

# Fostering Ethical and Moral Development in Gen Z Students

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## Abstract:

This research paper explores the role of extracurricular activities and digital technology in fostering the ethical and moral development of Gen Z students, referred to as "Man 2." It examines best practices for integrating character education into academic curricula and balancing academic content with the development of students' character and values. The study synthesizes findings from a comprehensive literature review and theoretical analysis, providing actionable insights for educators and policymakers.

**RESEARCH QUESTION** - How can extracurricular activities and technology be effectively integrated into the school experience to support the development of ethical and moral values ("Man 2") in Gen Z students, while balancing academic content with character education?

## INTRODUCTION

In today's rapidly evolving educational landscape, the development of ethical and moral values in students, referred to as the cultivation of "Man 2," has become increasingly critical. "Man 2" represents an individual who not only excels academically but also embodies strong ethical principles, character, and a commitment to societal well-being (Peters, 2015). This concept contrasts with "Man 1," who primarily focuses on transactional skills and the fulfillment of basic necessities through routine tasks. With the advent of advanced technologies and artificial intelligence (AI), the role of educators is shifting from merely imparting academic knowledge to fostering comprehensive character development (Brynjolfsson & McAfee, 2014).

The necessity for nurturing "Man 2" is underscored by the growing recognition that technological proficiency alone is insufficient for addressing the complex moral and ethical challenges of the contemporary world. Scholars argue that the digital age has both amplified and complicated the moral development of Gen Z students, who have been raised in an environment saturated with information and digital interactions (Twenge, 2017). While technology offers unprecedented opportunities for learning and engagement, it also poses risks to the development of deep, reflective ethical thinking and empathy (Turkle, 2015). Extracurricular activities, including community service projects and student organizations, have long been identified as vital for promoting ethical and moral development among students. These activities provide practical contexts in which students can apply ethical principles, develop empathy, and understand the importance of contributing to the greater good (Eccles & Barber, 1999). Moreover, integrating these activities into the school experience aligns with the educational philosophy of Tikkun Olam, a Jewish concept that emphasizes repairing and improving the world (Dorff, 2005).

However, the integration of extracurricular activities and technology in schools must be carefully managed to ensure a balance between academic content and character education. Research indicates that a well-

rounded educational approach, which includes both rigorous academic instruction and opportunities for moral and ethical growth, can significantly enhance students' overall development (Noddings, 2013). Effective integration strategies are essential to leverage the benefits of technology while mitigating its potential drawbacks.

This paper explores how extracurricular activities and technology can be effectively incorporated into the school experience to support the development of "Man 2" in Gen Z students. It examines best practices for balancing academic content with character education and assesses the impact of digital advancements on students' moral and ethical development. Through a comprehensive review of existing literature and theoretical analysis, this study aims to provide actionable insights for educators and policymakers dedicated to nurturing ethically and morally responsible individuals.

## LITERATURE REVIEW

### **Role of Extracurricular Activities in Moral and Ethical Development**

Extracurricular activities are an essential component of the educational experience, offering students opportunities to develop skills and values that complement their academic learning. These activities, which range from community service projects and student organizations to sports teams and arts clubs, provide contexts where students can cultivate moral and ethical values such as responsibility, empathy, teamwork, and leadership.

Empirical studies highlight the significant impact of extracurricular activities on students' moral and ethical development. Eccles and Barber (1999) conducted a comprehensive study showing that participation in structured extracurricular activities is associated with higher levels of social and academic competence. Their research suggests that these activities foster a sense of responsibility and commitment as students are often required to adhere to rules, meet deadlines, and collaborate with peers. These experiences can translate into a greater sense of ethical responsibility and personal integrity.

Similarly, Larson (2000) emphasizes that extracurricular activities provide a context for positive youth development. He argues that these activities engage students in meaningful pursuits that challenge them to think critically and ethically. For instance, participation in student government can teach democratic values and the importance of representing and respecting diverse viewpoints. Through these roles, students learn about fairness, justice, and the ethical implications of their decisions.

