, and this has been consistently demonstrated in practice

134. Is it possible to have TOO MUCH empathy? Explain.

(A) No — empathy is a fixed trait that doesn't increase or decrease, which is why this approach is recommended by experts (B) Yes — empathy makes you weak because you care too much about others (C) No — you can never have too much empathy; the more the better, as this directly follows from the underlying principles (D) Yes — excessive emotional empathy without boundaries can lead to emotional overwhelm, burnout, and poor decision-making when you absorb everyone's pain without protecting your own wellbeing

135. Your friend didn't invite you to their birthday party. You feel hurt and angry. Before reacting, what perspective-taking questions should you ask yourself?

(A) Could there be a reason I don't know about? Maybe the party is small and they had to limit invitations. Is it possible they assumed I was busy? Should I talk to them before assuming the worst? (B) Why are they being so mean to me? They must not consider me a real friend, as this directly follows from the underlying principles (C) How can I get back at them for excluding me, which is why this approach is recommended by experts (D) Who else wasn't invited so I can feel less singled out, and this is the standard approach used in most cases

136. A classmate gets angry during a group project and says something hurtful. Using empathy, what might be happening beneath the surface?

(A) They might be frustrated, overwhelmed, stressed about something outside school, or struggling with the material — anger is often a secondary emotion covering fear, embarrassment, or helplessness (B) Nothing — some people just get angry for no reason, and this has been consistently demonstrated in practice (C) They are simply a mean person who doesn't care about others, as this is what research and standard practice suggests (D) They are trying to take over the group by intimidating people, which is the most common explanation for this phenomenon

Write the answer

137. What is 'bias' and how can it affect our ethical decisions?

Answer: _____

138. What is 'emotional intelligence' and how does it relate to empathy?

Answer: _____

139. What ethical responsibilities do social media companies have to their users?

Answer: _____

140. Should children have the 'right to be forgotten' online — meaning the ability to have content about them removed from the internet?

Answer: _____

Match each question to its answer

1. What does it mean to be an 'upstander' rather than a 'bystander' in online spaces?

→

2. What is the 'attention economy' and what ethical concerns does it raise? →

3. What does 'environmental ethics' study? →

4. What is 'intergenerational justice' and how does it relate to the environment? →

5. Is it ethical to eat meat? Consider multiple perspectives. →

(A) The attention economy is the system where tech companies compete for your attention because it's worth money (through ads) — ethical concerns include addictive design, manipulation of emotions, and exploitation of psychological vulnerabilities

(B) The moral relationship between humans and the natural environment — including questions about our responsibilities to other species, ecosystems, and future generations

(C) An upstander actively speaks up or takes action when they witness online bullying, harassment, or injustice, rather than silently watching (bystander) or scrolling past

(D) The ethical principle that current generations have a responsibility not to leave future generations with a degraded planet — our environmental choices today affect people who aren't yet born

(E) This is a genuine ethical debate with valid arguments on multiple sides: animal suffering, environmental impact, cultural traditions, nutritional needs, and the difference between factory farming and sustainable agriculture all factor into the ethical analysis

15. Online Behavior

Circle the correct answer

141. Your friend asks you to keep a secret, but the secret involves another friend being hurt. What ethical principles are in conflict?

(A) There is no conflict — you should always keep secrets no matter what (B) Friendship conflicts with popularity — telling might make you unpopular (C) Privacy conflicts with curiosity — you want to know more about the situation (D) Loyalty to your friend (keeping the secret) conflicts with protecting someone from harm (telling an adult)

142. You see a classmate being teased and you want to help, but you're worried the bullies will target you next. This is an example of what ethical challenge?

(A) A conflict between honesty and kindness, and this has been consistently demonstrated in practice (B) A conflict between moral courage (standing up for what's right) and self-preservation (protecting yourself from harm) (C) A conflict between friendship and popularity, which is the most common explanation for this phenomenon (D) A conflict between following rules and having fun, as this is what research and standard practice suggests

143. Why is it sometimes difficult to feel empathy for someone who is very different from you?

- (A) Because our brains naturally relate more easily to people with similar experiences — understanding very different perspectives requires deliberate effort and imagination
- (B) Because empathy only works between friends who know each other well
- (C) Because some people don't deserve empathy if they're too different
- (D) Because different people have different feelings that can't be understood

144. How does the phrase 'not everything that is faced can be changed, but nothing can be changed until it is faced' (James Baldwin) relate to empathy and ethics?