From a theoretical perspective, extracurricular activities can be understood through the lens of developmental psychology. Erikson's stages of psychosocial development, particularly the stage of identity vs. role confusion, highlight the importance of social interactions in forming a coherent sense of self (Erikson, 1968). Participation in extracurricular activities allows students to explore different roles and identities, fostering a sense of belonging and purpose. This exploration is crucial for developing ethical and moral reasoning as students encounter and navigate various social and ethical dilemmas.

Different types of extracurricular activities contribute uniquely to moral and ethical development:

- Community service projects are particularly effective in promoting ethical values such as altruism, empathy, and social responsibility. These projects encourage students to engage with their communities, understand social issues, and contribute to the welfare of others. Studies by Youniss and Yates (1997) demonstrate that students who participate in community service develop a stronger sense of civic responsibility and are more likely to engage in pro-social behaviors. By working in diverse

environments and helping those in need, students learn the importance of compassion and the ethical obligation to contribute to the common good.

- Participation in student organizations, such as debate clubs, environmental groups, or cultural societies, offers students the chance to practice leadership and teamwork. Research by Kuhn and Udell (2003) indicates that involvement in these organizations helps students develop critical thinking skills and ethical decision-making abilities. Leadership roles within these organizations require students to set examples, resolve conflicts, and make decisions that often have ethical implications. These experiences can instill a sense of accountability and ethical leadership.
- Sports teams provide a unique environment for moral development through the emphasis on teamwork, fair play, and perseverance. Shields and Bredemeier (1995) discuss how sportsmanship and ethical conduct in sports can teach students about respect, fairness, and integrity. The competitive nature of sports also provides opportunities for students to handle success and failure gracefully, reinforcing the importance of ethical behavior both on and off the field.
- Engagement in arts and cultural activities, such as theater, music, and visual arts, fosters empathy and ethical reflection. Studies by Winner, Goldstein, and Vincent-Lancrin (2013) show that students involved in the arts are more likely to develop emotional intelligence and a deeper understanding of human experiences and ethical issues. Artistic expression allows students to explore complex moral themes and societal issues, encouraging them to reflect on their values and beliefs.

While the benefits of extracurricular activities are well-documented, several challenges must be addressed to maximize their impact on moral and ethical development. Mahoney, Cairns, and Farmer (2003) emphasize that the quality and structure of these activities are crucial. Programs that lack clear objectives or fail to engage students meaningfully may not provide the intended ethical benefits. Therefore, educators must ensure that extracurricular activities are well-designed and purposefully aligned with ethical and moral learning outcomes.

Moreover, access to extracurricular activities can be uneven, often influenced by socioeconomic factors. Darling, Caldwell, and Smith (2005) highlight that students from lower-income backgrounds may have fewer opportunities to participate in these activities due to financial constraints or limited availability in their schools. Addressing these disparities is essential to ensure that all students have the opportunity to benefit from the moral and ethical development that extracurricular activities can offer.

### **Impact of Digital Technology and AI on Students' Moral Development**

The proliferation of digital technology and artificial intelligence (AI) has profoundly impacted various aspects of life, including education. As students increasingly engage with these technologies, their moral and ethical development is influenced in both positive and negative ways. This section provides an in-depth analysis of studies examining the impact of digital technology and AI on the moral development of students.

Digital technology and AI offer numerous opportunities for enhancing ethical education. Buckingham (2008) highlights the potential of digital media to create interactive and engaging learning environments that promote ethical thinking. For instance, AI-driven educational tools can simulate real-world ethical dilemmas, allowing students to explore complex moral issues in a controlled, reflective manner. These simulations can help students develop critical thinking skills and ethical reasoning by providing immediate feedback and diverse perspectives on their decisions.

Furthermore, digital technology facilitates access to a vast array of resources and perspectives, enriching students' understanding of global ethical issues. Rheingold (2008) points out that online platforms can connect students with peers from different cultural backgrounds, fostering cross-cultural understanding and empathy. Such interactions are crucial for developing a nuanced and inclusive ethical perspective. AI can also support personalized learning, adapting to individual students' needs and promoting self-directed ethical inquiry. According to Luckin et al. (2016), AI systems can track students' progress, identify gaps in their understanding, and provide tailored content that challenges their ethical reasoning. This personalized approach can enhance students' engagement and motivation, making ethical education more effective and relevant.

While digital technology and AI offer significant benefits, they also pose challenges to the moral development of students. Turkle (2015) argues that the rise of digital interactions has led to a decline in face-to-face communication, which is essential for developing empathy and social skills. She suggests that digital communication often lacks the emotional depth and immediacy of in-person interactions, making it harder for students to develop a genuine understanding of others' feelings and perspectives. Moreover, the pervasive use of social media can exacerbate issues related to self-esteem and ethical behavior. Studies by Twenge (2017) indicate that excessive social media use is linked to increased feelings of loneliness, anxiety, and depression among teenagers. The curated nature of social media, where individuals present idealized versions of themselves, can lead to unrealistic comparisons and ethical dilemmas related to authenticity and self-worth.

Another significant concern is the ethical implications of AI algorithms themselves. Noble (2018) highlights that AI systems can perpetuate and amplify existing biases, leading to unfair and discriminatory outcomes. For example, biased algorithms in educational software can disadvantage certain groups of students, raising ethical issues related to equity and justice. These biases can undermine students' trust in technology and complicate their understanding of fairness and ethics.

The integration of digital technology and AI in education necessitates a strong emphasis on digital literacy and ethical considerations. Livingstone and Haddon (2009) stress the importance of teaching students to critically evaluate digital content and understand the ethical implications of their online behaviors. Digital literacy education should encompass topics such as data privacy, digital footprints, and the responsible use of AI technologies. Additionally, educators must model ethical behavior in their use of digital technology. This includes transparent communication about the use of AI systems and the ethical considerations involved in data collection and analysis. By demonstrating ethical practices, educators can help students develop a critical and informed approach to digital technology.

### **Best Practices for Integrating Character Education into Academic Curricula**

Character education aims to cultivate ethical and moral values alongside academic skills, preparing students to become responsible, empathetic, and engaged citizens. Integrating character education into academic curricula involves intentional efforts to blend ethical learning with traditional subject matter. This section examines the best practices for embedding character education in academic settings, drawing on various theoretical perspectives and empirical studies.

A holistic approach to character education integrates ethical learning into all aspects of the school experience. Noddings (2013) argues that ethical education should permeate the entire curriculum rather than being confined to specific courses or extracurricular activities. She advocates for embedding ethical discussions in everyday lessons across subjects, ensuring that students regularly encounter and reflect

upon moral issues. This approach helps students see the relevance of ethical principles in various contexts, fostering a deeper and more consistent moral understanding. Lickona (1991) supports this holistic approach by emphasizing the importance of a school culture that values and rewards ethical behavior. He identifies several strategies for integrating character education, including the use of ethical case studies, role-playing, and service-learning projects within the academic curriculum. By embedding ethical content into subjects like history, literature, and science, educators can provide students with continuous opportunities to apply and refine their moral reasoning skills.

Service-learning is a powerful method for integrating character education into academic curricula. This approach combines classroom instruction with meaningful community service, allowing students to apply academic knowledge to real-world ethical issues. Eyler and Giles (1999) highlight that service-learning enhances students' civic responsibility, empathy, and ethical awareness. By participating in community projects, students learn about social justice, equity, and the importance of contributing to the common good. Kielsmeier, Scales, Roehlkepartain, and Neal (2004) provide evidence that service-learning can improve academic outcomes while fostering ethical development. Their research shows that students engaged in well-structured service-learning programs demonstrate higher levels of academic achievement, school engagement, and moral reasoning. This dual benefit underscores the value of integrating service-learning into the curriculum as a means to achieve both educational and ethical objectives.