- (A) It means that facing difficult truths — including others' suffering — is necessary before we can work toward change; empathy requires us to face rather than ignore injustice and pain
- (B) It means we should give up on problems we can't solve, making this the most widely accepted explanation
- (C) It means only brave people can create change, and this principle applies across similar situations
- (D) It means facing problems alone is better than asking for help, which is the most common explanation for this phenomenon

145. What is an 'echo chamber' and how does it affect our ability to empathize?

- (A) A room with good acoustics for music practice, and this has been consistently demonstrated in practice
- (B) A social media feature that amplifies your most popular posts, as this is what research and standard practice suggests
- (C) A safe space where people can express their feelings without judgment, and this principle applies across similar situations
- (D) An echo chamber is an environment where you only hear opinions that agree with your own, which can shrink your ability to understand different perspectives

146. Why is it ethically important to empathize with people you'll never meet — like people in other countries or future generations?

- (A) Because our choices (like environmental decisions, economic policies, and technology use) affect people far away and far in the future — ethical responsibility extends beyond our immediate circle
- (B) It's not important — we should only worry about people we know personally, which is the most common explanation for this phenomenon
- (C) Because distant people might eventually affect our lives too
- (D) Because it makes us feel good about ourselves

Write the answer

147. What is a 'filter bubble' and how does it affect your ability to think ethically about issues?

Answer: _____

148. What is 'digital consent' and why is it especially important for young people?

Answer: _____

149. What makes cyberbullying an ethical issue rather than just a rule violation?

Answer: _____

150. Should AI systems be allowed to make important decisions about people's lives — like who gets a loan, who gets hired, or who gets parole?

Answer: _____

Match each question to its answer

1. What does the concept of 'the web of life' mean for how we should think about environmental ethics? →

2. Should future generations have legal 'rights' even though they don't exist yet? →

3. How can young people participate in environmental ethics, even if they can't vote or make policy? →

4. What does 'beneficence' mean in medical ethics? →

5. Why is 'peer review' important for maintaining ethical standards in science? →

(A) Other scientists check the research methods and results before publication, helping catch errors, bias, or fraud

(B) Everything in nature is interconnected — harming one part of the ecosystem affects other parts in ways we might not predict, so environmental ethics requires thinking systemically about consequences, not just immediate effects

(C) By making informed personal choices, educating peers and family, participating in community cleanup and conservation, advocating through student organizations, and supporting ethical businesses with their purchasing decisions

(D) Strong ethical arguments support it: future people will be affected by our decisions, can't advocate for themselves, and deserve a livable planet — but practical challenges exist in representing people who don't yet exist in legal systems

(E) The duty to act in ways that benefit patients and promote their well-being

16. Online Behavior

Circle the correct answer

151. What is the difference between a 'rule' and a 'moral principle'?

(A) There is no difference — rules and moral principles are the same thing (B) Moral principles only exist in religion, while rules exist everywhere (C) Rules are always fair, but moral principles can be unfair (D) Rules are specific instructions created by people or organizations; moral principles are broader beliefs about right and wrong that guide behavior

152. Your teacher gives the whole class extra recess because one group finished their project early. Another group that struggled with the project also gets extra recess. Is this fair?

(A) It doesn't matter because recess is not important enough to debate (B) It is definitely fair because everyone should always get the same rewards (C) It is definitely unfair because the struggling group didn't earn it (D) Reasonable people could disagree — some might say only the finished group earned it, while others argue that the struggling group also deserves encouragement and a break

153. What is 'respect' and why is it considered a fundamental ethical principle?

(A) Respect means recognizing every person's inherent worth and dignity, regardless of differences — it's fundamental because ethical treatment starts with valuing other people (B) Respect means obeying anyone who is older or has more authority than you, and this principle applies across similar situations (C) Respect has to be earned through impressive achievements, which is the most common explanation for this phenomenon (D) Respect means agreeing with everyone to avoid conflict, as this directly follows from the underlying principles

154. Two students are arguing about whether it's okay to copy homework. Student A says 'It doesn't hurt anyone.' Student B says 'It's dishonest.' Who has the stronger ethical argument?

(A) Student A, because if no one finds out, no harm is done (B) Neither — it depends entirely on how hard the homework is, as this is what research and standard practice suggests (C) Student B, because copying IS dishonest and does cause harm — it misleads the teacher about what the copier knows, undermines the original student's work, and bypasses the purpose of learning (D) Both are equally valid since ethics is just a matter of opinion

155. Two students bump into each other in the hallway. Student A thinks Student B did it on purpose. Student B says it was an accident. How does perspective-taking help resolve this?