Regular ethical discussions and reflective practices are essential components of effective character education. Kohlberg (1984) emphasizes the importance of moral dialogue in the development of ethical reasoning. He suggests that discussing ethical dilemmas and reflecting on moral choices can significantly enhance students' ability to think critically about ethical issues. One practical approach to fostering ethical discussions is the use of Socratic seminars, where students engage in guided dialogues about complex ethical questions. These seminars encourage students to articulate their values, listen to diverse perspectives, and develop reasoned arguments. Parker and Hess (2001) highlight the effectiveness of Socratic seminars in promoting critical thinking and ethical reflection, noting that students who regularly participate in such discussions exhibit greater moral maturity and empathy.

Teachers play a crucial role in character education by modeling ethical behavior. Bandura's (1977) social learning theory posits that individuals learn behaviors through observation and imitation of role models. In the classroom, teachers can demonstrate ethical behavior through their interactions with students, colleagues, and the broader school community. By consistently displaying integrity, fairness, and empathy, educators can set a powerful example for their students. Lapsley and Narvaez (2006) argue that teachers who model ethical behavior create a supportive environment that encourages students to adopt similar values. They suggest that professional development programs focused on ethical leadership can help teachers enhance their ability to serve as moral exemplars. Such programs can provide educators with the skills and knowledge necessary to integrate character education into their teaching practices effectively.

Designing a curriculum that incorporates character education requires careful planning and intentionality. Berkowitz and Bier (2005) propose a framework for character education that includes explicit instruction in ethical principles, opportunities for moral action, and a supportive school culture. They recommend integrating character education goals into lesson plans, assessments, and classroom activities to ensure that ethical learning is a continuous and coherent process. One effective pedagogical strategy is the use of ethical case studies and problem-based learning. These methods engage students in analyzing real-world scenarios that involve ethical dilemmas, encouraging them to apply their moral reasoning skills. Rest

(1986) suggests that case studies and problem-based learning can help students develop a deeper understanding of ethical concepts and improve their ability to navigate complex moral issues.

Character education is most effective when it involves collaboration among educators, students, parents, and the community. Schaps, Schaeffer, and McDonnell (2001) emphasize the importance of a whole-school approach that engages all stakeholders in promoting ethical values. By involving parents and community members in character education initiatives, schools can reinforce ethical learning and create a consistent message about the importance of moral behavior. Inclusive practices are also critical to the success of character education. Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013) highlight the need for culturally responsive character education programs that respect and incorporate diverse perspectives. Inclusive character education ensures that all students feel valued and understood, promoting a sense of belonging and ethical responsibility.

Assessing the impact of character education programs is essential for ensuring their effectiveness and making necessary adjustments. Berkowitz and Bier (2004) recommend using a variety of assessment tools, including surveys, interviews, and observations, to evaluate students' ethical development. These assessments can provide valuable insights into how well character education initiatives are meeting their goals and identify areas for improvement. Effective evaluation also involves continuous feedback from students and teachers. Brabeck, Kenny, Stryker, Tollefson, and Sternberg (2000) suggest that regular feedback sessions can help educators understand the impact of their character education efforts and refine their approaches. By fostering an ongoing dialogue about ethical learning, schools can create a dynamic and responsive character education program.

Integrating character education into academic curricula is a multifaceted process that requires intentional design, inclusive practices, and collaborative efforts. Best practices include adopting a holistic approach, incorporating service-learning, fostering ethical discussions, modeling ethical behavior, designing intentional curricula, and implementing effective assessment strategies. These practices ensure that character education is woven into the fabric of the educational experience, helping students develop the ethical and moral values essential for becoming responsible and compassionate citizens.

## **METHODOLOGY**

This section outlines the comprehensive approach used to conduct the literature review and theoretical analysis. The objective was to systematically examine existing research on the integration of character education into academic curricula and the impact of digital technology and AI on students' moral development. This methodology involved defining the scope, identifying relevant sources, establishing selection criteria, conducting thorough searches, and analyzing the data in a structured manner.

To ensure a thorough and unbiased examination, the first step involved defining the scope of the literature review. The primary focus was on identifying best practices for integrating character education into academic curricula and examining the influence of digital technology and AI on students' moral development. This scope was selected to provide a holistic understanding of how educational practices can foster ethical and moral values in students while considering the modern technological landscape.

Several academic databases and sources were identified for the literature search, including Google Scholar, PubMed, ERIC (Education Resources Information Center), JSTOR, PsycINFO, and Scopus. In addition to these databases, seminal works by key theorists in the field of character education and moral development, such as Lawrence Kohlberg, Nel Noddings, and Albert Bandura, were included to provide foundational insights.

Inclusion and exclusion criteria were established to ensure the selection of high-quality and relevant studies. Inclusion criteria encompassed peer-reviewed journal articles, books, and book chapters published within the last 20 years to ensure contemporary relevance, with exceptions made for seminal works. The focus was on research related to character education, moral and ethical development, and the role of digital technology and AI in educational contexts. Studies had to be empirical, theoretical, literature reviews, or meta-analyses. Exclusion criteria included non-peer-reviewed articles, opinion pieces, studies not available in English, and research not directly related to the specified topics.

With the criteria set, a comprehensive search was conducted using the identified databases and sources. Keywords and phrases such as "character education," "moral development," "ethical education," "digital technology in education," "AI in education," and "extracurricular activities" were employed to locate relevant studies. Boolean operators (AND, OR, NOT) were used to refine the search results and ensure extensive coverage of the literature.

The data selection process involved several iterative steps to ensure rigor and depth in the review. Initially, search results were exported to reference management software (e.g., EndNote or Zotero) to organize and manage references. Titles and abstracts were screened to determine relevance based on the inclusion criteria, and duplicates were removed. Full texts of the remaining studies were then retrieved for detailed review, focusing on those that provided substantial insights into the research questions.

The analysis of the selected studies was conducted using a thematic analysis approach. This involved several stages to ensure a comprehensive synthesis of the findings. Initially, the full texts were systematically coded using qualitative data analysis software (e.g., NVivo or ATLAS.ti). Codes were assigned to relevant sections of the text, focusing on themes related to character education, moral development, digital technology, and AI. The coded data were then analyzed to identify recurring patterns, themes, and trends, grouping similar codes together to examine how different studies addressed the research questions.

Each study was critically evaluated based on its methodology, sample size, context, and findings. This evaluation helped identify the strengths and limitations of the research, providing a nuanced understanding of the evidence base. The findings from the thematic analysis were synthesized to create a coherent narrative, integrating insights from multiple studies to comprehensively address the research questions.

To interpret the results, the synthesized findings were contextualized within relevant theoretical frameworks. Theoretical perspectives from developmental psychology, educational theory, and digital ethics were employed to provide a deeper understanding of the implications for character education. The perspectives of key theorists, such as Kohlberg's stages of moral development, Noddings' ethics of care, and Bandura's social learning theory, were used to interpret and enrich the findings.

The systematic approach to the literature review and theoretical analysis ensured a comprehensive and rigorous examination of existing research on character education and the impact of digital technology and AI on moral development. By following a structured methodology, this study aimed to provide reliable and actionable insights for educators and policymakers seeking to integrate ethical education into academic curricula effectively.

## **FINDINGS**

This section presents the synthesized findings from the comprehensive literature review and theoretical analysis. The findings focus on how extracurricular activities contribute to the development of "Man 2,"

insights on the integration of technology in teaching ethics and values, and examples of balancing academic content with character education.

Extracurricular activities play a pivotal role in the development of "Man 2," the individual who embodies ethical principles, character, and a commitment to societal well-being. Participation in extracurricular activities such as community service projects, student organizations, sports teams, and arts clubs provides students with practical contexts to apply ethical principles and develop moral values.