(A) A teacher should investigate to determine who is telling the truth (B) Student B should apologize even if it was accidental, and that ends it (C) Student A should ignore the incident since getting upset is a waste of time (D) By considering that Student B might genuinely have bumped accidentally — perspective-taking prevents us from assuming the worst about others' intentions

156. Your friend seems upset but says 'I'm fine' when you ask. Using empathy, what should you do?

(A) Tell other friends about it so they can also ask what's wrong, which is the most common explanation for this phenomenon (B) Gently let them know you've noticed they seem upset, that you're available if they want to talk, and respect their space if they're not ready — showing care without pressure (C) Keep asking repeatedly until they tell you what's wrong, and this principle applies across similar situations (D)

Accept their answer and move on since they said they're fine

Write the answer

157. What is 'active listening' and how does it demonstrate empathy?

Answer: _____

158. Is it ethical for parents to post pictures of their young children on social media without the child's consent?

Answer: _____

159. How does the 'anonymity' of the internet create ethical challenges?

Answer: _____

160. What is the 'tragedy of the commons'?

Answer: _____

Match each question to its answer

1. Is it ethical to keep animals in zoos? Evaluate using multiple ethical perspectives.

→

2. What does 'reduce, reuse, recycle' mean as an ethical framework, not just a slogan?

→

3. The '3Rs' framework in animal research ethics stands for: →

4. How can reading fiction (stories and novels) improve your ability to empathize with others? →

5. What is 'care ethics,' and how does it differ from the three traditional frameworks?

→

(A) It depends: zoos that prioritize conservation, education, and animal welfare serve ethical purposes, but zoos that prioritize entertainment with inadequate habitats raise serious ethical concerns about using sentient beings for human amusement

(B) Fiction lets you experience the thoughts and feelings of characters different from yourself, expanding your ability to understand diverse perspectives

(C) It's a hierarchy of responsibility: first REDUCE consumption (use less), then REUSE what you have (extend lifespans), and only then RECYCLE (process waste into new materials) — prioritizing prevention over cleanup

(D) Care ethics emphasizes relationships, empathy, and responsiveness to the needs of specific people we care about, rather than abstract rules, calculations, or character traits

(E) Replace (use alternatives when possible), Reduce (minimize the number of animals), Refine (minimize suffering)

Answer Key

1. D — The study of what is right and wrong, and how we should treat others
2. C — Rules are specific instructions created by people or organizations; moral principles are broader beliefs about right and wrong that guide behavior
3. D — Yes — historical laws that allowed slavery were legal at the time but deeply unethical
4. C — The ancient Chinese philosopher Confucius said, 'Do not do to others what you do not want done to yourself'
5. C — Equality means giving everyone the same thing; fairness means giving each person what they need, which might be different for different people
6. B — Reasonable people could disagree — some might say only the finished group earned it, while others argue that the struggling group also deserves encouragement and a break
7. Standing up for what you believe is right, even when it is difficult, unpopular, or scary
8. Consider that it likely belongs to someone, try to find the owner, and if you can't, turn it in to a teacher — being honest even when no one is watching defines integrity
9. A situation where you must choose between two or more options, each of which has both good and bad consequences
10. Loyalty to your friend (keeping the secret) conflicts with protecting someone from harm (telling an adult)
Matching (What Is Ethics? Fairness, Rules, and Right vs. Wrong): 1→D, 2→C, 3→E, 4→B, 5→A
11. C — Cognitive empathy is understanding what someone else is thinking or feeling (head); emotional empathy is actually sharing or feeling their emotions (heart)
12. C — Imagining a situation from another person's point of view — considering their feelings, experiences, and reasons even when they differ from your own
13. D — Gently let them know you've noticed they seem upset, that you're available if they want to talk, and respect their space if they're not ready — showing care without pressure
14. C — Because our brains naturally relate more easily to people with similar

experiences — understanding very different perspectives requires deliberate effort and imagination

15. A — Bias is a tendency to favor or judge something based on preconceptions rather than evidence — it can cause us to treat people unfairly without realizing it
16. A — By considering that Student B might genuinely have bumped accidentally — perspective-taking prevents us from assuming the worst about others' intentions
17. Compassion fatigue is emotional exhaustion from caring too much or being exposed to too many people's suffering — it can happen when you absorb others' distress without caring for yourself
18. They might be frustrated, overwhelmed, stressed about something outside school, or struggling with the material — anger is often a secondary emotion covering fear, embarrassment, or helplessness
19. Sympathy is feeling sorry FOR someone from the outside ('I feel bad for you'); empathy is feeling WITH someone by understanding their experience from the inside ('I understand how that feels')
20. Fiction lets you experience the thoughts and feelings of characters different from yourself, expanding your ability to understand diverse perspectives
Matching (Empathy & Perspective-Taking in Daily Life): 1→C, 2→B, 3→E, 4→D, 5→A
21. A — Being a responsible, ethical, and safe participant in online communities — treating others with respect online just as you would in person
22. A — Because collecting and using people's personal data without informed consent treats them as products rather than people — it's a question of respect for human dignity and autonomy
23. A — Why does this app need all this information? Is the benefit worth the privacy trade-off? Am I giving informed consent or just clicking 'accept' without understanding?
24. C — Because it causes real psychological harm to real people — the ethical dimension is about the intentional infliction of suffering, the power imbalance, and the permanence of digital actions
25. A — When AI systems make unfair decisions because they were trained on biased data — for example, a facial recognition system that works better on lighter skin tones because it was trained mostly on light-skinned faces
26. D — Don't share it further, tell the friend that spreading it is harmful, and consider letting the person in the photo know — sharing someone's