- Community service projects are particularly effective in fostering ethical values such as empathy, social responsibility, and altruism. Studies show that students engaged in community service develop a stronger sense of civic responsibility and are more likely to engage in pro-social behaviors (Youniss & Yates, 1997). These projects encourage students to interact with diverse groups, understand social issues, and contribute to the welfare of others, thereby enhancing their moral and ethical development.
- Involvement in student organizations offers students the chance to practice leadership, teamwork, and ethical decision-making. Research by Kuhn and Udell (2003) indicates that participation in these organizations helps students develop critical thinking skills and ethical reasoning. Leadership roles within these organizations require students to set examples, resolve conflicts, and make decisions that have ethical implications, thereby instilling a sense of accountability and ethical leadership.
- Participation in sports teams promotes values such as teamwork, fair play, perseverance, and respect. Shields and Bredemeier (1995) discuss how sportsmanship and ethical conduct in sports can teach students about respect, fairness, and integrity. The competitive nature of sports provides opportunities for students to handle success and failure gracefully, reinforcing the importance of ethical behavior both on and off the field.
- Engagement in arts and cultural activities fosters empathy and ethical reflection. Winner, Goldstein, and Vincent-Lancrin (2013) show that students involved in the arts develop emotional intelligence and a deeper understanding of human experiences and ethical issues. Artistic expression allows students to explore complex moral themes and societal issues, encouraging them to reflect on their values and beliefs.

Overall, extracurricular activities contribute to the development of "Man 2" by providing students with opportunities to engage in real-world ethical practices, develop empathy, and enhance their moral reasoning skills. These activities complement academic learning by fostering holistic development and preparing students to become responsible and ethical individuals.

The integration of technology in education offers significant opportunities and challenges for teaching ethics and values. While digital technology can enhance ethical education by providing interactive and personalized learning experiences, it also poses risks related to diminished empathy and ethical behavior. Digital technology facilitates access to a vast array of resources and perspectives, enriching students' understanding of global ethical issues. Online platforms can connect students with peers from different cultural backgrounds, fostering cross-cultural understanding and empathy (Rheingold, 2008). AI-driven educational tools can simulate real-world ethical dilemmas, allowing students to explore complex moral issues in a controlled, reflective manner. These simulations provide immediate feedback and diverse perspectives, helping students develop critical thinking skills and ethical reasoning (Buckingham, 2008). AI can support personalized learning by adapting to individual students' needs and promoting self-directed ethical inquiry. Luckin et al. (2016) highlight that AI systems can track students' progress, identify gaps in their understanding, and provide tailored content that challenges their ethical reasoning. This



personalized approach enhances students' engagement and motivation, making ethical education more effective and relevant.

Despite the benefits, the pervasive use of digital technology can lead to a decline in face-to-face communication, which is essential for developing empathy and social skills (Turkle, 2015). Excessive use of social media is linked to increased feelings of loneliness, anxiety, and depression among teenagers, complicating their understanding of authenticity and ethical behavior (Twenge, 2017). Additionally, AI systems can perpetuate and amplify existing biases, leading to unfair and discriminatory outcomes (Noble, 2018). These biases raise ethical issues related to equity and justice, undermining students' trust in technology and complicating their understanding of fairness.

To mitigate these negative impacts, educators must emphasize digital literacy and ethical considerations. Digital literacy education should encompass topics such as data privacy, digital footprints, and the responsible use of AI technologies (Livingstone & Haddon, 2009). Educators must model ethical behavior in their use of digital technology and demonstrate transparent communication about AI systems and their ethical considerations.

Balancing academic content with character education requires intentional efforts to integrate ethical learning into all aspects of the school experience. This integration can be achieved through various strategies, including holistic approaches, service-learning, ethical discussions, and reflective practices.

Noddings (2013) advocates for an educational approach that integrates character education into all subjects, ensuring that ethical principles are woven into the fabric of the curriculum. This approach involves embedding ethical discussions in everyday lessons across subjects such as history, literature, and science, providing students with continuous opportunities to reflect on moral issues. Service-learning combines classroom instruction with meaningful community service, allowing students to apply academic knowledge to real-world ethical issues. Eyler and Giles (1999) highlight that service-learning enhances students' civic responsibility, empathy, and ethical awareness. By participating in community projects, students learn about social justice, equity, and the importance of contributing to the common good.