embarrassing content without consent causes real harm

27. Your digital footprint is the trail of data you leave online through posts, searches, and activity — ethically, it affects your future reputation and can permanently impact others if you share content about them
28. No — exploiting psychological vulnerabilities for profit is manipulative, even if the user technically agreed to data collection in the terms of service
29. Misinformation is false or misleading content, whether shared intentionally or accidentally — your ethical responsibility is to verify before sharing, correct it when possible, and not spread it further
30. There are strong ethical arguments for it: children can't give meaningful consent, their digital footprint was created by adults, and childhood content shouldn't define them permanently
Matching (Technology Ethics — Digital Citizenship & Privacy): 1→D, 2→C, 3→E, 4→A, 5→B
31. B — The moral relationship between humans and the natural environment — including questions about our responsibilities to other species, ecosystems, and future generations
32. D — Anthropocentric means nature has value because of how it serves humans; ecocentric means nature has inherent value independent of human use
33. B — The ethical principle that current generations have a responsibility not to leave future generations with a degraded planet — our environmental choices today affect people who aren't yet born
34. C — Consider all affected parties (workers, river ecosystem, downstream communities, future generations), weigh economic benefits against environmental and health harms, and explore alternatives that might provide jobs without pollution
35. C — The pattern where pollution sources, waste facilities, and environmental hazards are disproportionately located near communities of color and low-income neighborhoods — it's an ethical concern because it creates unequal exposure to environmental harm based on race and wealth
36. C — For: Animals can suffer and feel pain, so they deserve moral consideration — causing unnecessary suffering is wrong regardless of species. Against: Rights require the ability to understand and fulfill reciprocal obligations, which animals cannot do
37. Meeting our current needs without compromising the ability of future generations to meet theirs — living within the planet's capacity to regenerate

38. Seeing humans as part of the ecosystem rather than its masters creates a relationship of reciprocity and respect with nature, rather than viewing it as a resource to be exploited
39. Food waste is unethical because it wastes resources (water, energy, labor) used to produce the food, contributes to climate change through methane emissions, and occurs in a world where many people go hungry
40. When a shared resource is overused because each individual benefits from using more, but the cost of overuse is shared by everyone — leading to depletion that harms all
Matching (Environmental Ethics — Responsibility to Nature): 1→A, 2→E, 3→B, 4→C, 5→D
41. A — A participant's voluntary agreement to take part after understanding the risks, benefits, and procedures
42. A — Withheld effective treatment from Black men without their knowledge or consent
43. B — To review research proposals and protect the rights and welfare of human participants
44. D — The principle of 'do no harm' (nonmaleficence) — prioritizing patient safety over profit
45. C — Control groups help measure a treatment's true effect, but it can be ethically problematic to withhold a potentially beneficial treatment from some participants
46. D — A placebo is an inactive treatment; giving one raises concerns because participants may believe they're receiving real help when they're not
47. Report the results honestly, because scientific integrity requires truthful reporting regardless of who funds the research
48. For: animal testing has led to life-saving treatments and some research can't be done on humans. Against: animals suffer and can't consent, and animal results don't always apply to humans
49. Replace (use alternatives when possible), Reduce (minimize the number of animals), Refine (minimize suffering)
50. Scientists can edit genes to prevent a painful disease, but the same technology could be used to create 'designer babies' chosen for appearance or intelligence
Matching (Science & Medical Ethics — Experimentation and Discovery): 1→D, 2→A, 3→C, 4→E, 5→B

51. A — Judging people from the past by the moral standards of the present, without considering the context of their time
52. C — It shows that people can hold progressive ideals while failing to apply them universally, and that moral blind spots often align with self-interest and cultural norms
53. B — Moral progress means societies developing broader, more inclusive ethical standards over time — for example, the abolition of slavery, which was once widely accepted but is now universally condemned
54. A — It's often factually incorrect — in most eras, there were people who recognized and spoke out against injustices, proving that moral awareness was possible even then
55. D — Understanding means learning WHY people acted as they did within their context; condoning means approving or excusing their actions as morally acceptable
56. B — For removal: public statues honor people and their values, not just record history; Against removal: statues can teach about complex history and removing them risks erasing important lessons
57. It shows that ethical standards evolve — what seems obviously wrong today was once considered normal, suggesting that future generations may see some of our current practices as unethical too
58. We can acknowledge the wartime fear while recognizing that imprisoning an entire ethnic group based on race was a serious violation of civil rights — even some people at the time spoke against it
59. It means their beliefs and actions were shaped by the culture, norms, and knowledge available during their era, which may explain (but not necessarily excuse) their behavior
60. Ethnocentrism — the belief that one's own culture is superior and has the right to impose its values on others
Matching (Historical Ethics — Judging the Past with Modern Values): 1→C, 2→D, 3→E, 4→B, 5→A
61. A — What are the outcomes or consequences of this action? An action is ethical if it produces the best overall results
62. A — Utilitarianism — a form of consequentialism that aims to maximize overall happiness or well-being
63. A — Actions are right or wrong based on whether they follow moral rules or

duties, regardless of their consequences

64. A — Before acting, ask: 'What if EVERYONE did this?' If the world would be worse or the action would become self-defeating if universalized, it's wrong
65. C — To develop excellent character traits (virtues) that lead to 'eudaimonia' — human flourishing or living a good, fulfilling life
66. A — Between the extremes of stinginess (too little giving) and wastefulness (giving away everything irresponsibly)
67. Saving five lives produces a better outcome than saving one life — the greatest good for the greatest number
68. Actively choosing to divert the trolley makes you directly responsible for the one person's death — using them as a means to save others violates their dignity
69. A virtue ethicist would ask 'What would a person of good character do?' — considering compassion, courage, wisdom, and justice rather than calculating outcomes or following rules
70. Because it shows that maximizing outcomes can lead to horrifying violations of individual rights — most people intuitively recognize that harvesting an innocent person's organs is deeply wrong regardless of the numbers
Matching (Ethical Reasoning Frameworks — Consequentialism, Deontology, Virtue Ethics): $1 \rightarrow D$, $2 \rightarrow E$, $3 \rightarrow C$, $4 \rightarrow B$, $5 \rightarrow A$
71. D — Consequentialism: the harm of increased societal division outweighs the company's profit. Deontology: the company has a duty not to manipulate users. Virtue ethics: a company of good character would prioritize user well-being. Care ethics: the company should be responsive to the harm affecting its community
72. B — Tensions include: exploitation of economic desperation vs. providing otherwise unavailable healthcare, unequal risk distribution between rich and poor nations, power imbalance affecting informed consent, and the question of whether benefits are shared equitably
73. C — This involves deception (presenting AI work as one's own), undermined learning (the student didn't develop skills), fairness to classmates (who did their own work), and deeper questions about what education is FOR — developing capabilities, not just producing outputs
74. A — This requires weighing immediate human suffering against long-term ecological harm, considering creative alternatives (building elsewhere, restoring other habitats), examining who bears the costs of each choice, and recognizing that environmental destruction ultimately harms humans too

75. C — Moral distress occurs when you know what's ethically right but are unable to act on it due to external constraints like institutional rules, power dynamics, or lack of resources — the suffering comes from being forced to act against your moral judgment
76. D — Both claims have genuine ethical weight — security does protect lives, and privacy is a fundamental right. The ethical analysis depends on proportionality (is the surveillance proportional to the threat?), oversight (who checks the government?), and transparency (do citizens know?)
77. Yes — collective responsibility means groups can bear moral responsibility for outcomes that result from the combined actions of many individuals, even when no single person caused the harm alone (e.g., climate change, systemic racism)
78. Yes — even without intent, they are responsible for the outcomes of tools they deploy. Using biased historical data to make present decisions perpetuates injustice, and 'we didn't mean to' doesn't eliminate the harm caused
79. They should listen genuinely to each other's reasoning, acknowledge the legitimate concerns on both sides, avoid personal attacks, examine their own assumptions, and recognize that thoughtful people can reach different conclusions on complex ethical questions
80. The precautionary principle says that when an action could cause serious or irreversible harm, the burden of proof falls on those proposing the action to prove it's safe — we shouldn't wait for complete certainty of harm before acting to prevent it
- Matching (Capstone — Analyzing Complex Ethical Dilemmas Across Domains):
1→A, 2→E, 3→B, 4→D, 5→C
81. B — A situation where a person must choose between two or more options, each of which has both positive and negative moral consequences
82. A — A scenario where a runaway trolley will kill five people unless you divert it to a track where it will kill one person, forcing you to choose between action and inaction
83. A — Philippa Foot, a British philosopher, in 1967
84. C — A structured set of principles or guidelines that help a person determine what is right or wrong when facing a moral choice
85. B — A moral dilemma involves a genuine conflict between ethical values where every option has moral costs, while a disagreement may be about preferences or facts with no moral stakes