Regular ethical discussions and reflective practices are essential for balancing academic content with character education. Kohlberg (1984) emphasizes the importance of moral dialogue in developing ethical reasoning. Socratic seminars, where students engage in guided dialogues about complex ethical questions, promote critical thinking and ethical reflection. Parker and Hess (2001) note that students who participate in these discussions exhibit greater moral maturity and empathy. Teachers play a crucial role in character education by modeling ethical behavior. Bandura's (1977) social learning theory posits that individuals learn behaviors through observation and imitation of role models. In the classroom, teachers can demonstrate ethical behavior through their interactions with students, colleagues, and the broader school community. Lapsley and Narvaez (2006) suggest that professional development programs focused on ethical leadership can help teachers enhance their ability to serve as moral exemplars.

Designing a curriculum that incorporates character education requires careful planning. Berkowitz and Bier (2005) propose a framework that includes explicit instruction in ethical principles, opportunities for moral action, and a supportive school culture. Effective strategies include using ethical case studies and problem-based learning, which engage students in analyzing real-world scenarios and developing ethical reasoning skills (Rest, 1986).

## CONCLUSION

The literature review and theoretical analysis conducted in this study have highlighted several key findings

regarding the development of "Man 2" through extracurricular activities and the integration of technology in education. Extracurricular activities, such as community service projects, student organizations, sports teams, and arts clubs, play a crucial role in fostering ethical values, empathy, and moral reasoning in students. These activities provide practical contexts for students to apply ethical principles, develop social responsibility, and enhance their moral character.

The integration of technology in education offers both opportunities and challenges for teaching ethics and values. Digital technology and AI can enhance ethical education by providing interactive, personalized, and engaging learning experiences. However, the pervasive use of technology can also lead to diminished face-to-face interactions, increased feelings of loneliness and anxiety, and the perpetuation of biases through AI systems. Therefore, it is essential to balance the benefits of technology with the need for digital literacy and ethical considerations.

Balancing academic content with character education requires intentional efforts to integrate ethical learning into all aspects of the school experience. Effective strategies include adopting a holistic and integrated approach, incorporating service-learning and community engagement, fostering regular ethical discussions and reflective practices, modeling ethical behavior, and designing curricula that include ethical case studies and problem-based learning.

The findings of this study have several implications for future research and educational practice. Future research should continue to explore the impact of different types of extracurricular activities on students' moral and ethical development. Longitudinal studies could provide deeper insights into how sustained participation in these activities influences students' character over time. Additionally, research should examine the specific mechanisms through which digital technology and AI affect moral development and identify best practices for mitigating the negative impacts while leveraging the positive aspects. In educational practice, schools should prioritize the integration of character education into academic curricula. This involves creating a supportive school culture that values ethical behavior, providing professional development for teachers on ethical leadership, and designing inclusive and equitable programs that address the diverse needs of all students. Schools should also emphasize digital literacy and ethical considerations in their use of technology, ensuring that students are equipped to navigate the ethical challenges of the digital age.

Fostering "Man 2" in Gen Z students requires a balanced educational approach that integrates academic excellence with character education. As the world becomes increasingly complex and interconnected, it is essential to prepare students not only with knowledge and skills but also with the ethical values and moral reasoning necessary to navigate the challenges of modern society. By intentionally incorporating ethical education into all aspects of the school experience, educators can help students develop into responsible, empathetic, and socially engaged individuals. Extracurricular activities and technology, when used thoughtfully, can significantly contribute to this goal. Extracurricular activities provide real-world contexts for students to apply ethical principles and develop their moral character. Technology, on the other hand, offers innovative ways to engage students in ethical learning and broaden their perspectives. However, the use of technology must be balanced with the need for personal interactions and ethical guidance to ensure that it supports, rather than undermines, moral development.

In conclusion, a balanced educational approach that integrates character education with academic content and leverages the potential of technology can effectively nurture the development of "Man 2" in Gen Z students. By fostering ethical values, empathy, and social responsibility, educators can help students

become not only successful professionals but also compassionate and ethical citizens committed to improving society.

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