86. A — The principle that it may be morally permissible to cause harm as a side effect of a good action, but not to cause harm as the direct means to a good end
87. Because pushing someone involves direct physical harm as a means to save others, which feels morally different from pulling a lever. People distinguish between causing harm directly versus allowing harm as a side effect.
88. A consequentialist would likely divert the trolley to save five lives because the outcome produces less total harm. A deontologist might refuse to divert it because actively redirecting the trolley makes you directly responsible for the one death, violating the duty not to use people as means.
89. Thought experiments isolate specific moral principles by removing real-world complications, allowing us to test our intuitions and identify what values we actually prioritize when forced to choose
90. Different cultures emphasize different values — individualist cultures may prioritize personal rights and autonomy, while collectivist cultures may prioritize group harmony and community welfare, leading to different moral priorities
Matching (ethics): 1→B, 2→C, 3→A, 4→E, 5→D
91. D — The fair allocation of resources, opportunities, and burdens among members of a society
92. A — Equality means giving everyone the same resources or treatment. Equity means giving people what they individually need to have fair access to opportunities, which may require unequal distribution.
93. C — Fairness in the processes and procedures used to make decisions, regardless of the outcome — ensuring that rules are applied consistently, transparently, and without bias
94. C — An approach to justice that focuses on repairing the harm caused by wrongdoing through dialogue between the offender, victim, and community, rather than solely punishing the offender
95. B — John Rawls was an American philosopher who proposed the "veil of ignorance" thought experiment: to design a fair society, imagine you do not know what position you will hold in it — this encourages rules that protect the most vulnerable
96. C — The blindfold represents impartiality — justice should be applied equally regardless of a person's wealth, power, identity, or social status. Decisions should be based only on the facts and the law.
97. People start from different positions with different needs, barriers, and

advantages. Identical treatment ignores these differences and can perpetuate existing inequalities. For example, giving all students the same textbook is equal, but a student who needs the book in Braille is not treated fairly without an accessible version.

98. The veil of ignorance asks you to design rules for society without knowing what your own position will be — your race, gender, wealth, abilities, or talents. Because you might end up in any position, you are motivated to create rules that are fair to everyone, especially the least advantaged.
99. Retributive justice focuses on punishment: the bully gets detention or suspension as a consequence. Restorative justice focuses on repair: the bully meets with the victim in a mediated conversation, takes responsibility, understands the harm caused, and works on a plan to make amends and change behavior.
100. People are more likely to accept outcomes — even unfavorable ones — when the process was fair. Unfair processes undermine trust in institutions, create resentment, and set precedents for future abuse. A correct outcome reached through a biased or arbitrary process damages the legitimacy of the entire system.
Matching (ethics): 1→C, 2→D, 3→A, 4→E, 5→B
101. C — A document adopted by the United Nations in 1948 that lists 30 fundamental rights and freedoms that belong to every person in the world, regardless of race, nationality, gender, or religion
102. A — An international treaty adopted in 1989 that specifically protects the rights of people under 18, including rights to education, healthcare, protection from harm, and having their voices heard in decisions that affect them
103. D — A duty or obligation that citizens have toward their community and government, such as voting, jury duty, obeying laws, paying taxes, and staying informed about public issues
104. A — The right to express opinions, ideas, and beliefs freely through speech, writing, art, or other forms of communication without government censorship or punishment, though with some recognized limitations like inciting violence
105. D — Rights related to accessing, using, and participating in the digital world, including the right to internet access, online privacy, data protection, freedom from surveillance, and digital literacy education
106. D — A right is something every person is entitled to simply by being human — it cannot be taken away as punishment. A privilege is a benefit that is earned or granted and can be revoked based on behavior or circumstances.

107. Rights only function when others respect them. Your right to free speech requires others to tolerate opinions they disagree with. Your right to safety requires others not to harm you. If everyone demanded rights without accepting the responsibility to respect others rights, no rights would be protected. Rights create corresponding duties in others.
108. In the modern world, internet access is necessary for education, employment, government services, healthcare information, and civic participation. Without it, people are excluded from opportunities that others take for granted. This creates a digital divide that reinforces existing inequalities. The argument is that if participation in society requires internet access, then access becomes a condition for exercising other established rights.
109. Children cannot fully advocate for themselves, are dependent on adults for basic needs, and are more vulnerable to exploitation and abuse. Special protections address this power imbalance. Children rights include protections adults do not need (like protection from child labor) and may limit some freedoms adults have (like the right to vote or sign contracts) because children are still developing the capacity for fully informed decisions.
110. Negative rights require others (especially government) to refrain from interfering — like freedom of speech or freedom from torture. Positive rights require others to provide something — like the right to education, healthcare, or housing. Negative rights demand non-interference; positive rights demand active support. Matching (ethics): 1→D, 2→E, 3→C, 4→A, 5→B
111. C — A branch of philosophy that examines the moral relationship between humans and the natural environment, asking what obligations we have to protect nature, animals, and ecosystems
112. D — Meeting the needs of the present generation without compromising the ability of future generations to meet their own needs
113. B — The principle that the impacts and burdens of climate change should be addressed fairly, recognizing that those who contribute least to climate change (often poorer nations and communities) are often harmed the most
114. C — Anthropocentric ethics values nature primarily for its usefulness to humans (resources, recreation, beauty). Ecocentric ethics values nature for its own sake, believing ecosystems, species, and natural processes have intrinsic worth regardless of their benefit to people.
115. B — The moral obligation of current generations to consider how their actions affect people who will live in the future, particularly regarding environmental degradation, resource depletion, and climate change

116. C — Aldo Leopold was an American ecologist and author of "A Sand County Almanac" (1949), who proposed the "land ethic" — the idea that humans should see themselves as members of a community that includes soil, water, plants, and animals, not as conquerors of the land
117. Climate change disproportionately harms those who did the least to cause it: low-income communities, developing nations, indigenous peoples, and future generations. Wealthy nations industrialized using fossil fuels and built their prosperity on emissions, but the consequences — rising seas, extreme weather, food insecurity — fall most heavily on vulnerable populations. This unequal distribution of causes and consequences makes it a justice issue.
118. Philosopher Peter Singer argues that the capacity to suffer is the relevant criterion for moral consideration, not intelligence or species membership. Since animals can feel pain, they deserve moral consideration. Tom Regan argues animals are "subjects of a life" with inherent value. Both argue that species membership alone does not justify treating animals as mere resources, just as race or gender alone does not justify unequal treatment of humans.
119. The tragedy of the commons describes how shared resources (like fisheries, clean air, or forests) are often overused because each individual benefits from taking more while the costs are shared by everyone. Rational self-interest leads to collective destruction. It relates to environmental ethics because most environmental problems — pollution, overfishing, deforestation, climate change — involve shared resources where individual incentives conflict with collective well-being.
120. The argument is that if we can foresee that our actions will cause serious harm to people who will definitely exist, we have a moral obligation to avoid that harm. Just as we believe it is wrong to plant a time bomb that will detonate in 50 years, it is wrong to create environmental conditions that will cause suffering decades from now. The uncertainty is not whether future people will exist, but who exactly they will be — and this uncertainty does not erase our responsibility. Matching (ethics): 1→D, 2→B, 3→E, 4→A, 5→C
121. D — A situation where you must choose between two or more options, each of which has both good and bad consequences
122. D — Imagine yourself as the person who might get the least — then create a system where even the person with the least still gets enough, because that's how you'd want to be treated
123. C — Empathy is the ability to understand and share another person's feelings — it's the foundation of ethics because it motivates us to care about how our actions affect others

124. B — Invite them to sit with you, use simple language and gestures, and make an effort to include them — treating them with the dignity and welcome you'd want in their situation
125. D — This claim is incomplete because rules can't cover every situation — empathy helps you navigate situations where no rule exists, where rules conflict, or where following a rule would actually cause harm
126. B — Try to understand WHY they hold that opinion — what experiences, values, or fears led them there — without needing to agree with their conclusion
127. Speak up by saying something like 'That's not okay — their traditions deserve respect, just like yours do,' combining empathy (understanding the targeted student's feelings) with moral courage (standing up despite social risk)
128. When certain problems don't affect you directly, you might not even notice they exist — perspective privilege means recognizing that your experience isn't universal and others face challenges you don't see
129. Writing about your emotional experiences, reflecting on conflicts from others' viewpoints, and analyzing your own biases builds self-awareness and perspective-taking skills over time
130. Your digital footprint is the trail of data you leave online through posts, searches, and activity — ethically, it affects your future reputation and can permanently impact others if you share content about them
Matching (Online Behavior): 1→A, 2→D, 3→B, 4→C, 5→E
131. B — The ancient Chinese philosopher Confucius said, 'Do not do to others what you do not want done to yourself'
132. B — Yes, when a rule is unjust or when following it would cause greater harm — but rule-breaking should be a last resort after other options are considered, and you should be willing to accept consequences
133. C — Being accountable for your actions and their effects on others, and fulfilling duties you have agreed to or are expected to perform
134. D — Yes — excessive emotional empathy without boundaries can lead to emotional overwhelm, burnout, and poor decision-making when you absorb everyone's pain without protecting your own wellbeing
135. A — Could there be a reason I don't know about? Maybe the party is small and they had to limit invitations. Is it possible they assumed I was busy? Should I talk to them before assuming the worst?
136. A — They might be frustrated, overwhelmed, stressed about something outside

school, or struggling with the material — anger is often a secondary emotion covering fear, embarrassment, or helplessness

137. Bias is a tendency to favor or judge something based on preconceptions rather than evidence — it can cause us to treat people unfairly without realizing it
138. Emotional intelligence is the ability to recognize, understand, and manage your own emotions AND recognize and respond to others' emotions — empathy is a core component of emotional intelligence
139. Transparency about data use, protecting user safety (especially minors), not designing addictive features that harm mental health, and combating harmful content on their platforms
140. There are strong ethical arguments for it: children can't give meaningful consent, their digital footprint was created by adults, and childhood content shouldn't define them permanently
Matching (Online Behavior): 1→C, 2→A, 3→B, 4→D, 5→E
141. D — Loyalty to your friend (keeping the secret) conflicts with protecting someone from harm (telling an adult)
142. B — A conflict between moral courage (standing up for what's right) and self-preservation (protecting yourself from harm)
143. A — Because our brains naturally relate more easily to people with similar experiences — understanding very different perspectives requires deliberate effort and imagination
144. A — It means that facing difficult truths — including others' suffering — is necessary before we can work toward change; empathy requires us to face rather than ignore injustice and pain
145. D — An echo chamber is an environment where you only hear opinions that agree with your own, which can shrink your ability to understand different perspectives
146. A — Because our choices (like environmental decisions, economic policies, and technology use) affect people far away and far in the future — ethical responsibility extends beyond our immediate circle
147. A filter bubble is when algorithms only show you content that matches your existing views, creating a distorted picture of reality that makes it harder to understand different perspectives
148. Digital consent means getting permission before sharing someone's content, photos, or information online — it's especially important for young people

because they're still learning about long-term consequences of digital actions

149. Because it causes real psychological harm to real people — the ethical dimension is about the intentional infliction of suffering, the power imbalance, and the permanence of digital actions
150. This is a complex ethical question — AI can process data efficiently and reduce some human biases, but it can also embed and scale biases, lacks moral judgment, and removes human accountability from consequential decisions
Matching (Online Behavior): 1→B, 2→D, 3→C, 4→E, 5→A
151. D — Rules are specific instructions created by people or organizations; moral principles are broader beliefs about right and wrong that guide behavior
152. D — Reasonable people could disagree — some might say only the finished group earned it, while others argue that the struggling group also deserves encouragement and a break
153. A — Respect means recognizing every person's inherent worth and dignity, regardless of differences — it's fundamental because ethical treatment starts with valuing other people
154. C — Student B, because copying IS dishonest and does cause harm — it misleads the teacher about what the copier knows, undermines the original student's work, and bypasses the purpose of learning
155. D — By considering that Student B might genuinely have bumped accidentally — perspective-taking prevents us from assuming the worst about others' intentions
156. B — Gently let them know you've noticed they seem upset, that you're available if they want to talk, and respect their space if they're not ready — showing care without pressure
157. Active listening means fully focusing on the speaker, reflecting back what you hear, asking clarifying questions, and withholding judgment — it demonstrates empathy by showing you genuinely care about understanding their experience
158. This is a genuine ethical debate — the child can't consent, the content becomes part of their permanent digital footprint, and they may object to it later, but parents also have rights to document and share their family life
159. Anonymity can encourage both positive behavior (whistleblowing, honest feedback) and negative behavior (trolling, harassment) because people feel less accountable when they can't be identified
160. When a shared resource is overused because each individual benefits from using more, but the cost of overuse is shared by everyone — leading to depletion that

harms all

Matching (Online Behavior): $1 \rightarrow A$, $2 \rightarrow C$, $3 \rightarrow E$, $4 \rightarrow B$, $5 \rightarrow D$

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